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How to Study History.

BY THOS. WENTWORTH HIGGINSON.

It has always seemed to me very creditable to the brains of children that they habitually rebel against the study of History, as presented to them. Why should any boy or girl sincerely wish to know in which Olympiad the victory of Corœbus took place, or whether Ottoman was or was not the son of Ortogrul. When the witty Madame du Chatelet owned to Voltaire her profound indifference as to this last point, he did not reprove her, but rather praised her. He told her that she was quite right in her indifference, but that if History could only be taught as it should be,—with the really unimportant names and dates left out, and those only retained which really throw light on manners or great events, History would then become for her the most interesting of all studies. Then, when Voltaire himself wrote History, he carried out his own theories, and laid the foundation of the modern school.

There still remain among us many institutions where historic teaching means only a list of names, or a complex chart, or "River of Time." A graduate of a Boston grammar school once told me that she was required in her school days, to put on paper every date that occurred in the portion of "Worcester's History," studied by the class. On a large sheet she made five columns of these dates; she then learned them by heart so thoroughly that she could repeat them backwards, and at the age of twenty-two she had forgotten every one.

Warned by experience, when she herself became a teacher, she adopted a wholly different plan. Taking the successive periods, she gave her pupils in each case a few outlines and a few dates from the manual. Then she gave a few questions, of which they were to learn the answers for themselves, in such books as they could find, in the school library or elsewhere. They were to bring to her all the light they could obtain; she was to add whatever she had. From time to time, wider examinations summed up the whole. This method often led to prolonged study of particular points. Thus, the Reformation occupied one paragraph in the manual they used; but to that one paragraph her class devoted six lessons. The pupils eagerly discussed every point of the Reformation,—talking it over, Protestants and Catholics, together, with perfect freedom,—and at the end of the time they passed a written examination that amazed her.

Nor did the benefit end here. Her pupils found their love of books rapidly develop, when the charm of a special investigation was offered to them; and one young girl told her, several years later, that her whole intellectual activity dated from this course of lessons; and that whereas she had before been content with an exclusive diet of Mrs. Southworth, she had ever since demanded better food.

I am aware that I am suggesting nothing new to teachers of experience. I am aware also of the obstacles to any course that demands original research on the part of pupils. But, after all, it is only this flavor of original research, on however small a scale, that makes History take any real root in the mind; and a single period or event, explored in this way, fixes the very facts more vividly in the mind than if they had been learned by heart from a neat little compendium-table, all conveniently arranged beforehand by somebody else.

Of course History can no more be learned without names and dates than a body can exist without a skeleton. But the driest anatomist does not seriously maintain that the skeleton is the body, and that flesh and blood have no business to exist. Yet the anatomical teacher of History does believe this, and grows indignant when you ask that his department should consist of anything but bones. For myself, I believe in the bones—in their place. No pupil should be permitted to take merely the picturesque and romantic part of any period, without a perfectly connected framework of dates for its vertebral skeleton. But a very few dates will answer for this, and the fewer they are the more likely they will be to remain in the mind. It is better to learn only twenty of these, and carry them through life, than to be able to repeat five columns backwards, when you are sixteen, and to have forgotten them all when you are twenty-two.

If the principle applies to young people at school, it applies still more to those who, having left school, are reading by themselves, or with a teacher. There is no young person, I believe, who could advantageously read through Gibbon's Rome, consecutively, or even Bancroft's United States. But let the student take some very simple outline of the facts and proceed to throw light on it for himself, and it will soon prove interesting. How dry is Worcester's brief narrative of the settlement of Massachusetts, for instance! But read with it the journals of the colonists as given in Young's "Chronicles of the Pilgrims," and "Chronicles of Massachusetts"—and throw upon these the side-lights obtained through poetry and fiction, through Whittier's "Margaret Smith's Journal," Mrs. Childs' "Hobomok," Longfellow's "Miles Standish," Hawthorne's "Scarlet Letter," and Motley's "Merry Mount." When you have ended, the whole period has become a picture in your mind; and the most thoughtful and serious discussion of it, by Bancroft or Palfrey, finds you with a prepared and intelligent mind, if you have the time to give to it. And if period after period could be followed up in the same spirit, history would become for you a study of absorbing interest, and inexhaustible in its themes.

It may be said that some of these books are "light reading." They are light reading in the very best sense if they throw light on what else would be dark. I don't believe in the theory that only what is disagreeable is healthy; but hold that labor itself is most useful when it is applied with a will, and not against one's will. There is no danger of any one's acquiring any great range of historic knowledge without corresponding toil; but it is possible so to lay the foundations of knowledge that later toil shall be a delight, and the habit of study its own exceeding great reward.

Co-operation of Parents with Teachers.

BY M. H. BUCKHAM, PRESIDENT UNIV. OF VERMONT.

In speaking of "the importance of the co-operation of parents with teachers in the work of the schoolroom," I shall assume that I am addressing the parents themselves. I begin by asserting that parents are the divinely-appointed instructors of their children—that parents, not the State, not the community at large, not professional teachers, but parents, and they only, are responsible for the education of their own children. We need to be recalled to this fundamental idea of Christian society. Modern institutions and modes of thought are obscuring, not to say discarding it. "Ye fathers, bring up your children in the nurture and admonition of the Lord," imposes on every parent the duty of giving Christian nurture to every child—and this Christian nurture is three-fold: physical, intellectual, and moral. If for convenience, or for the sake of getting better results, we delegate any part of this work to others, if we commit the child's body to the keeping of nurses, and to the curative art of physicians, his intellect to the guidance of teachers, and his soul to the tuition of Sabbath-school instructors and pastors, we may thus delegate the *work*—we cannot delegate the *responsibility*. God will hold us to an account—we shall in after years hold ourselves to an account—for the education our children receive, whoever may be our agents in giving it. The teachers are responsible to us, we to God.

We have, then, arrived at a very important and far-reaching parental duty in connection with secular education. Parents being always responsible for their children's education, must always watch and superintend it. When we send our children to school, we do not and cannot, as some think they can, transfer to others all the care and responsibility of their education. Unless we send with them our watchful solicitude, wrapping them about as a protection against evil influences, and attracting to them all possible influences for good, we are unnatural and recreant parents in God's sight; and it is more than likely that in future years, the light burden of duty which we would not bear when our children were subject to us, will come back a heavy load of unavailing sorrow, and will sit and brood on our hearts, when their ignorance shall rebuke us, or their misdeeds shame us.

Applying this principle to the details of ordinary school instruction, we see plainly that the parent should interest himself in the child's education, and should convince the child that he is so interested. It ought to be an abiding thought in the child's mind, spoken or unspoken, that "my father, my mother, are very anxious that I should do well in school." This one influence, if the child love and respect his parents, will do more to make and keep him industrious and faithful, than all other influences combined. The parent will secure this object in a great variety of ways; in fact, if he really have the child's welfare and success at heart, there will ordinarily be no great danger of the child's failing to perceive it and to be affected by it. Still there are judicious and injudicious ways of accomplishing the end which the parent has in view. When this subject is brought before parents, great stress is generally laid on *visiting the school*. I am inclined to think that undue importance is attached to mere visiting. Some good results may come from it. Both teacher and pupil may be made to feel that the public eye is upon them, and may be thereby spurred to make some exertions to satisfy the public. But a far more healthy and more effective supervision would be secured, if each parent should keep himself in constant communication with the teacher and the school *through his own child*, by watching his progress, by interesting himself, so far as he is able, in his studies, by correcting the misapprehensions that are always arising between teacher and scholar, and in general by keeping the child's confidence, and using the trust for his good and that of the whole school. For every parent has a duty to the whole school as well as to his own children—and both for its sake and their sake, he is bound to do what he can to make his own children diligent, teachable, and dutiful.

It might be objected to this view, by some teachers, that many parents are incompetent to superintend the education of their children, and that such imperfection would in their case result only in meddlesome and an-

noying interference. So it would in a few cases; but the great increase of earnestness and fidelity in the many, would more than compensate for any such annoyances. And I think the teachers will bear me out in saying that they would much rather encounter the flurries which might attend a universal solicitude, than be stagnant on the dead sea of a universal indifference.

But however illiterate a parent may be, there is one service he can render his child which will be valuable beyond all computation: he can see to it that the child be *regular* and *punctual*. Let me say to those parents over again what they must have heard a hundred times already, but what will need to be said a great many hundred times yet—that every unnecessary absence is a serious injury to the pupil, and a robbery of the whole school. If you decide to send the child to a public school rather than educate him yourself, you must conform to the prescribed regulations. That is implied in the contract between you and the teacher, and between you and the whole school. You have no more right to break into the order of school by irregularity than you have to stop a train of cars between two stations for your own convenience and to the inconvenience of the rest of the passengers. But not to insist longer on this view of the case, it is important that your child should understand that, while he is attending school, school is the main thing. You cannot impress him with the idea that education is something to be valued, and prized, and striven for with earnestness and patience; in other words, you cannot educate him at all, unless it is made the great thing to which other things, your convenience and his fancies, must bend. If it makes no great matter if he is an hour late, or if he stays out a day now and a day then, to do some errand for you or to gratify some whim of his own, why the whole thing becomes of no great consequence in his estimation, and to awaken and keep alive in him any high purpose or worthy aim in education is an utter impossibility.

One more appeal, I am confident, I may present to the heart of every true father and mother, in the assurance that it will be effectual: Let us all resolve that our children shall start in life with a better education than we had. The opportunities are better now than when we were children; it is easier for us to do well by them than it was for our fathers to do so well as they did by us. Far from us be the selfishness and heartlessness which sometimes say—"What was good enough for me is good enough for my children." Let us rather say, "God forbid that my children should ever know the mortification, the hardships, and failures which have come upon me from a defective education. Many of my errors it is now too late for me to retrieve, but I can help my children and cause them to bless my memory, by [illegible] against my mistakes, and giving them [illegible] advantages than I had—and, with the help of God, I will do it!"

The December Woods.

BY W. WHITMAN BAILEY.

[Among teachers there is often too great a subserviency to text-books in the study of Natural History. It is with the hope of correcting this tendency that we introduce the following article. Let teachers endeavor to train their pupils to observe minutely and accurately; they will then be prepared to understand and appreciate what is to be found in books. The buds of winter, the alder tassels, the pine cones, all are suggestive. In the cold months we may lay up a store of knowledge which will make our summer studies easier.—ED.]

To the lover of nature, the woods are charming even in the winter. After the trees have cast off their splendid apparel, and the fringed lids of the gentian have closed forever, people are apt to think that there is nothing to be seen in the forest. This is a great mistake. Even now bright colors are not wanting, for among trees the Coniferæ retain their green, and among shrubs the mountain-laurel is as bright as in June.

Many of the smaller plants are also verdant—the prince's-pine, the rattle-snake plantain, the checkerberry, and some of the ferns. The feathers of the last droop over the icy streams as if in sorrow at the absence of the sunny flowers which made their late companionship. The green-brier, or round-leaved Smilax, is very lovely in December. Some of the leaves are a glossy green, others red or yellow, and still others elegantly bronzed. Owing to their rigidity, these leaves keep well in-doors, and there is no prettier ornament than a long vine of green-brier trailed about a picture. It has clusters of very showy blue berries, in appearance not unlike the fruit of the little frost-grape. A more familiar ornament in winter decoration is the so-called black-alder (*Ilex verticillata*), in reality a holly. The foliage is deciduous, and leaves the scarlet berries very prominent. These are much used in Christmas wreathes and crosses. The berries are, however, more beautiful when seen in the swamps, often glazed over with a cuirass of ice. The Roxbury wax-work is equally showy. It is the *Celestrus scandens* of botanists, also called bitter-sweet, in common with the very different *Solanum dulcamara*. The red pods open and reveal a scarlet berry within. The climbing habit of the plant makes it exceedingly graceful.

As long as there is no snow upon the ground, and there occurs an occasional sunny day, we may find even as late as this some stray flower of the earlier year. Indian summer deludes it into a supplementary fruition. We have seen dandelions in bloom in Christmas week, but for that matter, the Polaris expedition found them as far north as 82°. As for the tiny chickweed, beloved of canary-birds, its blossoms are with us all winter. The severest weather only checks for a time the presumption of this hardy plant; it is a member of the Alpine club, and might climb Mt. Blanc. Only let the sun shine upon it, and lo! outbeams its galaxy. Among the weeds that linger latest are the yarrow, the evening primrose, and the self-heal. The witch-hazel, every one knows, blossoms in November. Certain butterflies remain as long. We have seen *Vanessa antiope* in sombre purple, floating through the thickets like an exiled queen, a sort of Margaret of Angou mourning for her former grandeur.

The tangles or brambles, certain species of Rubus, preserve their autumn colors all winter. These shrivel up when brought in-doors, but in the woods are lovely at all seasons. It is of the bramble that old Elliot sings so sweetly:

> "Thy fruit full well the school-boy knows,
> Wild bramble of the brake!
> So put thou forth thy small white rose,
> I love it for his sake.
> Though wood briers flaunt and roses glow
> O'er all the fragrant bowers,
> Thou needst not be ashamed to show
> Thy satin-threaded flowers."

Spicily fragrant is the bay-berry, which long retains its leaves. Its gray clusters of berries survive the foliage, and are used in making bay-berry tallow.

Even after the snows have come our walks are not devoid of interest. To him who will brave the cutting winds and deep drifts to thread his way through the winter woods, there will be revealed a wealth of beauty unknown to the fireside dreamer. Independent of the lovely forms which snow and ice assume—and a volume might be written upon these alone—there are the mosses and lichens to please him. Hoary beards hang from the branches, or gray and yellow spots speckle the bark of the trees. Here and there, covering a fallen log, is a mat of moss, green, velvety, inviting. We imprudently long to sit down upon it, till we think of influenzas and sore-throats.

The microscope reveals wonders of structure in these cryptogamic plants, and in the still lower fungi also to be found at this season. The last are often seen projecting from decayed trees like a series of brackets one above another, and each bracket ornamented with concentric rings of black and white. There is no better time for collecting mosses than the present, for they are now in fruit. Wrap the specimens in paper, with the locality, name, etc., upon it. If possible, indicate the name of the tree upon which it is found growing. Whether the names are known or not, collect the plants, for by patient study these may be determined. One edition of Gray's Manual of the Northern States contains an account of them, illustrated by plates. In collecting, one never knows but what he may be preserving a rarity. Such occupation, too, adds delight to a walk; for walking without an object is a dreary amusement. When we combine exercise with pleasure, the exertion is more beneficial in every way.

We do not pretend to have exhausted the subject of the winter woods. Let others see for themselves what they can find. We only claim to have shown that even in the coldest weather Nature does not abandon us. She leaves enough of forest beauty to delight us—more than enough to give us occupation.

Thoroughness.

BY J. C. GREENOUGH.

Thoroughness is a word often used, and which may very properly be used, to denote an excellence of school-work. Thorough knowledge of anything useful or good is never to be lightly esteemed. Thorough discipline, in accordance with right principles, is an element of manhood. There is, however, a sort of thoroughness which teachers and committees too often aim to secure, which tends to waste of time and of power.

A superintendent of schools recently enjoined upon a teacher, as an important part of her work in teaching a class of reading, that she should require the pupils to commit to memory the elaborate definitions wrought out by some elocutionist, and prefixed to the reading lessons. "I," said he, "at the close of the term will examine the class upon all these pages, and see how well they are recited."

Not infrequently have we listened to exhibitions of thoroughness in history. Each pupil recites any paragraph assigned him, from that part of the book studied during the term, without prompting, and just in the words of the book.

On one occasion, after listening for an hour to a recitation, in which the rules and definitions contained in the first half of the arithmetic were rendered word for word, by those who, six months before, had begun the study of the book; the evidently delighted chairman of the committee turned to me, and said, "Is not that fine progress for two terms?"

In each of these cases, thoroughness in the statement of the words of the text-book, was mistaken for thoroughness in the knowledge of the subjects to which the words referred. The pupils who repeated the definitions in the reading book until the words were fixed in memory, painfully wasted time that should have been pleasantly employed in learning to read. Those who recited the paragraphs from the book of history, in committing the words, with little conception of the events described, and knowing nothing of the significance of those events, gained a knowledge of history widely disproportionate to the labor expended.

The "skillful arithmeticians," as they were termed by the more than satisfied chairman, could not perform problems in addition without counting their fingers.

In many of our schools, verbal accuracy is sought in such a way as to veil the truth which the words were intended to express. In teaching facts the first duty of the teacher is to present the real object of study to the pupil, and not statements respecting it. By the activity of his own powers, under the guidance of a teacher, the pupil should gain his knowledge. When the pupil has

obtained the correct ideas, he is ready for the statement of his ideas,—and not before. In learning the facts that constitute the elements of natural science, it is now conceded that no other method is allowable, and the same method should be pursued in all elementary teaching. By reading or studying a text-book, a pupil can gain real knowledge, only when he understands the meaning of the words he reads. To understand the meaning of words, he must first study other things than words.

All facts are not equally worthy of an abiding place in memory, and those facts that must be remembered are not always best remembered by repeating verbal statements. Those facts, from which the pupil is led to deduce a general or scientific truth, will be remembered better by remembering the general truth than by the repetition of the verbal statement of those facts.

The teacher should be thorough in determining what facts to teach, and in so illustrating and using the facts to be remembered, that the pupil, by the primary laws of memory, will retain the knowledge gained. The teacher should be thorough in leading the pupil to deduce, for himself, from facts, the general principles of the sciences taught. The teacher should be thorough, after the pupil has gained important ideas, in securing simplicity and accuracy in stating those ideas. The teacher may then be thorough in leading the pupil to fix in mind the verbal statement thus reached.

How to Teach Composition.

BY J. E. VOSE, FRANCESTOWN ACADEMY, N. H.

"I hate composition!" Every scholar says it, and most teachers, too, for that matter. *It is the teacher's fault.* For composition is one of the most difficult of arts, and we give almost no instruction upon it. Yet there is no subject of more importance. All have more or less writing to do. Not one in fifty of us can write a page of correct English. And this with all our boasted systems of education. Is it not a result to be ashamed of? Nor is there any need of it; for with a tithe of the attention that we give to arithmetic, or to abstract grammar, all our children could be made fair composers. If the text-books give us nothing usable on the subject, we must construct something for ourselves. For teach this subject we must; it has been let go long enough. Whatever else we fail in, for decency's sake let us learn to write our own mother tongue.

The following simple plan is presented as one that has been tested several years in the schoolroom. It may be no better than the old modes—it cannot well be worse.

OUTLINE OF A SYSTEM.

I. THE SENTENCE.—What it is—Capitals—Punctuation—Brevity and Clearness—Drill, Drill, Drill!

II. THE PARAGRAPH.—How?—Conversation—Written Exercises—Subjects—Order and Connection.

III. THE THEME.—The Skeleton or Brief.

IV. The Critical Study of Niceties. English Literature.

I. THE SENTENCE.—This is the *unit;* every child can use it; hence begin with this. A sentence is a *statement.* Drill the class in making *distinct* statements—not double or complex ones, as "John runs and plays," but always *simple*, either long or short: "John slides down hill," "The grand old trees on the hillside wave proudly in the wind." Begin with short sentences, and expand by degrees. Two or three days of oral drill will give most students a fair idea of the simple *spoken* sentence. Then begin writing or printing. Commonly a sentence begins with a capital and ends with a period, and there are no other capitals in it, except proper names, etc. Explain and illustrate this. Have every student write four sentences on any subject, *each* in the form of a paragraph (to keep them distinct), like this:

"THE OX."

The ox is A verry useful Animal

Thay are of grate use to Men in plowing and drawing loads." Etc., etc.

Now the children exchange papers and check every mistake. Thus, in the first sentence above, there would be four crosses, over *A*, *verry*, and *Animal*, and at the close; in the second, over *they*, *grate*, and *Men*. The teacher then examines to see if every mistake is checked, and explains any corrections if necessary. The next day the class copy these exercises *corrected* into their Exercise Books. These should be daily exercises, and may be quite short if time presses. Complex and compound sentences may be gradually introduced. Brevity, accuracy, neatness in expression, should be taught and insisted on. As soon as some proficiency is attained, the simple principles of punctuation may be taught. A *fundamental principle* all the while is, that the child is to learn to write precisely as he learned to talk, by constant repetition and correction—till he writes correctly by mere *force of habit.* Hence the necessity of system, of constant variety—changing sentences in every possible way—of patience, labor, on the part of the teacher, and of incessant DRILL.

II. THE PARAGRAPH.—The sentence being matured, the rest is easy. The drill on the Paragraph may be as follows: Each student is provided with a sheet of foolscap. An easy subject is taken, say, *A Brook.* The first exercise should be four sentences in *one* paragraph on the *channel* of the brook—the bottom, rocks, sand, etc, of the channel—*not a word* about anything else. Then, leaving one line blank, put the next day's exercise below this—a paragraph of four sentences on the *banks* and what grow there. A third paragraph in the same way may treat of the *fishes*, etc., in the brook; a fourth of the *animals*, etc., on the banks; a fifth of the *uses* of the brook.

Here is a composition (never use the word!)—five four-sentence paragraphs, each on a simple part of the subject. Drills of this sort should be multiplied till the class fully understand what a paragraph means, namely, a collection of sentences touching *one point* of a subject.

Conversational exercises are important, about what any one has seen, heard, read, thought, that interests him, each student rising and telling his story in his own words easily and neatly. The next day let each one write out what he said. Allow no inaccurate, slovenly work, but require each exercise to be rewritten till it is right.

Subjects should always be chosen by the teacher. Take the simplest every-day things: What you saw on the way to school; Describe the Stove, the Desk, the School-Room; What is in your father's Barn? Store? Shop? Office? Tell about your Steers—Flowers—Baby-kitten. An infinite variety may be had by writing Letters, Invitations, Notices, Advertisements, Deeds, Notes, Orders, etc.,—the common things that people blunder so about. Call attention all along to the proper order and connection of the paragraph.

III. THE THEME.—Here, at the top of the pyramid, is where students usually begin; and having laid no foundation, of course they fail. In teaching the Theme the stress is to be laid on the *connection of the paragraphs.* Take a theme and show what paragraphs it should have, and their sequence. The following will illustrate:

FARMING.

(b) Its Antiquity.
(a) Necessity.
(b) Occupation of the Majority.
(b) Honorable.
(c) Illustrious Farmers.
(c) Retiring from Business to a Farm.
(a) Pleasures.
(a) Healthfulness.
(b) Independence.
(c) Gives time for Thought and Study.
(c) What Farmers Ought to Know.
(d) Brings a man close to Nature.
(d) Ought to make him religious.
(e) Seldom all realized, but we see the *Possibilities.*
(e) Ennobles the Whole Man, hence the Noblest Employment.

The student has the subject *Farming.* He wishes to work it up into a theme, and we are to show him how. For the first exercise let him take the three heads marked (a) above, and write a good paragraph on each,—the *Necessity*, the *Pleasure*, and the *Healthfulness* of Farming. He has a composition. Now the great difficulty is to hold students to a subject till they master it. *Hold him to this same subject* for a next exercise, also, and a next, and a next. The second exercise should consist of a paragraph on each head above marked (a), (b), in their order, the three old paragraphs (a), being recast and set in their proper places. He should recast the three in one day, write the other four in a day each, and copy out on the sixth day. In other words, teach him that *time* is an important element in composition—time for thought and care. The next week, he writes paragraph (a), (b), (c), entirely and thoroughly revising the seven old ones, (a), (b). The next week he writes a fourth exercise in the same way, recasting and adding paragraphs (d); the next week another, adding (e). Now let him carefully rewrite the whole, and he has his theme. He has had six exercises and rewritten parts of it from one to five times, and he is a stupid boy indeed if he has not a very creditable performance.

He has also learned the great secret of the minister and the lawyer, viz.: the art of making a *skeleton* or *brief.* He should now be drilled on this, being required to choose subjects of his own and make outlines or skeletons of them. Insist on *logic* here—the proper heads and the proper sequence. Drill on it relentlessly, for here nine-tenths of our public speaking is a failure—it makes no point. Let him expand his briefs into themes. When he can both *outline* and *expand* his subjects fairly, the teacher's work with him is well-nigh done.

Taught in this way Composition becomes a pleasure; children grow enthusiastic over it; grammar, the study of language, and the power of language, have ever an increasing beauty to them. They grow earnest for something more. The need is felt of a knowledge of other languages. Especially does the final step in the mastery of our own tongue become possible, namely:

IV. THE CRITICAL STUDY OF ENGLISH.—Not mere "parsing" or "analyzing," but the thorough dissecting and then synthesizing of everything from the simplest oral element up through,—the letter, the syllable, the word, the sentence, to the finished theme. When scholars sharpened in the use of words by drills like these come up from our common schools to the study of our higher literature, what keenness and appreciation will they bring to the work compared with what they do now. And warming towards the wonders and beauties of language, they will trace its history and changes with increasing delight back through Shakespeare and Spencer to Chaucer and the rough Anglo-Saxon, and out through the German brotherhood, till the study of English shall stand full abreast with the Classics as one of the most potent means of discipline that we possess. The power is in our own hands. We must wield it through the common schools.

Public Schools and the State.

BY PROF. HIRAM ORCUTT.

There is an inseparable relation between home and school training and both are essential to the welfare of the State. Indeed, the State (under a free government like our own) is what the family and school have made it.

And what is the character of the public school? It is

neither entirely domestic, scholastic, nor ecclesiastic; and yet it has a close connection with the family, the university, and the church. It must be, in an important sense, a political institution, and is the very corner-stone of our government. In it American children have their first drill in public life, and there can be no substitute for the discipline in citizenship which they there receive. The American public school is a little republic, where our children are first taught to live together under a common system of law, governed by officials whose authority is sustained by the whole power of the State. During the period of school life, they there rehearse every phase of the public life of their country. Hence, there they should receive that rudimentary knowledge and mental illumination which will help them to become intelligent citizens. There, if anywhere, they must gain the important instruction in personal character as related to others living under law. And there they may learn how to conduct themselves in their relations to their fellow men, and to respect their rights.

Family life is exclusive, business relations are clannish in their tendency, and strong prejudices often influence individual members of houses, churches, literary and professional cliques; how important, therefore, that discipline of manhood and womanhood which alone can fit our children for American citizenship. And yet, where else, except in the public school, can the masses receive instruction pertaining to public life and public virtue? The public school stands next above the family; and is the first step out of that divine institution in the organization which we call the State. Now, if we can determine what is the most essential element of our national prosperity, we shall understand what is the most important lesson to be taught in our common schools. And can any doubt that that element is public virtue? There was no question among our wise, practical, and devout ancestors who established the American public school about its right and duty to teach morality. Indeed, the original common school of our free States was a seminary of earnest, moral patriotism. Moral instruction bore a larger proportion to the entire work of the school. The Bible was the reading-book. The master who failed to maintain a high standard of character, and who could not control his school, was turned out. And who can doubt that the moral and patriotic culture secured in the old school house of that day, was one of the most powerful elements of our national success? The common school of our day has made great progress in the line of outward accommodation, and methods of scientific and literary cultivation; but may we not fear that it is losing its original power as the national teacher of public character? As a scientific agency, it has been much enlarged; but is it not in danger of losing that which once made it our national sheet-, and the natural teacher of public virtue, and the training school of American citizenship? Is not instruction in morals and patriotism too much neglected and intellectual brilliancy, under the name of "culture, too highly extolled?

These are thoughts and questions worth our careful consideration. We should guard with scrupulous care these channels through which flow the life-blood of the nation, lest that blood should be contaminated and impart disease and death to the body politic.

The people's school is the nation's birth-right: it should be located on every hill-top and in every valley, throughout the length and breadth of this vast country; it should receive the fostering care of every State and central government; it should bring within its enclosure, for culture and instruction, all children of proper age, and of every sect and condition in life; for all are to become citizens, to share the responsibility and enjoy the blessings of our free institutions.

A GOOD thing for teachers to do: Take, and carefully study, the best educational journal in the country.

Teaching in Answer to a Conscious Want.

BY PROF. S. S. GREENE, BROWN UNIVERSITY.

The question often arises, What are the requisites for effective teaching? Various answers have been given. An exhaustive answer would require a full statement of all the conditions which pertain to the pupil, the teacher, and the matter taught. Assuming the presence of all the other conditions, we propose here to show that the best permanent effect is produced upon the child's mind when instruction meets a *real want*, when it answers to a *present craving* of his mind.

Much valuable instruction is lost, not because it is above the capacity of the pupil, not because it is too abstract, but because he has no relish for it. He has never hungered for it. If taken at all, it is accompanied with an unfeigned disgust and followed by a mental dyspepsia. In a majority of cases it is in no proper sense taken at all; it glides from him like water from an oiled surface. Even if he forces the memory to retain the form, his intellect does not grasp the substance. Teaching implies learning, and learning is but the satisfying of a mental craving. That such a craving exists in the minds of children no one will doubt. The teacher who, at once, discovering its whereabouts, makes this the objective point for his earliest movement, shows himself master of his business. He will win. The children will gather around him, ply him with questions and take in his replies with an avidity which will show that they are absorbing his instructions with real relish.

Having once gained their confidence, and having given them an unmistakable pledge of his ability and desire to minister to their real wants, he is able to modify and change the current of these wants at pleasure. He who has amused and instructed a child by pointing out the parts of his toy engine, showing the purpose and the plan of their operations, will have no difficulty in awakening a desire to know the purpose and plan of the several steps in any arithmetical process, or in any other process that shall come up in the school-room. He will be wise enough, of course, to avoid all hasty and abrupt transitions in his movement towards the development of new wants. But this he will do, and must do, if he perform the proper function of a teacher. In fact, here lies the secret of the teacher's power. It is as much his duty to awaken the proper aspirations of his pupil as it is to guide, cherish, and sustain them when awakened.

A child can be easily led to cherish a fondness for nature or art, for science or literature. But he must not be loaded down with crude material for which there has been no previous preparation. The skillful teacher not only sees the path through which the learner must be made to go, but gradually opens the way by awakening an intense curiosity to survey "the regions beyond." Thus is the want created in anticipation of the supply. Who cannot remember in his own experience of having completed a process wholly innocent of the idea that it had any purpose, or any connection with real life? What must we suppose to be the mental state of children when made to urge their way through their daily tasks without aim or plan, or consciousness that a single inward craving is answered? To be more specific: A child is about to enter upon the study of Numeration and Notation. The instances are rare in which the pupil is at the outset put into sympathy with the *real wants* of the case—much less with the beauty and simplicity of the method by which the want is answered in the Arabic system of notation. The real want is a system of marks, or figures, which will represent every number from zero upward to the highest conceivable one. Adopt the plan of representing each number by a separate mark, and you will fail to find a sufficient number of *different* figures to represent them; and if you could succeed, it would cost a lifetime to master them. The mastery of the Chinese language would be a simple task in comparison with it. A child might easily be made to see this difficulty. Let him then see how it is obviated by the *few* characters employed in the Roman method; and finally show him how the Arabic method accomplishes the same result, with a vast advantage in the matter of numerical calculation. The time and labor spent on this would be more than repaid by the facilities which it would give the pupil in all arithmetical processes.

What has been said in relation to a conscious want as an essential antecedent to all effective teaching, is equally true of what may be called the *wants of the case* in the various steps of a problem. To illustrate: Let it be required to pass a circumference through three given points not in the same straight line. The ordinary method is to bid the learner join the first and second points by a straight line; also the second and third; then, at the middle points of these lines, to erect perpendiculars and note the point of their intersection. Now, though these are the true directions, they keep the learner in the dark as to the real wants of the case. He is treated as if he were not worthy to be let into the secret of the main question—as if it were enough for him to obey instruction blindly. What possible objection can there be to letting him know at once the primary requisite of the problem? He will then see what is demanded, what the wants of the case are, and will appreciate not merely the result, but the plan and motive of the several steps. Let him see that to pass a circumference through these three points, a center must be found, or a point equidistant from them. The whole question then resolves itself into the question of finding this center. He already knows that a perpendicular erected at the middle point of a straight line will have all its points equidistant from the extremities of that line; and if two such perpendiculars be drawn, the one to the middle of the line joining the first two points, and the other to the middle of the line joining the second and third points, their point of intersection with each other will be equidistant from the three points, and hence the required center of the circumference. This method stimulates the inventive power of the pupil; it awakens an interest in methods of procedure; it leads to originality and ingenuity of investigation, to a firmness of conviction and self-reliance that serves to strengthen the intellectual faculties, and encourage the learner to put forth stronger efforts. It is not meant here to say that the pupil should never take a statement on trust. This he must often do. But he who learns to take the statements of an author only as a sort of assurance that his own researches will lead to the same results, will be sure to clear the way, so far as can be done, of all misapprehension and doubt.

Let any teacher who feels conscious of having fallen into a dogmatic way of presenting his thoughts, or of an undue reliance upon the text-books, simply ask himself if he is really meeting the wants of his classes—if he is meeting a reasonable expectation of his employes, and especially if he is satisfying his sense of justice and duty to the children under his care. The impressions made upon the child will go far to determine his entire future.

THERE is an advantage in a pupil's coming under different teachers: he gets, by the means, mental and moral impressions from a wider range than would result from being educated according to the pattern of a single mind.

THE arrangement of the daily programme of school lessons and exercises is a thing of importance. It is not a matter of convenience simply. What is of greater moment is such a succession as will give the greatest amount of agreeable and healthful change to the pupils. Following a brain-taxing lesson should be one of a less trying character. At the beginning of a session the mind is usually in condition for hard work. Singing is always a pleasant relief, and the reading lesson, if properly conducted, is a good exercise with which to close the day.

Rogers High School, Newport, R. I.

Rogers High School, endowed by the late William Sanford Rogers, of Boston, was opened in Newport, R. I., September 8, 1873. Frederic W. Tilton, A.M., late Principal of Phillips Academy, Andover, holds the position of Head Master. The Scientific Department is under the care of Mr. Frank E. Thompson. Superior teachers are employed as assistants. The course in the Classical Department is adapted to the requirements of all American Colleges. Young ladies who desire to present themselves for examination for the Harvard certificates, can receive the necessary instruction.

A thorough course in Mathematics and the Sciences, with laboratory practice, is given to those looking forward to scientific pursuits.

A general course of Higher English, Classical, Scientific, and Mathematical studies is open to persons of either sex, who do not wish one of the special courses above mentioned.

The study of Modern Languages is a required part of each of the three courses.

Students from abroad are admitted upon the payment of a moderate tuition.

The Rogers High School springs, in a certain sense, from an old Newport school. There are many who remember, and some still living, who attended the classical school kept by the father of William S. Rogers, in the early years of the present century. The school secured a good degree of eminence, attracting many pupils from distant parts of the country. On its roll were the names of several from the South and elsewhere, who attained in after life, high rank as statesmen and scholars.

The building has a central and beautiful location, commanding a fine water view.

The style of architecture is the Venitian Gothic. The dimensions of the building are fifty-three feet by sixty; its material, pressed brick. The water-table is of Berea stone. The belting courses and other trimmings are of Amherst stone; the steps of granite. The tiles which adorn the front are of English manufacture. The architectural effect of the building, and the arrangement and size of the rooms, are clearly indicated in the cuts which are inserted.

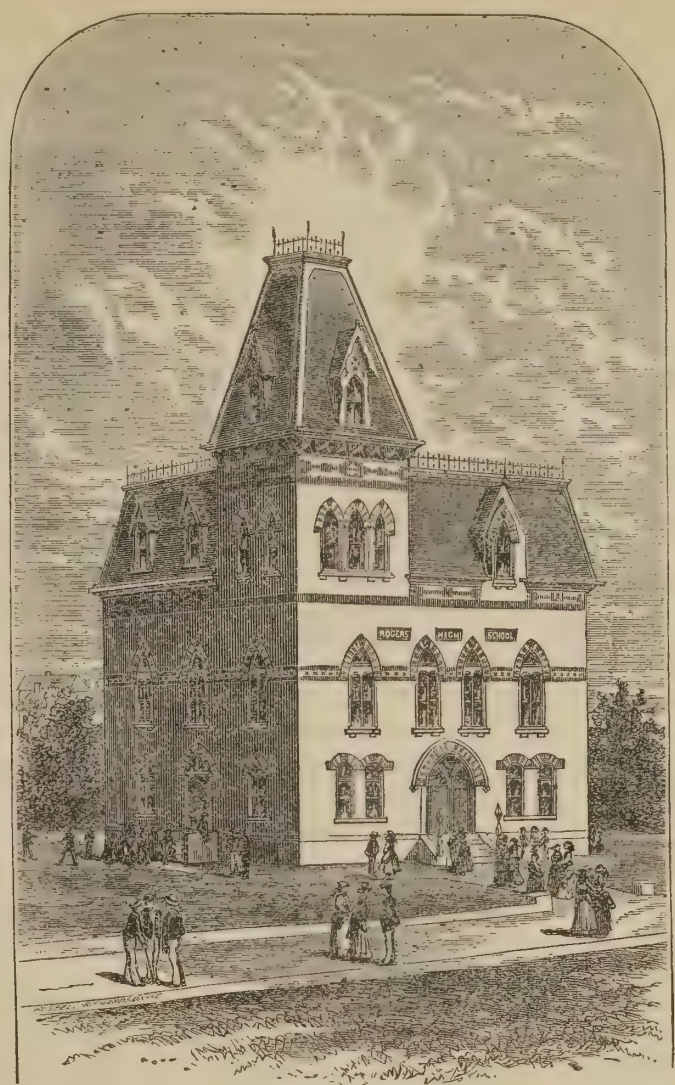
A room in the upper part of the tower has been finely finished, and will serve as an observatory. There is an excellent concreted cellar, averaging eight feet in the clear. A large shaft, extending from the cellar to the roof, affords thorough ventilation. The walls throughout are covered with hard finish.

The floors and wainscot are hard pine. The doors are ash. The laboratories are thoroughly fitted. In the working laboratory, twenty-four tables are provided for students, each supplied with closet, drawer, and Bunsen burner.

The terms of the bequest of Mr. Rogers are given in the following extracts from his will.

EXTRACT FROM THE FIRST CODICIL.

"From the residue of my estate, I give to the Rev. Dr. Thatcher Thayer, of Newport, and William Minot, Jr., of Boston, the survivor of them, and the Executor, Administrator and assigns of the survivor, the sum of fifty thousand dollars, upon the following trusts and none other, namely: To pay the same to the Mayor and Aldermen of the City of Newport, for the purpose of establishing a school in said Newport, to be called the Rogers High School, for the education of youth of both sexes, in such branches of knowledge as are usually taught in High Schools of the best character, the income of the said fifty thousand dollars to be appropriated solely to the support of teachers of the highest qualifications, and for no other purpose; and said Trustees are not to pay said sum to said Mayor and Aldermen until said Mayor and Aldermen have provided a suitable building for said school, to the approbation of said Trustees. No part of said fifty thousand dollars or the income thereof is ever to be applied to the erection or repair of said building, and said fifty thousand dollars is to be set apart and called the Rogers fund; and carefully invested on interest with good security. In case said Mayor and Aldermen should not, within



ROGERS HIGH SCHOOL, NEWPORT, R. I.

First Story.

Second Story.

Third Story.

six months of the probate of my Will, signify in writing to my Executors, their acceptance of the legacy, on the conditions above described, I direct said Trustees to pay the said fifty thousand dollars to Brown University, in addition to the fifty thousand dollars given to said University for the support of the 'Newport Rogers Professorship.'"

EXTRACT FROM THE SECOND CODICIL.

"I increase the legacy, given in my first Codicil, to the Rev. Dr. Thatcher Thayer, of Newport, and William Minot, Jr., Esq., of Boston, in trust for the benefit of the Rogers High School, in Newport, from the sum of fifty thousand dollars, the amount given in said Codicil, to the sum of one hundred thousand dollars, this increased sum to be held by said Trustees and the survivor, and their successors, on the like trusts and for the same purposes as are declared in said first Codicil in relation to said sum of fifty thousand dollars, with these exceptions: that if, after the acceptance of this legacy by the municipal authorities of Newport, my Trustees, or the survivor, or their successors, deem it expedient to build, or aid in the building of a school house in said Newport, suitable for the accommodation of said Rogers High School, I authorize my Trustees or the survivor or their successors, to expend out of the principal of said legacy, such sums, not exceeding in all ten thousand dollars, as may be necessary and proper for the purpose, of which my Trustees are to be the judges. I also authorize and direct my Trustee to pay to Brown University, in Providence, the sum of one thousand dollars, for a scholarship, for the benefit of such graduates of the Rogers High School as the superintendents of said school, with the consent of my Trustees, may from time to time designate. My Trustees are not to be bound to expend the whole income of this trust fund in any one year, but may reserve it for following years, or add it for the time being to the principal of the trust fund, to be a permanent part thereof."

LACK of love and respect for the teacher by the pupil more frequently arises, probably, from exposure of the peculiar weaknesses of the latter by the former than from any other cause. All people, and children especially, need encouraging support for the infirmities of their being, and nothing more arouses ill-temper and bad feelings than to have a natural deformity, either of the body or mind, uncovered as a target for ridicule, or exposed to those whose good opinion is valued. Remember that in every boy and girl you have to wrestle with the sins and peculiarities of a long line of ancestry, going back, through jails and prisons it may be, to the savage, if not to the ape, and that true "evolution" lies in the development of the best in the person, by which means the worst may be overcome.

VERY few schoolrooms are adequately ventilated In most school-houses there is still the necessity for opening windows to obtain a proper supply of fresh air. But whatever opening is made should be constant. The sudden throwing wide open the windows and doors at recess, then shutting them when it is over, is a dangerous practice. In cold weather the temperature of the schoolroom would often be thus lowered 15° or more while the pupils are out. They come in perspiring, perhaps, from exercise, and are seated in this lowered temperature, taking off extra clothing, instead of putting it on, as the laws of health require under such circumstances. If the windows must be lowered, it should be done before the sessions begin, that there may be no sudden changes while the pupils are quietly seated.

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A Weekly Journal, published under the auspices of
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An *extra copy* of THE JOURNAL OF EDUCATION will be sent to any person sending twenty-five subscribers.

Boston., Mass., Jan. 2, 1875.

A New Year's Greeting to our Readers.

THE NEW ENGLAND JOURNAL OF EDUCATION enters upon its work under most favorable circumstances, and succeeds to, and inherits, the good name of four journals which are merged in it; namely, *The Massachusetts Teacher*, *The Rhode Island Schoolmaster*, *The Connecticut School Journal*, and *The College Courant*. Each of these has done a good work for home, school, and college education, in and out of New England.

The Massachusetts Teacher has had a separate and an honorable life of twenty-seven years, the oldest educational paper in New England.

The Rhode Island Schoolmaster has faithfully done its work for twenty years, and its honest name and face will be missed by the school-workers in Little Rhody. Its fame and fortunes were never brighter than at the date of its union with its cotemporaries.

The Connecticut School Journal has a name to live far beyond the limits of the Eastern States; for Connecticut teachers have carried its good influence all over the country, and will, may be, over the world. The loyalty of the teachers of that State to their magazine was second only to their desire to aid a movement which looks to the establishment of a paper, which shall unite in one the good qualities of the many.

The College Courant, of New Haven, has in nine years made a character which has given to its managers reputations as men of power, and business character, [illegible] its many readers will make the exchange with a [illegible] are well worth transferring to the [illegible]

New Hampshire and Vermont have each had [illegible] magazines in the past, but their lives were [illegible] and their histories are not yet written. Each had its work in shaping the educational character and condition of these noble States.

Upon this foundation of four granite columns, with a sub-base of the Northern New England States we propose to rear the NEW ENGLAND JOURNAL OF EDUCATION, and we can only desire that the edifice, now to be erected, shall be worthy of the substantial character of its founders.

As the union of these agents has been effected by the combined action of the American Institute of Instruction, the Teachers' Associations of New Hampshire, Massachusetts, Rhode Island, and Connecticut (Maine and Vermont not having yet held their annual meetings), [illegible]nd the managers of the several Journals entering the compact, it necessarily brings to the support of the JOURNAL OF EDUCATION the power of numbers and influence which has never before been secured in New England or the country, in the educational work. Add to this notable movement, its character as marked by unanimity and enthusiasm in all the councils which have secured it, and we may look upon the merging of these journals as the answer to a long felt, and strongly expressed want in the minds of educators in and out of New England. With the talent and influential energy inherent in the general organizations which have ordered this JOURNAL into being, we may hope to prepare a paper which shall, when well established, present, in all its departments, the products of the broadest liberal culture for which our schools are so worthily noted.

Departments of The Journal of Education.

We hope to present a great variety of interesting and practical matter to our readers in the course of a year's issue, and in order to do this most methodically, we have arranged for the following

DEPARTMENTS:

In our *Editorial Columns* will be found the discussion of the most important and practical educational topics of the day.

Our *Original Articles* will be from the pens of experienced educators, and writers, whose opinions are worthy of large consideration.

In our *Selected Articles* we shall present such a variety of reading upon education as may be found in the best American and foreign reviews and current literature.

The Department of School Architecture will present plans for school-buildings of all grades, with such cuts and engravings as will enable school officers to note the best methods of constructing edifices, with reference to utility, economy, and a proper regard to *light, heat, and ventilation.*

The Scientific Department will contain carefully prepared original articles on the the advancement of Scientific discovery, with selections from the best scientific authors, and discussions of the theories which are constantly arising.

The Department of School Examinations will be made very practical and useful to teachers of every grade, from the primary school to the college.

The Festival Department will contain exercises adapted to daily use in all grades of schools, and will consist of Declamations, Dialogues, Charades, Tableaux, Motion-songs, and other entertainments.

State Departments.—The State editor of each New England State will furnish, each week, a column of current news, personal items, and other matters of local and general interest. The readers in each State will thus learn the doings of their co-laborers in the other States.

Under *Current Notes* will be found the summary of educational movements at home and abroad.

Reviews, Criticisms, and Book Notices, will occupy their appropriate room and places.

CONTRIBUTORS.

We solicit as contributors to our columns, all educators, in or out of New England, who would add the value of their thoughts and experience to advance the cause of Education in any one of the various departments. Our pages will be open to the free discussion of all questions which are vital to the Teachers' profession, and to the best system of education for the children and youth of our country. We invite honest disputants to occupy the ground which shall be surveyed by the candid judgment of our readers.

History of the N. E. Journal of Education.

The State Educational Magazines of New England have held a high rank among their cotemporaries, and have been worthy of a large patronage, very much larger than they have received. Their history includes the most important era in the annals of education in America. Many of our leading men in the educational work have felt the need of a journal more comprehensive, more practical, and more truly alive to the issues which engage the attention of the thinking men and women of the land. Single suggestions here and there have led to a general discussion upon the subject in each State, and the question,

WHAT SHALL BE DONE?

to secure the desired object was raised in every State in New England. Thousands and tens of thousands of New-England-born men and women in other States, all over our land, have looked to New England for an educational paper that should meet their wants.

At the 45th meeting of the Am. Inst. of Instruction, held at North Adams in July last, the proposition to secure the union of the several State journals of education was brought forward and discussed, and referred to a special committee for consideration and for a report. This committee, representing the several New England States, reported unanimously in favor of the establishment of a New England Journal of Education. After an earnest discussion on the part of the leading educators of New England, among whom were Dr. Emerson, Hon. B. G. Northrop, Dr. Lyon, Rev. C. Hammond, a vote was unanimously given, recommending the effort to unite the several State journals of New England in one strong and able magazine, and a committee of twelve gentlemen was appointed to consider and act with reference to the proposed new journal.

MEETING AT BOSTON.

This committee, consisting of Messrs. Rounds and Johnson, of Maine; Simonds and Orcutt, of New Hampshire; French and Conant, of Vermont; Hammond and Hagar, of Massachusetts; Mowry and Bicknell, of Rhode Island, and Northrop and Carleton, of Connecticut, held their first meeting at Boston in October, and after a full and careful discussion of the whole matter, resolved unanimously, that it is expedient and desirable to establish a New England School Journal, in which the departments of Primary and Secondary Instruction, of Normal Schools, and of School Supervision shall be represented. It was recommended, also, by this committee, that the American Institute of Instruction, the Teachers' Associations of the several New England States, and the managers of the several School Journals of New England, be invited to co-operate in securing the union of these educational agencies, in establishing such a journal as would meet the wants and demands of educators in and out of New England.

ADVISORY COUNCIL.

It was recommended also that an Advisory Council of twelve be elected, to make all arrangements for the organization of the enterprise—this council to be composed of two members from each New England State—one to be elected by the American Institute from each State, and the others to be elected by the State Associations of the six States. It was also decided that the management should consist of an Editor-in-chief and a Publisher, to be selected by the Council, and of a State Editor to be elected by the Teachers' Association of each State. Sub-committees were appointed to secure if possible the co-operation of the Teachers' Associations referred to, and the managers of existing State school journals.

DECISIVE MEETING.

At the call of President Lyon, of the American Institute of Instruction, a meeting of its directors was held in Boston, on Friday, November 27, 1874, at the Educational Rooms in City Hall. At the same time the Committee of the American Institute was called to make report upon their action. More than thirty of the leading educators of New England met at Boston, in answer to this call.

REPORT OF MR. HAGAR AND ACTION THEREON.

D. B. Hagar, Esq., of Salem, chairman of the select committee, reported the action of the committee, in their recommendations, and called upon the several States to respond with reference to the movement. The representatives of the New Hampshire, Massachusetts, Rhode Island, and Connecticut Teachers' Associations reported that those bodies had considered the project,

unanimously endorsed it, and had appointed their State editors. The Maine and Vermont Associations had as yet held no meetings, but they were reported as favoring the enterprise. The managers of the *Massachusetts Teacher*, *The Rhode Island Schoolmaster*, *The Connecticut School Journal*, and the *College Courant*, of New Haven, Conn., reported in favor of the proposed union. No one was present to report for the *Maine School Journal;* New Hampshire and Vermont, having no school magazines, were represented as being heartily in favor of the new plan. After full consultation with reference to the outlines of the enterprise, and enthusiastic addresses had been made by several gentlemen, it was resolved to proceed to elect six counsellors to act with those of the State Associations in establishing A NEW ENGLAND JOURNAL OF EDUCATION.

At the conclusion of the meeting of the Directors of the Institute, a meeting was called of the

ADVISORY COUNCIL,

when it was found that seven of the twelve members of that board were present. D. B. Hagar, Esq., of Salem, was elected chairman, and D. W. Hoyt, Esq., of Providence, secretary.

At that meeting Hon. T. W. Bicknell, of Rhode Island, was elected editor of the new journal, and Charles C. Chatfield, publisher of the *College Courant*, of Connecticut, was elected publisher, and by vote the management of the enterprise was committed to their hands, under the auspices of the Teachers' Associations before referred to. It was recommended that a weekly paper of sixteen pages, of the size of the *College Courant*, be published, and to its establishment and success the Council pledged the good will and support of the Associations whose action had been marked with so much unity, harmony, and enthusiasm.

Good Words from Leading Educators.

In order to show the strong and earnest feeling of many of the leading men in New England we shall be pardoned if, in our first issue, we allow some of them to speak for themselves as they have done to us by letter.

"Our teachers need a common fireside at which they can sit and inquiringly learn from each other; school officers need a ready channel of communication with each other; the people should have some frequent and reliable means by which they may know what educators are doing, and how they are doing it."—*Hon. Warren Johnson, State Supt. Public Schools of Maine.*

"I heartily concur in the establishment of a New England School Journal."—*Hon. J. W. Simonds, State Superintendent, N. H.*

"On this line is victory! You may expect the teachers of Vermont to respond to your call."—*Hon. Edward Conant, State Superintendent, Vermont.*

"I heartily approve of, and rejoice in, the new arrangement."—*Hon. Joseph White, Sec'y Board of Education, Mass.*

"Rhode Island teachers endorse, and will heartily sustain the new movement."—*Hon. T. B. Stockwell, Com. Public Schools, Rhode Island.*

"This union of school journals in one able paper, to be published weekly, meets my cordial approval and warm support."—*Hon. B. G. Northrop, Secretary Board of Education, Conn.*

"I very cordially approve the plan of merging the several New England Educational Periodicals in one, and all the arrangements for carrying out the plan meet my hearty concurrence."—*J. D. Philbrick, LL.D., Boston, Mass.*

"It is just what is needed as a bond of sympathy and union, between the several States whose interests and objects are the same."—*Rev. Hiram Orcutt, West Lebanon, N. H.*

"I am in hearty sympathy with the movement."—*Joseph G. Edgerly, Superintendent Public Schools Manchester, N H.*

"It promises to be just such a periodical as teachers have long desired to have, and one which will be a welcome present in the family."—*G. Boyden, Principal State Normal School, and President Mass. State Teachers' Association.*

"A host of us in New England already want it, and I believe that many far beyond our borders will call for it with eagerness."—*Prof. H. O. Ladd, Principal State Normal School, N. H.*

"I am delighted that 'a consumation so devoutly to be wished,' has been effected, and that the plans formed for consolidating existing journals have been matured and their execution committed to those whose experience and success in conducting similar enterprises cannot fail of realizing the most sanguine success."—*Hon. A. J. Phipps, Agt. State Board of Education, Mass.*

"The unanimous sentiment among Massachusetts teachers is warmly favorable to the new journal. The prospects are very promising."—*Prof. D. B. Hagar, Salem, Mass.*

"I will do all I can for it."—*A. P. Stone, Superintendent Schools, Springfield, Mass.*

"Worthy of the support of all friends of Education."—*A. P. Marble, Superintendent Schools, Worcester, Mass.*

"I most heartily approve of the new combination of the New England educational journals."—*Prof. S. S. Greene, LL.D., Brown University.*

"I shall gladly welcome the *New England Journal of Education*, and will give it my cordial and earnest support."—*Merrick Lyon, LL.D., President American Institute of Instruction.*

"The arrangements for the publication of the *New England School Journal* meet my unqualified approval, and I pledge it my hearty interest and support."—*I. F. Cady, President R. I. Institute of Instruction.*

The Educational Papers.

It is an age of newspapers and magazines. The world never saw better,—worse never. Books have fallen into practical disfavor, — especially books that are books. Only such as are newspaperish manage to hold their own. And there is no help for it. Worn out with excessive press of business, we are unequal to anything four-hundred-paged and solid. Stimulated out of all healthy relish and digestion, by our daily or monthly tid-bits and ragouts, we can not swallow anything that is not all sugared or down-right peppery. Nothing is left for us but to hail the newsboy and drive on. What may be the end is neither here nor there. "After us the deluge."

We of the pedagogic world also have been caught in the general whirl. We have, however, wanted something of our own. It has seemed at once not only a professional craving, but also an educational necessity. Can we be at all professional, without reading of our own? Can the masses of our own class be properly enlightened and aroused without? For things *educational* even the press, both secular and religious, has been hardly able to span even the corner. For matters merely school-masterish, those have belonged only to a low-down white level. So what has been left us but to try our hand at educational papers?

And yet in spite of all our efforts, who, with educational life enough in him to feel the want, has not felt the need of something different from anything yet attained? Of educational papers we have had some three kinds. Here and there, there has been a ponderous quarterly, perhaps, heavy, exhaustive, expensive, out of the reach of the mass, and above the level of the many. Publishing houses have given us more, some of them quite readable, but after all mere advertising mediums, and sooner or later lapsing into simple book interests or rival disputation. Others, independent of these personal interests, have endeavored to reach the masses, as the organs of associations or departments of instruction, but with languid interest and feeble success, most of us know. The defects of the latter are not far to seek. They have been monthlies,—too infrequent. The schoolmaster, if he is a true worker, has time for only a little at once; if he is no such worker, he has not vitality of interest for more than mere transient dips into educational reading. Too generally, also, for the taste of the day, they have been too didactic. Better schools require better teaching; better teaching demands that teachers themselves be taught, and how is that to be done, without an iterating resort to sheer didactics? Terribly dry that is to those who must read it, and not unseldom, in their own ignorance, or egotism, very unpalatable. Sad to say, also,—the more sad because there has been no help for it,— very much of the writing in them has been the work of those well-intentioned, sometimes practically well-informed, but no writers, and, therefore, simply pointless, platitudinous, and weak. Hence, like benevolent society reports and circulars, they have been received and thrown into the waste paper basket. And, as we have said, this could not be helped, for, as organs, they could not command the contributions of skilled writers, nor escape the offerings of their own unskilled constituency.

Now what is wanted is here clearly evident. The right educational paper for the times must be a *weekly*. We want less at a time, but that often. We want it to come just as the thousand-and-one others that catch us at our odd moments, come,—commanding the same ready, frequent, and fresh attention. Like the leading newspapers, they must occasionally contain some clear, compact, substantial leader, furnishing food for the after-thought of the thinker, but yet, in the main, made up of that which is short, suggestive, *practical*. They need to be also, in the expressive term of the class, *newsy*; full of current facts,—not only facts touching education and the school, but facts general, answering for the information of a class who too seldom read the newspaper, and who are as deficient in correct knowledge of the world at large as they are of technical information concerning their own art and its working throughout the land. Take the great political organ, and with all its greed for current news, and its grasp on general affairs, strike out *politics*, and insert with the same predominance and force, *education*, and we should approach the ideal of the needed educational journal. But can we get it? *Hic opus!* We want either capital, or assured patronage. *Brains* are potential in the newspaper; but for a single endowment money is worth more; because with money the newspaper can command brains. Here patriots and philanthropists are at fault. Profit and politics will command capital for the journals themselves; education, lying nearer the foundation of all true prosperity than anything else, save religion, can not. Hardly a less pressing want is *writers*. Reportorial art is well developed among us. Popular educational writing is an art hardly yet discovered. The confining life, the monotonous routine, the juvenile level, of the schoolroom, unfit the teacher for those direct, sharp, practical, man of the-world views and habits, which give point and power to his pen. We want the educational paragraph-writer. But where can we get him? He has got to be created; and, unfortunately for us, like the first creation, he has got to be "made out of nothing." We have suggested these things here, not by way of discouraging new enterprises. Educators and teachers need to understand them, otherwise they will not comprehend the gravity of a new undertaking in the right direction, nor will they give themselves up to the requisite effort. The time certainly has come, if it ever is to come, when the existing want should be met; but the possibility of success must depend on what the resolute *minority* are resolved to do.

THE death of Hon. John Kingsbury, LL.D., at Providence, R. I., December 21, takes from the ranks of New England educators one of its most honored and useful members. As the co-laborer of Barnard, Emerson, Russell, Mann, and others, in the revival and advancement of a true educational spirit in the New England States, he wrought a noble work. He was the acknowledged leader in public school affairs in his own State for many years, and his earnest labors and noble character will long influence the progress of these movements in Rhode Island and in New England. A full review of his life and labors will appear in a future number of the JOURNAL.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

What Shall we Bring?

NEW YEAR'S RECITATION.

BY ELIZABETH A DAVIS.

Bring garlands, bring garlands to crown the New Year,
Bring music, and gladness, and generous cheer,
Bring pies, and plum-puddings, and turkeys done brown,
Bring good things in plenty—but—don't bring a frown.

Bring hearts that the old year has lightened of care,
Bring blessings and wishes the poorest may share,
Bring gifts for the season—in short, to be brief,
Bring graces and sunshine—but,—don't bring a grief.

Bring hopes for the future, with courage renewed,
Bring pardons for all, let no malice intrude,
Bring the choicest of greetings for friends far and near,
Bring the dearest and best for our "Happy New Year."

Meeting of the Winds.

BY LAURA W. CASE.

CHARACTERS:—ÆOLUS, *King of the Winds.* OCEAN WIND; BOREAS; SIMOON; ZEPHYR; WEST WIND; NIGHT WIND; BREEZES.

SCENE:—ÆOLUS *seated on throne in center of stage; at his right stand three boys, representing* OCEAN WIND, BOREAS, *and* SIMOON; *at his left three girls,* WEST WIND, NIGHT WIND, *and* ZEPHYR. *The winds stand partly facing the throne and speak the greeting in concert.*

Winds.—Great Æolus, King of the Winds! On mountain clouds of amethyst, sapphire, and gold, is builded thy throne; the star-gemmed vault of heaven is thy canopy; the rainbow thy foot-stool. Thou art hoar with age, oh, King. Thy locks are white with the frosts of thousands of years. Thou hast ruled on thy cloud-built throne since the world was young. Hail to thee, King of the Winds, all hail! We thy subjects once more approach thy throne. Raise thy scepter of command, and our fleet foot-steps shall haste to do thy bidding.

Æolus.—Welcome, my children, thrice welcome. Boreas, fierce child of the North-land, what tidings bringest thou from thy ice-bound realm?

Boreas.—I have journeyed far, oh King, over the face of the earth. Where e'er I sped, the bird of the air, the beast of the field, and even man fled at my ap- [illegible] sought shelter from my power. I have [illegible] emerald and decked their branches with pendant jewels. I have hushed the purling of mountain stream and [illegible] the earth in a shroud. I have reared my iceberg castles [illegible] tlements defied the fiery beams of the sun, and the [illegible] nificence of their splendor was so dazzling that he veiled his face for months.

Æolus.—Thus shall Innocence and Suffering fly at the approach of the man over whose heart the passion of Avarice has swept, sealing up the fountains of love and benevolence, and shrouding the image of true manhood beneath an impenetrable mantle of snow. But what can'st thou relate, restless and haughty Simoon, of thy prowess where nature bows to the Day God's fiery scepter?

Simoon.—Great, oh King, has been my sway over the arid plains of Asia and Afric's boundless deserts. More resistless my career of triumph than the march of conquering legions, sweeping on to victory. I beheld afar the long caravan leaving the glittering spires and stately mosques of Cairo. They crossed my path-way, and I crushed them beneath my heel. Bird, beast, and man fled not for shelter, but sank upon the plain in the agonies of death. I lapped the life-current from their veins with my tongue of fire, burned their flesh to a black and crispened mass, and heaped above their remains mounds of fiery, blood-red sands. I drank the fountains of life from shrub and plant, and beneath my tread the lofty palm-tree lay withered and dead.

Æolus.—Ever thus has the fiery god of War held his bloody carnivals. Death and destruction have followed in his tread, and he has drunk the life blood from a nation's richest veins. Withered hopes, blasted lives, desolation and ruin mark his reign. Night-Wind, sad-starred daughter of darkness, lift thy sorrowful face, whose wan beauty the sun-light never beheld, and tell us what troubles thee.

Night Wind.—Lonely and desolate have been my wanderings. I have rattled the casement, turned the unlatched door creaking on its hinges, crept through deserted houses ever so lightly, but the floors creaked beneath my tread. I have cried as I stole up the chimneys and over the eaves, till the little children shuddered at my sobbing. I have moaned my requiem of the past to the pine and the hemlock, and shrieked my distress till the sheeted ghosts seemed starting from their graves.

Æolus.—Sadder than thine is the life of him whose days are haunted by Remorse. The dark shadow shall glide, an unbidden guest, into every hallowed chamber of the heart; it shall poison every draught from memory's fountain. Down the long corridors of the future its form shall be seen trailing its sable robes and mingling its dolorous lamentations with each strain from the lyre of the beckoning angel, Hope, till the ghosts of buried crimes rise affrighted from the tomb. What canst thou say, Ocean Wind, of thy rovings?

Ocean Wind.—My sway extends over three-fourths of a world. I looked abroad over the vast realm of waters, and the waves were dead. The ships of the sea lay in mid-ocean powerless to obey the will of man. I passed over the face of the deep, and the wavelets sprang to catch the beams of the setting sun, and reflecting the gorgeous tints of the iris, sparkled and danced in beauty to welcome my coming. I breathed on the flapping sail, and the mariner sped on his way with glad songs of rejoicing. I whispered a tale of love so sweet to the pearl-hued shell, that its heart will murmur an echo forever and ever. I rose in the might of my power. The foam-capped waves surged and reared their giant forms to the blackened vault of heaven. I shrieked my commands, and they replied in a voice s eep that it hushed the tones of the thunderer. I tossed aloft the ships of men at the sport of my fancy, and dashed them to atoms on the jagged rocks.

Æolus.—So may the possession of wealth, knowledge, and power be a thing of good or a thing of evil. If mercy and love direct, crowns may be won that the angels might covet; but if guided by Selfishness and Pride, a curse may be entailed so dire that a spirit of darkness would pity the doomed. But where hast thou been, my winsome Zephyr, youngest and most petted of

I, O King, have been flying up and down the world, and a merry time I have had. I rustled the leaves of the forest trees, till the startled bird flew from her nest. I ran lightly over the ripening grain, till it caught the sunshine and waved like a brilliant sea of gold. The long meadow grass swayed to and fro beneath my tread, and I caught sight of the scarlet strawberries, nestling slyly among their emerald leaves. I teased the little maiden by blowing her golden curls all over her face, and I teased the boys at play by whirling dust in their eyes. I whistled a tune for a fairy to dance, and I played long hours on an Æolian harp, till the listeners fancied they heard angels singing.

Æolus.—"A thing of beauty is a joy forever." One who can carry a merry heart through the shadow as well as the sunshine of life, will find luscious fruit hidden where none suspect, and will forever have an angel in his heart, whose sweet warblings will silence the doleful plaint of care. Come nearer, West Wind, and tell us where thy kind heart hath led thee.

West Wind.—I have been far over the earth, and I have found that, amidst all its beauty and splendor, was sorrow and suffering. I welcomed the morning sun, as I kissed from the grass and flowers the tears that were shed when Yesterday died. I blew open the morning-glory to the sunlight, and bore aloft the lark's matin song. I carried breezes laden with the fragrance of clover-blossoms and honey-suckle through the sick one's chamber, till he dreamed of the beautiful land where flowers never fade. I dried the tear on the cheek of the little child, who had cried himself to sleep; and I bore the sweet odors of the new-mown hay through the prison bars, till the convict wept at the remembrance of his boyhood. I stole through the lattice to the darkened room, and lifted the soft curls from the pale brow of the dead, touching lightly the immortelles lying on the still bosom that would never suffer more.

Æolus.—Emblematic art thou of the true disciple of Him who went about doing good. Others may wield a mightier power, but thou, forgetful of self, carriest sunshine and beauty to darkened lives. Thine is a holy mission, soothing the wounded heart, reclaiming the erring. Truly, of all the virtues, the greatest is Charity.

Winds, (in concert.) The greatest of these is Charity.
Breezes (in concert), lightly running in, three from RIGHT, *three from* LEFT, *and bowing before the king:*

Where the shining green of summer
On the verdant forest trees is,
Every one a welcome comer,
Sing the happy little Breezes.

Where the sweet and hidden treasure
Of the humming, busy bees is,
There, to lightest, gayest measure,
Dance the merry little Breezes.

(Turning to the Winds), Winds, go forth, to works of glory,
Where the world of land and seas is!
Little labors make the story
Of the gentle little Breezes.

While each Wind, their King to own him,
On his lowly bended knees is,
With our flowery wreath we crown him,
We, his loving little Breezes.

At this point the BREEZES *go to the throne, and ascend steps, three on either side, the two highest bringing the little girls just high enough to place a wreath of smilax and light flowers on the head of the* KING. *The Winds then bow before him, making a lovely* TABLEAU. (Recitation of Breezes, M. B. C. S.)

COSTUMES.

Æolus.—A kingly suit; a crown
Simoon—Arab costume; low red shoes; white stockings; loose red Turkish trousers; white blouse waist; scarlet scarf, crossed from left shoulder to right side, and tied with broad ends; Turkish turban of bright colors wound round the head.
Boreas—Santa Claus costume. High, heavy boots; long fur coat; white wig and long flowing beard; crown of frost and icicles; bears a small branch of a tree or shrub covered with ice, by process of alum crystallization.
Ocean Wind.—Sailor's suit of blue and white,
Night Wind—Long trailing robes of deep mourning, low neck and short sleeves; black crown, set with silver crescent and stars; long black hair falling over her shoulders
Zephyr.—Dressed in pink and white tarletan, with flowers; white slippers.
West Wind.—Pure white
Breezes—Hair long, flowing, crimped; light, thin, white dresses; broad, long sashes of green tarletan; butterfly wings, made by drawing green tarletan over wire bent in proper form; wreaths of smilax and very light flowers.

Ways of Saying Yes.

BY M. B. C. SLADE.

CHARACTERS:—DR. TWIST, *the School Com.;* MISS BELLE, *the Teacher.* SCHOLARS, *four* BOYS, *two* GIRLS.

SCENE: *A Schoolroom.* MISS BELLE *seated at her desk;* SCHOLARS, *laughing and talking, outside the open door;* DR. TWIST, *knocking at the door.*

Miss B. [*opening the door,*] Good morning, Dr. Twist, I'm sure it is a pity
My school is just dismissed, since you are school committee.
Dr. Twist [*entering*]. Never mind, my dear Miss Belle, another time will do;
I like it just as well to make my call on you.
Miss B. Loss to my girls and boys, but I shall be the winner;
You must excuse their noise, so many stay to dinner.
Be seated, Doctor.
Dr. T. [*Taking a seat*]. Thanks. Have you a pleasant place?
Miss B. Yes, I like the teacher's rank, I shall serve here, all my days.
Dr. T. Perhaps not so, Miss Belle, it may, ere long, be voted
You fill this place so well, you ought to be promoted.
How do you find the school?
Miss B. Oh! Doctor, they are queer,

They do pronounce so strangely out in the country here!
For instance, it is funny, you'd think so, too, I guess,
The many different ways they have of saying yes.
Dr. T. Call them and questions ask; my interest is up.
Miss B. John Jones, your morning task, have you prepared it?
John J. [*enters, cap in hand, bows, replies, goes out*]. *Yup!*
Dr. T. Ha! ha! Have in another, that little Dutchman raw.
Miss B. Peter Boggle, is your mother a little better?
Peter B. [*Enters, replies, retires,*] *Yaw!*
Dr. T. Ask next, yon black-eyed gipsey, that stands the window near.
Miss B. Bessie Lee, do you like apples, would you like to have one?
Bessie L. [*Enters, takes an apple, answers, and retires.*] *Ye-ah!*
Miss B. I'll call my little Pad, who is never known to miss,
Do you love your books, my lad? Tell me truly.
Pad [*Enters, answers, retires.*] Faix, ma'am, *Yis!*
Miss B. Come here, you curly-pate, do you want to be a Mayor,
Or a President so great, or a School Commtttee?
Small Boy [*Enters, replies very slowly*] *A-er!*
Dr. T. They give us so much fun they certainly repay us.
Miss B. Kate, is your problem done, have you the answer?
Kate [*Enters, replies, retires*] *A-us!*
Miss B. [*Closing the door.*] Is it not a curious class, a comic recitation?
Dr. T. Yes, and it surely has my official approbation.
Will you my pupil be, while I a question ask'
Will you pronounce for me, if I give you the task?
Miss B. Of course, if all the rest have not been fully ample,
I'll do my very best to please with my example.
Dr. T. I came to seek a wife; if now my suit I press,
Will you leave your school for life? What is your answer?
Miss B. [*Emphatically.*] *Yes!*

Scientific Department.

Edited by DAVID W. HOYT, Providence, R I.

[All communications relating to this Department should be addressed to its Editor, as above]

THE TRANSIT OF VENUS.

The great astronomical event of the century has taken place. No one of all the scientific men who have made voyages to distant parts of the world to observe this phenomenon had ever before seen a transit of Venus. None of them will have an opportunity of witnessing it more than once again. The event is so important that we are justified in impressing it upon the minds of the rising generation.

The first transit of Venus predicted was that of December, 1631, not visible in Europe. The first one observed was seen in England in December, 1639; but no attempt was then made to obtain from it the sun's parallax. The results of the observations of the transit of June, 1761, were not very important. That of June, 1769, was observed with much interest in Pennsylvania, Rhode Island, Massachusetts, and perhaps in other American colonies. Expeditions were sent out to various parts of the world by European governments. These observations furnished the data for the discussions which have taken place within the last century respecting the sun's distance from the earth, so far as transits are concerned. The transit of December 6, 1882 will be visible in this region. No other will occur till June, 2004.

The transit of December 8, 1874, was visible in no part of the western continent; neither was it seen in any portion of western Europe. England, France, Germany, and Russia are waiting to hear from their observers in various parts of the world. From fifty to one hundred different parties, representing the various civilized nations, have been engaged in the work. The United States has sent out eight parties of observers—five to the southern hemisphere and three to the northern. It is not to be expected that all will be successful. If one of our northern parties and one of the southern are perfectly successful, we shall have reason to rejoice. Le Gentil, a French astronomer, went to India to observe the transit of 1761, but was prevented by a war from making observations of any value. He then remained eight years in India for the purpose of observing that of 1769, and was again unsuccessful on account of clouds. May no such disappointment attend any of the observers of the transits of this century.

Up to the time of this writing, brief despatches have been received from three of the American parties—those under Professor Hall, at Vladivostok, Siberia; Professor Davidson, at Nagasaki, Japan; and Professor Harkness, at Hobart Town, Tasmania. Though the despatches are somewhat contradictory, yet it seems that these three parties have met with but partial success, clouds having obscured the sun during a portion of the time. Some of the European parties in Egypt, Persia, India, Australia, China, and Japan report clear weather and perfect success; while several of those in Russia, and one or more in China report failures. The American parties yet to be heard from are those under Professor Watson, at Peking, China; Lieutenant-Commander Ryan, at Kerguelen Island; Dr. Peters, at New Zealand; and Professor Smith, at Chatham Island. The party under Capt. Raymond, originally intended for Crozet Island, found it impossible to land there, and at last accounts were to locate about eighty miles from Hobart Town, in Tasmania. As they possessed telegraphic communication with Professor Harkness, their report is probably included in his.

It will be seen that the northern and southern stations selected by the American observers differ widely in latitude, and are adapted for use for Halley's method. It is to be feared, however, that our observers may not have been able to obtain correctly both the beginning and close of the transit at two distant stations. The English propose to use Delisle's method, which does not require both the beginning and end of the transit at each station, but depends upon the times at which the transit either begins or ends at two stations differing widely in longitude. If Professor Hall has succeeded in obtaining exactly only the first two contacts in Liberia, this will be of great service in connection with the observations in Egypt, by the Delisle method.

The means at the command of astronomers now are greatly superior to those used in 1769. Telescopes and the means of accurate measurement have been greatly improved. Photography is employed for this purpose for the first time. The telegraph not only informs us at once what has been done, but furnishes a means of an exact determination of longitude, so essential, especially to Delisle's method. Possibly the spectroscope may be of some service. With such means at their disposal, we shall certainly expect the scientists, in the course of a few months, to inform us whether the sun's mean distance from the earth is ninety-one or ninety-five millions of miles.

THE "BLACK DROP."

The observers of the transit of Venus which occurred in the last century met with an unexpected difficulty, called the "black drop." This phenomenon appeared at the critical moment of internal contact, so that it was impossible to tell exactly when the transit began. The disk of Venus appeared to be lengthened out, or pear shaped, till the "ligament," or "black drop" broke, when the planet seemed circular, but at an appreciable distance within the sun's limb.

Two important questions arise: What was the cause of the phenomenon? and was it observed in the transit of 1874? It has generally been supposed to be mainly the result of "irradiation." We are patiently waiting for the observers and the photographs of the transit, to answer the second question. A correspondent of the New York *Herald* ventures "to predict that it did occur, and that subsequent reports from all or most of the expeditions will determine that the 'black drop' mentioned is nothing more or less than the satellite of Venus, discovered by Cassini in 1672 and 1686." He also quotes other authorities to show that many astronomers of the eighteenth century believed in the existence of such a satellite. We confess that this suggestion does not make the matter quite clear to us. If the "black drop" appeared only at the contact, and at the last internal contact as well as the first, making the close of the transit uncertain as well as the commencement; if it appeared in 1761 as well as in 1769; and if it shall be found that it reappeared in 1874—we do not understand how the hypothetical satellite should happen to be in such positions as to satisfy all these conditions.

SCIENCE AND THE DAILY PRESS.

The services rendered to science by some of the great daily newspapers are worthy of special notice. The "Extras" of the New York *Tribune* containing scientific papers and reports of conventions, the articles and telegrams of the New York *Herald*, relating to the transit of Venus, are examples. They show not only the enterprise of those papers, but the fact that the people are interested in scientific matters.

THE METRIC SYSTEM.

We find it stated in the daily papers that every architect and engineer in Portland, and two leading building firms, have agreed to use in all their professional work, the metric system of length, after July 4, 1876, provided the engineers of four other cities agree to do likewise.

Department for Written Examinations.

[*Questions used in the examination of the Public Schools in the City of Manchester, N. H, June, 1874; selected from a pamphlet prepared by J. G. Edgerly, Esq., Superintendent of Schools.*]

THIRD PRIMARY.

1. Count by twos from one to twenty-five.
2. Write or print the following words, viz.: street, stove, kitten, leave, glad.
3. Write the odd numbers to nine, in Roman and Arabic.
4. Write or print the following words, and afterwards spell them by sound, viz., bell, stop, land, tone.
5. Make three figures with three straight lines in each.

FIRST PRIMARY.

1. Spell change, jelly, where, pear, flies, office.
2. Add 43, 18, 26, 12.
3. Add three to each of the following numbers, 7, 11, 12, 13, 19, 26.
4. Subtract by fours from 41.

SECOND MIDDLE.

SECOND CLASS.

1. Write this sentence: Cold blustering March has gone, and we may now expect more beautiful weather.
2. Spell medicine, saucer, primary, city, cities.
3. Add 4261, 1854, 2218, 4265.
4. 867×9.
5. 246×23.

FIRST MIDDLE.

Language.

1. Write a sentence containing an abbreviation.
2. Write a sentence containing the name of your city.
3. Correct the following sentences: I haint got no pencil. (2) Them books has a cover. (3) Taint hern.
4. Fill the blanks in the following sentences: ——— on Concord street, and goes ——— primary school. The man and ——— were in the ———. I ——— a horse ——— street.
5. Copy the following as read by the teacher or some pupil: A farmer, whose poultry yard had suffered severely from foxes, succeeded at last in catching one in a trap.

"Ah, you rascal!" said he, as he saw him struggling to go away, "I'll teach you to steal my fat geese."

Geography.

1. Name six streets in this city leading east and west.
2. Name three rivers wholly or partially in New Hampshire.
3. Name the counties of New Hampshire.
4. What are some of the productions of this State?
5. Name six of the largest cities of New England.

Massachusetts.

BOSTON.—The recent election has made quite a change in the School Committee. Of thirty-eight members whose term of office had expired, but nine have been reëlected. The Board has thus lost some of its most valuable members. Among those who declined a reëlection we notice the names of Dr. Ezra Palmer and Rev. Dr. Lothrup. The former came upon the Board in 1834, and the latter in 1836. The Rev. Samuel B. Croft will be the senior member of the new School Board, having first held the office in 1848. Of the new members, six are women—Miss Hale, Miss May, Mrs. Wells, Miss Crocker, Miss Peabody, and Mrs. Blake.

WORCESTER.—We notice that in one of the wards a gentleman and his wife were the opposing candidates for the office of School Committee. The man was beaten, of course, and "served him right," will be the verdict of all fair-minded persons, without distinction of sex.

The meeting of the Massachusetts Teachers' Association at Worcester, on the 28th, 29th, and 30th inst., bids fair to be one of unusual interest. The programme is excellent, the lectures able, and, if "Old Prob." will but continue the pleasant weather through the month, we will have a gathering that will astonish the hotel-keepers, and make the heart of the commonwealth throb with delight.

CHARLESTOWN.—After the fire which destroyed several of the workshops in the Charlestown State Prison, so many of the convicts were thrown out of employment that the Warden established a day-school for the convicts. It has now been in operation some months, taught by a convict—a man of education, who, but for strong drink, would not have been there—and an exhibition which we have just attended was of the most gratifying character. The pupils manifest great interest in their studies; the teaching is excellent: and what was begun as a temporary expedient to occupy the time of those out of employment, will probably be made a permanent and prominent feature in our prison discipline. The exercises were witnessed by many gentlemen and ladies, and gave great satisfaction.

The rooms in the city hall formerly occupied by the Common Council and Board of Aldermen, have been fitted up for evening classes in Drawing. About fifty adults, chiefly mechanics, are in the Mechanical Drawing class, under the instruction of Mr. Hall; some forty in the Free-hand class, under Mr. Green, and about twenty in the class in Ship Draughting, under Mr. Fisher. The opportunity thus furnished by the city seems to be duly appreciated, and we doubt if any appropriation is more profitably expended than that for evening drawing schools.

CHELSEA.—At the last meeting of the School Committee, the annual reports of the School Committee and Superintendent were read. Three changes only had occurred among the teachers during the year. Mr. Kimball, the Superintendent, has made a very favorable impression there, and, in his quiet, judicious way, is doing a good work.

Connecticut.

NEW HAVEN.—The city of New Haven is a single School District. By an Act of the Legislature, passed in 1856, the supervision of the public schools of the district is committed to a Board of Education consisting of nine members, one-third of whom are elected annually by the people. The executive officers are a Secretary and Superintendent, who are appointed by the Board, each for a period of two years; but their elections alternate, so that but one is appointed each year. The authority of this Board is entirely independent of municipal control. All moneys to be expended for school purposes are voted directly by the people of the district, at the recommendation of the Board. A tax of two and a half mills on a dollar, on a valuation of about 50,000,000 of dollars, has been sufficient for several years past to cover all outlays for new buildings and current expenses. A tax of only two mills is laid for the present year. An elegant High School building was erected in 1872, capable of accommodating about four hundred pupils. There are seven Grammar School buildings in the district, each seating six hundred pupils; and the pupils in the highest class of each are candidates for the High School.

The number of pupils enumerated in New Haven, in January last, 1874, between the ages of 4 and 16 years, was 12,724. The largest number in attendance during the past (fall) term, was 8,078. The average daily attendance of all the schools was 94.8 per cent. for 1874.

THE St. John's Catholic church has just completed an edifice designed for a convent and school, which will accommodate about two hundred pupils. Also the South street school building, which has been rented and used by the School District during the past ten years, will be resumed and used as a church school. The two buildings will probably take about five hundred children that have heretofore attended the public schools of the city.

HARTFORD.—The Hon. T. M. Allyn, of this city, with characteristic generosity, has made a liberal and praiseworthy proposition to found an institution in Hartford for the benefit of young men and women. The correspondence given below explains Mr. Allyn's desires and designs. He recognizes the great importance of practical education, and proposes to give freely of his means to provide free instruction to young men and women seeking to fit themselves to gain a livelihood by some honorable and useful employment. Mr. Allyn by this gift, and under the general plan he unfolds, opens a wide and noble field for educational labor. His generous proposition is made to the city government through his Honor Mayor Sprague, as will be seen by the following letter.—

MAYOR'S OFFICE,
CITY OF HARTFORD, Dec. 14, 1874.

To the Hon. Court of Common Council:

Gentlemen—Herewith I transmit an important proposition from the Hon. Timothy M. Allyn, and invite your earnest consideration thereto. Mr. Allyn's wish appears to be to establish a school of practical instruction in the various industrial trades, including, also, agriculture, in which occupations the great multitude of men and women are, and always will be, engaged. His idea is that there is need of a school wherein shall be taught the practical business of life, as a supplement to our other schools, which are, in a general sense, devoted to the enlarging and strengthening of the mental powers. And he offers to give to the city of Hartford, in trust, the munificent sum of one hundred thousand dollars, as the foundation of such a school.

I venture to suggest that the importance of the subject, as well as the magnitude of the proposal, requires the thoughtful consideration of an able joint special committee, who will fully examine into the practicability and expediency of accepting the trust. JOSEPH H. SPRAGUE.

MR. ALLYN'S PROPOSITION.

To the Mayor, Aldermen, and Common Council of the City of Hartford:

The undersigned being desirous that the youth of the present generation may receive a practical business education, and for the accomplishment of this purpose he hereby offers to give to the city of Hartford the sum of $100,000, to be expended in the establishment and supervision of an industrial school (under such rules and regulations as the authorities of the city may from time to time find it desirable and necessary to make), for the free instruction of both boys and girls in the business avocations of life, agriculture, and the mechanical arts.

The school should be a model, fashioned after our best ideal. It should possess ample grounds for an agricultural department, botanical gardens, and workshops where all the principal trades may be learned; every boy, at the same time he is acquiring a knowledge of the arts, sciences, and modern languages, should become a practical agriculturist and master of some useful trade. The girls should be instructed in all the practical duties of the household, understand and become familiar with the chemistry of the kitchen, and made to master the art of making every article of a lady's wardrobe; and also they may learn book-keeping, banking, telegraphy, photography, or any other occupation that is within the measure of their strength and adapted to their tastes. In this manner the education of the student would become a healthful exercise and a most fascinating amusement, instead of being (like the present system) destructive to vitality, exhausting the brain and converting the school-room into an unattractive place—little better than a prison."

It is believed that the amount proposed to be given will be sufficient for the purchase of the ground, erect suitable buildings, and supply all the tools and apparatus required for the carrying out of the enterprise. The annual expense incurred in running the institution, after deducting the amount it would be entitled to receive from the school fund, should be cheerfully borne by the city.

Should the proposition be entertained, and the city accept the gift, it may be necessary to execute articles of agreement to secure the faithful performance of the trust assumed by the city.

T. M. ALLYN.

Hartford, December 10, 1874.

The proposition will be considered by a joint committee of the city government, and will, of course, receive the careful attention its great importance deserves.

GLASTONBURY.—This is one of the fertile old farming towns lying on the east side of the Connecticut river, about six miles below Hartford. It is somewhat noted, of late, as the residence of the two heroic ladies who claimed that they had "rights which the town authorities were bound to respect." The population of the town is 4,000. It has no High School; but the want is well supplied by a flourishing private Academy. The building was erected some four years since, by several wealthy citizens of the town, at a cost of about $10,000. It has at present about seventy-five pupils, instructed by an efficient corps of teachers. Pupils may here pursue the higher branches of study. Several have entered Yale College from this institution. It is a convenient school for the young people of neighboring towns where higher instruction cannot be obtained. Pleasant homes at a very moderate cost can be secured by pupils from abroad.

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Hillard.—I think Miss Hall's work one of great merit. It gives prominence to the facts, distinctions, and attributes which are permanent, and the work of nature, and does not burden the memory with those dry details of political geography which are variable and accidental.

Emerson.—I have examined carefully, and with great satisfaction, "Our World," No. II., a copy of which you sent to me. I have never seen a school-book which satisfied me more entirely.

Peabody.—I have examined Miss Hall's "Second Series of Lessons in Geography," and am prepared to pronounce it, in plan, in method, and in execution, very far superior to the school geographies previously in use.

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White's Junior Student's Complete Latin English Lexicon.

I have no hesitation in saying that Allen and Greenough's Grammar has impressed me more favorably than any other I have seen that is published in this country. Though brief, it is very comprehensive, clear in its statements, founded on an adequate basis of philological knowledge, and cast in a proper tone of describing the facts of the language rather than prescribing laws for it.—**Prof. W. D. Whitney,** *Yale College.*

I like the Grammar very much, and hope that it will be widely used.—**Prof. Thos. A. Thacher,** *Yale College.*

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Rhode Island.

AT the regular meeting of the State Board of Education, held December 4, 1874, the Commissioner of Public Schools tendered his resignation as follows:

To the Honorable Board of Education of Rhode Island—Gentlemen: Having been elected editor-in-chief of the NEW ENGLAND JOURNAL OF EDUCATION, and having accepted that position, my acceptance to take effect January 1, 1875, I herewith tender my resignation of the office of Commissioner of Public Schools, which by two annual elections I have received from your hands.

During the five and one-half years I have held this office, at first by the appointment of the Governor and the Honorable Senate of the State, and afterwards by your choice, I have earnestly desired, and to the best of my ability have labored for, the advancement of the Common Schools of our State. I have found the people of Rhode Island universally ready and generous in the support of all proper measures for improving the schools; and the large increase of district, town, and State appropriations for school houses, teachers' salaries, school furnishings, etc., is but an evidence of the heartfelt, popular interest in the cause.

I have received from all school authorities and teachers the most cordial support, and shall cherish in grateful remembrance the uniform and valued courtesies of the friends of education throughout the State. I am deeply grateful to the present and past members of this Board for the trust committed to me, and for the confidence which has attached to it, and can only wish for my successor the same valuable aid and co-operation.

My interest in the Board and its work, in the State Normal School, in the State Teachers' Association, and in all other educational agencies of the State will remain unabated, and I hope to be able in my new sphere of labor to aid the progressive spirit and efforts of the people of our noble State. THOS. W. BICKNELL,
Commissioner Public Schools.

In accepting the resignation the Board adopted the following resolution:

Rssolved, That the Board hereby express their appreciation and grateful sense of the fidelity and success with which the retiring Commissioner of Public Schools has discharged the duties of his office during his five and one half years of service, together with their great regret that he finds, it advisable to transfer his labors to a different field.

At the same time, Thomas B. Stockwell, of the Providence High School, was elected to fill the vacancy caused by the resignation of Mr. Bicknell.

The vacancy in the Providence High School made by Mr. Stockwell's withdrawal has been filled by the appointment of William T. Peck, a graduate of "Brown," for some time Principal of the High School in Warren, and for the past two years a student abroad.

THE quarterly meeting of Superintendents of Schools in Rhode Island was held Monday, December 14. After a lengthy and spirited discussion the following resolution was adopted: *Resolved*, That we recommend the introduction into the public schools of Rhode Island some system of industrial drawing which is founded upon geometric and scientific principles, and which has been productive of the best results elsewhere. A minute was also adopted by the meeting expressive of their high regard for, and hearty appreciation of, the labors of Commissioner Bicknell, and their best wishes and earnest hopes for his future success.

THE Thirtieth Annual Meeting of the Rhode Island Institute of Instruction will be held at Providence, Thursday, Friday, and Saturday, January 14, 15, and 16, inst. The programme in full will be announced in our next number, and will be of such a character as to give assurance of a *good* meeting.

New Hampshire.

CONCORD.—The winter term of the Concord city schools opened on Monday, December 7.

Miss Sarah E. Blair, for several years first assistant in the High School, performing her duties to the entire satisfaction of all, resigned her position at the close of the fall term.

The total attendance of the High School, for the fall term was 149; average 143½, or above 96 per cent. For the last five weeks the average was 98 2-5 per cent.

MISS MATTIE HALEY, of New Market, has charge of the Walker Grammar School, and Miss Blodgett, of Wentworth, commenced her duties as assistant in the Rumford Grammar School.

THE teachers of the Pittsfield Academy have voted to expend the income of the Kent fund for gold medals, to be distributed at the end of the next spring term of school, agreeably to the will of the late Moody Kent.

THE fall term of Penacook Academy, Fisherville, E. C. Allen, A.M., Principal, was the most successful for several years. Nearly one hundred were in attendance.

ISAAC WALKER, A.M., Principal of Pembroke Academy, was lately surprised by his pupils and other friends, with the gift of an elegant parlor desk, and other valuable testimonials of esteem.

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Vermont.

SPECIAL NOTICE.—The next annual meeting of the Vermont State Teachers' Association will be held at Academy Hall, St. Johnsbury, January 21 and 22, 1875, and will be opened by an address by Edward Conant, Superintendent of Public Instruction, and President of the Association.

THE Brattleboro school case, the decision upon which by Judge Wheeler of the Supreme Court, a few months ago, was the subject of much comment in the papers of the State during the autumn, has been reopened by another suspension of the Catholic children of that village, for absenting themselves on a church holiday without excuse. It is very doubtful if the course of the Brattleboro School Committee is judicious, even though it be legal. Judge Wheeler's decision will be taken to the full bench.

WELLS RIVER has just completed a very handsome, commodious, and convenient building for the accommodation of its graded schools. It is two stories in height, of brick, trimmed with granite, and has all the modern equipments. The architect, Mr. Lambert Packard, of St. Johnsbury, and the people of Wells River may well divide the honors of the dedication.

RANDOLPH is, for the present, the post-office address of Edward Conant, the Superintendent of Public Instruction under the new law. In Mr. Conant's acceptance of this office, the Normal School at Randolph loses a very efficient Principal. Mr. J. S. Cilley, of the Brandon High School, was offered the latter post, but of his decision we are not yet informed. It is rumored, however, that he will decline to change.

THE burning of the Reform School building, at Waterbury, besides entailing other losses and many inconveniences, deprives the boys of their educational privileges for the remainder of the year till September next, and possibly for a longer period.

THE last report of the Board of Education and its Secretary, with appendix and index, forms a comely volume of 750 pp. and contains a great deal of valuable information. The report of the Board pleads with great force the necessity for one Normal School instead of three, and recommends an increase in the length of the minimum school year, the establishing of evening schools in cities and large villages, and the codification of the school laws and decisions of courts under those laws. Much the larger part of the volume is devoted to the report of Secretary French, which embraces a record of his own official duties, the regulations and questions for town examinations of teachers, citations from reports of town superintendents, reports of the principals of Normal Schools, historical sketches of several academies, and very complete and carefully tabulated statistics compiled from teachers' registers and reports of town superintendents. We are especially impressed with the exhaustiveness of the report of the Secretary and its admirable marshaling of figures to exhibit every detail of the working of the public schools of the State. No one who has the volume at hand need be ignorant of the condition and needs of our educational machinery. The taking of so much space for the publication of the questions for teachers' examinations has been severely criticised, but we know from personal observation that a similar publication in previous reports has immensely stimulated the pupils in Normal and High Schools, and Academies, who have had the perusal of these questions. We trust the practice may be continued by the new regime.

The teachers of Weathersfield have formed an association, to meet weekly through the winter. J. L. Mudgett, Town Superintendent, is President. The teachers of Randolph have also formed a similar association, H. C. Gilbert, Superintendent.

REV. H. T. FULLER, Principal of the St. Johnsbury Academy, has been appointed examiner of the Normal School for the Second Congressional District.

THREE of Bennington's citizens make the following gifts for the $30,000 graded school building, which is nearing completion: Olin Scott, a $500 piano for use in the building; H. E. Bradford, $500 for the purchase of chemical and philosophical apparatus; Major A. B. Valentine, a sum not less than $500, to be expended in beautifying the school grounds.

THE Normal School examiners appointed by the Governor, according to a recent act of Legislature, are: For First District, Abel E. Leavenworth, of New Haven; Second District, H. T. Fuller, of St. Johnsbury; Third District, M. H. Buckham, of Burlington.

CAPT. ABEL E. LEAVENWORTH, Principal of Beaman Academy, New Haven, is to succeed to the principalship of the Normal School at Randolph.

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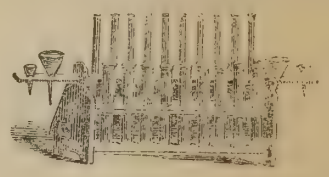

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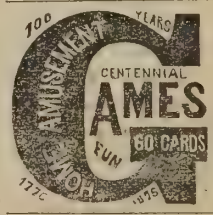

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NEW ENGLAND

JOURNAL OF EDUCATION.

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THE THIRTY-FIRST ANNUAL MEETING of the Rhode Island Institute of Instruction will be held at Providence, on Thursday, Friday, and Saturday, January 14, 15, and 16, 1875. The educators of Rhode Island are in earnest in their work, and the programme promises a rich treat to all who shall attend. It would be a matter of great interest to the several State Associations to witness the attendance of the teachers and friends of education from other States. "Little Rhody" has a warm heart and plenty of room for her friends from all parts of New England, and she will welcome them to this annual feast.

THE ANNUAL MEETING of the Vermont Teachers' Association will be held at St. Johnsbury, Vt., January 21 and 22. Hon. Edward Conant, President of the Association, and Superintendent of Public Instruction will give the opening address.

THE COMMISSIONERS appointed to revise the city charter of Boston, recommend the following important feature in the adminstration of the public schools.

There are to be two members of the school committee chosen from each of the proposed twenty-four wards. The full Board will consist of forty-eight members, beside the Mayor and the Presidemt of the Common Council, who are to be members, *ex officio*. The Board will choose its own Chairman, Secretary, and Auditing Clerk. The work of the members of the Board is to be largely legislative, the administration of details being placed in the hands of six persons, to be appointed by the Mayor and approved by the City Council. They are to be a "Board of Examiners", and are to receive as compensation, a sum not less than the highest sum paid to any teacher in the employment of the city. They are to examine applicants for positions as teachers in the public schools, and from these the School Committee may elect to such positions as they are qualified to fill according to certificates that will be given to them by the Board of Examiners. These six persons are virtually to perform all the duties which have devolved upon a superintendent. They are to examine the schools, and report to the School Committee the condition of the schools. They are to have power to appoint temporary teachers. They are to initiate changes in methods of instructions and in text-books, but the same must be sanctioned by the School Committee. The Mayor is to appoint truant officers, subject to the approval of the Committee.

THE MASSACHUSETTS TEACHERS' CONVENTION at Worcester was a success in point of interest, if not in respect to the number of Massachusetts teachers in attendance. The papers, lectures and discussions were eminently able and practical, and there was a fair commingling of the professional and popular elements in the exercises of the Institute. As the *New England Journal of Education* is the organ of the American Institute of Instruction, and the State Teachers' Associations of New England, we shall present to our readers in due time and form, such material as may seem to us most useful and valuable. We publish this week the able paper of Dr. Mayo, of Springfield. This discussion is both timely and practical, and will be appreciated by all educators.

THE NATIONAL EDUCATION LEAGUE of England, with its central office at Birmingham, and its president, Hon. George Dixon, M.P., has for its object the establishment of a system, which shall secure the education of every child in the country. The members of this League advocate that local authorities shall be compelled by law to see that sufficient school accommodations are provided for every child in their district: that the cost of founding and maintaining such schools as may be required shall be provided out of local rates, supplemented by local grants: that all schools aided by local rates shall be under the management of local authorities, and subject to government inspection: that all schools aided by local rates shall be unsectarian: that children shall be admitted free to all schools supported by local rates: and that school accommodations being provided free, the State or the local authorities shall have power to compel the attendance of children of suitable age not otherwise receiving education.

THE NEW YORK COMPULSORY EDUCATION ACT, which compels the attendance of all children between eight and fourteen years of age, became operative January 1, 1875. The Board of Education intend to enforce the act mildly and thoroughly, and in order to ensure its establishment each city ward will be divided into as many districts as there are schoolhouses, and to each district one truant agent will be appointed, whose first duty will be to ascertain accurately the number and residence of all the children in his district. The facts, as thus ascertained, will be the basis upon which the law will be invoked whenever parents cannot be otherwise induced to send their children to school. A strict enforcement of the act will necessarily result in considerable expense to the city; for, as the schoolhouses are already full, additional accommodations will have to be provided for those children whom the act affects, and who have not hitherto attended school. Vagrant children, moreover, will have to be sent to the farm for young children, under the charge of the Commissioners of Charities and Correction, and there their food and clothing, as well as their teaching, must be provided for. The act, it may be added, provides that not only the parents who allow their children to stay away from school, but also all persons who employ them in any way, are liable to a fine.

IN 1661 the duties of Portsmouth, N. H., schoolmasters were as follows: "To act as a court messenger, to serve summonses, to lead the choir on Sundays, to ring the bell for public worship, to dig the graves, to take charge of the school, and to perform other occasional duties." In latter days we have added to the array the care of the nurse, and the duties of truant officer, policeman, and janitor.

THE *Golos* states that the Minister of the National Education, wishing to introduce into Russia as rapidly as possible a system of compulsory primary education, has resolved to make a first experiment in St. Petersburg, and therefore intends to proceed to the construction of a sufficient number of schools to give accommodation for all the children of both sexes from eight to twelve years of age. At present more than half the children do not attend school, and it is thought that 157 more schools will have to be built. Reading, writing, the Scriptures, and the first four rules in arithmetic will alone be compulsory. The fee for attendance will be three roubles (8s. 6d.) a child, but only parents who can afford it will be called upon to pay it. A committee will be formed, consisting of the Mayor, three members from the Ministry of Education, and three elected by the Town Council. The control over the parents will be managed by visitors, after the Berlin system, and parents not sending their children will be liable to small fines and imprisonment. The total cost is estimated at 350,000 roubles a year. As it is intended that the town itself should pay for it, the project will be referred to the Town Council.

Truthfulness in the School-Room.

BY A. D. MAYO.

A Paper read before the Mass. Teachers' Association, at Worcester, Dec., 1874.

How shall a truthful habit be cultivated in young children, at school?

First, by a better comprehension of the nature and difficulties of the problem.

NATURE OF THE PROBLEM.

DeQuincy says, somewhere, in substance:—"People are always crying out,—'If I could only get justice;' as if justice were not the thing God has been trying to get done ever since the Creation." Perfect truthfulness is, perhaps, the last of the Christian graces. Many a man who counts himself regenerated in the great currents of his life, has not come to this. Nobody expects more than a remote approximation to truth in the emancipated slave or the Hindoo convert. Indeed, a habit of prevarication is so all-pervading among whole peoples which regard themselves at the head of modern civilization, that truthfulness is sometimes regarded a constitutional virtue of nation or race. When anybody is acquainted with a large number of educated and well-meaning people who can be relied upon in the critical occasions of their life, to speak and act the truth, he may justly censure the teacher who is not able to inculcate habits of entire truthfulness in her little kingdom.

DIFFICULTIES.

Only one teacher in a thousand retains the ability to reproduce in imagination the temptations of childhood and look at social morality through his eyes. Think of a little six-year-old, just ushered into this strange world of the schoolroom from the freedom of the average American home. Was there ever a government upon earth that required such impossibilities from its subjects as the ordinary discipline of this place exacts from him? Required to conform to a set of personal habits that would be intolerable to any man; to sit still; to keep silence; to obey perfectly and instantly, a strange, perhaps a disagreeable, stranger; to chain the roving mind to a task, rarely pleasant, and often made hateful by stupid instruction; to associate with a crowd of strange children, whose faces, dress, manners, habits,

may jar on every sensitive nerve; to come from a place where a whole family is concentrated upon himself, into a place where nobody tries to know him as an individual, what a perpetual temptation to evasion, deceit, falsehood of every sort, is such an experience? It is a terrible trial, at best, to the veracity of the most sincere child, and often does force out a latent selfishness and insincerity never before suspected. But to multitudes of children, whose lives at home are surrounded by falsehood and general moral feebleness, it is a burden quite too great to be borne. Yet how many a teacher, set over such a tempted and harassed crowd, drifting through a mist of mental confusion and moral uncertainty, chalks her truth line parallel with the throne of the Almighty, and sends every poor little sinner who swerves from its awful rectitude to the school-child's hell.

STUDY OF HOME LIFE.

Of course, perfect truthfulness must be the ideal of the teacher in the schoolroom, as of the saint at the altar. But the primary condition of educating the average school child into habits of truthfulness is to study carefully his home life; estimate his present moral capacity, and be content with such results as faithful precept and example, and a judicious discipline can produce under such circumstances. It is possible to crowd a throng of children into such an iron uniformity of outward deportment that *outward* violations of truth may be rare. But this may all the more confirm the habit of evasion, deceit and hypocrisy, which is the most abominable form of the vice contemplated. The real problem, therefore, is; how to awaken in the many, and confirm in the few, the love of truth for its own gracious self; how to enlighten the confused minds of little children concerning moral distinctions; how to lead or lift them out of evil habits already formed, or prevent the good habit of the home life from being contaminated by evil associations; how to produce that intelligent and conscientious tendency towards truthful intention, speech and conduct which will bring the child, in due time, out into a sincere and truthful manhood or womanhood?

Of course, a work so great can only be the result of the whole discipline of the school, enforced and inspired by the best precept and example of a competent teacher. All experience in families and nations teaches that the form of government is the most potent schoolmaster in truthfulness. A slave cannot speak or act the truth; and the discipline in too many schoolrooms is of that arbitrary, unreasonable and inhuman sort which breeds sneaks and liars, as a carcass attracts the evil creatures that swarm around it.

GUARDS TO VIRTUE.

One element of a discipline that shall secure correct habits of truthfulness, is the tact that guards the virtue already existing in the better class from contamination by the criminal class in the schoolroom. Would any sane man place himself, his wife and children and relatives, in that same house with a family that represented the most rampant social sins? Yet we are gravely told, that little children are strengthened and improved by contact, often physical contact of the most repulsive sort, with companions who are sporting every crime in the calendar. It is far easier to break down and demoralize the virtuous class in a schoolroom, than to lift up the vicious class. It is not enough to visit the liar with punishment before the truthful child, while the offender is left in hourly contact with the whole youthful community, enlisting sympathy for his suffering, and stealing away the hearts of the most pitiful and tender. Our school dicipline will be crude and loose, till it finds some better way than now of separating the criminal class in the schoolroom from that constant and familiar intercourse with the better class, which is so dangerous to youth. In a system of graded schools, this is comparatively easy. But in every school the teacher must regard herself the guardian of the virtuous against contamination, no less than the judge and reformer of the vicious.

INFLUENCE OF RULES.

A wise moderation in the imposing of absolute rules, is another indispensable condition of success. A severe and elaborate code of laws is, in itself, a great temptation to the child. It is an established maxim of legislation, that laws in advance of the popular conscience and intelligence, work the most dangerous forms of public hypocrisy and degeneracy; So, many a school is legislated into untruthfulness by the pedantic moralism of its master. The absolute rules of conduct should be very few, and not above the intellectual or moral capacity of little children. The boasted "good order" is often a style of government that would be an outrage in State Prison, and utterly impossible in the schoolroom, without destroying the morals of the pupils. Order is not an end, but the way to an end;—the growth of intelligent and moral character. The only natural order of which little children are capable, is periodical attention for short spaces of time, to work, with a reasonable restraint from disorder during the intervening periods of relaxation or rest. The points of inevitable obedience must be few, and the line not strained too "taught" that fastens the child to them. The nearer the discipline fits the nature of the child, the easier will it be to hold him to the few decisive points of obedience where truthfulness becomes a second Nature.

VALUE OF OBJECT-TEACHING.

And here appears one of the great advantages of the new methods of natural, object, or real teaching. In these methods, the child is left far more to his genuine, childish ways of good behavior, and led up to knowledge by providential paths. There is no longer the need for the portentous silence and motionless horror of the old school-room; but the whole community may be moved, like the field of young grain in the summer breeze, by every genial and enlivening impulse from the teacher's soul. Even more in the moral, than in the intellectual training of the child, are these methods vindicated.

WHOLESOME PRECEPTS.

A dicipline adjusted to the actual condition of young children; carefully guarding the best and lifting up the worst, by graduated punishment and encouragement, will be greatly aided by wholesome precept. Because a teacher whose soul runs out at her mouth, may talk a crowd of children into despair, it does not follow that preaching is vain in the Common School. Children love moral teaching if it be adapted to their comprehension and their power of listening. And the experience of mankind confirms the example of the Divine teacher in fixing upon the Parable as the natural way of imparting moral lessons to children, or people in the state of mental childhood. The teacher fails mournfully in her duty, who does not, on fit occasions, instruct her pupils in those moral virtues which hold the world together, and are, especially, the soul of a Republican civilization. And every day is teeming with vivid illustrations of the sin of falsehood and the value of truth; which, related in the simplest way, and filled with a loving spirit of a truthful teacher, will touch the heart of the most volatile, and drop a good seed into the most deceitful spirit; perhaps to spring up into a regeneration of evil character in far off years.

But only one kind of teacher can fashion such a discipline or "point the moral" of the daily parable—she whose mind and heart and life are truthful.

MENTAL TRUTHFULNESS.

Truthfulness of the mind is a great help in teaching rectitude of heart. The teacher whose intellect is all afloat in space; never a truthful mirror of the facts of nature or life, ever flying off into exaggeration or caricature in statement, jumping at knowledge rather than putting the finger upon the vital point, can never be a successful instructor in truth. It is pitiful to think what a vast amount of teaching in all grades of schools, but especially to little children, is of this inexact, unreliable, delusive sort which confirms the intellect of the scholars in habits of unveracity and disorder. A professional class of teachers trained to correct habits of thought and expression, is now the primary element in the solution of all our problems in the Common school.

TRUTHFULNESS OF SOUL.

And this rectitude of mind is only the outward garment of truthfulness of soul, head and life. The high-minded, faithful teacher will constantly look within herself for the explanation of untruthful habits in her pupils. For children are the champion critics of the world, and nothing escapes their keen and radical glance. A false heart is felt by a roomful of little children as a Boston east wind by an invalid in March. Every form of selfishness, insincerity, indifference to childhood, tells at once on them. On the contrary, no power on earth is so influential as the might of a loving truthfulness in school. Even without expression in formal speech, it wins its silent and irresistible way to the inmost spirit of every observer. But enforced by "words fitly spoken," and a discipline judiciously adapted to childhood's wants, it approaches nearest the divine power of anything seen on earth. Nothing can be a substitute his; although sometimes the most faithful teacher, through lack of comprehension of child-nature and tact in handling his school, may fail to impress his subjects with the beauty and majesty of truth.

MORAL POWER OF THE TEACHER.

It is a great thing—greater than is often understood—to be able to hold fifty children, with the whole power of a Commonwealth, in daily contact with good instruction and lofty truth, for a series of years. Thousands of children, left to their home influence, would never be compelled to live a day with an educated, truthful, noble-souled man or woman; much less to obey a discipline fashioned by the best wisdom of the State to produce a high type of character. But the teacher in a Massachusetts public school represents to the child all that renowned State has yet achieved, through its loftiest citizens and its best civilization, of the true, the beautiful, and the good. The child is compelled to live with this inspiring influence during the most sensitive years of its opening life—is compelled to be the member of a society constructed according to the most approved principles of justice and truth. Even with the present imperfect type of professional character in our teachers, this moral discipline in schools is one of the chief moral powers of the State. And as its importance is appreciated, it will be felt to be the best security for public virtue, meeting a want that neither the family not rhe church can be expected to supply.

CERTAIN RESULTS.

The teacher's special virtues must be always a persistent will and a patient spirit. He has no right to expect ripe fruit as the immediate result of the seed of the truthfulness he plants in the little child. He may rejoice if the vital seed is lodged in the deep soil, like the grains of wheat in the Egyptian mummy case, waiting the light and warmth of future years. The last stroke shivers the toughest iron, and the last moment of an almost hopeless discipline sometimes breaks the false and stubborn will of a wicked child. Who does not recall, in his own experience, the final effect of precept, example, and training which had seemed to die out, or never touch its subject? We can recall one little boy who, after years of growing disobedience, was cut to the heart, aud turned towards the light, by the one last, half-despairing look of his tired mother, as she turned her face upon him on leaving his chamber, after a hard-fought day. It may be years before the best child in your class is perfectly truthful. It certainly will be ages before some of them can comprehend the glory of the truth. But you, who fix your eye on the highest mark, and with a victorious patience and a wisdom reinforced by prayer and consecration, preach and practice the truth in the school-room, are working in the line of Divine Providence, and will surely be felt in the final result.

Primary Studies.

Children must, when brought under instruction, be taught those things which will benefit them in the common affairs of life. But what are they? Clearly these:

I. The use of language, that they may know how to think, and give expression to thought. These they will attain by *Reading*, and by Exercises in Dictation, Letter-Writing, and Composition. *Spelling* will come in here.

II. The use of the eye, the ear, and the hand, both as aids in mental operations, and in facilitating the business of life. This use they will acquire by writing, drawing, and music, and most industrial arts.

III. How to observe, to reflect, to reason upon a subject, and to acquire great truths. Here will come in an enlarged system of object-lessons, and the great facts of earth and sky, as illustrated in topical and physical Geography, Astronomy, and the elements of Natural Philosophy.

IV. How to transact business. Here will come in mental and written Arithmetic, simple methods of keeping accurate accounts, the science of forms, as taught by Geometry in the simpler elements.

V. The discipline and formation of character. And here comes in the subject of morality, of duties to God and man, being the great precept of Christian morals;—here the influence of the history of nations, and of individuals, as instruction and warning—history in its true signification, civil, social, industrial, rather than warlike and of hero-worship.

VI. The physical discipline of the body. And here comes in a variety of exercises—gymnastic, military, and others—aiding physical development, and preparing for industrial, personal labor.

—Report Bureau Statistics and Labor.

Johnny Studies Botany.

BY ADAM STWIN.

Johnny is an imitative little fellow. Whenever he sees any one doing anything, he is very apt to want to do it too. He came, the other day, to my summer study-room—in the hay barn on the hill, where the air is always fresh and cool—and found me busy with a lot of plants that I had gathered in the woods that morning. He looked on curiously for a while, then asked what I was doing that for.

"Doing what?"

"Why, picking all those weeds to pieces, and putting them away in those big books."

"I'm afraid you haven't been looking sharp," I replied. "I don't put away those I pick to pieces."

Johnny was still again for two or three minutes, then he broke out with, "What do you pick them to pieces for?"

I told him they were plants that were new to me, and I was studying them to learn what they were like and what their relations were.

"Relations! Do plants have relations?"

"Certainly," I replied.

"That's queer! And is that the way you learn so much about them?" Johnny asked.

"Chiefly."

"I wish I could do that," he said, after another period of silent watching.

"So you can."

"When?"

"Any time; now, if you want."

"Will you show me how?"

"With pleasure."

"Right away?"

"Right away."

"Well," said Johnny, after waiting awhile, "I'm ready."

"So am I."

"But I don't know what to do," said Johnny.

"You must get your plants first," said I.

"Where?"

"Anywhere—out in the garden, if you like."

Johnny ran to the garden, and was soon back with his hands full of leaves and stems.

"Will these do?" he asked.

"Suppose you wanted to study animals, and I should give you the ear of a dog, the tail of a cat, the foot of a hen, a cow's horn, and a piece of sheepskin to begin with; do you think they would help you much?"

Johnny laughed at the idea of such a funny mess, and said he thought a whole dog would be better.

"A good deal better," said I: "And a whole plant would be better than all these pieces."

"Can't you tell me what their names are from the pieces?"

"I could," I replied, "but names are not what you are to study. You are to study plants."

"Of course," said Johnny, not knowing what else to say.

"I will go with you," I said, "and show you how to get something to study."

When we reached the garden, I stooped to dig up a weed that few boys in the country do not know something about—purslain, or, as it is commonly called *pusley*.

"What is the use of taking that?" inquired Johnny. "Everybody knows what that is."

"We'll take it, for all that," I said; "perhaps we may learn something about it that you never noticed before."

"That's catnip," said Johnny, as I began to dig up another plant that stood near the first. "You are not a-going to take that, are you?"

"Why not?"

"'Cause," said Johnny, "I've known catnip ever since I can remember."

"Shut your eyes," said I. "Now tell me what kind of a stalk catnip has."

"Why," said Johnny, hesitating—"it's just like——— any other stalk."

"Like pusley?"

"No; pusley hasn't any stalk; it just sprawls on the ground."

"Like mullein stalk?"

"No," said Johnny; "not like that."

"Like corn-stalk or thistle?"

"Not like them either," said Johnny. "It's like——— I guess I don't remember exactly what it is like."

"So you don't know catnip as well as you thought," said I.

"These two will be enough to begin with," I continued. "Study them carefully, and when I have finished with my plants I will come to see how you get on."

Johnny soon tired of studying by himself, or maybe he did not find very much to learn; at any rate it was but a little while before he stood by my table, plants in hand.

"Well," said I, as I put away my work, "what have you discovered?"

"Catnip-stalk is square," said the botanist.

"Good," said I; "anything more?"

"It smells," said Johnny.

"What like?"

"Like—like catnip-tea."

"Very like, indeed," said I. "What else have you learned?"

Johnny hesitated.

"Is the pusley stem anything like catnip?"

"Do you call those stems, when they don't stand up?" was Johnny's reply.

"Yes, those are stems."

"They're round," said Johnny, "and smooth. Catnip is fuzzy a little, and the stems are straight."

"Anything more?"

"The leaves are bigger than pusley leaves, and thinner and softer," said Johnny, comparing them.

"We haven't finished with the stalk yet," I said.

"Can you tell me anything more about it?"

"That's all I know," said Johnny.

"How about the color?"

"It's green."

"Is the pusley-stem green?"

"Some of it, and some of it is almost white, and some is almost red; queer, isn't it?" He went on, spreading the plant out as it grew in the garden. "The under side of the stems is pale, and the upper side is red—tanned, I guess in the sun."

"It looks like it," I said; "what is the color inside?"

"Shall I break it?"

"Certainly."

Johnny bent the pusley-stem with both hands, and to his great surprise it snapped short off.

"Oh!" he cried, "how brittle it is; I didn't think it would break so sudden."

"Try the catnip-stem."

"It won't break," said Johnny.

"Cut it with my knife."

"It's tough," said Johnny, "and woody and hollow. The stalk is square but the hole is round."

I took the knife, cut the stem across at a joint, and said: "I don't see any hole here."

Johnny was puzzled. "See," I said, splitting the stalk lengthwise, "the hollow is closed up at the joints where the the branches begin."

"I shouldn't have thought of that," said Johnny. "What a lot of things there is to learn about one stem."

"We've scarcely made a beginning yet," I said. But before we go farther, let us recall what we have already found out."

"The catnip stalk is square; stands up straight; has a strong odor; is slightly fuzzy; is green; is rough and woody; will not break easily; is hollow, except at the joints; and—"

"That's all I can think of," said Johnny.

"And the pusley-stem is round; lies flat on the ground; is smooth; brittle; pale green below, and red on top; solid—. Are you sure of that?"

Johnny split a pusley stem its whole length, and said there was no sign of a hole in it, adding, meditatively, a moment after: "It takes a great deal of study to find out all about a plant, don't it? if it *is* a weed."

"A very great deal,"

"I think I know all about these, now," said he.

"Oh, no!" said I, "not nearly. You haven't learned anything about the roots yet, nor the branches, nor how they grow, nor about the flowers, nor the seeds, nor when they come up in the spring, nor when they die in the fall, nor what things eat them, nor what they are good for, nor what their relations are, nor—" "I'll never be able to learn all that!" cried Johnny, fairly frightened by the magnitude of the task he had undertaken. "And there is such a lot of plants!"

"It would be a terrible task, indeed," I replied, "if you would have to learn it all once. But you haven't. Just keep your eyes open, and take notice of the different plants you see, and you will get better and better acquainted with them every year. The older you grow the faster you will learn, and the more you will enjoy it. In a few years it will be pleasanter than play to you."

"I hope so," said Johnny, resolutely; "if I've got to learn them all. I'll try anyhow."

—Christian Union.

Thought and Expression—A Plea for the Mother Tongue in School.

BY A. H. DAVIS.

[Read before the American Institute of Instruction, July, 1874.]

"Words, words, words."—*Hamlet.*

It will not do, in our devotion to thought, to under value the expression; for if the two are not identical, they are at least indissoluble:—

"As the bow unto the cord is,
Useless each without the other."

In a broad sense, expression is the exponent and measure of the thought. It is the mind's fruitage—the standard of the man. The thought of Beethoven struggles into symphonies; that of Bacon towers in the

Novum Organum, or flowers into natural essays; Michael Angelo's mounts upward and rounds the Dome of St. Peters, while that of Ictinus puts an immortal crown upon the Acropolis:—

> "For out of thonght's interior sphere,
> These thoughts rose to upper air."

THOUGHT AND EXPRESSION.

Mute Miltons are, of necessity, inglorious. The wouldbe artist must reveal the statue which he sees, or thinks he sees, in the stone, or we shall deny him the name. Who doubts there are sermons in stones, when Hugh Miller preaches from these hard texts? There may be excellent music in the soul, but we want it on the air. Imprisoned Ariels cannot do our bidding. It is one thing to be conscious of a thought, quite another to give it birth. As countless seeds, too deeply lodged or unskilfully nurtured, though vital with the germs of beautiful or of stately growth, perish in the ground or feebly creep into a stunted life, so thoughts perish or are paralyzed in the minds of men.

VALUE OF SPEECH.

If, then, a production be great,—whether it be Music, Painting, Architecture, Sculpture or Speech,—it is because a great thought has found adequate expression.

It is in speech, however, that thought finds its most practical and its most admirable manifestation. The sunshine is not more glorious than "is the imperial birthright of pregnant speech." Not only does genius mould it into beauty but builds it into monuments more lasting than brass. A representative of value, like coin, it passes into general circulation, and enables *all* men to transact the business of thought with comparative ease. It knits mankind together in intellectual activities. It sets thought *free*, and sends it like an electric current tingling through the race.

POVERTY OF COMMON SPEECH.

This instrumentality lies at the foundation of all culture. In our teaching we give much heed to the acquisition of facts; it may be to the discussion of principles; and through certain studies we train to rigid reasoning,—seeking to make the mind quick and sure and strong. Nor can we afford to relax our energies in this direction; but, unless I am greatly mistaken, a ready and right use of the Mother Tongue—of good English speech—which would enhance the value of the whole possession tenfold, by enabling the pupil to handle his knowledge nimbly and present it gracefully or even effectively, is not taught—or is rarely taught—in any of our schools. Little as our pupils know, they not unfrequently have larger stores, than they know how to use. Acquisition goes on, but expression lags behind. I do not think it reckless to say, that many a boy and many a man who staggers and stammers under a weight of knowledge, which he "has no words to express," would be fortunate to forget one-half he knows, could he with unfettered speech thereafter wield the other half with ease and effect. "Half as much knowledge, with power of expression, is better than twice as much without it," exclaims Marcel, the great French educator. Sweet bells jangled is not music; nor is a jumble of knowledge, power. It is not easy to exaggerate the poverty, inaccuracy and awkwardness of the common speech,—to say nothing of its affectation, its grammatical discords, and its slang. Nor is it difficult to see that a course of study, good in other respects, is fatally weak, which does not make large provision for the mastery of the commonest vehicle of thought.

WHY NEGLECTED.

One cause of the prevailing neglect in this direction, springs, I imagine, from the notion that speech is a gift. As well might one assume that thought is a gift, and close our dreamy eyes in pious expectation:—

> "If chance will have me king, why, chance may crown me
> Without my stir."

ACCURATE TRAINING.

Indeed, consider curiously as we may, in respect of the origin of language and its relation to thought, we come at last to this: that, having the *faculty* of speech, we have, also, some 100,000 signs already accumulated—whether born, evolved, or invented; and that we cannot utter a sentence without learning how to do it. "Speech," says Prof. Whitney, "like the other elements of civilization, does not go down by inheritance, but by the process of teaching and learning." Then, too, there are multitudes to whom it does not occur that the Mother Tongue *needs* to be taught. Are we not "native here and to the manor born?" With our familiar speech scattered thick about us in exhaustless literature and from the tongues of men pattering upon us every waking hour, a novice might well expect that every human being, in spite of himself, would possess a large, if not a choice, vocabulary. It is said that in an battle, only about one bullet in 4000 does execution; but the waste of bullets is nothing to the waste of words. Alas for natural indolence, and natural obtuseness, and untutored habits of observation! Men with excellent eyes—wanting "that inward eye which is the bliss of solitude"—see only "yellow primroses;" and the neat multitude are content to exercise an imperfect command over a mere handful of words, motley and shabby as the followers of Falstaff. And yet many teachers, when they overname the things they teach or their pupils study, leave the English language quite out of the list. Very likely they have no room for this plebeian branch; for there is scarcely a more common or more witless blunder than to crowd too many topics into the school curriculum—as if school days were the whole story, and not an opening chapter in the tale to be told. But, however wise it might be on general grounds, to thin out courses of study, the training in English speech of which I am thinking could be introduced successfully without much change—except in the attitude of teachers to the subject.

THE TEACHER A MODEL.

First, then, in order to cultivate in our pupils a ready use of good English—which implies, of course, facility and propriety in the use of it—the *teacher* should not be a bungler in it. The captain's orders may be correct enough; but it is hard sailing against a steady head wind of vicious example. Said the little crab, "Walk straight yourself, father, if you want me to walk straight." As a matter of personal culture, the teacher cannot afford to be impotent in speech. As a professional qualification, he ought to be armed with all its affluence. Not merely in occasional set speeches should he make an effort to speak well; but his every day working diction should step forth bright, clear, accurate, and "trippingly on the tongue." His spoken sentences should bear looking at. As we tritely though expressively say, he should talk like a book. In a word, he he needs all the magic of speech, that he may invest every topic he touches with the charm that belongs to it. In the schoolroom, especially, he who can wield a "rich economy of expression," has the very touch of Midas that turns everything to gold. This point is too obvious to be further expanded.

Orthography and Phonology.

ORIENTAL AND LINGUISTIC STUDIES. Second Series. By William Dwight Whitney. New York: Scribner, Armstrong & Co.; 1874.

Dr. Whitney's new volume of Oriental and Linguistic Studies recently published, while containing much to interest the general reader, will be specially welcomed by all who have to any extent made a study of "subjects connected with language." The essays on Orthography and Phonology should be read by every teacher. Of these essays that on the Relation of Vowel and Consonant appears to me the most important in the whole volume, and more valuable than all that has ever before been written on the subject. The relation between the two classes of sounds, and the theory of syllabification, are treated so clearly and with such a masterly command of the whole subject, that we rise from the perusal of the essay convinced of the justness of the views presented, and with admiration for the originality and accuracy of observation of the distinguished author in a department where all others seem to have gone astray or stopped short of the goal. A few suggestions which have occurred to me while reading the volume I take the liberty of laying before the readers of the NEW ENGLAND JOURNAL OF EDUCATION.

In Essay VIII., page 206, giving a list of words, *calm*, *calf*, etc., the author says: "In all of them the leading orthoëpists now require a 'flattened' *a* . . . intermediate between *far* and *fat*." I had supposed that in some of these words respectable authority was in favor of the "Italian *a*." Worcester and Webster give with the sound of *a* in *far*, *calm*, *calf*, *halve*, and *laugh*. The author adds: "Local usage still retains the open *a* in these words; and, in my opinion, is justified in clinging to it as long as possible." I can but wish that so high an authority as Dr. Whitney had spoken more emphatically in defense of this sound which, as the author intimates, we are in danger of losing ere long altogether. The utterance of the sound requires an expansion of the vocal organs which seems characteristic of health and vigor, and the substitution for it of the *a* in *pan* suggests laziness, if not weakness; but I am convinced from observation that the latter pronunciation is adopted by those who had in childhood learned what I consider the proper sound, in most cases from an absurd feeling that the broad sound is too coarse, not so "genteel" as the other. I agree heartily Richard Grant White when he asserts that "the pronunciation of *a* in such words as *glass*, *last*, *pastor*, and *father*, is a test of high culture, the best speakers avoiding . . . the thin, flat sound of *a* in *an* and *at*"; and that "the free utterance of the broad *ah* sound of *a* is the surest indication in speech of social culture which began at the cradle." There are some grounds for believing that this sound, while disappearing in our country, is reviving in England. I hear it invariably from English lecturers and clergymen. I find in a recent English magazine that a correspondent, who is defending Walker's reputation as an orthoëpist, incidentally admits that "*rather* is now pronounced with the sound of *a* in *far*."

I am glad to see (p. 227) that Dr. Whitney does not approve Ellis' analysis of the *ou* diphthong in *mouth*, etc. I think that Ellis analyzes the sound as he hears it and as he himself pronounces it. I have heard it thus uttered by Englishmen, and occasionally by others who appeared to me to "mouth" the sound and to speak affectedly, although the pronunciation in most of these instances was doubtless natural to the speaker. Ellis' diphthong is made farther forward in the mouth than is the proper sound, and with the mouth more nearly closed, the utterance being attended with a slight protrusion of the lower jaw. It seems to be a step in the direction of that pronunciation of the diphthong which is "current among vulgar speakers." It would appear correct to consider this an instance in which we have retained in America the proper pronunciation which is disappearing in England. Another instance is the aspirated *w* (see pp. 268–70). Mr. White complains in the *Galaxy* (Nov., 1873) that in England his *whims* should be despoiled of their legitimate aspirations. Dr. Hall alone might be an insufficient authority, but phonologists like Ellis and Bell could scarcely mistake in respect to a point so much disputed that they would exercise the greatest care in making and recording their observations. Professor Haldeman seems as incredulous on this point as Whitney and Grant. In my own limited observation I have never heard *when* pronounced by Englishman or American otherwise than I myself pronounce it—*hwen*; but I have no doubt that the larger portion of the educated class in southern England do not distinguish in utterance *when* and *wen*, *whig* and *wig*.

At pp. 233–4 of the same essay, attention is called to the use of *l* and *n* as vowels. *Evil* and *devil* are given as instances of this use of *l*, in which, "the corruption has established itself beyond remedy." I have repeat-

edly heard these words pronounced by English clergymen *e-vil* and *dev-il*, with the *ĭ* distinctly heard. I think that Froude pronounced *evil* thus when he lectured here. I have an instance of the vowel use of *n*, somewhat different from the examples given by the author. It is the conjunction *and*, which I have occasionally heard pronounced *'nd* from the pulpit, and in the case of some pupils I have noticed the same error, when they were rehearsing exercises in declamation. When *'nd* is used by a speaker at all, it occurs, not occasionally, but as the speaker's uniform pronunciation of the word in oratorical delivery, and seems connected with the attempt at an "impressive" style; it is generally uttered as proclitic upon the word following.

In the same connection I would speak of the vowel use of *m*, of which Dr. Whitney says (p. 251): "That we do not use it as a vowel, like the *n*, is not owing to anything inherent in the character of the sound, but to historical causes: we have not learned to slight and omit the vowel in any of our rare final unaccented syllables ending in *m*." I was at once reminded, on reading this, of an instance of the use of *m* as a vowel, not by omission of a preceding proper vowel, but by separating the *m* from the rest of a monosyllable of which it is the final letter and making it serve as a second syllable, thus converting the word into a dissyllable. It occurs in the third stanza of the hymn, "The Church's One Foundation" (by the Rev. F. Stone, 202, in Church Hymnal), which reads as follows:

> "Though with a scornful wonder
> Men see her sore oppressed;
> By *schisms* rent asunder,
> By heresies distressed."

I think the choristers generally pronounce the word *schisums*, but it is plain that it may be easily pronounced without the *ŭ*, schis-ms. The use of the word as a dissyllable is probably unauthorized, and is interesting only as illustrating the unconscious recognition by the poet's ear of the vowel force of *m*.

I come now (p. 248) to "the question of what distinguishes a sonant letter from a surd in whispering, when no real sonant utterance at all is produced." Dr. Whitney says this "is one of no small difficulty, and much controverted. It is not easy to determine, in the first place, how far the distinction is actually made to the ear, and how far its apprehension is merely subjective, the hearer understanding by the connection which sound is really intended; nor, in the second place, of what nature the distinctions actually made are."

In the first place, the subjectivity of the distinction between the sonants and the surds seemed to me susceptible of approximate determination by experiment. I will anticipate by saying that I think there can be no doubt that in a whispered conversation, for example, there is practically no distinction, and the sound intended is inferred from the connection. The same thing, indeed, I suspect to be true to a greater extent than is generally supposed, in our ordinary utterance. But the case must be different with isolated words, when the hearer has no clue to aid him in determining the whispered word. I took for experiment the following words, which, as will be seen hereafter, were not chosen as carefully as they should have been. If any one who reads this should repeat the experiment, he would do well to see to it that the words in each pair are equally common and familiar.

pay,	tin,	call,
bay,	din,	gall,
rip,	at,	hack,
rib,	add,	hag.

These twelve words having been arranged in fortuitous order (*e. g.*: hack, at, bay, rib, add, din, rip, gall, call, hag, tin, pay), were first whispered by myself and written as they were understood by a friend, then whispered by the latter and written by myself. The experiment was then repeated with a lady, who, from laryngeal disease, speaks only in a whisper. The following table shows the result:

As whispered.	As understood. 1	2	3	4
pay,	—	—	—	—
bay,	pay,	—	—	pay,
rip,	—	—	—	—
rib,	—	—	—	—
tin,	—	—	—	—
din,	—	—	—	—
at,	—	—	—	—
add,	at,	—	—	—
call,	—	—	gall,	—
gall,	—	call,	call,	—
hack,	—	—	—	—
hag,	hack,	—	hack.	—

I confess that I was disappointed by the result of this experiment. In the table (in which a blank is left where the whispered word was correctly understood) columns 1 and 3 show the result when I was the whisperer. I had anticipated no failure, as I endeavored to whisper with the utmost distinctness, and when the listener, to note carefully the mute uttered. It is plain that the result may have been affected by the comparative infrequency of the words *gall* and *hag*. It would be desirable to repeat the experiment with a larger list of words, more carefully selected, including pairs of words like *mopping*, *mobbing*, *latter*, *ladder*, *meeker*, *meagre*, in which the mute comes between vowels, and to extend the trials to a larger number of persons. Taking the table as it stands, we may infer that the palatal mutes are the most difficult to discriminate, and I think there is a physiological reason why this should be the case. But as nearly three fourths ($\frac{11}{16}$) of the palatal sounds, and precisely five-sixths of the whole list of words, were understood as they were uttered, I judge that with a practiced ear on the part of the listener, and practiced vocal organs on the part of the whisperer, it would be possible to distinguish the whispered mutes from one another with almost perfect accuracy.

In the second place, as to what the distinctions in whispering between the sonants and surds actually are. I speak with very great diffidence, and offer what I have to say only as a contribution, very likely worthless, to the investigation of the subject. I fully acknowledge the justice of Dr. Whitney's remark when he says, "There are very few persons whose own word I would take as to whether they do or do not say *hwen*." In investigations of this nature one is apt to form one's theory too soon, and then be unconsciously influenced by that theory in observing the facts. Eliminating, then, "personal equation" as thoroughly as possible, I find the following distinctions: In whispering the surds, the tongue, or the lips, are more rigid than for the sonants; the contact is more tangential, two curved surfaces, or a curved and a flat being brought into contact; the contact is broken more suddenly and explosively. In case of the sonants, the tongue or the lips are more relaxed and pressed together more gently; soft surfaces yield so that the organs are in fuller contact; in whispering *d*, I find a tendency to bring a considerable portion of the back part of the tongue in contact with the roof of the mouth; the contact is broken more gradually. Of course, the words "sudden," "gradual," etc., are to be understood only in a relative sense, and the distinctions noted are observed only when I make an effort to whisper the sound as distinctly as possible. The following fact in a measure corroborates the above views: If I hold my lips pressed together as tightly as possible, I can from this "set" easily whisper *p*; but if I attempt *b*, there is an instinctive relaxation of the pressure before the *b* can be uttered. I observe similar facts with reference to *t*, *d*, and *k*, *g*. If I press the tip of the tongue firmly against the upper gums, a *d* is impossible without relaxing the pressure; and so for *g*, when the tight and forcible contact of the organs admits only *k*. Again, in the enunciation of the surds there is a slight accumulation of breath behind the closed organs, which at the moment of utterance, as it were, forces the organs apart and escapes, like a bent spring when relaxed, with some force. I do not consider this, however, as properly an aspiration. The sonants, on the other hand, are uttered with a gentle flow of breath. The difference may be observed by holding the palm before the mouth and whispering energetically in succession *b* and *p*. If this analysis is correct, it suggests the explanation of the observations tabulated above. The "tangential" closure can be produced more perfectly with the tip of the tongue, than with the back of it, or with the lips; therefore the lingual mutes are the most easily discriminated. With the palatals, in addition to this difficulty with the closure, there is less room for an accumulation of breath behind, and the slight distinction between the two sounds is deadened by occurring so far back in the mouth. The experiment described should include whispering with inhaled breath. In the few trials of this kind I have had time to make, no difference was observed between sonants and surds, all alike being heard as surds. I ascribe this to the undue rigidity of the vocal organs induced by the effort to whisper in this unnatural way; the same effort gives a force to the inhaled breath which produces the same effect as the compression of the air behind the closure when we whisper in the ordinary way. It may be added that these same distinctions exist in our ordinary utterance in addition to the predominant distinction that the sonants are vocalized, and the surds unvocalized.

Dr. Whitney's remarks on the *s*-sound (pp. 258–9) are of especial interest as explaining the lisping utterance of this sound, and perhaps suggesting a means for its cure. The abnormal variety described I find it possible to produce, but note a greater difference between this sound and the normal *s*, than between my dentilabial and my labial *f* and *v*. The difference between these two varieties of the latter letters my ear is not sufficiently acute to distinguish, although others readily discriminate them when I utter them.

To pass from phonology to a quite different subject. In Essay XII., p. 343, we are told: "Of the month there is no natural subdivision; some have conjectured that the seven-day period, or week, was originally arrived at by a division of it into quarters." Perhaps there is room here for another view. Are not the marked phases of the moon, called in our almanacs "first quarter," "full moon," and "last quarter," sufficiently conspicuous to determine a natural hebdomadal period? I find that T. F. Buckton (in Notes and Queries, 3 Ser. II., 419) entertains this view, deriving the word *week* from the root found in the Sanskrit *vaks*, English *wax* (to grow). The interesting article *woche* in the Conversations Lexikon (tenth edit.) gives the explanation of the length of the week mentioned by Dr. Whitney, but includes this suggestion: "The Germans, who, as stated already as early as by Tacitus, appointed religious, judicial, and political assemblies, and important undertakings, according to the change of the moon, might very well of themselves have hit upon a week of seven days." The correct etymology of the word *week* is probably given by Leo Meyer (Kuhn's Zeitschrift, VII. 127, and independently by C. Lottner in the same number, p. 190), who connects it with weichen and wechseln, from the root *vik*, Sanskrit *vic*, Latin *vicis*, Greek (*F*)εἴκειν. Meyer, however, contends that the meaning which the word *week* at present has in all the Teutonic languages is not its primitive signification; it was at first "turn," "order," "series," "succession," then "series or succession of days, or of a specific number of days," and finally was applied to the Jewish seven-day period. The oldest representative of our word *week* is the Gothic *vikon*; it occurs but once in the extant fragments of the Gothic Bible (St. Luke I., 8), and, as Meyer shows, is probably not used in the sense of "week." It corresponds to the word "order" in the English version. From the etymology of the Teutonic word *week* we can, therefore, infer nothing as to the origin of the period designated; it might be worth while to examine the corresponding words used by peoples with whom the period was not learned from a foreign source. I see no reason why it is not admissible until the contrary is proved, to conjecture that there is a connection between the seven-day period and the "changes" of the moon.

Having taken up Dr. Whitney's book during the Thanksgiving vacation, I have hastily set down some of the suggestions which occurred to me during its perusal. Every essay will be found pregnant with interest and instruction, and the essays on linguistic subjects deserve and will richly repay the careful study of all interested in investigations in their own language, or in language in general.

New England JOURNAL OF EDUCATION.

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Boston., Mass., Jan. 9, 1875.

WE are glad to notice the unanimity with which the leading papers of the country oppose the movements made in certain quarters to reduce the salaries of pub lic school teachers It is good evidence of the existance of a public conscience to the just demands of our most faithful public servants. It is quite remarkable that when retrenchment is ordered in public affairs that the attention of a class of economists is directed to the extravagant salaries of teachers, and these reformers demand that the reduction of expenditures, shall be made in the pay roll of teachers. Of the justice of such demands and the value of the arguments which are made in support of them, the people are the most competent judges, and to them we may present what we consider good and sufficient reasons for an increase rather than a decrease of the teachers' compensations.

THE NEW ENGLAND JOURNAL OF EDUCATION unites the *College Courant*, of New Haven, Conn. the *Connecticut, School, Journal*, the *Rhode Island Schoolmaster*, and the *Massachusetts Teacher* in one *weekly paper*, in which we intend to preserve and continue all the excellences of the several magazines which are merged in this enterprise. It is the union of several most important Educational agencies, whose work, in their separate fields, has been valuable in enlisting the sympathy, and co operation of educators, and in developing a higher professional standard for the teacher's work. It may be that this great movement of these forces, is a typical of a greater unity which shall pervade the ranks of educators from the lowest to the highest, for if we conceive of education aright, all the elements, from the home training of the little child, through the superior culture and discipline of the College, are but parts of a complete whole.

It will be the purpose of the NEW ENGLAND JOURNAL to show how closely related is the primary school to the university, and how friendly and co-operative all these intermediate parts should be in order to secure the harmony and symmetry of development, which is sometimes characterized by the term, 'a finished education.' The scope of our work is so broad, and its features so varied that we cannot present its features in detail or even in outline. In brief we shall advocate a common school education for every American child; a true and normal development through the several stages of primary and secondary instructions; wherever and whenever the attendance at school cannot be secured by other means, we believe that the laws should be invoked to secure it. We shall favor Normal instruction as a means of elevating the teacher's qualifications, and shall labor by every means in our power to improve the teacher's position. We believe in a true economy in the administration of school affairs, in outlays for school purposes, etc., that such an economic policy is fully in harmony with making full provision for good schoolhouses,—furnishings, and surroundings, with an honest and well apjusted compensation to the teachers in all grades of our schools. We believe in good government at home and at school, and in the use of all proper means to secure it. The offender at school or in society, should be corrected and punished. The methods should be left to the wise discretion of the governing parties. In the department of school supervision, we believe there should be intelligence, unity, thoroughness and energy, and in and through all school service, devotion, and enthusiasm.

Professional Heresy.

MR. EDITOR: Your correspondent confesses to great surprise at finding in the editorial of an educational monthly which aims at a national reputation, the following sentiments expressed in unequivocal language:

The subject under discussion is "Flogging Unworthy of the Teacher." The writer quotes from Montaigne, where he speaks of the colleges of his day as "mere jails," in which the visitor could "hear nothing but the outcries of boys under execution, and the thundering of pedagogues drunk with fury." With this picture of school life before him,—which is only a *fancy* sketch as applied to our times and country,—the writer goes on not only to denounce the flogging of children in school, but to maintain that the teacher's sole business is *teaching*. He says "children may deserve punishment in school and out of it, but it is no more the teacher's duty to inflict such punishment than it is his business to reconstruct all the scolding wives and lazy husbands of his school district. * * * The teacher's business is teaching, and the more he flogs his pupils, the more he does not attend to his own business." And still more expressively does he speak, in his closing exhortation. "Brothers and sisters, let us be *teachers*, not thrashing machines! Division of labor is a device of civilization. It is only among barbarians that jack-of-all-trades make money. So, if we cannot be at once the father, and mother, and priest, and doctor, and tailor, and dressmaker, and nursemaid, and teacher, of each and every one of our pupils, let us fill our office, and fill it well. Let the parents feed and chastise them. If they are not competent to do the latter, we are not in fault; we did not establish the relationship between them. Let the doctor take care of their bodies, the priest of their souls. Let the tailor make their jackets, the cobbler mend their shoes, and the nursemaid dress and comb them. Let us *teach* them. If we do this well, we have done our share."

Now, Mr. Editor, I have not taken my pen to advocate "flogging" as the principal business of the pedagogue, but to expose the professional heresy of the doctrine advocated in this article. The position taken by this editor will not allow the teacher to *govern* his school at all. That belongs to parents. and if they have failed that's not his fault. In the division of labor which civilization has devised, his "share" is "teaching" the children; and, as I understand the author, he is to teach only the branches of science required by law. He may not teach Christian morality—that belongs to the "priest"; nor the laws of health—that belongs to the "doctor"; nor the rules of good breeding, such as cleanliness, order, and neatness, as "dressing and combing" belong to the "nursemaid." He would be a "jack-at-all-trades," if he undertakes to *educate* his pupils, and fit them to become citizens in this great Republic!

Now is this position tenable? Even as a *theory*, can these views be maintained? Practically every true teacher in the land, knows them to be false; for how is the instructor to teach, if he has no right or power to govern. And how can he discharge his duty to his patrons and the State, if he neglects the most important part of the child's education? The habit of obedience to rightful authority, and the attainment of Christian morality are indispensable to true manhood and a safe citizenship.

And what is the true position of the teacher? Does he not stand *in loco parentis?* Is he not employed to carry forward the discipline and culture which have been begun in the family? If then, "children may deserve punishment in the school and out of it," and the parents may "chastise" them, why not the teacher who is installed in the parent's place? And if it is the parent's duty to teach his children in morality and good manners, why not the teacher's also, when he has been employed to do his work?

And what shall he do with that large class of children who are utterly undisciplined at home? Shall no effort be made in the school to save them, and to fit them for the duties of citizenship? Can the teacher neglect or cast them out without guilt? Away with such heresy! It is a pity to have it taught to the instructors of our land. O.

Massachusetts Teachers' Association.

This Association held its thirtieth annual meeting at Worcester on the 28th, 29th and 30th ult. commencing its public meetings on the evening of the 28th, and closing its sessions at noon of the 30th.

ATTENDANCE.

The attendance upon the meetings seemed small, in view of the large number of teachers in the State (about 800) and the fact that, of the thousand members of the Association, probably two-thirds are still living, and teaching in the State. Yet probably on the second day, when the attendance was largest, the persons present were not more than 350 or 400, including many not teachers.

LECTURES.

The lectures were given by Rev. Phillips Brooks, of Boston, on Monday evening, and Hon. Joseph White, Secy. of the Board of Education, on Tuesday evening. The former was on the "History of Education," especial reference being made to the education of two centuries ago, and to Milton its typical exponent, who on the restoration of the reformation became silent as a reformer, and devoted the rest of his life to his greatest works,—Paradise Lost, Paradise Regained and Sampson Agonistes,—and to the education of youths, by which latter occupation he earned the name of Pedagogue.

He then drew a striking picture of the great Milton living the ordinary routine of a schoolmaster, and, thinking it altogether worthy of himself, and considerd his ideas of education, which, in his opinion, were really reducible to these three, naturalness, practicalness, nobleness.

We do not find him saying anything about religion in the schools, and nothing of co-education—ideas which were to slumber for two centuries.

In every age philosophers tell the same story. Naturalness, practicalness and nobleness are ever in danger of becoming clouded. They have been the anxiety of philosophers and they must be the anxiety of all successful teachers now. For himself he could not think of education simply as an art. There was something more human about. The end and object was not solely to impart knowledge, but to make men and women: and in this light he could not refrain from urging upon them the necessity of studying earnestly the history of education, wherin they might learn much of the manner in which such ends could be attained.

This eloquent and interesting lecture we hope to give in full in our columns hereafter. The lecture of Mr. White, was upon the history of "School legislation in Massachusetts," a topic with which no one probably is more familiar than he, and which was ably handled.

The legislators of Massachusetts from the beginning were advocates and promoters of general education, and from the year 1635, to the present date, they have

provided by successive enactments for public schools, to be supported by general taxation, prescribed the course of study for these schools, and endeavored to secure attendance in these, or equivalent private schools of every child in the Commonwealth, for a portion at least of the school year.

In the latter respect Mr. White thought the school-laws still defective, as hundreds of children are daily employed in the manufacturing establishments of the State, in utter violation of the laws, the remedy for which, he suggested to be a statute forbidding mill-owners or overseers to employ children between certain ages, without receiving from them certificates signed by teacher or school committee, that they have attended school the prescribed number of weeks, required by law, during the preceding school year.

DISCUSSIONS.

The discussions at the meeting were upon the "Training of the Memory to the Neglect of other Faculties," "The Representation of Teachers upon School Committees," "The Physical Training of Girls," "Qualifications for Admission to High Schools," the "Amount of Technical Grammar which should be taught in Grammar Schools," the "Amount of Explanation of Arithmetical work which should be required of Pupils," "Spelling in Primary Schools," the "Securing and cultivation of Truthfulness in Young Children," and "What Legislation is necessary to enforce Attendance at School." Each of these svbjects was introduced by a well written paper, several of which will be laid before our readers, Dr. Mayo's on Truthfulness being published in our issue of to-day. In order to consider several of these matters simultaneously, the meeting was divided in the afternoon of Tuesday into High, Grammar, and Primary School sections, in each of which the questions appropriate to its work were considered.

The questions relating to the "Physical Training of Girls," the "Representation of Teachers on School Committees," and the "Legislation necessary to enforce Attendance at School," attracted perhaps the most attention, the discussion of the former being introduced by a careful paper by Dr. Putnam, of Boston, in which he gave a sketch of the gymnastic training required in different countries for pupils in the public schools. His idea was that health was the first object to be sought for by boys and girls, but that while boys should be trained to greater strength, grace should be an end to be sought for the girls, that grace which comes from perfect health and development.

There are three systems of gymnastic exercises in use in Europe. One is that used most generally in Germany, by which the pupil is trained for the athlete. One is the Swedish idea, which attempts to train special muscles. Another is that originated in South Germany, which consists of exercises in concert, for which a number of pupils are necessary. In many of the countries of Europe the study and practice of gymnastics is made obligatory. Many of the systems employed, however, are evidently intended for boys, and are not generally adapted to girls. As yet, in this country but little attention has been paid to the subject except in some private institutions, but where physical training has been introduced, it has been with success. Other speakers contended for more out-door exercise, and exercise at home for girls, especially for High School girls whom false notions of propriety restrained from the activity which their younger sisters in Grammar Schools enjoy without such restraint.

Representation of Teachers upon School Committees, already adopted in some parts of Canada, was acknowl edged by all to be not only just but necessary for intelligent provision for the wants of schools and for the promotion of their highest interests, and was especially advocated by Dr. Eliot, Master of the Girls' High School of Boston, and by Mr. Philbrick the late Superintendent of Schools in that city, who had recommended some such provision to be inserted in the new City Charter, a brief abstract of which will be found in another column.

LEGISLATION.

Mr. Marble, of Worcester, in his paper on this subject replied strongly to quotations which he read from Müller's late work, and maintained the right of the State to compel the education of its children, who are to be the citizens of to-morrow, as a measure of simple self-defense, and though no creed or special form of religion is taught in them he maintained that they are not "Godless," and that the teachers of the State, Catholic as well as Protestant, are doing a work in educating the children of the commonwealth in integrity and good behavior hardly second to that of the clergy. He advacated that the State require all children of school age to attend school for the whole period of the year in which schools are by law required to be kept; that overseers be prohibited from employing children without certificates that they have so attended; and that full statistics be required from towns and committees, that the State may know whether these laws have been complied with and, if not observed may apply the remedies, in which he was supported by Secretary White, who followed with quotations from the present statutes.

OTHER DISCUSSIONS.

The other discussions were carried on with interest and merit, a more extended report of which our space will not allow us to give.

OTHER EXERCISES.

A practical lecture on the Method of Teaching Penmanship was given by Prof. H. C. Kendall, of Boston, illustrated by means of a class of scholars from one of the Worcester Grammar Schools, which elicited considerable interest and Mr. H. H. Lincoln, Master of Lyman School, Boston, interspersed the exercises with Readings of Selections to the evident delight of the audience.

INTEREST AND ATTENTION.

The interest of the meeting was well sustained. Representatives of all the branches of school work committees, superintendents, and teachers of every grade were present, the colleges, perhaps, excepted, and though the meetings lacked numbers those who came seemed to come, not merely for an excursion, but to profit by the exercises and to give quiet attention to to what was said, in marked contrast to some of the mass meetings of the Association when held in Boston. Belore adjournment, the customary resolutions of thanks were passed, and also one in tribute to Prof. Alpheus Crosby, formerly of Dartmouth College and later of the Massachusetts Normal School at Salem, who was an early and active member of the Association, which bears upon its rolls the names of many men who have become distinguished in the educational world. The Association also appointed a Committee to present a petition to Congress to continue the National Bureau of Education.

NEW ENGLAND JOURNAL OF EDUCATION.

The history of our NEW ENGLAND JOURNAL OF EDUCATION was given at the meeting, and its merits and claims warmly advocated and set forth, and the Committee on Resolutions presented the following resolutions which were unanimously adopted:

Resolved, That this Association congratulate the teachers and friends of education generally, upon the establishment of the NEW ENGLAND JOURNAL OF EDUTION.

Resolved, That the previous success in journalism of the publisher, Charles C. Chatfield, the experience and eminent ability of the Editor-in-chief, Hon. Thos. W. Bicknell, both as an educator and an editor, give assurance of an educational journal which will be indispensable to all teachers of every grade, and to all others who would have an intelligent understanding of the principles and of the progress of education.

ELECTION.

The Board of Directors, which includes some ladies, is very nearly the same as that of last year, with the exception of the president; in that office, Mr. A. P. Marble, Superintendent of Schools of Worcester, succeeds Mr. A. G. Boyden, Principal of the Normal School at Bridgewater, who for two years has presided over the meetings and provided for its exercises with acceptance and success. The following is the list of the principal officers for 1875:

President—Albert P. Marble, of Worcester.
Recording Secretary—Alfred Bunker, of Boston.
Assistant Recording Secretaries—Henry F. Howard, of Somerville; Simeon J. Dunbar, of Arlington.
Corresponding Secretary — E. Bentley Young, of Boston.
Treasurer—Wm. F. Bradbury, of Cambridge.

PLACE OF NEXT MEETING.

The place of the next annual meeting will be determined hereafter by the Board of Directors, and as the Association has now held three successive meetings in Worcester, the next will probably be in the eastern part of the State.

More Good Words from Leading Educators.

"The selection of Hon. T. W. Bicknell as editor of the *New England Journal of Education* is one of the highest guarantees of its excellence." — *Prof. J. C. Greenough, Prin. State Normal School, Providence, R. I.*

"The establishment of such a journal, to be the exponent of New England ideas in education, will, I trust, mark an important era in the march of improvement in public and private institutions of learning."—W. A. MOWRY, *Prin. Eng. and Class. High School, Prov., R. I.*

"The enthusiasm of Boston is repeated here in Connecticut. Every one I have seen is in favor of the new journal—*Prof. I. N. Carleton, Principal State Normal School, New Britain, Conn.*

"I cannot express the great satisfaction I feel in the prospect of a New England School Journal that shall be worthy of the name. I give you my hand and heart in the new enterprise."—*Ariel Parish, Superintendent Schools, New Haven, Coun.*

"Last Friday, a *most* propitious day in the educational calendar."—*Rev. C. Hammond, Monson, Mass.*

"I like the *consolidation* and the *weekly* issue. With the qualifications of the proposed management and the "sinews of war" it will surely succeed."—*Prof. F. S. Jewell, Poughkeepsie, N. Y.*

"I am much interested in the plan. It must, I think, give us the leading educational journal of the country." —*Jonathan Tenney. Deputy State Supt., Albany, N. Y.*

"I rejoice at the prospect of a new journal of education, to be conducted on the highest and most liberal principles; and I rejoice that Mr. Bicknell has consented to become the editor. I have no doubt that it will be made one of the best journals in this or any other country."—*Hou. Geo. B. Emerson, LL.D., Boston.*

"Consolidation is the order of the day, and the plan proposed of uniting the educational journals of New England seems to me to be a very desirable one. I shall be glad to do anything in my power to aid in carrying out the plan proposed."—*P. A. Chadbourne, LL.D., Pres. Williams College, Williamstown, Mass.*

The arrangements for the publication of the *New England School Journal* meet my unqualified approval, and I pledge it my hearty interest and support."—*I. F. Cady, President R. I. Institute of Instruction.*

"I most cordially recommend the establishment of a New England Journal, and predict for it great success." —*Rev. Daniel Leach, Superintendent Public Schools, Providence, R. I.*

Publishers' Notes.

IN SENDING OUT OUR FIRST NUMBERS some will undoubtedly receive more than one copy of THE NEW ENGLAND. We trust that all such will make good use of them by passing them over to some one interested in matters of education.

MORE OR LESS CONFUSION must be expected in start- a new publication. Should any be overlooked or any fail to receive the paper promptly, please drop us a postal card and we will do our best to set right anything that is wrong.

IMPRESS upon your pupils that failure in a good causa is better than success in a bad one.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Schoolmaster Wanted.

BY MRS. J. B. SMITH.

CHARACTERS:—MR. GREEN, *Director of District No.* 9. MR. JONES, *Member of the School Board.*

SCENE:—SCHOOL BOARD *room, Mr. Jones seated at the table, writing. (Enter* MR. GREEN, MR. JONES *rises to receive him.)*

Mr. Green.—Be you one of the School Board of this township?

Mr. Jones.—Yes, sir; my name is Jones, and I am a member of the Board; what can I do for you to-day, Mr. ——?

Mr. G.—Green,—my name's Green, and I'm the Director in Deestrick No. 9.

Mr. J.—Ah! happy to see you, Mr. Green; how can we serve you?

Mr. G.—Why, you see, there ain't any school in our Deestrick, and I want you to find a teacher for us,—one o' the right sort.

Mr. J.—I think I can do so; we are sending out some excellent young men this winter.

Mr. G.—All right; but I want you to understand we're pretty partic'lar up our way,—leastways, I am.

Mr. J.—That's right! We cannot be too careful in selecting those who have charge of our schools; the responsibility is very great.

Mr. G.—I know that, Square, in a gen'ral way; but I've got something oncommon on my mind about it this time.

Mr. J.—Let us hear it, Mr. Green; we are always glad of any new ideas or suggestions.

Mr. G.—Well, I'll tell ye all about it: We hadn't any school, as I said before, and our Liza Jane, she's all for learnin', and she wanted to go over to the school in the Creek Deestrick, and she's been a tellin' of me what a wonderful good school it was.

Mr. J. She is right; Mr. Taft is one of our very best teachers.

Mr. G.—Humph! you hear my story: Last Friday, bein' as 'twas good sleighin', I hitched up the old gray mare and went over to fetch Liza Jane. When I went in, there was a class out on the floor spellin', and I must own, it was about the neatest spellin' I ever did see, and no mistake.

Mr. J.—Glad to hear that; nothing more desirable than good spelling in our public schools.

Mr. G.—But I'll tell you what ain't desirable in our public schools, and that's grammar,—leastways, not if tis like the grammar that was goin' up there.

Mr. J.—You surprise me, Mr. Green; I have heard that Mr. Taft is a noted grammarian.

Mr. G.—Can't help what you've heard; you hear my story: After they'd done spellin', Taft he called out a grammar-class. Out they come, with my gal at the head. "*Conflagrate* love," says he.

Mr. J.—Conjugate, you mean, don't you, Mr. Green?

Mr. G.—Well, mebbe so; somethin' o' that kind—no matter about that—that ain't what's the matter. Well, my gal got up, and she's a nice, modest gal, if I do say it; and says she, says my Liza Jane, "I love, and he loves, and we all on us love!" I shook my head at her, mortified enough; but she didn't seem to take notice, nor mind me one bit. Then up gets that sleepy-looking, slow-tongued John Peters; and he drawled out, "*If* I'd 'a loved, and *if* she'd 'a loved, and *if* we'd all on us loved." I sot pretty near him, and says I to him, kind o' low, "What if ye had 'a loved?" Well, he sot down, and up jumped that frisky little gal o' Smith's,

Mr. J. (laughing heartily.)—And what did pretty Jenny say?

Mr. G.—She was as bad as the rest; she looked up sort o' sarcy, and says she, "I *can* love, and he *can* love," and she went on with a pack of nonsense about folks that *can* love.

Mr. J.—I am interested to know if your daughter recited again.

Mr. G.—That's what I'm goin' to tell ye. Up she got when her turn came, and says she, "I *shall* or will love, and he shall or will love,"—but then I broke right in, and says I, right out loud, "No you don't, neither, unless I know who the feller is, and something about him!"

Mr. J.—Why, Mr. Green! What was the effect of your "speaking right out in meeting?"

Mr. G.—Why, Liza Jane she began to cry, and Taft looked at me awful *fierce*, and Jenny she went up and whispered something to him, and he laughed right out, and all 'o the rest on 'em, they laughed till I was glad to get out o' that school, and into my sleigh with Liza Jane, with the old gray mare streakin' it for home; and I declare for't, if the very sleigh bells as they jingled didn't seem to keep sayin', "I love, you love! I love, you love!

Mr. J.—But how about poor Liza Jane? I have heard she is Mr. Taft's "*favorite scholar.*"

Mr. G.—Oh, she cried all the way home, and she kep' a saying, "'Twas all in the book, Father, 'twas all in the book; 'tis all in the grammar!"

Mr. J.—She was right, Mr. G.; it is all in the grammar.

Mr. G.—Then I don't want no grammar! All I want of you, Mr. Jones, is to hunt up some middle-aged, old-fashioned kind o' man, who don't know nothin' about grammar, and he can have our school right off, next week.

Mr. J. (good naturedly.) I'll do the best I can for you, Mr. Green, but I fear, that whoever teaches her in future, Liza Jane will never forget the lesson learned of Mr. Taft. "I shall or will love, *he* shall or will love!"

Three Rulers.

A TEMPERANCE RECITATION.

BY AUSTIN Q. HAGERMAN.

In mythic story we are taught,
That "Bacchus first the wine-cup brought."
Later, by fiery distillations,
King Alcohol sore cursed the nations.
The last King of the drinking genus
Is sluggish, sleepy King Gambrinus.
These three have held a mutual reign
O'er realms of misery and pain.
And in this broad, free land to-day
They strive to gain a mighty sway.
Say, shall we now, for wealth and ease,
Give place to things as vile as these?
No! Down with Bacchus and his cup;
Be firm, and never let him up;
Unitedly cast off the thrall
Of fiery, old King Alcohol.
Let Temperance and Wisdom screen us
From the reign of foam-lipped King Gambrinus,
Against this woful, wretched three
We'll fight in faith, hope, charity,
Until this land, in truth made free,
Has the peace that follows purity.

Tableaux from Whittier.

ARRANGED BY M. B. C. S.

CHARACTERS:—*Shah Akbar; The Abysinnian; Miriam.*

Three fine tableaux may be arranged from Whittier's "MIRIAM." The dress of the good SHAH AKBAR, the ABYSINNIAN, and MIRIAM may be copied from pictures of Oriental costume in Bible dictionaries, or illustrated books of Eastern travel.

SCENE I.:—This scene should have the dim light of moonlit evening; SHAH AKBAR is seated in "an alcove of his cool harem." MIRRIAM sits at his feet, holding his hand and looking upward. Before the curtain rises, read or recite,—

"Tell me, O Miriam, something thou hast read
In childhood, of the Master of thy faith,
Whom Islam also owns."
Then Miriam, glad of heart,
Began with low voice and moist eyes to tell
Of the all-loving Christ.

SCENE II.:—SHAH AKBAR sits upon his throne, stern, erect and angry. The ABYSINNIAN lies prostrate at his feet. Read or recite,—

"The Abysinnian knelt low at the feet
Of her stern lord. "Oh king, if it be meet,
And for thy honor's sake," she said, "that I,
Who am the humblest of thy slaves, should die,
I will not tax thy mercy to forgive."

SCENE III.:—The position of the two figures remains as in scene II. MIRIAM stands by the throne lifting the monarch's hand to her lips. Read or recite,—

"Straightway from a cloud
Of dainty shawls and veils of woven mist,
The Christian Miriam rose, and stooping, kissed
The monarch's hand. Loose down her shoulders bare
Swept all the rippled darkness of her hair.
"Alas!" she cried, "hast thou forgotten quite,
The words of Him we spoke of yesternight?"
"Whoso doth endure,
And pardon, of eternal life is sure?"

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Comets—No. 1.

BY J. E. VOSE.

The astronomer, watching at his telescope some night, suddenly lights on a star unseen before. He marks its place in the heavens and in a few hours returns to it—it has moved. He announces another new planet. It is very faint, a very small one. He traces its course for a few nights, and notices that it grows brighter. A faint mistiness begins to appear about its edges. It is a comet.

Its brightness rapidly increases; soon two or three distinct features become visible; the central part is pretty clearly defined, and much brighter than the rest—it is the *nucleus.* Spreading out from this, bright around the nucleus and fading away at the edge, is the misty brightness called the *coma.* That is, the comet is a little shining sphere, the nucleus surrounded with its coma, a sort of brilliant atmosphere of its own, produced, perhaps, like our own clouds, by the heat of the sun. Nearing the sun, the coma is often driven back from the nucleus, forming a hollow cone of light called the *tail,* and the comet is complete. Now, under the tremendous power of the sun it rapidly increases in size and brilliancy; it wheels down close to the sun with intense velocity, speeds away, fades out, and is lost in the distance, almost before the astronomer has completed his observations. Such is the biography of a comet.

In the *planetary* system, we have a few vast bodies—Mercury, Venus, Earth, etc.—moving round the sun from west to east in regular orbits, *ellipses,* all lying in nearly the same direction. The sun is at a point towards one end of these ellipses called the *focus,* so that when the planet is at this end, it is nearest the sun *(Perihelion);* when at the other end, farthest from the sun, *(Aphelion.)* Mercury, the nearest planet to the sun, 39 million miles from it, goes round its orbit in 88 days, *its year;* Neptune, the most distant, nearly 3,000 million miles away, in 164 years. The system is immense, the planets themselves and their velocities immense, but all their movements are harmonious, regular, well-known.

Not so the *cometary* system. The bodies composing it come down round the sun in every variety of orbit, and from every possible direction. Of some 250 comets whose paths have been computed, only about 20 are known to move in ellipses, and 40 or 50 more are sup-

posed to do so. The others sweep down from space, drawn in by the sun's attraction, in parabolas or hyperbolas that carry them close around the sun as a focus, and then away into space again, never to return.

Of the elliptic comets, Encke's has a revolution of 3 1-3 years, Biela's of 6 2-3 years, Halley's of 75, Newton's of 8,800, the comet of 1844 of 102,000, and that of 1744 of 123,000 years. At perihelion, most of the comets approach nearer to the sun than the earth (9,1500,000 miles.) Newton's comet, 1680, came down within 600,000 miles, so near that the great philosopher estimated its temperature at 2000 times that of melted iron. The comet of 1843 approaches within less than 85,000 miles, so that the sun to it appeared 47,000 times the size it does to us! (Herschel.) What wonder that in such a furnace heat the enormous expansion of coma and tail should occcur with the inconceivable rapidity which is observed.

On the other hand, the aphelion distance of many comets is enormous, Halley's being over 3,000,000,000 miles, or beyond the orbit of the farthest planet; Newton's 75,000,000,000 miles, while that of the comet of 1844 is said to be nearly 400,000,000,000 miles, or 150 times the distance of Neptune. Yet even at that immense remove it is a part of our solar system, firmly held by the power of the sun, the nearest other solar system, that of Alpha Centauri, being fifty times as distant still.

At these vast distances, the cometary motion must be very slow, but as they draw near the sun their velocity becomes almost inconceivable. That of Newton's, for instance, was 880,000 miles an hour; of the comet of 1843, 1,260,000 miles, carrying it around from side to side of the sun in less than two hours.

The *nucleus* of a comet is usually comparatively small. Biela's, in 1805, had one of perhaps 70 miles in diameter; the comet of 1811, one of 380 miles; that of 1843, 4,680 miles; that of 1845, the largest known, 7,468 miles. The *coma*, on the other hand, is often immense, the one of the comet of 1811 being 1,125,000 miles across. The coma varies greatly at different distances from the sun; Encke's, for instance, in Oct., 1838, measured 285,000 miles, and in Dec., only 3,000, actually diminishing as it neared the sun.

The great popular wonder of the comet is the *tail*. This is only the same matter as the coma, and is generally seen steaming out, as it were, in jets from the nucleus toward the sun, then repelled and turned backward by the same power that produced it. Many comets have no tails. In those that have, they are formed with great rapidity on nearing the sun, being largest just after perihelion. Newton's comet had a tail 100,000,000 miles in length and 15,000,000 broad. The tail of the second comet of 1811 was 140,000,000 miles long. The comet of 1860 shot out 60,000,000 miles of tail in two days; that of 1843, just after its perihelion, one at the rate of 35,000,000 miles an hour.

Some of the principal comets have already been alluded to. *Newton's*, 1680, one of the largest and most splendid on record, is chiefly memorable for having proved under Newton's masterly analysis that the paths of comets are some one of the conic sections, though he was unable in this case to tell which one, or to deduce its period. But the lesser philosophers ran riot with it. Some referred it to the great comet seen after the death of Cæsar, some to those alluded to in the Sibylline Oracles, Homer and to many others. One Whiston sagely concluded that at some former approach to the earth it produced the great tidal wave that caused the deluge!

How to settle a difficulty with an offended parent of a pupil: First, resolve to keep cool in temper and *do so;* second, state the case to yourself from the parent's stand-point, remembering his instinctive feelings, not always guided by good judgment, for the protection of his child; then hear with patience, state your own side fairly, and finally, deal justly.

Department for Written Examinations.

Examinations for Women.

BY THOMAS W. HIGGINSON.

Nothing is more desirable or more difficult than to obtain exact statistics as to the education of women in America. We need to know the strong points of the present system, in order to see what women have achieved; aud to know its weak points, in order to discover what else is needed. The only way to test a school thoroughly is by written examinations. If we have the actual examination papers, the number of pupils in each class and the marks obtained by each pupil, then we have all the facts which can be put on paper. There remains the personal character of the examiner. This must be taken for granted; though, no doubt, examiners vary a good deal as to their standard in marking.

I have taken some pains to collect facts as to the annual examination of the Rogers High School, in Newport, R. I., an institution only a year old, in its present form, but promising to be one of the best High Schools in the country.

On examining the papers in Geometry and Algebra as given out for the "Second Middle" class in the school, I find them a little harder than the specimen paper in the pamphlet entitled "Harvard Examinations for Women," and rather easier than the examination papers set for the admission of boys to Harvard College in 1873. The Algebraical paper can hardly be printed in a newspaper, for want of signs, but I will give the geometrical papers.

GEOMETRY—HARVARD PAPER.

1. Two parallel lines are cut by a third line. Prove what angles formed by these lines are equal, and also what angles are supplements of each other.
2. Obtain the value of any interior angle of a regular octagon.
3. An angle inscribed in a circle is measured by half the arc intercepted by its sides. Prove this proposition for each of the three cases which may arise.
4. State and prove the method of finding the center of a given circle or arc.
5. State and prove the method of finding a mean proportional between two given straight lines.
6. From a point without a circle, secants are drawn to the circle. Prove the proportion existing between the entire secants and the parts lying outside the circle.
7. What corollary results when one of these secant lines becomes a tangent?
8. Show how a square may be constructed equal in area to any given polygon.

GEOMETRY—ROGERS HIGH SCHOOL PAPER.

1. Define a plane, the complement of an angle, a sector, similar figures, a regular polygon, a corollary. Taking A: B:: C: D illustrate inversion, alternation, composition, division.
2. The opposite sides and angles of a parallelogram are equal to each other.
3. What is the measurement of an angle at the center of a circle? Of an angle formed by a tangent and a chord? Of an inscribed angle? Prove the latter.
4. Name all the conditions in which two triangles are similar. To what is the area of a triangle equiva?ent? Gf a trapezoid? In what ratio are any two rectangles? Two similar triangles? Find a fourth proportional to three given lines.
5. Two triangles are similar when they have an angle of the one equal to an angle of the other, and the sides including those angles proportional.
6. Give the formula for P′, for p′, for C. What is the area of a circle whose radius is 5? Give the formula.

The side of a regular hexagon is equal to the radius of the circumscribed circle.

The class in Geometry consisted of nine of the "Second Middle" class; four boys and five girls. The class average was 77 on a scale of 100. The highest mark was 97 (a girl) and the lowest was 42, also a girl. No other mark was below 70. In Algebra, the class was larger; including 11 boys and 15 girls; and the class average was 85. As, however, I can not print the paper in Algebra I will not go into further particulars. The scholars were allowed to take as much time as they pleased, in all the examinations.

The next Paper is in Political Economy, the text-book being Mrs. Fawcett's admirable little manual, "Political Economy for Beginners,"—a book, by the way, which every woman who expects to become a voter ought to read.

POLITICAL ECONOMY.

1. What is wealth? What is money? Name the three requisites of production.
2. Speak of the economic defects of communism. Name four advantages of division of labor.
3. What three qualities should the substance selected as money possess!

What is capital?

3. How is the demand made equal to the supply, when a single copy of a rare book is offered for sale?

In what two senses is the word "demand" used?

5. Who is finally benefitted by an invention? Trace the steps which lead to this result.
6. State the effect of an increase of gold and silver upon prices.

Why in an economic sense is the expression "Price of Money" meaningless?

7. State Ricardo's theory of rent,

Compare the rack-rent and metayer systems.

8. Show, by analysing the cost of productian. that high prices do not denote large profits.

In what points do the rules of Trades' Unions remind you of the etiquette of the Learned Professions?

This class in Political Economy consisted of five Seniors—four young girls and a young man. The marks given by the teacher were respectively 100, 99, 99, 90, 74. This last was the young man's paper; but it is fair to say that he had duties out of school, in assisting his father, that had greatly interfered with his opportunity for preparation. The class average was about 92½.

The next paper is in Chemistry, the pupils being Seniors and the class including the five members of the previous class. There were seven in all; four girls and three boys. The highest rank was 100—the same young girl taking the lead in this as in the previous study. Including her, five of the seven had 90 and upwards; one had 74, and one had 55; this being the young man whose preparation was impeded as before. The class average was 86½

CHEMISTRY.

1. Explain chemical action, mechanical mixture, element, compound, atom, molecule, metal, non-metal, oxide, and combining weight.
2. $K\,ClO_3$ + heat = ? Show by three experiments the properties of the resultant gas.
3. How are thermometers filled and graduated? State the difference between the three scales. Reduce 68° F to an equivalent of R and C.
4. Mention the characteristics of the Metric System of Weights and Measures. Express the value of a litre and a gram in terms of the metre.
5. $K\,N\,O_3$ *plus* $H_2\,S\,O_4$ = ? Zn *plus* $H_2\,S\,O_4$ = ? MnO_2 *plus* $4H\,Cl$ = ? State the properties of the last gas, illustrating one by experiment.
6. What is the peculiar property of phosphorous? What are the products of their combustion?
7. Describe the manufacture of $H_2\,S\,O_4$.
8. Mention the properties of potassium and sodium. How is $H\,K\,O$ manufactured in large quantities?

The next paper is also in chemistry. The class here was of twelve; three boys and nine girls, belonging to the "First Middle" class, or that next to the Seniors. Two had 100 (girls); four had above 90; two had below 70, the lowest being 50. The class average was 84.

CHEMISTRY.

1. Illustrate by experiments the analysis and the synthesis of water.
2. Give the reaction and properties of the most common non-metal. Describe two experiments.
3. Explain fully the method of analysis of air for CO_2 and for moisture.
4. State the law of multiple proportions and illustrate by the compounds of O and N.
5. Mention the allotropic forms of Carbon and give an experiment showing that they are the same substance.
6. Which of the following acids is monobasic, which dibasic, and which tribasic, $H_2\,S\,O_4$ $H_3P\,O_4$ $H\,N\,O_3$? Write the formula for sodium nitrate, sodium phosphate, and sodium sulphate.
7. State the difference between wrought iron, cast-iron, and steel. Describe the process of obtaining iron from its ore. Describe briefly the Bessemer method of making steel,
8. How are earthen ware and porcelain made? Glass is a union of what substances?
9. Explain fermentation, and the refining of sugar.
10. Give an experiment showing the extraction of an essential oil. What is the action of plants in the sunlight?

Finally, I will give the examination in Anatomy and Physiology; the class being the Junior or lowest. It consisted of 26; 11 boys and 15 girls. The class average was 87½. Three had 100; two boys and a girl. Fifteen had 90 or upwards. Two had below 70; these having respectively 54 and 28.

ANATOMY AND PHYSIOLOGY.

1. Name the bones of the body.
2. Give an account of the circulation of the blood.
3. Name the organs through which food passes and the fluids with which it has been mixed when digested.
4. State the functions of the cerebrum, cerebellum, spinal cord, and sympathetic system.
5. Mention four offices of the skin. What are pores?
6. Explain the process of purifying the blood. How is animal heat produced?
7. What is the framework of the body? How fastened together Its chemical composition?
8. Describe the eye and the process of seeing?
9. How is a vocal sound produced?
10. Describe the parts of the ear.

There is no room for the papers in Greek, Latin, French, German, History, and English Literature. I have not aimed in this article so to collate the facts as to compare minutely the proficiency of the two sexes; as that would tend, if carried far, to create a superfluous rivalry in the school. My object has been to show just what opportunities are now open to girls in those public schools where co-education is practiced. It must be remembered that these examinations were conducted simply in the cause of school-discipline, and with no thought of publicity. They certainly have a bearing on many things; for instance, on the Harvard Examinations for women. I do not clearly see what inducement young women have to come to Boston merely to be examined in geometry, for instance if by entering the Rogers High School, they can have the instruction and the examination also. Yet as a means of comparing and testing the different High Schools, the Harvard Examations, if the standard be high enough, may do service; but they can never be accepted as being in the slightest degree a substitute for the actual teaching which an institution of learning should give. It is the difference between offering a chilly man your fire and offering him your thermometer.—*The Woman's Journal.*

Old and New for February will contain an interesting article showing what has been done during the past forty years in one Department of Modern Education—the teaching of the blind, as shown by the record of a single school, that of Dr. S. G. Howe, at South Boston.

Washington Correspondence.

WASHINGTON, Jan. 4, 1875.

The most recent event in educational affairs was the debate in the House of Representatives, sitting as committee of the whole, respecting the appropriation asked by the Board of Education for its estimated expenses during the fiscal year ending June 30, 1876.

It is, perhaps, hardly necessary to inform your readers that the office referred to was established by an act of Congress in March, 1867, in pursuance of an address presented by the National Teachers' Association; that it has for its specifically avowed objects the collection and dissemination of educational information; that it has never received any large appropriation of public money; that it has published some five or six volumes of annual reports and a score of pamphlets entitled circulars of information; and that it has no political or supervisory power over any school, or any individual in the United States; educators and school-officers will, in view of these facts, be surprised to learn that the office has been subjected to occasional attacks from Representatives in Congress.

Interested as I am in all questions relating to education, I have made myself acquainted with the workings of the Bureau of Education, and with the needs of the pedagogic profession in this country which such an office can supply. By the courtesy of the Commissioner, I have been enabled to examine the correspondence and files of the office, and am prepared to say that it has received the warmest endorsements of educators north and south, east and west; that it has aided, by judicious counsel and information, the efforts of all sincere workers in the field of education. When it is remembered that there are about 300,000 teachers, professors, and school officials in the country, who are engaged directly in the work of training the future citizens and rulers of it, the idea that the federal government should in some inexpensive way notice, encourage, and supplement their good work, does not seem either very outrageous or at all unlawful.

DEBATE ON BUREAU OF EDUCATION.

The debate in the House, on last Thursday, developed, however, an opposition to the office, which the friends of education can only characterize as prejudiced, ignorant, and demagogical. The House committee on appropriations recommended that the sum of $18,360 for the salaries of the Commissioner, clerical and force, messenger,

Mr. Monroe, of Ohio, Chairman of the House Committee on Education and Labor, moved to amend this sum by adding one clerk at a salary of $1,800, and in support of this proposition showed that the Bureau of Education is in communication with more than 4,000 institutions of learning in the Union, besides State and city school officials, as well as with all foreign ministries of instruction; and about 8,000 individual instructors, authors, and other persons; he remarked that the Department of Agriculture, with its 25,000 corresponding agricultural societies, and the Statistical Bureau, in the office of the Secretary of the Treasury with its seven or eight huudred corresponding boards of trade and revenue collectors, are both much better furnished with clerks and with funds than the Bureau of Education is. He concluded by saying that what the office asked would only carry its working force up to fifteen or sixteen, and presented a statement showing that the salaries recommended by the committee of appropriations for the Department of Agriculture amounted to over $77,000, and the whole appropriation for that department to more than $1,800, while the committee recommended only $18,360 for the salaries in the Bureau of Education, and only $35,000 for all its expenses.

I will add, what Mr. Monroe did not say, that the total appropriations for this Bureau for the last four years do not equal the sum annually appropriated for the Department of Agriculture.

Mr. Hale, of Maine, remarked that every year there is an attempt made to aggrandize the Bureau of Education; (*Aggrandize*, look you, is an "excellent good" word.) He acknowledged that the sum asked for was very meagre, but strongly disapproved of any attempt to build up "a great directing educational establishment;" he magnified the present *personnel* of the office (four clerks, four female copyists, statistician, translator, messenger, and watchman), into "twelve or fifteen men," which he thought enough for the purposes of the office; he acknowledged that such a bureau could be very useful; and closed by complimenting the Commissioner and the work of the office highly.

Mr, Hoar, of Massachusetts, pointed out to the House, that Mr. Hale had exactly supported what Mr. Monroe asked (fifteen clerks) and that the Bureau of Education had in the past done precisely the sort of work for the country that that gentleman had specified as useful and proper to be done.

Mr. S. S. Cox, of New York, was entirely opposed to such an office; it had depreciated the value of State school-systems, and had done no good except to collect statistics which could be equally well gathered in some other way; he hinted that the establishment of the office was one symptom of the way in which power is being centralized in Washington: and proclaimed that his party in the next Congress would refuse any appropriation for such purposes.

Mr. Townsend, of Pennsylvania, pointed out the fact that it was certainly competent for Congress to establish such an office under the provisions of Section IX. of the Federal Constitution; he denied the assertion that there was an attempt to acquire power by its establishment, or to meddle with any State system of instruction anywhere; he stated distinctly the uses of the office as a means of diffusing information, and alluded to the work done by it, in assisting American education to display its strong points at the Vienna exhibition of 1873.

Mr. Garfield, of Ohio, chairman of the committee on appropriations, expressed his individual conviction that the amount appropriated for the Bureau should be increased somewhat.

Mr. Willard, of Vermont, opposed the appropriation, on the ground that the collection and publication of information by the General Government, on any topic not committed to its express charge, was improper.

Mr. Hereford, of West Virginia, made some remarks, part of which had been anticipated by Mr. Cox and the rest by Mr. Willard. The motion to increase the appropriation was lost, but the effort to quash the whole appropriation also failed, and the committee of the whole proceeded to the consideration of other items in the appropriation bill.

It will be observed that during the whole discussion not a single instance was given in which the Bureau of Education was shown to have transcended its duties, or to have usurped any functions belonging to the State or city school systems, or to the schools and colleges of the United States. The remarks of Messrs. Cox and Hereford were inspired mainly by their political partisanship, and are of the sort known as "buncombe." Nothing more could be expected of them. But the position of Mr. Willard is so peculiar, and to the thoughtful mind so absurd, that it is worthy of some notice.

The doctrine of men like Mr. Willard is, that because the Federal Constitution does not specifically assign the exclusive control of public education to the federal power, that power has nothing to do with it; he dwells with unction on the superior standing of New England in matters of education, and points with just pride to the effect produced by the working of the State school systems during the last thirty years. But he seems to be utterly unaware of the fact that in Maine (Mr. Hale's own State, pray observe), the public school system was deprived, two or three years ago, of one of its most useful and generally commended features,—county supervision: nor does he seem to know that at the last session of the Vermont legislature (his own State, you note), the whole State Board of Education was abolished, which proceeding, in the opinion of many qualified to know, is a return to comparative barbarism in school affairs. Wrapped in the mantle of his stiff convictions he forgets that besides the States to which he refers as sole possessors of the power to deal with instruction, the Union contains eleven organized territories over which Congress has supreme jurisdiction. To be sure that the public school systems of these territories shall not adopt or repeat the mistakes which the best experince of the States has discovered, but which has never been sufficienty pointed out for the guidance of their own number as of other communities, is as imperatively the duty of Congress as the collection of the national revenue, or the government and support of the navy. But it is not necessary to pursue this subject any further at present.

C. R. A. WREN.

STATE DEPARTMENTS.

Vermont.

STATE EDITOR, REV. H. T. FULLER, St. Johnsbury.

Castleton Seminary and Normal School had, on Tuesday and Wednesday, Dec. 15 and 16, an examination of its academic department, and on Friday, Dec. 18, a reunion of its Normal graduates. Early in the afternoon of the last-named day, a collation was served at the seminary dining-room. Literary exercises followed, introduced by an address of welcome from Mr. E. J. Hyde, the president of the school, after which came a fitting response by Mr. McGowen, of the class of 1871, an essay, entitled "Lovers," by Miss R. E. Congdon of Wallingford, a poem by Miss F. M. Bromley of Castleton, an historical essay by Miss Laura E. Brown of the class of 1872, and an extended address upon Normal School Education, by Dr. J. H. French, recently Secretary of the Board of Education. We quote the following portion of Dr. French's address:—

In 1867, or 25 years after the opening of the first normal schools in the country, there were forty-five such schools in the United States, and two in the Canadas. The report of the United States commissioner of education for 1873 shows that there were that year 121 Normal Schools in this country, with 877 professors and teachers, and 16,620 students. All of these schools, save the three in Vermont, and possibly a half dozen in some of the Southern States, are permanent institutions, most of which receive liberal appropriations, in most cases sufficient to defray all expenses.

The functions of a Normal School are:—

1. To give thorough instruction in the subjects of study pursued in common schools.
2. To give the philosophy and methods of teaching.
3. To exemplify the philosophy and methods.
4. To give the students opportunity to practice the methods given them; and
5. To criticise their work, pointing out both defects and merits, with reasons for the criticisms.

To perform these functions, the organization should embrace,

1. An academic department, for instruction in subjects.
2. A normal department, for instruction in the philosophy and methods of teaching, and exemplification of the same.
3. A training department, for practice and criticism.

The same necessity exists for Normal Schools, as for any other professional schools, as it is our duty to make our system of public education as nearly uniform as can be over large extents of country, and for large numbers of those who are soon to take our places in the active affairs of life, and to so mature and improve our systems of instruction as to enable pupils profitably to acquire the largest amount of useful knowledge in the smallest amount of time. The question of the possibility of supplying trained teachers for all the public schools of the country was considered at length, and the following facts were presented.

Allowing 40 pupils to a teacher, to teach the ten and one-half millions of children of school age (6 to 16 years) of our country, would require 260,000 teachers, making no allowance for an extra number to fill vacancies suddenly occurring. Allowing that 8,000 students graduated yearly from the Normal Schools—five thousand is nearer the number now graduated annually—and allowing the average length of time that graduates engage in teaching to be three years, at the end of three years we should have a permanent force of 2,400 trained teachers, or about one teacher to every eleven schools. To suppiy all our schools wite trained teachers, it would be necessary to increase our Normal and training school facilities eleven fold, which is. for the present at least, simply impossible. It is evident then that 5,000 to 8,000 yearly graduates from Normal and training schools must be the leaven for the great army of more than a quarter of a million teachers throughout the country. They must disseminate, as far as they have ability and opportunity, the good results of the special training they have received through their pupils, who, without opportunity for any special training, are to become teachers; and through their efforts in teachers' institutes and teachers' associations, and contributions to the educational literature of the day.

THE Prudential Committee of the village schools at Brattleboro' have relaxed the rigidity of their rules as regards the absences, and now announce that when parents and guardians wish their children to attend religious services at their churches, on written or verbal request to the teachers, they will be permitted to be absent for that purpose,—not later than half-past ten o'clock in the morning,—provided they will then return quietly to the the schools. The committee further expressed a wish that all Catholic scholars should return to their respective schools at the beginning of next term, Jan. 11. We are glad to see this committee coming to their right mind. The controversy ensuing upon the adoption of the rule last spring, which led to Judge Wheeler's decision, was most unfortunate for all concerned. All sectarian issues in public education are to be avoided.

THE examinations of the graduating classes of the Randolph Normal School took place Dec. 30 and 31. Both the written and oral exercises evinced the results of careful and thorough training on the part of instructors, and close application on the part of the pupils. The number of graduates from the second course, 6; from the first course, 28. On Tuesday evening, Dr. Cutting, State Geologist, delivered a lecture on the Revelations of the Microscope; Wednesday evening, H. T. Fuller spoke concerning the Morals of our Schools, and on Thursday evening, Superintendant Conant, late principal of the school, addressed the citizens of Randolph concerning their relations to this school, and formally returned to the trustees the keys of the building. Col. Mead, president of the Board, responded in their behalf very happily, alluding especially to the kindly relations always existing between the trustees and the principal, and the great confidence reposed in the latter, and in closing, presented to Mr. Conant, as a testimonial of the regard of the students and a few other friends, a fine gold watch. After Mr. Conant's brief reply to this surprise, the keys of the institution were presented to Mr. A. E. Leavenworth, the new principal, who accepted in modest yet very appropriate terms.

The citizens of Randolph have nearly completed a fund of ten thousand dollars for this school, and a plan is under discussion for the enlargement of the building now used, and for the erection of a boarding house.

Mr. Conant has been in charge here, first, of the Orange County Grammar School, and then when the former gave place to a better order of things, of the Normal School, for fourteen years. His work has been characterized by signal devotion and even self-sacrifice, and if faithful and efficient service ever deserved promotion, it merits it in his case. Under his guidance the school has, in the last ten years, nearly trebled in numbers, and beheld great improvement in the quality of the work done.

THE fall term of the Rutland High and Grammar Schools closed Dec. 18. Ninety-five scholars have been in attendance at the High School; twenty-eight of these were not absent a day. The examinations were described in terms of high praise by the Rutland papers.

PROF. Collier, Secretary of the State Board of Agriculture, Mining and Manufactures, announces that the first meeting of the Board, for the present season, will be held at Middlebury, on Thursday and Friday, Jan. 14 and 15. The programme of the meeting will be published hereafter.

PERSONAL.—Mr. S. L. Eastman will open a select school in the Seminary at Newbury, Feb. 24. Mr. E. was a former instructor in the Methodist Seminary at Newbury.

Capt. Leavenworth of Berman Academy, New Haven, accepts the charge of the State Normal School at Randolph, and enters upon his duties early in March.

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown, Mass.

BOSTON.—Hon. J. D. Philbrick's report, as Supt. of the Boston Schools, is a very interesting and able document. It exhibits the growth of the system during the superintendence of Mr. Philbrick, calls attention to the changes in the general internal affairs of the schools,—the programme and methods of instruction,—status of teachers, &c.,—and answers the charges that we often hear of extravagance, by showing that the relative expense of the schools has not increased in an equal ratio to that of other departments of the city government. The report is full of wise suggestions on the general subject of education, and will be read with special interest and profit by all who are in any manner connected with the administration of our school system.

The closing meeting of the School Committee was held on Tuesday evening last. All unfinished business in the hands of committees was referred to the next School Board. The following books

were added to the list, in accordance with the recommendation of the Committee on Text-books: In the Charlestown schools, "Prang's Natnral History Cards," the expense to be paid from the Charlestown School Fund; "Smith's Manual of Free-hand Drawing." in the Primary Schools; "Swinton's Language Lessons," for the Grammar Schools, in place of Kerl's grammar; "Cooley's Natural Philosophy," in the Grammar Schools, in the place of Steele's; "Whitney's German Reader," in place of Schlegel's, in the Girl's High School; Hudson's "Shakespeare's Life, Art and Character," as a book of reference in High Schools. Teachers were confirmed as follows: Dearborn District, Elizabeth E. Stafford, Assistant; Eliot District, Maggie E. Robinson, in the Primary Department: Lincoln District, Susan A. Pratt; Norcross District, Susan A. Gallagher, in place of Amanda Marble, resigned. The resignation of Mrs. Celinda Seaver, of the Bigelow School, was received. Resolutions complimentary to the Mayor and Drs. Lothrop and Palmer, retiring members, were adopted, and the Board adjourned.

Dr. John Lord's course of twenty-five historical lectures, in Horticultural Hall, promises to be very rich and instructive, judging by the subjects announced.

The death of Mrs. Dr. Harriot K. Hunt is announced. She was among the earliest of her sex in this city to practice medicine, and to contend for woman's rights. For many years, in paying her tax bill to the city, she has protestsd against taxation without representation. For nearly forty years she has been a resident of Green street, and was respected for her many good traits.

CHARLESTOWN DISTRICT. — Miss Phœbe T. Knight has been appointed assistant in the High School, to fill the vacancy caused by the resignation of Miss Getchell.

MEETING OF THE DIRECTORS OF THE AMERCAN INSITUTE OF INSTRUCTION.—A meeting of the Directors of the American Institute of Instruction was held in the School Committee Rooms, City Hall, Boston, Jan. 2, 1875, the President, Merrick Lyon, of Providence, in the Chair. The following gentlemen, members of the Board of Directors, were present:—Messrs. Leach, Bicknell, and Whittemore, Providence; Charles Hammond, Monson; A. J. Phipps, West Medford; A. D. Small, Salem; H. M. Willard, Newton; W. F. Bradbury and J. S. Barrell, Cambridge; A. P. Marble, Worcester; W. E. Eaton, D. W. Jones, Geo. T. Littlefield, M. G. Daniell and Elbridge Smith, Boston.

After an extended discussion upon the time and place of holding the next annual meeting of the Institute, it was

Voted, That the next annual meeting be held during the month of July, the date and place of the meeting to be left to the discretion of the President and Secretary.

Voted, That one gentleman from each of the New England States, with the President and Secretary, constitute the Advisory Committee to make arrangements for the next annual meeting, this Committee to be appointed by the President.

The following gentlemen were appointed:—For Maine, Warren Johnson; New Hampshire, J. W. Simonds; Vermont, Edward Conant; Massachnsetts, A. G. Boyden; Rhode Island, J. C. Greenough; Connecticut, I. N. Carlton. Adjourned.

J. W. WEBSTER, Secretary.

New Hampshire.

STATE EDITOR, Prof. J. E. VOSE. Francestown, N. H.

MANCHESTER.—Number of scholars registered in the public schools for November, 2,800; average, 2,300.

THE Normal School, under the able supervision of Professor Ladd, is steadily gaining ground. There are seventy-five students in attendance this winter. Prof. J. H. Davis has just begun a course of lectures on music, the class including nearly all the students. There are eighty-five pupils in the Model Schools. The Grammar School is under the control of Frank S. Russel and Marian C. Minot, of the Normal School. The Model Department is now, for the first time, fully employed as a training school. A well-furnished reading-room has just been opened in the school building.

A. W. BATCHELDER, of Danvers, Mass., has been elected Principal of the Manchester High School on a salary of $2,000 He is the son of a Baptist missionary in India, and was born in that country. He graduated from Dartmouth in the class of 1871, and has since taught in Athol and Danvers. He follows one of the best teachers in in one of the best schools in the State, and we wish him all success.

TILDEN SEMINARY has lately received $5,000 from the sons of the late William Tilden, for the purchase of books and apparatus, which will be made available for use the present school year.

SUPERINTENDENT LORD, of Hopkinton, is busy in various parts of the State with his inimitable lectures on Practical Psychology.

THE new book, *Questions for Written Examination*, by Superintendent Edgerly, is received with great favor by teachers throughout the State. It saves a world of labor in preparing for the written examinations now required in every first-class school.

ONE of the most hopeful movements in the State just now is the agitation in favor of written examinations of teachers. A circular has lately been issued from the State Superintendent's office, urging these upon town superintendents, and giving specimen examination papers as a sort of standard. That this advice is acted upon is seen in the rapid sale of the excellent little book of Examination Papers, by Superintendent Edgerley, of Manchester. From present indications, the time cannot be far distant when the law will require some standard of examination, either from the Board of Education or the Normal School, which every teacher must attain to. The expense will be merely *nil*, and no other one thing would probably do so much to elevate the standard of education in the State.

THOSE teachers who have wearily copied the same names of their class records a score or more times during the year, will rejoice at the new Record, where once writing is sufficient for all purposes. J. D. Bartley, of the Concord High School, has lately published a very neat and convenient Record of this sort. William E. Buck, of the Ash Street Grammar School, Manchester, has also a Record on a somewhat different plan, but well adapted to the purpose. Bartley's Monthly Report Cards have just been introduced at the State Normal School.

Rhode Island.

STATE EDITOR, Hon. T. B. STOCKWELL, Providence.

PROVIDENCE.—In his tenth inaugural address delivered Monday, January 4, Mayor Doyle devoted quite a portion of his attention to the Public School System of the city, and advocated some rather fundamental ehanges therein. We await with interest the presentatiion of the *other side* of the question. We learn that the NEW ENGLAND JOURNAL OF EDUCATION, is received with great favor by our teachers and that subscribers are flocking to the standard.

THIRTIETH ANNUAL MEETING
OF THE
RHODE-ISLAND INST. OF INSTRUCTION
At Providence, Jan. 14, 1875.

PROGRAMME.

The State Normal School, the Providence High School, the Grammar, Intermediate, and Primary Schools of the city will be open from 9.30 A. M. to 12.00 M.

Department of Higher Instruction at the Providence High School Hall, at 2 P. M.; F. W. Tilton, presiding officer.

1. The Present Condition of Optical Science, and the Methods of Teaching it:—A paper by Prof. E. W. Blake, Jr., of Brown University, followed by a discussion.

2. At 3.30, The Study of English Literature:—A Paper by Mr. A. H. Davis, Principal of High School, Worcester, Mass., followed by a discussion.

Department of Grammar and Primary Instruction, at the Normal School Hall, at 2 P. M.; J. M. Sawin, presiding officer.

1. Vocal Drill, a Class Exercise, by Mr. A. J. Manchester, of Providence.

2. At 3 P. M.—Teaching Exercise in Vocal Music, by Mr. B. W. Hood, of Providence. Opportunity for discussion will be given at the close of each exercise.

Mathewson Street Methodist Episcopal Church, 8.00 P. M.

1. Organ Voluntary, Prof. F. M. Pond,

2, Lecture, Milton as an Educator, by Rev. Phillips Brooks, Boston, Mass.

3. Solo. "Not a Sparrow Falleth," *Abt*, by Mr. Wm. F. Elsbree.

Music Hall, Friday, January 15, 9.30 A. M.

1. Devotional Exercises, by Rev. George Harris, Providence.

2. Address by the President.

3. Business.

4. The Educational System of Germany:—A paper by Mr. W. T. Peck, Providence High School, followed by a discussion.

6. Readings by Prof. R. G. Hibbard, Wesleyan University, Middletown, Conn.

2 P. M.

1. Reading as related to Thought and Expression—A Class Exercise by pupils of the State Normal School, conducted by Prof. Hibbard.

2. Art as related to Public Schools;—A paper by Mr. Frederick Grinnell, Providence, followed by a discussion,

7.30 P. M.

1. Organ Recital, by Professor Pond.

2. An Address by his Excellency, Gov. Howard.

3. An Address by his Honor, Mayor Doyle.

4. Organ Solo, Professor Pond.

5. An Address by Rev. E. G. Robinson, D.D., President of Brown University.

6. An Address by Rev. H. W. Rugg, President School Committee, Providence.

7. Readings by Professor Hibbard.

8. Solo, "Maid of Athens," *Allen*, Mr. Wm. F. Elsbree.

9, An Address by Prof. G. I. Chace, Providence.

10. An Address by Hon. T. W. Bicknell, late Commissioner of Public Schools.

11. An Address by Hon. T. B. Stockwell, Commissioner of Public Schools.

12. Readings, by Professor Hibbard.

Saturday, January 16, 9.30 A. M.

1. Devotional Exercises, conducted by Rev. D. A. Whedon, D.D., Providence.

2. Election of Officers and Business.

3. The Proper Studies for the Public Schools and their Relative Importance;—A Paper by Mr. J. C. Greenough, State Normal School, followed by a discussion.

4. Readings, by Professor Hibbard.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M., New Haven.

HARTFORD.—Many hearts will experience renewed sadness on this, the first anniversary, January 4, of the death of Samuel M. Capron, the late accomplished Principal of the Hartford High School. One of his last official duties, in connection with the Connecticut Teachers' Association, was to act as a member of a committee appointed to consider the expediency of establishing an Educational Journal, on a broader and deeper foundation than any hitherto existing. Those consulting with him will remember how heartily and earnestly he advocated the establishment of one paper which should take the place of the various State journals. That the NEW ENGLAND JOURNAL OF EDUCATION, as it is now presented to the public, would have met his hearty approval there can be no doubt.

ROCKVILLE,—This enterprising manufacturing village has an excellent system of graded schools. Under the efficient management of Mr. Randall Spaulding, a graduate of Yale, its High School took a high rank and enjoyed great prosperity while under his care. His brother, now in charge, is sustaining well the reputation of the school.

Secretary Northrop held the last of State Institutes in this village, a few weeks since. It was well attended, and a lively interest was manifested both by the teachers and the people of Rockville and the neighboring towns, in attendance.

AMONG the encouraging signs of the times, is the interest in the progress of education, as manifested by the "new departure" of the *daily* and *periodical press*. The *New York Tribune*, in its Thursday's issue of each week publishes a carefully prepared column of *Educational Items*, relating to every grade of instruction, from the university to the primary school. The ponderous *Atlantic Monthly* discusses, each month, some educational topic, or presents a general survey of the whole subject of education, at home and abroad. Much more frequently than formerly do we find the same features "cropping out" in the city and country papers. The inference is natural and unavoidable, that the readers are interested in the subject, for no thermometer more quickly or accurately determines changes in the atmosphere, than the conductors of the press what intellectual nutriment pleases those for whom they cater.

The real ground for encouragement lies in the fact that the people are reading, with increasing interest, whatever pertains to the training and education of the youth of our land.

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Emerson.—I have examined carefully, and with great satisfaction, "Our World," No. II., a copy of which you sent to me. I have never seen a school-book which satisfied me more entirely.
Peabody.—I have examined Miss Hall's "Second Series of Lessons in Geography," and am prepared to pronounce it, in plan, in method, and in execution, very far superior to the school geographies previously in use.

GREEK.

Goodwin's Greek Grammar; Moods and Tenses; and Reader.
Leighton's Greek Lessons.
Liddell and Scott's Greek-English Lexicon; 12mo. and 4to.; Eng eds.
White's Œdipus Tyrannus of Sophocles.

LATIN.

Allen and Greenough's Latin Grammar; Shorter Course of Latin Prose, with Vocabulary; Cicero; Cicero De Senectute; Sallust's Catiline; Virgil; Latin Selections; Caesar; Lessons (refer to A. and G.'s Gr.) and Composition.
White's Junior Student's Complete Latin-English Lexicon.
I have no hesitation in saying that Allen and Greenough's Grammar has impressed me more favorably than any other I have seen that is published in this country. Though brief, it is very comprehensive, clear in its statements, founded on an adequate basis of philological knowledge, and cast in a proper tone of describing the facts of the language rather than prescribing laws for it.—**Prof. W. D. Whitney**, *Yale College*.
I like the Grammar very much, and hope that it will be widely used.—**Prof. Thos. A. Thacher**, *Yale College*.
I have looked through your Latin Grammar, examining parts of it with a good deal of care, and my opinion of its merits is so decided that I have substituted it for the work which I have been using with my classes for several years.—**W. C. Collar**, *Latin School, Roxbury, Mass.*
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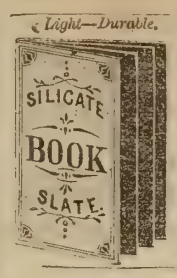

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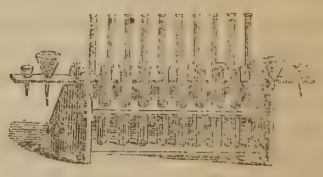

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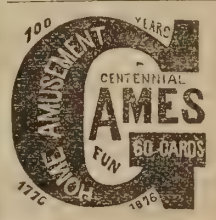

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NEW ENGLAND

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GENERAL EATON, United States Commissioner of Education, estimates the child population between the ages of six and sixteen in the 37 States and 11 Territories at about 10,288,000. An army of three hundred thousand teachers is needed to educate this host of citizens and future freemen.

THE great need in Italy is the public school teacher. A new field is opened for a class of young men, who wish to follow a studious career, and who have hitherto been shut up to the work of the priesthood. Nearly the whole work of elementary instruction is yet to be done; and the Minister of Public Instruction has only $4,000,000 at his command, or less than twice the sum annually allowed to maintain the domestic establishment of the King. The teachers at present employed are poorly paid—$200 and $250 being the compensation for the nine or ten months of the year during which the rudimentary schools are kept open. The annual cost of the military establishment is not less than $40,000,000, and the sad contrast is constantly presented to the mind. When these figures are reversed, the Italians will find their public schools will furnish the best standing army of the nation. Money spent for education is also for defence.

PROMINENT friends of education are agitating a change in the control of the public schools of Baltimore. The School Board is too large, and is composed of men who have no special fitness for their positions, often using them only as stepping-stones for themselves or their friends. The proposition is now made to place the management of the public schools in the hands of three or five men who are thoroughly competent for the work of supervision, and in order to remove the office from political influence, it is proposed to place the appointments in the hands of the Judges of the Supreme Bench of the State. To prevent "fogyism" the members are to go out of office in turn, their elections to continue for a term not to exceed three or four years.

THE COMPULSORY LAW in New Hampshire of 1871 s working better than its most sanguine friends anticipated. The State Superintendents, since its enactment, have been earnest to secure its efficient enforcement, with the following encouraging result:

	1872.	1873.	1874.
Children between 4 and 14 not attending school,	4602	3680	2593
Decrease,	—	922	1087
Percentage of non-attendants to number registered,	.063	.052	.037

In other words, the non-attendance has been diminished .44 per cent.

The law is pretty well enforced in most of the larger places. A great difficulty now is, that in the outskirts of most of the country towns there still remain a few families from whom the centralization of population has withdrawn the schools. To compel the children of such to go three or four miles to school seems hard, while to sustain a good school for only two or three pupils seems almost an equal burden. Yet nearly every country town presents from one to a dozen just such cases—children who seldom or never enter a school room, or are entered on the returns to the State—children growing up in ignorance, to be the scourge of the next generation. The problem of their education is one of the most important now before our people, and is yet altogether unsolved. The same question is coming up in the mountainous districts of other States. We invite communications on the subject.

OUR WASHINGTON LETTER of last week gave a review of the debate in the House of Representatives with reference to the United States Bureau of Educa cation. It show a rising hostility to the Department and its work from quarters whence such opposition might be reasonably expected to arise. The occasion of the attack was the amendment of Mr. Monroe, of Ohio, to add to the appropriation for the support of the Bureau $1800 for the salary of a clerk. The pretended ground of opposition is, "centralization of power;" the *real animus* of it is found in political manœuvering and "buncombe." That the Bureau has made itself very useful, not only to the other departments at Washington, but to the educational departments of the several States and territories, is well known to all who know anything about the matter, and the following resolution, passed by the Massachusetts teachers in Convention, undoubtedly expresses the opinion of the educators of the country:

Whereas, The National Bureau of Education has already proved itself of greate value in furnishing educators and other persons who are interested in Educational affairs, with exceedingly important and useful information and statistics, which were not generally accessible; and whereas efforts are now making, in some quarters, to abolish that Bureau: therefore,

Resolved, That a committee of five persons be appointed, with authority from this Association, and in its name, to memorialize Congress in favor of the continuance, and the liberal support of the National Bureau of Education.

THE AGASSIZ MEMORIAL.—James M. Barnard, Esq, treasurer of this fund, says, in his recent report of the amount received: "Useful as the amount received will be in building up the Memorial, we have reason to believe, from the letters received at this office, that the indirect effects have been of equal value; that it has been a very important event in the education of the country. It has given to the teachers throughout the land a rare opportunity to enforce upon their pupils the lesson of the boyhood and manhood of a great and good man, and to teach them the appreciation of those great ideas of which he was an exponent. It has led to meetings where Agassiz's methods of teaching have been explained and discussed. To the established associations for the study of Nature it has given a new impulse, and it has caused the formation of new ones, particularly among the young. Teachers everywhere have found in this plan to honor an eminent man, who claimed, above all else that he, too, was a teacher, a new motive to faithful service. In confirmation of this opinion, we quote from a letter lately received from Hon. Newton Bateman, the well-known Superintendent of Education of Illinois: 'I am sure that the indirect results of the movement have been exceedingly valuable—results that would have been cheaply secured by the expenditure of many times the amount of time, money, and labor that the whole enterprise has cost.'" Upwards of $9,000 has been received, of which nearly $1,200 was from Boston. It is proposed to keep the fund open permanently for contributions.

Prof. Alpheus Crosby.

BY DANIEL B. HAGAR.

Prof. Alpheus Crosby, whose death occurred in Salem, Mass., on the 17th of last April, was so widely and favorably known as a scholar, and was so much esteemed as a man, that a notice of his life and labors, more extended than has hitherto appeared, is justly due to his memory.

Professor Crosby was born in Sandwich, N. H., October 13, 1810. He was the son of Asa Crosby, M.D. (who was the son of Josiah Crosby, of Amherst, now Milford, N. H., one of the early settlers of the town), by the second wife, who was the daughter of Thomas Russell, of Conway, N. H.—a school teacher in her early life.

Professor Crosby very early showed remarkable power in the acquisition of knowledge. He learned the rudimentary branches of education almost without a teacher. Mathematics, Latin, and Greek came to him almost by intuition. When engaged in study, he was so deeply absorbed that he seemed wholly unconscious of time, place, or surroundings. When in his tenth year he was taken to Hanover, the seat of Dartmouth College, and was placed temporarily under Professor Adams in Algebra and Euclid, under Prof. James Marsh in Latin, and under Tutor Rufus Choate, in Greek; and these gentlemen pronounced him fitted for college. He was then returned to Gilmantown Academy, and, to prevent him from trespassing upon college studies, he was put to the study of Hebrew, under the Rev. John L. Parkhurst, who was well known as a ripe scholar. He was subsequently sent to Exeter Academy to bridge over, with various studies, the months which his friends thought must he passed before he should enter college. At the fall term of the college, in 1823, in his thirteenth year, he entered; and he passed through the four years' course of study without a rival and far beyond rivalry. His power of acquisition and retention was marvelous.

After his graduation, he was kept at Hanover three years; the first, as the preceptor of Moor's Indian Charity School, and the following two as tutor in college. During this period he joined the College Church, and formed his purpose to prepare for the ministry. Having spent two years as tutor, he was appointed to a professorship of Latin and Greek, in 1833. In 1837 he was released from the Latin and became professor of Greek only; which office he held until 1849, when he resigned; but he remained Professor *Emeritus* until his death.

In 1834 he married Miss Abigail Grant Jones Cutler, only child of Joseph and Abigail Cheesboro Grant (Jones) Cutler, of Newburyport, Mass. Mrs. Crosby becoming an invalid, Professor Crosby took her to Europe and traveled with her through England, Germany, and France, until they reached Paris, where Mrs. Crosby died. On his return he resumed the duties of his professorship. After the death of his father-in-law, Mr. Cutler, he resigned his professorship, and removed to

Newburyport to care for Mrs. Cutler, who was an invalid. His Greek Grammar, theological disquisitions, and the Superintendency of Schools in Newburyport occupied his attention until Mrs. Cutler's death, when he entered into the employment of the Board of Education of Massachusetts as its agent. In this capacity he rendered the State most valuable services by visiting the public schools in various parts of the State, and by his instructive and practical lectures on educational subjects. So efficient were his labors, that in 1857 he was appointed by the Board of Education to the principalship of the State Normal School in Salem; this important post he occupied eight years. To the interests of this school he zealously devoted his great knowledge and ability, raising it to a high standard of excellence and giving to it a most honorable reputation. He gave the school the largest part of its valuable library, and obtained for its use the most of its considerable cabinet. By his heartfelt kindness and his faithful instructions he secured the love and profound esteem of his pupils, who will ever hold him in affectionate remembrance. In the Normal School and elsewhere, as he had opportunity, Professor Crosby earnestly advocated the liberal education of women, believing that their educational advantages ought to equal those enjoyed by men.

While principal of the school at Salem he, for several years, was the editor-in-chief of the *Massachusetts Teacher*, performing gratuitous labors which were highly appreciated by the teachers of Massachusetts and of other States.

Having traveled through the Southern States, that he might gain a better knowledge of his own country before he went abroad, he became deeply impressed with the iniquities of slavery, and dropped readily into the ranks of the abolitionists. He was intensely interested in all the discussions and phases of freedom, from Adams's "Right of petition" crusade down to the day of his death. His patriotism, during the war, was full and glowing. The political disquisitions in his "*Right Way*," which he edited for a year, upon the question of reconstruction, were keen and convincing. He also published a series of elementary lessons for teaching the freedmen of the South to read.

During all these years, after leaving his professorship, he was building other educational books besides his Greek grammar—"Zenophon's Anabasis," "Eclogæ Latinæ," "Lessons in Geometry," a "Greek Lexicon" for his Anabasis, and, last, "Explanatory Notes to the Anabasis," which he had nearly ready for the press when death closed his labors.

While in the Normal School in Salem, he married Miss Martha Kingman, daughter of Joseph Kingman, of West Bridgewater, a teacher in the school from the time of its establishment, and a lady of marked ability as a teacher, who sympathized in all his studies and in all his benevolence.

The heart of Professor Crosby was full of love for every body and every creature of God. He drank deeply at every spring whence flowed charity, benevolence, freedom, and patriotism. He remained to his death a member of an orthodox church, but, during the last years of his life, he worshiped with Christians of other denominations, having softened his early faith by a more liberal trust in the boundless love and mercy of God, his Heavenly Father.

In his association with teachers of every class, he showed himself a friend to all. His geniality of manner, his pleasant words, his sympathizing spirit, his overflowing desire to make others happy, his seemingly inexhaustible knowledge, and his intelligent and ever courteous discussion of controverted questions in education, morals, and religion, secured for him the warm affection and deep respect of all who were privileged to know him. Long may his memory be cherished!

—

[For the larger part of this sketch we are indebted to one of Professor Crosby's intimate friends.]

The Early Educators of New England.

BY REV. J. C. STOCKBRIDGE, DD.

It is admitted without a question that there are two institutions, the Church and the School, to which New England is largely indebted for her real greatness and for the rank she holds among the different sections of our country. To the ecclesiastical historian it belongs to trace the progress and the influence of the former, while it comes within our province, as educational journalists, to dwell upon the latter. And yet in the earlier periods of our New England history, the connection between the church and the school was so intimate that we shall find that the warmest friends of the one were the staunchest supporters of the other. The clergy were foremost in suggesting and carrying out plans for the promotion of education, themselves taking the lead in the work of training the rising generation. If one special object of our forefathers was to found a commonwealth in which they could enjoy a larger religious freedom than was accorded to them in their native land, they did not forget that even so great a blessing as religious freedom was of but little value to an ignorant and untrained people. The rankest superstition, they well understood, found a congenial home in an uncultivated mind. Most fitting, therefore, did it seem to them to be, that the God whom they worshipped and served, should be worshipped and served not only in "spirit" but in "truth." To bring this "truth" into vital contact with the soul, so that it should best mould and shape its destiny, mind and heart must be cultivated. Their chief solicitude was to furnish the best facilities possible for the accomplishment of this important end.

In glancing at the early educational institutions of New England, and giving brief sketches of the men who laid their foundations, we naturally turn, first of all, to those seats of learning which sprang into existence within a few years after the settlement of the Plymouth and Massachusetts colonies,—Harvard and Yale Colleges. A few of the men who took the lead in these enterprises will now pass in review before us.

THE FIRST PRESIDENTS OF HARVARD COLLEGE.

On the 8th of September, 1636, commenced the session of the General Court. One of the most important acts was the following: "The Court agree to give four hundred pounds towards a school or college, whereof two hundred pounds shall be paid the next year, and two hundred pounds when the work is finished, and the next Court to appoint where and what building." In 1638 came the bequest of Rev. John Harvard, a dissenting minister, whose residence in Charlestown had been but one year from the time he left his home in England. It is not quite certain whether this bequest amounted to £400 or £800. Whatever it was, it secured the success of the important undertaking, and the transmission of his own name to posterity. The infant seminary first came under the superintendence of Nathaniel Eaton, who did not, however, receive the honorable and dignified title of "President," as, indeed, the institution of which he had charge was only a "school" up to this date. If he had any special virtues, there seems to have been left no record of them. On the contrary, he was "convicted before the magistrates," and was "convicted," as President Quincy tells us, "of being passionate, quarrelsome, negligent, and cruel." As, of course, the fair sex must bear their part of the blame which comes upon the "lords of creation," we are told that "at no subsequent period of the college history has discontent with commons been more just and well founded than under the housewifery management of Mrs. Eaton, and it is perhaps owing to the gallantry of our fathers that she was not conjoined in the perpetual malediction they bestowed upon her husband." Possibly Master Eaton may, in justification of his own shortcomings, have urged the plea which is old enough to date back to the time of Adam himself—"The woman whom thou gavest to be with me."

The first President of the College was Rev. Henry Dunster, a man of venerable gifts and literary attainments, taking the highest rank among the learned men who have, for the last two hundred and twenty-five years, filled the office of President of Harvard College. His, however, was the usual fate of pioneers of poorly endowed colleges, which are struggling to keep within them the breath of life. He acted not only as President, but considering his abilities and the times in which he lived, he was a most munificent patron of the college. With unwearied assiduity he devoted himself to its interests. He sought to widen the field from whence its support should come, and secured the coöperation of the Commisioners of the United Colonies in furnishing aid to poor scholars who were trying to get an education. The petition which, under his auspices, was sent to the Commissioners, entreats them to recommend "to every family throughout the plantations (which is able and willing to give) to contribute a fourth part of a bushel of corn, or something equivalent thereto, which would be a blessed means of comfortable provision for the diet of such students as stand in need of support." But while it was easy for the Commissioners to recommend, it was not so easy to enforce the recommendations. The students were poor; many of them placed a low estimate on the value of an education. It was a struggle for the needy college to live. Its buildings were sadly in want of repair. The Commissioners, again appealed to, promised to propose to the several colonies to give "some yearly help, by pecks, half bushels, and bushels of wheat," conveying at the same time a gentle hint to the people of Massachusetts "that if they would please to give a leading example, the rest may probably more readily follow." Still the pecks, half bushels, and bushels of wheat did not flow in very rapidly, and the self-sacrificing President was compelled to groan, like many an educator similarly placed, over what seemed to him to be the slow growth of the college, and the lamentable lack of interest, on the part of the community, in its progress. At length, after fourteen years of hard and poorly requited service, President Dunster, not agreeing with the clergy and the churches from whom the support of the college in great part was derived, in the matter of infant baptism, was forced to resign his office.

It is a little difficult for us in these days of the complete divorcement of the church from the State, to comprehend the social condition of things in that age, when we are told that a man, acknowledged to have been one of the first scholars of his times, and a warm friend of an institution over which he had presided with signal ability, and for whose prosperity he had for so many years toiled and made large sacrifices, was "indicted by the grand jury for disturbing the ordinance of infant baptism in the Cambridge Church, convicted by the court, sentenced to a public admonition on lecture-day, and laid under bonds for good behavior." In October, 1654, he was compelled to resign his office and throw himself on the tender mercies of the General Court. What we know of Dunster leads us to the conviction that, like Roger Williams, he was in many respects far in advance of the age in which he lived. Posterity honors his memory, and the historian of Harvard University renders a warm tribute of praise to his abilities as an educator and his virtues as a man. "Notwithstanding his apparent religious fanaticism, Dunster possessed a gentle heart, and a noble vein of Christian charity."

The second president of the college, Charles Chauncy, like his predecessor, Dunster, occupied a distinguished place among the early educators of New England. Chosen to the office of president by the "vehement importunity" of the overseers of the college, he entered upon his duties November 2, 1654. The most flattering offers of support and co-operation were made to him, leading him to abandon his purpose to return to England, and prompting him to devote himself to the great work of an educator in the infant colonies, where the services of men of his literary culture were in such

high demand. For seventeen years he administered the affairs of the college with great ability. Like his predecessor in office, his great fight continually was "to keep the wolf away from his door." His support was meagre, and the privations to which his family were subjected were of the severest character. When men engaged in literary pursuits which are to refine and elevate the communities in which they live, are compelled to bear not only the burdens which press upon them as the result of exhausted nervous force, but the heavier burdens which come from care and anxiety in providing for the wants of those dependent on them, the load is an exceedingly heavy one to carry; so heavy that many a weary instructor has sunk under it. President Chauncy found no relief in this respect until he found it in his grave. We give our heartiest sympathy to such men. It must be a high purpose and a noble resolve that can lift men above the depressing influences of poverty, and that constant strain on self-respect which is so apt to come with poverty, and induce them to persevere in a career which they believe will improve the intellectual and spi itual elevation of the generations that are to come after them. We can never repay the debt of gratitude which we owe t those who laid the foundations of our educational institutions, and all the deprivations and hardships to which they were subjected, and bore such loads of solicitude and perplexity, as would have soon crushed men of a feebler faith and a less heroic spirit than they possessed. All honor to their memories. We who reap the fruits of their toils and sacrifices may well sound their praises. Let their examples stimulate and encourage those on whom are laid like heavy burdens. We have not far to look to find that those who devote themselves either to the spiritual or the intellectual culture of their fellow-beings, do not draw the large prizes of this world's wealth. Oftener than otherwise their exhausting labors are poorly appreciated, and more poorly compensated. They must find their richest reward in the certain conviction that they are conferring a priceless boon on those for whose welfare they labor, and that they are doing their humble part in carrying out the great, divine plan of Him, who, as the ages roll away, is ever lifting our race up to a higher plane of knowledge and virtue, and preparing it, on a larger scale, to act a nobler part on the earth which he has made to be the home of him whom he created "a little lower than the angels."

The Law of the Teaching Process.

By REV. J. M. GREGORY, LL.D., REGENT ILL. INDUS. UNIV.

"The act of teaching is the act of arousing and guiding the self-activities of another mind so as to develop in it a given thought or feeling."

Stated as a precept, this law may read thus: Excite the self-activities of the pupil, and leave him to discover the truth for himself; or, in other words, "tell him nothing which he can find out for himself." The validity and value of this precept have been too often and too eminently stated to demand further proof. No great writer on education has failed to notice and enunciate it under some form or other, and if we were seeking for the educational maxim the most widely received among good teachers, and the most extensive in its applications and results, we should inevitably fix upon this. We can not, then, too earnestly inquire into its deeper meaning and philosophy. By *self-activities* are meant uhe activities which the mind puts forth voluntarily, from its own impulses, and not from some external influence or control. The difference between the self-acting pupil and the pupil who only acts when he is acted upon, is too obvious to need description. The one acts as a living and free agent; the other resembles a machine. The former needs only a hint to set him to work. Afterwards, prompted by his own inborn interest, he works on till he meets some overcoming difficulty or diversion, or reaches the end of his subject. The latter moves only as he is moved upon. He sees what is shown him, hears what is told, advances when the teacher leads, and stops just when and where he stops. The one moves by self-activities; the other by borrowed. The former resembles the mountain stream fed by living springs, and drawn onward by the eternal gravitations of nature itself; the latter a canal dug by the side of some stream; or a ditch leading from a pump, which is filled only with borrowed waters.

He is evidently the true teacher who can awaken in his pupils these self-impelled activities; and that is true teaching, not which *gives* knowledge, but which stimulates pupils to *gain* it. Hence it may be said that he *teaches best who teaches least.*

The principles upon which this law depends have already been partly explained under the second and fourth laws of our series. They appear here, however, under new relations, and reveal a new importance.

Let it be kept in mind that the two great co-ordinate aims of education are to acquire knowledge and to develop power. Our present law derives its significance from both of these.

I. The pupil must evidently exercise his own cognitive faculties; must *know* for himself, or his knowledge is knowledge only in form. Knowledge is not a substance, but an action; and the very effort required in this act of knowing is an essential condition to the vividness and completeness of the knowledge. Toil gives both appetite and digestive power, and he who is taught without study, like him who is fed without labor, will lose both strength and appetite. His knowledge will neither delight nor nourish him.

II. The effort of the mind in gaining its knowledge, in perceiving, comparing, arranging, and demonstrating its ideas, is the very means necessary to acquire the strength and skill in using knowledge. The self-activities can only grow strong and skillful by exercise.

III. But the argument grows deeper. Faith or confidence in our own powers is an essential condition of their successful exercise. This confidence can be gained only by independent self-prompted use of these powers. We gain confidence to walk by walking; not by seeing others walk. So the faith we need to feel in our own intellect must come from the self-controlled and successful use of that intellect.

IV. Every mind has its own peculiar characteristics and acquirement which can be known fully only to itself. It is therefore only when it works at its own pace and in its own ways that it will work easily and well. Better to David were his own simple sling and the five smooth stones he had himself gathered from the brook, than all the stout and splendid armor of Saul. Every thoughtful and observant teacher has had occasion to note the various and original ways in which different pupils will reach a result when left to themselves.

And especially marked are these differences of mental processes and ideas between children and adults. The knowledge of childhood is made up of simple facts and groups of facts, connected by the most obvious relations. The knowledge of adult age consists largely of general truths and principles. The child's thinking is a sort of mental seeing. It pictures, rather than thinks. It asks examples. The adult thinks by a series of judgments, applying general laws to explain particular cases. How irrational and absurd, then, for the teacher to attempt to transport his thought into the mind of the child, instead of inciting the child's mind to think its own thoughts in its own measure and way.

The second part of the law, as given in the precept, is but a corollary and necessary limitation of the first. For if the pupil is to learn by the exercise of his self-activities, it follows that he must be left to learn whatever he can for himself. The teacher's aid is to be given only when the pupil meets some insurmountable difficulties; and even then, the help should be confined to the mere hint which may stimulate and guide the pupil to more successful efforts.

It may be thought there is a discrepancy between this fifth law and the first and third; since those laws so strongly insist that the teacher shall be thoroughly prepared to communicate, and shall use clear and familiar language in making such communication, while this law forbids him to tell anything which the pupil can learn without his telling. But it must be remembered that knowledge is the sole stimulant to the love of knowledge. The attractive glimpses of truth which the skillful teacher exhibits from his own stores powerfully excite his pupil's desire to know more.

Secondly, the full and familiar knowledge which the teacher possesses enables him to understand and skillfully remove the difficulties met by the pupil. Finally, only through his own thorough knowledge can the teacher determine when the pupil knows the lesson, and follow the work with thorough drills and reviews. As well insist that a general need know nothing of a battlefield because he does not do the actual fighting. And yet, it must be confessed, that the ability to inspire pupils with a love of study may sometimes be lacking, even where great knowledge is possessed; and this lack is fatal to all successful teaching. Better a teacher with a poor and limited knowledge, with this power to stimulate his pupils, than a very Agassiz without. The cooped hen may, by her encouraging cluck, send forth the chickens to the fields she cannot herself explore; but sad the fate of the brood if they remain in the coop while the hen goes abroad to feed.

It should be remembered that this fifth law is especially important to the Sunday-school teacher, since the end he aims at is not merely to give knowledge, but to produce conviction; and since this can be done only as far as the pupils actively consider for themselves the truths taught. Jesus said, "Suffer little children to *come* unto me." Make them interested and independent students of his word. The saving truth is that which the soul appropriates to itself by its own activities. The conscience feels this, and the heart is convicted by it.

RULES.—As this law is central in position and importance, so its practical applications are of the greatest value:

1. Lessons should be adapted to the ages and natural tastes of children. Young pupils will be interested in whatever appeals to the senses—truths in the concrete; older ones may be interested in that which exercises the judgment and imagination. Only the oldest will heartily enter into the truths of reflection. The first class will love the pictures in the Gospel narrative; the lessons must be word-painting. The second will delight in the actions and characters described, and only the third will dwell with interest on the great doctrines involved.

2. Select lessons which relate to the present conditions and wants of the pupils. Pupils will be readily interested in things which personally concern them, or which throw light on the present experiences of life. The story of Lazarus will easily engage the thought of one who has just been to the funeral of a friend.

3. In giving out a new lesson, seek to interest the pupil in it beforehand. Hint that something worth knowing is to be found out, and, if possible, start some question of interest, and refer them to the lesson to find the answer.

4. Often start questions on the lesson during the recitation, and leave these questions for the pupils to investigate and discover the answer. It is often useful to seem to take a position beside the pupils, as a fellow-student, and to engage with them in the search of some fact or truth, or the meaning of some passage.

5. Take especial pains to draw from the pupil whatever he has thought or learned in regard to the lesson; and listen with a manifested interest and respect to any contribution, however small, which he offers to the common stock. If you accept at their full value his first products of thought, he will be eager to bring more to the same market.

6. Repress the impatience which can not wait for the pupil to explain himself, and takes the words out of his mouth. If you too hastily help out his words, he will resent the interference, and so refuse to say anything.

7. Repress, also, the desire to tell your pupils all you know or think on the lesson. If your thoughts are common-place, the pupils will say, "We know those things ourselves." If the thoughts are brilliant and original they may inspire admiration, but they will forbid imitation; the pupils will conclude their own thoughts worthless and cease to think.

8. Every explanation given in answer to the inquiries of a pupil should, if practicable, leave something for the

pupil to inquire about. The expectation may help him over the obstacle, but should not carry him to the end of his journey; otherwise it will repress, rather than stimulate, the self-activities.

9. The recitations should never exhaust a subject; but rather break off in the middle, leaving work on hand for the next session of the class. The pupils will come again to see the end of it.

10. And especially the recitation should never exhaust the pupil's strength, fagging his mind till it refuses to think. If the hour outlasts the pupil's strength, vary the subject, and introduce something new.

Such are some of the practical rules growing out of this law. Their great value will be recognized at once by every experienced instructor. They touch the highest part of the teacher's art. Their violations are among the most fatal errors of the class-room. Many a teacher, neglecting these plain rules, kills all interest in his class, and wonders how he did it. Perhaps he prepares his lesson well, and then tells with eager interest all he knows, preaching instead of teaching. Perhaps he fails to prepare at all, and is unready either to draw out the pupil's thoughts, or to answer rightly the questions which may arise. Sometimes he dogmatically silences the questioning he cannot reply to, and resents as infidel impertinence all attempts at independent thinking.

In dull and freezing monotony he hears the recitation of the assigned lesson, and, without note or comment, gives out the next task. All free thought is repressed; all love of learning is frost bitten in the bud, and all desire for knowledge or improvement are rooted out of the mind.

How different is the result where this great law of teaching is obeyed. The stimulated activities of childhood make the scene radiant with flashing light. The school-room is transformed under their power. It becomes a busy laboratory of thought and emotion. It grapples with great truths. It supplies, explains, illustrates these truths as vital questions of life and duty. It plants them as seed-thoughts in rich, deep soil; it shapes them into opinions, and moulds them with the affections in great sentiments to control the heart and inspire the whole future life.

The pupils become thinkers, and move with an independent step over the fields of truth. The teacher does but head the march. Their reconnoissance becomes a conquest. Skill and power increase with the exercise, and the scholar of a year becomes the student for life.

—National Sunday School Teacher.

Thought and Expression—A Plea for the Mother Tongue in School.

BY A. H. DAVIS.

[Read before the American Institute of Instruction, July, 1874.]

(Continued from last week.)

Secondly: it is absolutely essential that each teacher, to whatever part of the school work he may be assigned, should add the mother tongue to his department and teach it without ceasing. Just as constant should be his oversight of his pupils' speech, as of their conduct. As sharp should be his ear to catch a faulty utterance, as to detect a forbidden whisper. Indeed, the teacher should be an artist. He should know the value of delicate touches, not more applicable to marble than to speech and character. Better by far, therefore, at this plastic period, than would be a score of formal lectures upon language, are those timely hints and kindly criticisms of a skillful teacher, that play through each day's work—so brief as not to rob the hour, so pertinent as to be at once assimilated into the slowly moving structure of the pupil's speech. It cannot grow otherwise than slowly, no more than a tree, or a coral reef. This incidental verbal trimming and training need rarely hinder the main business of any recitation; the substance will be no less, because attention is paid to form; and thought will be invigorated rather than repressed, through the pleasure experienced in the production of freer and more graceful speech. Taking into account the thwarting influences out of school, and the strength of habit, I am persuaded that this persistent, ever-present, and omni-present tuition cannot be dispensed with, whatever other means may be employed.

TEACHING LANGUAGE BY SPELLING.

1. One of the most direct opportunities for teaching English is afforded by the spelling-lesson. How best to master the simpler or the more exasperating forms of our language, it is not for me here to say. The teaching of forms, however, is but a small part—perhaps not the beginning—of the spelling-teacher's work. Twenty or thirty words—the day's generous contribution to an enlarging vocabulary—are to be made over to the pupil, if possible, as a permanent possession, to have, and to hold, and to *use*. If Professor Whitney will allow me: it is an outrage to transfer their miserable bodies, without their souls. Many single words throb with history or sparkle with poetry. What with these and the children, "*in such a jocund company*" it will be the teacher's fault, if the hour does not flow with pleasurable excitement; and the dull column of words, marched and countermarched to the felt music of their meaning, in the learner's extemporized sentences, will soon be found amid his gathering ranks of speech, doing regular service in the field.

TEACHING LANGUAGE BY READING.

2. The reading-lesson furnishes another direct opportunity for teaching English. It is a shame to let it degenerate into a mere drill in elocution. Here, too, the doctrine that rules the hour should be, that words are the signs of thought; for not until every particle of the meaning is taken up, is it possible to read aright. Reading, as often heard, is about as intellectual an exercise as blowing a whistle. Let the lesson be studiously prepared, not by mouthing it through, a given number of times, but by an intelligent and interested search for its hidden sense. Let dictionaries and other helps be consulted. Above all, let the teacher be dictionary, encyclopædia, presiding and inspiring genius combined—now drawing out or suggesting synonyms, and neatly cutting them apart; and now inciting to lay violent hands on the text, changing words and phrases for better or for worse, as the tribunal may decide. It should be drilled into the pupil's comprehension, that there is no other object in reading than to get thoughts into the head. So doing, the words will not roll like pebbles away, when the task is done, but electrified, will cling to the memory, as bits of steel to a magnet. They will no longer be "book words," strange and out of reach, but will presently be heard at the dinner-table or on the play-ground. Thus, day by day, the verbal wealth will grow, as thought marries itself to speech; for it is not good for *words* to be alone. A Chinaman thinks otherwise: and so the celestial shaver begins:

Jin chi tsee
Sing pun shen;
Sing siang kin
Sing siang yuen;

and goes on thus repeating and augmenting the "melancholy burden," for three or four years, until he has been bamboozed through the required text-books, when he is permitted to translate. Then he starts again:

Jin chi tsee
Sing pun shen;
Jack and Gill
Went up the hill;

Sic iter ad astra.—That's the way to become a mandarin.

ENGLISH GRAMMAR.

3. Of English grammar not much need be said. In general badly taught and therefore well hated, it is, nevertheless, rightly handled, an important and an attractive study. It is not my purpose to disparage it; but much that is called "*parsing*"—the sort that is regular-transitive, indicative-present, third-singular, and agrees, according to rule 27th, fitly accompanied with a jargon of "*analysis*" that was manifestly meant "to try confusion with," since two Harvard professors listening to it, not long ago, in a Cambridge schoolroom, found themselves dubious whether they knew anything about the English language,—is, it seem to me, but "skimble-skamble stuff"—a miserable, mechanical, monotonous *rubadub*. To borrow disgust from Shakspeare's Hot spur, and imagining myself a whining schoolboy: 'I had rather live with cheese and garlic in a windmill, far, than feed on cates and have this taught to me in any schoolhouse in Christendom.' And yet, there is a grammatical drill at which it is idle to sneer; and out of which comes a fine culture. The linguistic scholar knows well that it pays. It is busy with distinctions and importunate for reasons. Like mathematics—often better than mathematics—it breeds exactness in thinking, a quick and nice perception of relations, a logical habit of mind. It is ever a *means* and not an *end*. Healthful exercise and dexterity with pick and spade are *incidental* to the miner whose two eyes and whole soul are searching for gold. Let each fragment of speech be picked and analyzed for the thought it contains, and recitations in grammar will cease to be merely acrobatic performances. A good grammatical quiz concerns itself with two distinct classes of questions. The one asks for a multitude of facts and definitions: What mood? What voice? What tense? What gender? What case?—warp and woof of the ordinary parsing; and the result is—shoddy. The other pertinaciously elicits a multitude of reasons. *Why* this mood, this case, this voice? Why, at all, has a noun case, a verb voice, or mood, or tense?—and these wrought into the web, make good broadcloth, fit for honesty or for royalty to wear. In a word, right grammatical study—even of classical English—in that it tones and clarifies the intellect, has its exceeding great reward. It yields, however, as it seems to me, mainly a revenue of culture, such as all the higher branches of study are calculated to nourish. It is not unlikely that grammatical drill, through its tendency to form a critical habit, may impede fluency of speech. I am quite sure that it is suited to very young minds, and that a variety of practical lessons in language should take its place until, at least, the last year of a grammar-school course. One year, then, I doubt not, would suffice for English grammar, which has a good work to do, but which never yet taught anybody "to speak and write the English language correctly." Indeed, theoretical grammar can have little to do with facility or propriety in the use of language; for when we have anything to say, we speak, like Mark Antony, "right on," regardless of rules. A fine thing, certainly, it is to be acquainted with the theory of music; but 'tis the everlasting fingering produces the player. So fine speaking and writing depend very little upon knowing the parts of speech and their relations, very much upon heedful practice and good models.

WHEN my father punished me, and I knew that I ought to be punished, I liked him better, and used to feel better; but, on the other hand, sometimes when I got a cuff on my ear, or a rap on my head with a thimble (an abominable practice!), I did not swear, but I thought swear. I think it is one of the wickedest of things, to strike a child on the head. When I have been punished without seeing the reason of it,—when I have been punished, as I have thought, in over-measure, untimely, or without any proper sympathy,—it did me no good. In the Boston Latin school I was looked up to as one of the brave boys that showed their heroism when punished; and when I got in trouble, and the teacher said, "Hold out you hand," and took a rattan, and gave me ten, fifteen, twenty, or thirty blows on one hand, and then an equal number on the other, till the flesh swelled up like pulp, it was my pride to stand and take it without flinching, and look around at the boys who sat admiring my pluck. Did that do me good? No, it set me against the teacher; and didn't I snap spit-balls at him when he wasn't looking! A kind of resistance was organized in the school, which showed itself in this way: We said to ourselves, "You are the master, and your business is to govern; we are the boys, and if we can outwit you, we are smarter than you are." The object and end of punishment should be to produce willing submission to law or to authority; and any punishment that does not accomplish, or tend to accomplish that, is wrong in its root.

BEECHER.

Book Friends.

BY W. WHITMAN BAILEY, A. M.

My books stand to me in various relations. There are some among them that have been friends from childhood, genial in times of health and happiness, inspiriting in moments of depression and sorrow. Of these the first and dearest is Shakespeare. He has wandered with me everywhere—in the wilds of Maine, the mountains of California, the deserts of Nevada. He has been with me on land and sea, in the cars and steamboat, in the college and in the camp. He knows me perfectly, and I am beginning to know him. I gave him my love before I could fully appreciate his excellence. In the same manner, I am very gentle with Undine, the sweet water-spirit, who so longed for a soul, and suffered so much in its possession. For many years I have always sat with her on the evenings before Christmas, listening with delight to her tales of sub marine magnificence, or laughing at the wild caprice of her uncle, Kuhleborn.

Walter Scott and all his lords and ladies, Richard the Lion-Hearted, first of all, and next the Prince in the "Lord of the Isles"—I love them all. Here I am reminded of the Scottish chiefs and brave old William Wallace. It is a sad day when we learn that in real life people do not act or speak in the theatrical manner of Miss Porter's novel. After all, there must be something in the book, or the pure instincts of childhood would avoid it.

As a rule, I am not ashamed of my early loves. Florence Dombey is as dear to me now as when I first watched her and Walter walking the streets of London. And Captain Cuttle, and Sol Gills, and Toots, and Bunsby; do I not know them all? Dickens has stood as the manager at a splendid entertainment, and has introduced me to my life-long friends. There is Sam Weller—I see him every day. Sometimes I skate with Winkle, or, becoming tired, retreat to the "apartments" of Dick Swiveller. The Marchioness stands ready always to show me up the stairs.

Thackeray is a friend of late date; but he has a place deep down in my heart. I know the quiet rooms of Pen and Warrington, and Colonel Newcome; and Clive, and pretty Ethel, and Beatrix Emond, I could almost draw. Once I saw the Colonel in a crowd, and almost called out to him. But most of all, I love Philip, large-hearted, free-spoken Philip Firmin, so kind to the Little Sister, so forgiving to his father.

Robin Hood, in the old ballads, was always my admiration. I never thought of him as a thief. What boy does? It seemed as if to the jolly rover in "good green wood" the purses of friar and bishop must of necessity belong. I used to imagine myself that chieftain and his men (all at one time), and attire myself in Lincoln green. With a boy's felicity of resource, I have been every member of his band in succession. I have sat with Dr. Riccabocca in the stocks, and entered many a town in Languedoc with James' solitary horseman. I have roared with Tom Hood; I have gazed with reverent awe upon the Lily Maid as she passes on her silent mission to the court of Arthur. Of Dumas I was never particularly fond; there is too much of the stage machinery about his novels. I like those of Victor Hugo better.

When stories lose their charm, I float with Thoreau along the Merrimac; get sometimes beyond my depth with Emerson, and again touch bottom with the genial Lamb. Blanchard is good reading, also; and our own Warner is delightful. Who can enumerate all his book friends? They rise before me in ranks as long as my library shelves, some laughing, others weeping, but all extending the hand of welcome. Without slighting any of them, I select my friend, and with him spend the evening.

I have said that I regard my volumes in very different lights. There are some that always please, others that are slightly endurable, and a few that are positively soporific. It is pleasant to bestow praise—and it is safe; but who will undertake to put upon record his sober adverse opinions? The word "at random spoken" may deeply wound either the author or his friends. I should grieve to speak ill even of Tupper, lest some singularly constituted brother should feel offended. Rather let me be charitable to all. I shall not condemn the metaphysics; Davies, I forgive thee thy Legendre. Fortunately, I remember only books that please.

Comets. — No. 2.

BY J. E. VOSE.

Halley's comet was observed by that astronomer and others in 1682. In 1705 he computed the elements of its orbit, and finding a close resemblance to the comets of 1607 and 1531, he predicted its return in about 75 years, 1758–9. He died before the time, but Clairaret, after six months' incessant ciphering with two assistants, fixed the day of its return. They found that it would be retarded 618 days by Jupiter and Saturn, and would pass its perihelion April 13, 1759, with a possible error of one month. The perhlion was actually passed on the 12th of March. In 1835 its return was set at Nov. 15, and it came two days later. Few of us will will witness its next return, 1911; but it has done its work, *first* proving the elliptical orbits and periodicity of comets.

In earlier times this comet was much more brilliant than at present. In 1066 it was as large as the full moon, and was thought to have been the portent of the dire events of William the Conqueror. In 1456, when the Turks were charging in full success upon Europe, the comet suddenly reappeared, stretching from horizon to zenith, and carrying consternation everywhere. The terrified Pope Calixtus ordered bells and aves at noon throughout Christendom, and the prayer, "Lord, preserve us from the Devil, the Turk and the Comet." The noon bell still rung in many places is said to date from this event.

Encke's comet has a period of about three and one-third years, and the most remarkable feature of it is, that each return is about two and one-third hours earlier than the most careful computation would make it. This indicates a shortening of its orbit—that is, an approach to the sun, at every revolution, and seems to show the existance in space of a very ethereal resisting medium, sufficient to retard light, tenuous bodies like the comet, but having no effect on the heavier planets.

Lexell's comet, in 1770, approached within 1,500,000 miles of the earth, and showed a diameter five times that of the moon. Its period was carefully found to be five and one-half years. In 1776, its return was hidden by the sun's rays, and on its next approach, 1779, it got entangled in Jupiter's moon, and the attraction of that planet drew it out of its course into an orbit of 16 years, perihelion 300,000,000 miles, entirely out of orbit of the earth. Still more singular is it that just previous, in 1767, it was moving in an orbit of forty-eight years, with a perihelion entirely out of view, when getting alongside of Jupiter it was drawn into the shorter orbit and thrown down toward the earth for one single appearance till the same giant player bowled it off into space again. Laplace computed that had its weight equaled that of the earth, it would in 1776, have shortened the earth's year by nearly three hours. Yet of such light material was it that, though twice sailing in among Jupiter's satellites, it did not effect the movements of one of them a particle, but was itself hurled millions of miles out of its course.

Donati's comet, 1858, revolving in the vast period of 1900 years seems, as we shall see, from the peculiar structure of its coma in several distinct layers around the nucleus, to throw some light on the structure of cometary bodies. So too does the great comet of 1744, with its six fan-like tails; and also that of 1843, on account of its near approach to the sun, its great length of tail, and the remarkable appearance of a lateral tail, for a single day only, in length 250,000,000 miles, or nearly twice the original one.

Biela's comet has a strange story, admirably related by Prof. Newton of Yale, in the *Tribune* last July.

The comet was first noticed in 1772. Biela, in 1826, computed its period, six and two-thirds years, and it was regularly and carefully noted as a well-bred and proper comet up to 1845, when its antics began. Dec. 29, of that year, the New Haven astronomers found a small companion comet near the larger one, and others in America and Europe were soon watching the same appearance. The companion grew larger and brighter, each threw out a tail, then the smaller had two. Then the primary had two nuclei, and soon also two tails, the arch of light spread over between the two. The smaller soon grew the brightest. Then three tails from the primary, and threw fragments about its nucleus.

In 1852, they could only be seen through a telescope; they were 1,259,000 miles apart, and it was impossible to tell the primary from the companion. Since then Biela has not been seen, though in 1866 it should have been finely situated for observation, and in 1872 certain strange occurances were observed in connection with it which threw a flood of light on comets and interstellar bodies generally.

Coggia's comet which we were all looking at last summer, was first seen by Coggia, of Naples, Apr. 17. At its brightest, the nucleus was about 4,000, and its coma about 100,000 miles in diameter, and its tail, 12,000,000 miles long. At perihelion it was 66,000,000 miles from the sun, moving 4,000,000 miles a day. It was at first expected to come in contact with the earth, but one planet wisely held aloof, and when the tail gave the fatal whisk, was 1,500,000 miles away. As its orbit is an hyperbola the earth has seen it for the first and last time, though for those who may desire to make the observation, the *Tribune* astronomer very carefully gives its position July 22, 2874.

What are comets? It is yet one of the great problems of science. In size, they are immensly larger than any other known bodies in the universe. The history of Lexell's comet indicates their infinitesimal lightness. Tyndall's theory is, that they are vast cloud-like masses rendered visible by the light of the sun, the tails being found by changed actinic light passing through the nucleus, and multiple tails by some sort of refraction. Thousands and thousands of these comets are circling in every direction, and the more common opinion is that they are the thrown off material, stray visits of brick and mortar' of a forming universe. Yet their rarity would seem almost to reduce them to the immaterial nature of light itself. Miss Mitchell saw stars of the fifth magnitude entirely undimmed through the very nucleus of the comet of 1823. Close to the head of Donati, stars shone through 65,000 miles of tail with perfect clearness. In 1828, Sturve saw stars of the eleventh magnitude through 528,000 miles of cometary matter. Yet in any of these cases a slight fog of only a few feet in depth in the air would have totally obscured those stars.

On the other hand the spectroscope give two distinct spectra to most comets, one of these is a faint continuous one, indicating reflected sunlight; the other, from the nucleus, has a few bright bands indicating self-luminous gas, identical with carbutted hydrogen or olefiant gas.

"The mass of a comet may be composed of minute solid particles kept apart in the same way as the infinitesimal particles of a cloud of dust or smoke, and as the comet approached the sun, the most easily fusible constituants of those small bodies become vaporized and surround the nuclens in a self luminous cloud of flowing vapor." (Schellen.) This stem of the comet is driven, like the steam of a tea kettle, away from the force producing it, forming the tail; and multiple tails are caused by some unknown peculiarity of the repelling force, or of the cometary matter. The most volatile particles would be first vaporized and repelled, then the next most volile, and so on. In this way are the steam-like jets explained, the different envelopes as in Donati, and most other cometary phenomena. Proctor has some startling theories in the matter, but they would be best treated in an article on Shooting Stars.

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Boston., Mass., Jan. 16, 1875.

WE are pained to announce the death of Mrs. Mary N. Vose, of Francestown, the talented wife of Prof. J. E. Vose, the New Hampshire editor of the NEW ENGLAND JOURNAL OF EDUCATION. Mrs. Vose has been a successful teacher, assisting her husband in the Franklin Academy until within a short time before her death. The profession loses a most ardent and devoted laborer, and her family, the church, and the community a self-sacrificing worker.

WE publish this week an able article on the life and services of the late Prof. Alpheus Crosby, of Salem, Mass. His associates in Massachusetts, and his co-laborers in New England will read this tribute with interest, and will most cordially endorse the sentiments of the resolutions passed the Teachers' Association of Massachusetts at the late meeting at Worcester:

Whereas, It has plessed God to call from this world to the higher life the soul of our friend and co-laborer, Professor Alpheus Crosby, and whereas it seems fitting that a just recognition of his worth should be made by those who enjoyed the privilege of his friendship and the benefit of his counsels: therefore,

Resolved, That with admiring respect we shall remember our departed friend, Professor Alpheus Crosby, as an accomplished scholar, whose works conferred honor on himself and on his country; as an educator whose high views of the teacher's office, and whose long-continued and self sacrificing devotion to the labors of that office, inspired many teachers to a loftier ideal and a more faithful performance of their duties; as a philanthropist who, fearless in defending the rights of the oppressed, and who, regardless of personal reward, was ever seeking to do good to all men; and as a generous and genial friend, whose kindly spirit and hearty sympathy shed happiness upon all that came within the circle of his influence.

Resolved, That as members of this Association, we shall hold in grateful remembrance the freely-rendered and highly-esteemed services of Prof. Crosby as an editor of the Massachusetts Teacher, and as, for many years, an active member of this Association and of its Board of Directors.

OUR THANKS are due to the many friends in and out of New England, who have encouraged us by earnest and hopeful words, to enter upon this new field of educational journalism, and whose letters, coming to us since our first issue, speak in such kind terms of our opening work. Every mail brings us the most flattering notices, and *the more substantial tokens* of approval; and, really, without the latter the most eloquent touches of the pen are but

"Words, words, words."

By this enterprise we intend to test the intelligence, the loyalty, and the enthusiasm of the common school teachers not of New England only, but of the country, for our journal, in the scope of its discussions, shall know neither State nor sectional boundaries. We shall endeavor to make it as desirable and as much a necessity to the teacher in South Carolina as to the teacher in Massachusetts. The work of each is one: to fit the American boy and girl for the duties of citizenship, and for the truest happiness, social, intellectual, and moral; and the same truth will work the same results, in larger or smaller measure, in all sections. However the country may be divided politically, it can never be educationally; and the great forces which are arrayed against the common enemy, Ignorance, shall maintain a united front, and go forward to mighty triumphs. The college president stands in this work by the side of the humblest teacher in the land. The one aids the other in a common effort, and both enjoy a common reward. When the New England States join hands to establish a journal of education, it is not for a selfish, but for a generous purpose. It is to concentrate, rather than to scatter power; it is to strengthen, rather than to weaken influence; it is to disseminate, rather than to hoard up knowledge; it is to enlarge, rather than to narrow the sphere of the teacher's calling. The day has passed when the efforts of teachers to sustain a professional paper should be termed an experiment. It is now over thirty years since this field began to be worked by Mann, Barnard, Emerson, and others; and the support which has been given to the old State journals then established, and the multiplication of these periodicals throughout the land, confirms the fact that the teacher's profession demands and will sustain its own paper. Granted then the existence of a professional spirit, daily growing stronger, and an ability to sustain and advocate the interests of the profession, and we only need in addition the willingness to contribute to the support of the representative journal, ready pens and a working sympathy. Upon these we shall most confidently rely for success in our undertaking. It is a venture, staked upon the responsible character of the educators of the country. Our success is theirs. The generosity of the teachers and the friends of education will add to the ability of our columns. The fire will burn in proportion to the amount of fuel which shall be applied to it. Let all show by their deeds, that their words are the bonds which shall sustain us in our attempt to meet the wants and to advocate the interests of a broad, symmetrical, universal education.

Our wants, then, are few, but pressing. We want educators of every name in the country to make our pages the medium of communication between themselves and their co-laborers and the great public, whom they and we serve.

We want the active support of every teacher and friend, by personal effort, to place our journal in the homes and schools of the country.

We want,—well, all know what and how much, and our desires will be mainly satisfied.

The Wants of the School-Room.

There are two W's dominant in human society,—*Wants* and *Ways*, and the wants are usually ahead of the ways—imaginary wants especially being for the most part so far ahead, that the ways are put to their wits' end to keep themselves even. Truth and honesty are often broken down in the effort. True wants, however, are full of vitality, and generally make a fair way for themselves. We say *generally*, for there are some sharp exceptions. Among the latter, we fear, are the "wants of the school-room."

A school-room is for the purpose and use of learning and instruction. Unless it is adapted to both these it is a mere absurdity. Only in proportion as it is adapted to them, is it just to demand results of either pupils or teachers. Yet the violation of this principle is a thing of every-day occurrence. Large demands are made where the provisions for a supply are not only inadequate, but sometimes wholly adverse. The days of Pharaonic exaction are not over; the full tale of educational brick is too often demanded, notwithstanding the straw is withholden. The cries of the overtasked workers are, moreover, unheeded. What is worse, even those first concerned are often either ignorant of the wants of their school-rooms, or are too little hopeful of relief to plead for it.

The first great want of a school-room is *space*,—space for everything, and that *ample*. It must not be meted out grudgingly; it must not be held enough if it meets a single want.

There must be ample space for *passing* in and out,—space in halls, passages, stair-cases, and school-room aisles. Without this, the attempt to secure comfortable and quiet ingress and egress will be sadly complicated, if it is not absolutely thwarted. The unthinking, and sometimes mischievous democracy of the school is quite certain to make as effective use of a crowd, as the "swell-mob." Hence, confined passage-ways, stair-cases constructed with ladder-like narrowness and steepness, or with cork-screw turns, are both a blunder and an abuse. Of like character, are clothes-rooms of such pitiful dimensions that each pupil cannot have his own numbered hook, or that all cannot be dismissed save in jealously guarded detachments.

A more pressing want is that of space for class movements and *recitations*. Narrow aisles which forbid separate files of pupils to pass in opposite directions, confuse the quiet order necessarily preparative to the recitation. To crowd a room so full of desks that they are jammed almost into the teacher's platform or under the blackboard, is to load down the work of class-instruction with unendurable burdens. A kindred and consummate vice is that of turning some seven-by-nine closet or passage-way cranny, into a so-called recitation-room.

Full space is also needed for the *seating* of the pupils. To crowd three pupils, perhaps because they are small, into a seat constructed for only two, is to put all the requisites for quiet order and good study at defiance. The device is simply demoralizing. It is a great oversight, also, to provide only the exact number of desks needed for the regular seating of pupils. It is important always, that there be a small surplus, allowing the teacher an opportunity for the occasional removal of the disorderly or unstudious, to desks by themselves. The teacher just as much needs reserved rooms as a reserve of personal force: exigencies will arise, and must be provided for.

Space for ample *blackboard* surface, and a goodly leaf to the *teacher's desk*, are imperative. Double work can be done in recitation and with greater quietness, where the blackboard will allow the whole class to be at work simultaneously. As for the teacher's desk, what room can it offer for an example of neatness and order, where it is so constructed that the books of reference, text-books, and books for class exercises, have to be heaped, the one upon the other? Besides this, how much time must be lost, and how many false movements will be made in the desk-work of the teacher, where such disorder must exist!

Lastly, what abundant space is needed for proper *ventilation!* Any physiologist,—any decent person with a nose,—knows, at least if he has been a public school visitor, that properly pure air—fussy ventilating flues, and incidentally open windows to the contrary notwithstanding—is out of the question, where the room is contracted, the ceiling low, and the school crowded. Even in well-constructed school-rooms, where a supposed generous provision for surplus air has been made, it is often found necessary to resort to mechanical devices for compelling a frequent change of the school-room air. And yet many a school-room is left without a thought, to become a mere civilized Calcutta "Black Hole." In an earlier period a herd of swine, when taken possession of by the cast-out devils, ran down a steep place into the sea, to get themselves choked out of existence. It is to be presumed that there were no public school houses in that neighborhood, or a simpler and more respectable device might have been adopted.

Meeting of the Departm't of Superintendents.

At the meeting of the National Educational Association, held in Detroit, in August last, the Department of Superintendents adjourned to meet at Washington, D. C., during the present winter, at such time as might be agreed upon by United States Commissioner, Eaton, and the President of the Department, Superintendent J. Ormand Wilson, of Washington. Arrangements are now being made for holding the meeting January 27 and 28, and the programme will shortly be announced. Papers have already been promised on the following subject

"Some points respecting the proper Relations of the Federal Government to Education," by Hon. U. H. Ruffner, Superintendent of Public Instruction, Virginia. "School Hygiene," by A. N. Bell, M.D., editor of *The Sanitarian*, New York; "Legal Prevention of Illiteracy," by Hon. B. G. Northrop, Secretary of the State Board of Education, Conn. "American Education at the Centennial Exposition," by Hon. J. P. Wickersham, Superintendent of Common Schools, Penn.

Several other important topics now engaging the earnest attention of educationists will be announced for discussion in the forthcoming programme. Educators from all parts of the country are invited to be present at this important educational meeting.

Public Schools in the District of Columbia.

The public schools of the District of Columbia had made but a small beginning in 1860, but since that date have progressed rapidly. They were managed by four distinct Boards of Trustees—forty-one members in all—until last June, when Congress placed three Commissioners in charge of the District, at which time the four Boards were consolidated, and out of them one, consisting of nineteen members, fourteen white and five colored, was created. The schools are now successfully and harmoniously managed by the new Board. In the month of November last, the number of pupils enrolled in all the schools was as follows: white, 10,332; colored, 5,275; total, 15,607; number of teachers employed, 294. There are two superintendents, as heretofore, one for the white schools and one for the colored schools. The ordinary expenses of all the schools is about $350,000 per annum, which amount is derived exclusively from taxation, as the United States Government has as yet never given any lands or aid to the common schools of the District of Columbia. The want of funds has prevented the establishing of a High school. The upper classes in the Grammar School are consequently carried in their studies considerably beyond the limits usually prescribed for that grade of schools. A Normal school, limited to the accommodation of twenty pupils, is now in its second year of successful operation.

The present organization for the management of the schools is a temporary one, and in view of anticipated legislation on the subject by Congress, the Board of Trustees have recently made suggestions as follows:

The whole number of pupils enrolled in the public schools of the District of Columbia, for the school year ending August 31, 1874, was as follows: white, 11,512; colored, 6,327; total, 17,839. The whole number of teachers employed was 276. The average number of pupils enrolled in private schools during the same period was 6,993. Estimated number of pupils that will be enrolled in the public schools in the school year ending August 31, 1875, 19,000. The number of youth of school age (6 to 17 years inclusive) in the District of Columbia, according to the United States census of 1870, was: white, 21,177; colored, 10,494; total, 31,671.

In 1864 the whole number of pupils enrolled in all the public schools of the District of Columbia was about 5,000, and of this number the colored pupils did not exceed 100.

Abobt 4,000 children are now compelled to attend school in rented rooms, most of which are not well adapted to the purpose, and many are badly lighted and ventilated, damp and unhealthy. For these rooms, 68 in number, an annual rent of about $20,000 is paid, and, in addition, a large sum is expended in fitting up and repairing them. To purchase sites and erect suitable, plain but substantial buildings to meet the present wants of the public schools of the District, will require an expenditure of $500,000.

The reasons for asking Congress to aid in establishing and supporting a system of public schools for the District of Columbia may be briefly stated as follows:

1. About one-third of the school population is colored, composed largely of the "wards of the nation," who have come into this district since the beginning of the war. They add but little if anything to the school revenues.

2. About 30 per cent. of the enrollment in the white schools is composed of children whose parents or guardians are in the employ of the United States Government, and the school revenues receive but little benefit from these residents.

3. The United States Government is the owner of about one-half of all the real-estate in the District of Columbia.

4. The Government has, from time to time, made most liberal donations of public lands to aid in establishing and sustaining common schools in all the Territories as they become States. The District of Columbia, the permanent seat of the Government, over which Congress exercises exclusive legislation in all cases whatsoever, has no share in the distribution of these educational benefactions.

In considering the future government of the schools, the committe has not lost sight of their present condition. There are now in the District, white and colored, city and country schools, and these conditions must be regarded in forming an efficient organization for their management. The committee therefore recommend a general Board of Education for the District of Columbia, which shall exercise a general and uniform control over all the schools, and have power to create such school districts and subordinate Boards of Trustees to attend to the local duties of these districts as the conditions above alluded to may require.

The following outline of such an organization is therefore suggested: A Board of Education for the District trict of Columbia, to consist of seven members, to be appointed by the executive of said District, and be divided into three classes, the first and second classes to consist of two members each, and the third class of three members, one class to be appointed each year, and the term of office to be three years. This board of education to have full control of all public school property, and of all the funds collected or appropriated for public schools in the District of Columbia. To have power to appoint a secretary, at a salary not exceeding fifteen hundred dollars per annum, who, in addition to his other duties, shall make the disbursements, and keep the accounts of the Board: To continue and establish schools for the free education of all youth of school-age resident within the District. To fix the number and salaries of teachers and decide upon their qualifications, and to confirm the appointments of all teachers and remove them at pleasure: To fix the number and salaries of janitors and other employers: To make proper rules and regulations for the government of the schools, prescribe a course of study, and adopt text books for the same: To appoint Superintendents of schools, one of whom shall be assigned to the colored schools of Washington and Georgetown: To divide the District of Columbia into school districts, the colored schools of Washington and Georgetown forming one district, and to appoint in each district officers to be designated trustees, who shall have charge of the schools in their respective districts, and perform such duties as may be prescribed by the board: To cause to be taken, once in two years, an enumeration of all unmarried youth, noting race, sex, and age of each youth, between six and twenty-one years of age, inclusive. It should be the duty of the board of education to disburse all funds appropriated for the use of the public schools of the District of Columbia, so that the schools for colored children shall receive "such a proportionate part of all moneys received or expended for public school or educational purposes, including the cost of sites, buildings, furniture, books, and all other expenditures on account of schools, as the colored children between the ages of six and sixteen years, inclusive, in the District of Columbia bear to the whole number of children, white and colored, between the same ages," and no discrimination shall be made in respect to the time when payments to the white and colored schools shall be made: To annually make to the executive of the District of Columbia a full report of their proceedings for the previous year, rendering a full account of the condition of the schools, and the expenditures for the same, and giving an estimate in detail of the amount of funds required during the next succeeding school year, and to furnish such information as may be required from time to time by the executive of the District.

Publishers' Notes.

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Gleanings.

SCHOOL DISCIPLINE.—The following things aid in securing good discipline and preventing disorder:

1. See that the school-room is well warmed, ventilated, cleansed, and lighted, and adorned with pictures, mottoes, and flowers.
2. Give pupils plenty to do.
3. Approve work when well done.
4. Carefully inspect the pupils' work.
5. Keep up an interest in work.
6. Few rules, uniformly executed.
7. Frequent changes of exercise.
8. Control by kindness.
9. Make the school and all its exercises popular.
10. Pile on motives. —N. Y. Educational Journal.

ADVICE TO BEGINNERS.—*My Young Friend:*—You tell me you have decided to become a teacher, and ask me to assist in your preparation for the work. The calling is a noble one, not second to that of the Law, of Medicine, or even of the Ministry. If you succeed, you must work hard, and will not always receive the thanks and pay you deserve; but the opportunities of doing good are very many, and from the improvement of such opportunities you can have a satisfaction that will much more than compensate for any lack of appreciation on the part of your employers. And, although you may never grow wealthy from salaries allowed you for honest and skillful work, you can secure liberal pay for your services; and, after proof of your efficiency and faithfulness, you can have a standing influence in society that will be equal to that of any other person. Your success will depend mostly upon good character, good judgment, earnestness, and skill in your work. Personal experience will be necessary, yet you can acquire much from the experience of others, by conversation, by visiting schools, by attending Normal schools, drills, and institutes, and by reading educational books and journals.

WATCHING ONE'S SELF.—"When I was a boy," said an old man, "we had a schoolmaster who had an odd way of catching the idle boys. One day he called out to us: "Boys, I must have a closer attention to your books. The first one that sees another idle, I want you to inform me, and I will attend to the case."

"'Ah!' thought I to myself, 'there is Joe Simmons that I don't like. I'll watch him, and if I see him look off his book, I'll tell.' It was not long before I saw Joe look off his book, and immediately I informed the master.

"'Indeed!' said he; 'how did you know he was idle?'

"'I saw him,' said I.

"'You did? And were your eyes on your book when you saw him?'

"I was caught, and I never watched for idle boys again."

If we are sufficiently watchful over our own conduct, we shall have no time to find fault with the conduct of others. Time is short, and if your cross be heavy, remember you have not far to carry it.

CORPORAL PUNISHMENT. — A successful battle has been made upon *corporal* punishment, so we wage war upon *soul* torture, as being an enemy far more inimical to public education. We demand of teachers that the treatment of their pupils be such as is prompted by a genuine self-respect, an honest pride that scorns to take advantage of their position, a controlling sympathy with childhood and its lines of activity, a Christian spirit of forbearance with the failures, and an abiding reverence for the souls of children. We appeal to teachers that they abstain from every form of petulant exactions, of censorious criticism, of injudicious fault-finding. On behalf of the little ones we petition. Let them alone; they are worried over-much; their school days, that ought to be their most pleasant seasons, are rendered irksome because of some underflow of heartlessnes. We have no desire to put this too strong; we could hardly do so, for we think the facts will more than sustain our position. We do not intimate that it is general—it is not. As a body, our teachers are of natures too noble. But its existence as a practice by many, altogether too many teachers, is a stubborn fact that will not be gainsaid, and it is of these we ask better things. If but one soul has been tortured or wronged by some inexpedient or ill-timed criticism, or by some unkind and unmerited rebuke of a single teacher, it were enough to command the sympathy of our pen. Let us, then, have in school management a patient, sympathetic and charitable treatment of our pupils, and our word for it, we shall soon see our schools endeared to the hearts of the children, and ourselves occupying an enviable place in their regard. —Chicago Teacher.

PITHY PROVERBS.—It is better to be flush in the pocket than in the face.

Cruelty is a draft upon humanity all are too poor to pay.

It is only when the rich are sick that they realize the importance of wealth.

The world cannot explain its own difficulties without the assistance of another.

We hear the rain fall, but not the snow. Bitter grief is loud, calm grief is silent.

You cannot dream yourself into a character, you must hammer and forge yourself one.

Most of our misfortunes are more supportable than the comments of our friends upon them.

Falsehood is often rocked by truth, but she soon outgrows her cradle, and discards her nurse.

Men who travel barefooted around a newly carpeted bed-room, often find themselves on the wrong tack.

AUTHORITY OF TEACHERS.—We commend to our readers the wisdom and justice of the following remarks of a judge in Blair county, Penn., upon the general subject of prosecuting teachers for using corporal punishment in the government of schools:—"Any teacher who is so forgetful of the duties of his high calling, or the far-reaching consequences of his acts, as to maliciously or cruelly beat a pupil, should, without faltering or without hesitation on your part, be convicted of assault and battery. On the other hand, it is of the greatest moment that our teachers in our public schools be encouraged and sustained in every proper exercise of their authority. The very existence of these institutions depends on sustaining the teacher in his authority, when properly exercised, in the school-room. If the teacher is stripped of his authority to enforce attention, or to prohibit disorder in the school-room, by unfounded or trivial prosecutions, the end of the system for good is very near at hand. Rebellion and contumacy on the part of the pupils will become chronic; the teacher, instead of training youth, will be engaged in a continual contest to maintain his authority."

HOME EDUCATION.—Every girl and every boy should have the care of something belonging to him or her, to raise, or cultivate, or improve. When there is plenty of room, as on a farm, boys should own a horse or a cow, or have a portion of the garden to cultivate; and the girls should be allowed to possess a beehive, or a certain number of hens, or fruit-bearing vines; or something of value, that by care and proper cultivation increases and returns a value for itself. Children will acquire an interest in, and derive a happiness from, this form of industry that will repay the effort and trial.

—Pennsylvania School Journal.

THERE is a school district in Maine where the twenty-four pupils are all the teacher's second cousins, and each is brother, sister, or cousin of every other pupil. It has been called a family school.

PENNSYLVANIA declines both compulsory education and uniformity of text-books.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Now, Sweet Now.

RECITATION FOR GIRLS.

BY REV. W. O. CUSHING.

With heart as joyous, light, and free
As warbling bird or wand'ring bee,
The happiest, dearest time to me,
Is now, sweet now.

The morning hour is sweet with bells;
Of long, bright days the sunshine tells;
Our path leads up the golden dells
Of Now, sweet Now.

Far off the coming years are rife,
With many a tear, and pain, and strife;
The best, best time of all our life,
Is now, sweet now.

Both Sides.

RECITATION FOR THREE GIRLS

BY A. J. M.

First Girl.—What do the stars say, Isabel Blaine,
Gathered in clusters bright?
Isabel.—Oh! We've screwed our brightest burners on,
To shine for your birthday night.
Your eyes are stars, and the flowers you wear
Seem pure, white stars in your waving hair.
While visions bright, of all delight,
Rise on the perfumed air;
Like jewels we shine. for the rich and fine,
In our setting of exquisite design.
First Girl.—What do the stars say, Molly O'Rourke,
Watching with keen, cold eyes?
Molly.—"O faith, what a pity," they seem to say,
"That ever the sun should rise!
Why don't you die now, Molly my dear?
And we will be candles to light your bier.
Do you want to live, when the new days give
Only new pain and fear?
We are far, far away," the mocking stars say,
"And little we care if you freeze before day."
First Girl.—What does the snow say, Isabel Blaine,
Whirling against the pane?
Isabel.—The dainty white snow-flakes softly sing,
"Oh! welcome our fairy train.
To-morrow the sleighs will merrily glide,
And you with mamma take an elegant ride.
We are coming *en masse;* since we have a free pass,
To make merriment far and wide.
Snowballing's begun, and all sorts of fun,
Will last till we are called home by the sun."
First Girl.—What does the wind say, Molly O'Rourke,
Drifting across the floor?
Molly.—"I found so many convenient cracks,
I couldn't pick out the door!
Now, Mollie my darlin', I'll spread you a bed,
With pretty white pillows to rest your head.
If you'll go to sleep, in this soft white heap,
You'll forget you had no bread.
Up and down the street, through the snow and sleet,
You must go to-morrow with cold, bare feet."
First Girl.—What does the wind say, Isabel Blaine,
Sweeping the broad street through?
Isabel.—"I will blow the beggars away, pretty Bell,
For I know they obstruct your view.
It is quite distressing to see them here,
In their thin old gowns, this time in the year.
Your skates are new, and your suit of blue
Longs in the Park to appear.
So I'll stiffen the ice,—won't that be nice?
And make good skating there in a trice."
Firtt Girl.—What does the wind say, Molly O'Rourke,
As it strains at your ragged shawl?
Molly.—"Ill numb you hands, and I'll freeze your toes,
Nor lave you alone at all,
For all the rich folks comin' this way,

Never a penny you'll get the day!
Be off wid yer song! They hurry along,
And won't stop to hear if you stay.
Coal's goin' up higher,—an' troth! I'd inquire,
If that same is the case wid yer mither's coal fire?"
First Girl.—What does God say to Molly O'Rourke,
And what to Isabel Blaine?
Molly and Isabel.—Your loving Father cares for you both,
And hears when you boast or complain,
The stars and the snow are the work of his hand,
And though you know not all his purposes grand,
Believe in his love, and look always above;
Trust, where you cannot understand;
His love passes all other, e'en that of a mother,—
And he says to you, "Love one another."

Matty and Isabel should be of the same size, and dressed n appropriate costume for a very rich and a very poor child. In the last line Isabel throws her arms affectionatnly around Molly. The third girl should be taller and in usual dress.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above]

THE Editor of this department did not see a proof of the first week's issue. He trusts that after the new enterprise is fairly started, such arrangements will be possible as will enable him to read the proofs. He will do his best to prevent such slips of the types as suddenly transport a man from the snows of Siberia to the burning sun of "Liberia."

Red Snow.

All our readers have probably seen accounts of red snow. Sometimes, it is true, the snow which seems to be red is found to be so only on account of a peculiar reflection of light; but there are well authenticated cases where the snow is really found to be of this color for miles in extent and several feet in depth. Most Arctic explorers tell us that they have seen it, but until recently we have never known of its being obtained and preserved within the limits of the United States. It was our good fortune, a few evenings since, to examine a specimen sent by Dr. Wm. H. Harkness, of Sacramento, California, to a microscopial society in New England. The snow was obtained ten thousand feet above the level of the sea, probably on some peak of the Sierra Nevada range.

Red snow seems to have been known at a very early date. Aristotle and Pliny are supposed to have referred to it. In modern times it attracted little attention till 1760, when Saussure observed it in the Alps. Capt. Ross found specimens in the region of Baffin's Bay, which were examined by scientific men after his return in 1819. Capt. Parry also brought home specimens from the Arctic regions, and the same may be true of other later explorers. It has been seen in the mountains of Peru, in the Pyrenees and the Dovefield mountains. Specimens have also been obtained from the Scottish Island of Lismore. During the present century it has been examined by Brown, Bauer, Wrangle, Agardh, Hooker, Greville, Shuttleworth, and other scientific men.

The color of red snow is undoubtedly due to the presence of a minute plant or animal. It is, of course, this organism, or a portion of it, which is retained after the snow has melted, and which is mounted for the microscope. Its appearance, as seen under the microscope, is somewhat like that of the red corpuscles of the blood. The size of the red globules is one thousandth of an inch, or less, in diameter. Various opinions have prevailed as to the nature of this organism. Some have thought it to be simply the spores of some plant deposited upon the snow. Others have contended that it is itself a fungus, or a lichen. Others still, and among them Agassiz, have thought it to be an animalcule; probably because it has, at certain stages of its existence, a limited power of motion, produced by the vibration of cilia. But the opinion which now prevails is that it is a plant, a species of algæ, and it is now generally called *protococcus nivalis*, though Hooker calls it *palmella nivalis*.

Another species of *protococcus* is much more common than the snow plant. It may be found after a rain storm, especially in the spring, in many stagnant pools of water where there is an abundance of decaying organic matter. One of the most beautiful objects we have recently seen through a microscope, is a cage of living *rotifers* with their wheels apparently revolving rapidly, thus producing currents of water, and drawing in these little red globules (*protococcus pluvialis*) on which they feed.

It has been supposed that these two species of *protococcus* may, in some cases, have been confounded with each other. As both have been found in our own country, we trust that they may be studied by American observers till their true relations are ascertained, and the various changes of the snow plant are as well known as are those of the rain-water plant. It is possible that the specimens found in Arctic and Alpine regions, in Scotland and California, may not be identical. There may be more than one species of plants, or of animals, living in snow.

Gory-dew (*palmella cruenta*), a dark red, slimy film mentioned by some authors, found on damp walls and in shady places, is a plant closely allied to those above named.

In various lines of investigation, the question arises, what are the limits of temperature within which life is possible? Variations of temperature are more fatal to life than constant heat, or constant cold. Here is the snow plant which will flourish in extreme cold. If, in our variable climate, we would have a flourishing garden of *protococcus nivalis*, we must artificially secure for it a constant cold. How low must the temperature be to prevent the growth of the snow plant? Is it possible to kill it with cold? If the limit is reached for this organism, may there not be other plants or animals adapted to flourish in still greater cold? If some forms of life will flourish with intense cold, may there not be others adapted to intense heat? Who can affirm with certainty that the sun is too hot, or that any planet is too cold, for the existence of some form of life?

Mines in Massachusetts.

Western Massachusetts has already gained a world-wide fame for its fossil foot-prints. Now the Eastern part of the State is determined to make some stir for itself in the world of minerals and mines; and not only so, but the quiet old city of Newburyport has become the center of this activity. It aims not simply to instruct the scientific world, but to affect the business world. The natives of Essex County wandered off to California, and to the newer western territories, in search of the precious metals, little dreaming that a few years later the quiet inhabitants of that region would be quarreling over silver mines "as rich as any in Colorado,"—mines where a value of $350 runs up in three years to $100,000, and the proprietors are obliged to call in the lawyers to share the proceeds. The people of Newburyport pass around their nuggets of gold worth twenty dollars, and their samples of pure silver worth two or three hundred dollars apiece, all from their own mines. We suppose that lead is too common to be worthy of mention now. Imagine a staid inhabitant of old Salisbury, "with hazel bough in hand," diligently following "the tipping of the tell-tale branch," and yet unable to determine where on his farm lies the mine whence came his specimen of gold-bearing quartz. Even the compositors and editors are so agitated that the types of one of the local newspapers tell of Hitchcock's "*geneological* survey" of the State.

The *Boston Journal of Chemistry*, whose senior editor resides in Essex County, is supposed to tell us sober facts in the following extract:

"It is a little singular that what promises to be a very rich lead mine should have been discovered in the rocky pastures just behind the old city of Newburyport, in Essex County, Mass. It is singular, because no one has ever suspected that any portion of Eastern Massachusetts was rich in mineral deposits. A vein of lead ore, yielding on analysis about eighty per cent. of the metal, has recently been opened at the place named, which is nearly five feet in breadth and twelve feet in depth, and it is stated that it has been traced a distance of a quarter of a mile. It is probable that several other veins of perhaps equal magnitude exist in the locality, and the region at the present time promises to become one of great activity in mining and metallurgical operations. It is alleged that the ore is rich in gold and silver, the latter precious metal being found to be present in portions of the vein to the extent of one hundred ounces to the ton. This, if true, would be somewhat extraordinary, as the English lead sulphides which hold ten or twenty ounces are regarded as rich. These ores, when holding but three or four ounces, are considered worth assaying for the recovery of the silver. The demand for lead in the arts and manufactures is so enormous, that fears have been expressed that the supply would become inadequate to the wants of the world. Our mines in Iowa, Illinois, and Missouri give indications of exhaustion, and the English supply, so far as known, is limited in extent.. It is therefore fortunate that new deposits of such magnitude have been discovered."

Department for Written Examinations.

Problems.

1. A man wishes to enclose a circular field which shall contain 1-24 as many acres as it will require rails to build a fence around it. The rails being 15 feet long, and the fence 6 rails high, how many acres must there be in the field?

2. I was employed by a gentleman to take the dimensions of a certain cistern. When I commenced, the time passed from noon was 5-13 of the time to midnight; and when I finished, the time past noon was 7-11 of the time to midnight. I found the dimensions as follows: A diagonal from the bottom on one side to the top on the other bore the same ratio to the time employed in minutes that the staves bore to the top diameter. The top diameter was double the bottom diameter, and the staves of the length of both diameters. What was the depth of the cistern, and how long was I employed?

3. What length of tape will be required to wind spirally around a tapering stick that commences 1 foot in diameter, and tapers ¾ of an inch to the foot, till it terminates in a point, provided it passes round the cylinder once in every 4 feet?

4. A landed man two daughters had,
And both were very fair;
To each he gave a piece of land,—
One round, the other square;
At forty dollars the acre just,
Each piece its value had,
The dollars that encompassed each,
For each exactly paid.
If 'cross a dollar be an inch
And just a half inch more,
Which did the better portion have,
That had the round, or square?

5. A pole 75 feet high stands on a hill-side. At what height from the ground must it be cut off, that the top may fall on a point 20 feet down the hill from the foot of the pole, while a horizontal line drawn from the foot of the pole, and intersecting the part cut off shall be 15 feet? The end of the pole, where it is to be cut off, resting, of course, on the upright part.

Answers desired to be directed to editor.

THERE is one good thing about "hobbies"; when a teacher has one he usually does some very good work with his pupils in his specialty. But at best "hobby" teaching is very one-sided in its results, and not at all suited for that general development essential as a basis for a future education even in any specialty.

TEACHERS do not always inquire sufficiently into the causes of failure in the preparation of school lessons. A careful examination into the matter often reveals need for sympathy and aid rather than cause for censure. The trouble often lies back of the school; in the conditions of the home, the requirements for outside parental organization. Study each individual case as far as practicable.

New Publications.

The volume containing the journal of proceedings of the session of the National Educational Association in Detroit, last summer, with the addresses delivered on the occasion, comes to us with the imprint of Charles Hamilton of Worcester, the work of preparing it having been intrusted to a committee of publication, of which A. P. Marble, superintendent of schools in Worcester, is chairman. The value of this document is apparent upon the most superficial inspection. It contains twenty or more essays on topics of theoretical and practical education, by men and women, most of whom have a national reputation through their services as organizers of and instructors in colleges and schools of other grades. Some of the addresses, for example that of President Andrew D. White, on a "National University," that of President Noah Porter, on "Preparatory Schools for College and University Life," and that of Dr. Edward H. Clarke, on "The Building of a Brain," have already been the text of much discussion. Others who brought to the session the fruit of their mature thought on important subjects of consideration were William T. Harris, LL.D., superintendent of the St. Louis public schools, the Rev. A. P. Peabody, D.D., James D. Butler, LL.D., Professor J. K. Hosmer, Professor John Ogden, Hon. E. E. White, and Mrs. A. C. Martin. These are not all, but they are sufficient to show that many of our best educators participated in the deliberations. The address of Professor Hosmer on "Co-education of the Sexes in Universities," and that of Mrs. Martin on the question of what shall be attempted in elementary schools, which we have read with particular interest, may not be better than others, but they are certainly full of excellent suggestions. The book may be obtained by remitting the price, $1.75, to A. P. Marble, Worcester.

THE ÆNEID OF VIRGIL, as contained in the first six books, with a Latin Ordo and copious Notes. By Charles Wiley, D.D., Rector of the Montrose Classical and Military School. New York: Henry Holt and Co.; 1874.

This is one of "The Ordo Series of Classics," or "Aids to the Study of the Classics."

The distinctive character of the works in this series, (thus far Cæsar's Gallic War, Cicero's Select Orations, and the present work), may be inferred from the title. The English order of the Latin text is given throughout, though not on the same page with the text. The original stands complete by itself in the first part of the book. Then follows in the second part the "ordo," with copious foot-notes.

The editor in his preface gives at some length his reasons for adopting the "ordo" as the best means for helping the young student of the classics. We can fully agree with him that a great deal of help is necessary for the beginner in his efforts to translate a classic author, and that many teachers are altogether too parsimonious in this respect, but we are not prepared to admit that an "ordo" is the best kind of help, except occasionally in very complicated passages. To our mind a good idiomatic translation would be much more valuable to the student, that is if either must be used, which we do not admit. Yet the editor seems to consider an English translation as "more exceptionable aid" which the student may be tempted to use, if he has not the "ordo" prepared for him. It must be observed, however, that this "more exceptionable aid" is given without stint in the foot-notes.

A well annotated work, giving not merely grammatical references, Sankrit derivations, but fair explanations of difficult passages, and frequent translations of passages where the idioms of the two languages are widely different, with the customary help on historical, geographical, mythological, and other like allusions would, in our opinion, do far more for the pupil than an "ordo" accompanied by wholesale translations of long sentences and paragraphs. We cannot help thinking that a pupil of any spirit and ambition, would scorn to be thus "boosted" all the way through his preparatory Latin and Greek. Until he gets fairly acquainted with an author's style and vocabulary, help him as much as you please,—the more the better, perhaps,—but by all means teach him to go alone as soon as he is able. When he falters, encourage him; when he stumbles and falls, help him up on his feet again; but always strive to develop in him a manly self-dependence.

Possibly, however, under the guidance of a good teacher, good classical scholars may be made by following the method adopted in the book before us, though with the average teacher we fear that the results would be far from flattering. For those who wish to try it, we can say that the book is handsomely got up with good paper and good type, and that the foot-notes are in the main very good and helpful. It contains a very good "Life of Virgil," and an index of proper names, such as every school edition of Virgil ought to have.

Educational Notes.

The San Francisco School Board has adopted resolutions that the public school teachers of the lower grades shall study drawing, for the purpose of giving lessons to their respective classes; that all regular teachers be required to pass an examination in drawing at the next June vacation, and that those teachers who, without being excused by the committee, on account of proficiency, refuse to take lessons, and fail to pass examination, shall forfeit their positions.

The public schools of New York city accommodate about ninety thousand scholars, of whom 305 are in the model schools, 1,058 in the Normal College, and the balance in the Primary and Grammar Schools. The number of scholars this year is considerably larger than last year. The number of teachers employed is 2,353; and the salaries of teachers in the primary and grammar schools amount to $2,250,000. The whole expense of the Board of Education amounts to $3,683,000.

A circular has been issued by the State Board of Education for the State of Indiana to all persons in charge of both public and private schools, announcing that an Educational Department will be opened at the next State Exposition, and calling for the preparation of specimens of drawing, penmanship, and examination papers.

Prof. James M. Smart, for several years past the Superintendent of the Public Schools of Fort Wayne, Ind., has been elected State Superintendent of Public Instruction. Alexander C. Hopkins has been appointed to the same office by the governor to fill the unexpired term of his father, deceased.

The following facts in regard to New York city are very suggestive: Theaters, operas, and other places of amusement cost $7,000,000 per year. The money spent every year in licensed saloons is about $50,000,000. Pauperism costs $6,000,000, and public schools only $35,00,000.

A young lady of Cuzco, the old capital of the Incas, has applied for permission to study for the degree of Doctor of Laws; and the Peruvian Minister of Justice has replied that there is nothing to prevent her doing so.

A boy by the name of Smith was reading the story of Pocahontas, when the principal of the school happening to pass through the room, said to him, "Was John Smith your uncle?" "No, sir," replied the boy, "But he's my father!"

Education in Delaware is in a deplorable condition. The absence of any supervision renders it impossible to give any authorized report concerning it. In 1870, there were in the State 23,100 persons over ten years of age who could not write.

Mr. C. S. Smart, who for several years past has had the supervision of the public schools of Circleville, O., is elected State Commissioner of Common Schools of Ohio, and entered on his duties in January.

A child wishing to say, "It has never been determined whether Greenland is an island or part of an Arctic continent," rendered it thus: "It has never been found out whether Greenland was Iceland or part of a horticultural."—Evidently not prepared for grade.

A citizen of Kansas complains that they have to pay a first-grade teacher $40 per month, while they can hire a man to make rails for $16 per month. Another proposes to charge teachers $5 each for certificates, to obtain money to pay the examiner.

Col. Homer B. Sprague, formerly professor in the State Normal School, Conn., but more recently of Brooklyn, N. Y., has been elected to fill the vacancy in Princeton College, caused by the resignation of Dr. J. S. Hart, professor of Rhetoric.

Worcester has two truant officers, who not only look after truants, but other non-attendants who should be present under existing laws. The results are favorable, and the superintendent reports that attendance has improved in a marked degree.

Hon. Newton Bateman, for fourteen years the Superintendent of Public Instruction in Illinois, having five times been re-elected to the office, has accepted the presidency of Knox College, Ill. S. M. Etter has been elected to fill the vacancy.

The new school law of California makes it obligatory upon parents to send their children to school at least two-thirds of the time between the ages of eight and fourteen.

The Kindergarten system in the St. Louis schools has been so successful that Superintendent Harris recommends the establishment of at least two additional schools.

Philadelphia is to have immediately a handsome new Normal School building for girls. The style of architecture is the modern collegiate, without any attempt at useless ornament.

Thomas B. Stockwell, of the Providence High School, accepts the office of Commissioner of Public Schools as the successor of the present editor of the NEW ENGLAND JOURNAL OF EDUCATION.

Edward Conant, principal of the Normal School at Randolph, Vt., has been elected by the Legislature of Vermont to succeed Hon. J. H. French, Superintendent of Public Instruction.

It is a significant fact, that during the year 1872, $8,000,000 were appropriated to the army in Japan, while only $1,500,000 were devoted to educational purposes.

It is probable that Prof. D. C. Gilman, President of the University of California, will accept the Presidency of the John Hopkins University, of Baltimore.

The annual reception of the English High School Association, which took place in Music Hall, Boston, Thursday evening, Jan. 14, was a brilliant affair.

The total number of persons under twelve or twenty-one years of age in Chicago unable to read and write is only 186.

In New York city, measures are being taken to obtain a complete list of all children of legal school age.

Indiana is said to have the largest public school fund of any State in the Union, amounting to over $8,000,000.

A free evening Art School is to be established in Columbus, Ohio.

The total number of students at Dartmouth this year is 457.

Chicago employs 93 per cent. of female teachers.

Pensylvania has 31 colleges.

WE call attention to the printing press advertised in our paper. It is a beautiful little machine, and took the highest prize at our late Mechanics' Fair. This Silver Medal was worthily bestowed.

GOVERNOR CHAMBERLAIN, of South Carolina, in his inaugural message, recommends that steps be taken to secure competent teachers for the public schools of that State.

STATE DEPARTMENTS.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M, New Haven.

HARTFORD. — This city has been passing through a somewhat "*heated term*," having recently held several town meetings for the purpose of settling the boundary lines between the out-lying districts. Incidentally, another question came up for consideration, viz.: the abolition of district boundaries, or consolidation of all the districts into one, to be placed under the administration of a single board. This question has been sharply discussed, in years past, and decided, by a large majority, in the negative. The same result was reached by the vote taken a few days since.

Doubtless, some advantage would be gained by the proposed change; but there are obstacles in the way, of a local character, which will insure the continuance of the present system for many years to come. With such a system of schools as Hartford possesses, the people of that city may well be contented. Its High School, with a perfect combination of classical and higher English departments, takes the highest rank with similar institutions. The Grammar Schools, some of whose principals have been a quarter of a century in service, have done much, by their thorough preparation of pupils for the High School, to give this institution the excellent reputation it has secured.

MIDDLETOWN.—A recent printed report of the schools, by Superintendent Sawyer, presents encouraging progress. That bane of school instruction—irregular attendance—has received "heroic" treatment, if we may judge from the results given for the past three years. The average number of tardinesses to each pupil, based on the average of daily attendance, was: In 1871-72, 10.7; in 1872-73, 7.4; in 1873-74, 5.2. At that rate, another three years will show a decided improvement; and the habit of punctuality will be not the least valuable of all the acquisitions in the schools, on the part of the pupils.

In 1839, Middletown enumerated 836 children, between 4 and 16 years. Of this number only 276 were in the public schools; 311 were in private schools, leaving 248 children of school age not attending any school, or more than one-fourth of the whole number enumerated! The cost of educating the 276 pupils in the public schools was 1,377 dollars, or $5 each. The amount paid for tuition of the 311 pupils in the private schools was $4,504; or about $14.50 each. The whole number reported in 1874, attending private schools in the city, was 165; and the total attending private schools in the town and city was only 269. The total attending no school in the city, in 1874, was 115, and in both the town and city was 267; of the number enumerated, which was 11, 126.

NEW HAVEN has made a beginning of what we may hope will grow into a large and well-stocked establishment, for supplying schools with everything in the form of school apparatus. J. W. Schermerhorn, whose house at 14 Bond street, N. Y., is widely known, has opened a store in this city, at No. 64 Orange street, at which school furniture and supplies of all kinds can be obtained for schools on the same terms as in New York. This will be a great convenience to school authorities in Connecticut, who will be able to secure supplies for their schools at a great saving of time, expense, and travel. Teachers in the vicinity will find it pleasant to look over the stock of goods in the store.

Rev. Dr. Bacon stated recently, in his Thanksgiving discourse, that fifty years ago New Haven did not possess a single public school-house.

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown,

BOSTON.—*Organization of the School Committee.* The first meeting was held on Tuesday evening, Jan. 12, Mayor Cobb presiding. Among the members was James T. Still of Ward 6, the first colored man that ever occupied a seat in the board. The women elected, viz., Lucretia P. Hale of Ward 4, Abby W. May of Ward 6, Katherine G. Wells of Ward 9, Lucretia G. Crocker of Ward 11, Lucia M. Peabody of Ward 14, and Mary J. S. Blake of Ward 16, occupied seats together on the right centre of the Council Chamber, and formed the main object of attraction for numerous spectators, many of whom were ladies, who occupied the galleries.

The Board was called to order at half-past seven o'clock, and prayer was offered by Rev. R. G. Seymour, a member from Ward 14.

Messrs. Brown of Ward 9, Williams of Ward 14, and Norton of Ward 19, were appointed a committee on credentials, who reported that the newly elected members were present.

Barnard Capen was unanimously elected Secretary, receiving 90 votes. On motion of Mr. Learnard of Ward 11, the salary of the secretary was fixed at $2,000.

On motion of Mr. Allen of Ward 1, the rules and regulations of last year were adopted for the present year.

The Mayor appointed the several committees; among them are the following, on which lady members were appointed: Text books, Mrs. Wells; drawing, Miss Peabody; deaf mutes, Miss Crocker; kindergarten, Miss Hale; Industrial School, Miss May; Normal School, Miss Crocker; Girls' High School, Miss May; Roxbury High School, Miss Peabody; Dorchester High School, Mrs. Blake; Bowditch School, Miss Hale; Bowdoin School, Miss May; Dorchester Everett, Mrs. Blake; Dudley School, Miss Peabody; Dwight School, Miss Crocker; Everett School Miss Crocker; Franklin School, Mrs. Wells; Ditson School, Mrs. Blake; Mather School, Mrs. Blake; Quincy School, Miss May and Miss Hale; Wells School, Miss Hale.

Adjourned to Tuesday, January 26.

WEST ROXBURY DISTRICT.—*Silver Wedding.* The friends of Mr. A. J. Nutter, Principal of the Mount Vernon School, celebrated the 25th anniversary of his marriage by a Christmas surprise party, to which some thirty came, bringing a Christmas dinner, besides presents of silver ware and other tokens of friendship.

LYNN.—At the first School Committee meeting for the year 1875, Theodore Atwill was appointed chairman and William P. Sargaent secretary, for the year. The Committee is composed of twenty-one members, sixteen of whom are gentlemen and five ladies.

WORCESTER.—The School Committee, at a late meeting, adopted Swinton's text-books in Language as the basis of instruction in that study.

Miss Fannie S. Holman, from South Framingham, was appointed assistant in the Ledger street Grammar School, in place of Miss Hattie M. Johnson, resigned. Miss Alla W. Foster, teacher of History in the High School, has resigned to go to Cincinnati. Miss Mary A. Smith has also resigned.

A correspondent of the *Spy* asks why the male teachers in the High School are paid so much higher salaries than the female teachers. The answer, in this and similar cases, is the law of supply and demand. Good male teachers cannot be found at the salaries paid equally good female teachers.

CAMBRIDGE.—Dr. Bartol, in his sermon on ex-President Walker of Harvard, just deceased, says: He was always a seeker for truth. He never came to the end of his quest in any direction. All questions were always open to him. A young minister in doctrinal difficulties once sought his advice. His response was that all creeds were imperfect. He was not of inventive genius to discover, but wise to expound, persuasive to enunciate, and strong to apply. He had his limitations, but he knew them, and seemed to take a grim sort of pleasure in laughing at them.

SPRINGFIELD.—From the reports of the Committee and Superintendent, just published, it appears that the schools of the city have had, during the past year, an enrollment of 5448 pupils in the day schools, and 432 in the evening and drawing schools, and the average daily attendance has been 93.4 per cent. Number of teachers employed, including those in evening schools, 140. The current expenses of the schools have been $110,000; repairs, $16,500; new schoolhouses, about $67,600. A new High School House has just been completed at an expense of $137,000, exclusive of the lot, which cost $30,000.

Maine.

STATE EDITOR, Hon. WARREN JOHNSON Augusta.

ONE hundred and sixty-three towns and cities in the State have the past year availed themselves of the free high-school act, and will receive from the State the sum of $30,130.

The increasing promptness of school officials is made clear by the fact that every city and town in the State reported in season to realize the benefit of a full apportionment by the State Treasurer—a condition of things never before known in our history.

PROF. C. C. ROUNDS, the principal of the Western Normal School at Farmington, reports that at the end of the first decade of the existence of that school, that nearly 1,000 young men and women have been connected with the school, and that 198 have graduated from the complete course.

In answer to the question whether the State is justified in maintaining Normal Schools, the principal reports that, in answer to letters sent to the graduates, he has received replies from 130:—Aggregate number of years they have taught in Maine, 298¼; aggregate number of years they have taught in other States, 68; total, 366¼; average number of years they have taught in Maine, 2.2; Number still teaching, 87. 66 12-13 per cent. of those reporting are still teaching; 6 of these are still at school, and 2 have died. Eighty-two per cent. of graduates reporting, of four years' standing or less, are teaching or attending school. Although in this statement are iucluded reports from forty-one who had graduated within less than two years of the date of the report, it will be seen that the pledge of two years' service in the State is more than kept, and this fact becomes still more evident upon examining the reports of the earlier graduating classes.

For fuller information in regard to the professional work of the school, he refers to the following statement of the object of the Normal Schools, as defined in the school law, and of the means and methods in use for the accomplishment of that object. A longer course would enable us to give more attention to professional training.

Object. The thorough training of teachers for their professional labors.

Means—1. Such an organization of the school as illustrates the working of thoroughly graded Grammar and High Schools.

2. A Primary Model and Training School, illustrating the best methods of Primary School organization and instruction.

3. Excellent apparatus, recently pnrchased, for illustration of the various branches of science, and for the practical training of pupils in the care and use of apparatus.

4. A library of works in various departments of science and literature, carefully selected to cultivate the taste aud guide the researches of members of the school.

5. A Teachers' Association, comprising the entire membership of the school, meeting one-half day of each week.

Methods — 1. Thorough instruction in the branches of study included in the course, with special reference to modes of teaching the same.

2. Cultivating, by modes of class work adopted, the skill in the use of apparatus and the facility in illustration, the self-reliance, the power of logical thought and of easy and correct expression, and the style of address necessary to the successful teacher.

3. Preparation of essays upon educational subjects, and discussion of educational questions in the Teacher's Association.

4. Careful study of mental philosophy in its applications to self-culture and to education.

5. Study of the history and theory of education, and of modes of school organization, discipline, and instruction.

6. Practice in conducting recitations, and in giving oral lessons before classes and before the school, under the direction and criticism of teachers.

7. Practice in teaching in the Primary Training School during the last year of the course, under the instruction and criticism of the teachers of the Training School, and of the Normal School teachers.

Aggregate expended for current school purposes in 1874, $1,237,778; increase over 1873, $75,319.

Rhode Island.

STATE EDITOR, Hon. T. B. STOCKWELL, Providence.

PROVIDENCE.—The Board of Examiners of the State Normal School, consisting of the following persons: A. D. Nickerson, Esq., Rev. C. J. White, Col. Thomas W. Higginson, Hon. Rowland Hazard, Gen. Thos. W. Chace, and Hon. Wm. J. Miller, organized at a meeting held at the Normal School building, on Saturday, the 2d of January, electing Col. T. W. Higginson, of Newport, chairman, and Hon. Wm. J. Miller, of Bristol, secretary. The public examination of this school will be on Thursday, Jan. 1, and the graduating exercises will occur on Friday, Jan. 22.

The annual military inspection of the Mowry and Goff High School took place on Friday, the 8th inst., under the direction of Ass't. Adj-Gen. Heber LeFavour. The military exercises have always been very creditable, and constitute a strong element of popularity.

Since the school-house in the Jenckesville district has been enlarged and arranged in two rooms instead of one, the school has been divided, and the school committee have approved of Miss Katie Hearne as one of the teachers.

CAROLINA MILLS.—At a teachers' institute, held at this village last week, there was a very full attendance of the teachers of the surrounding towns. Much interest was manifested, and a permanent organization was effected as follows: The report of the committee on permanent organization was read and accepted, and the articles reported were adopted as the constitution of the "Richmond and Charlestown Teachers' Institute." The Institute then elected its officers, with Abel Tanner, president.

WOONSOCKET.—Rev. C. J. White, Superintendent of the Public Schools, has announced Jan. 12, 13, 18, 19, 20, 21, 22, and 29, as dates for the quarterly visitations of the schools, commencing with the primary schools.

NORTH SCITUATE.—The winter term of Lapham Institute has recently opened under encouraging auspices. An increase in number of pupils and in general interest marks the opening of the year. Miss Ellen Knowlton, preceptress, having resigned her situation, the vacancy has been filled by the election of Miss Abbie E. Jenvers, of Dover, N. H., a former teacher.

ASHAWAY.—We commend the liberal policy of this community in the provision they make for their schools. At a recent meeting of the district, it was voted to purchase for the use of their school a cabinet organ, at a cost of not over $400.

Vermont.

STATE EDITOR, REV. H. T. FULLER, St. Johnsbury.

The State Teachers' Association will hold its annnal meeting at Academy Hall, St. Johnsbury, Thursday and Friday, January 21 and 22, beginning Thursday evening.

The following is the order of exercises:

THURSDAY, P. M.

7.00—Organization. 7.30—Address by Edward Conant, President of the Association, Randolph. 8.30—Lecture: Sermons in Stones; by Prof. H. M. Seelye, Middlebury.

FRIDAY, A. M.

9.00—Business Meeting: Reports of Executive Committee and Treasurer. 9.30—General discussion concerning new and valuable text books. 10.00—Paper: Review of Allen and Greenough's Latin Grammar; by Prof. W. C. Simmons, Burlington. 10.30—Discussion: The best method of teaching Physiology in our schools; opened by Judah Dana, Rutland. 11.10—Discussion: The merits and utility of Steele's Fourteen Weeks' Series; by Dr. N. Barrows, Meriden, N. H., C. A. Bunker, Peacham. 2.00 P. M.—Paper: Written Examinations; by Mrs. Mary M. Ide, St. Johnsbury. 2.40—Paper: The Oswego Normal School system of Instruction; by Miss Lizzie A. Reese, Burlington. 3.20.—Discussion: Ought the courses of higher English and Classical study for our High Schools and Academies to be four years in length? by Geo. A. Gates, Morrisville, and J. S. Brown, Lyndon Center. 4.30—Election of Officers, miscellaneous business. 7.15—Historical

Address; by J. S. Spaulding, Barre. 8.15—Address; by J. H. Worcester, DD., Burlington.

[Return checks furnished over Connecticut and Passumpsic R.R., Montpelier and Wells River R. R., Portland and Ogdensburg R. R, and South Eastern R. R. Central Vermont R. R. reduces rates 25 per cent. Hotels will take guests at reduced prices, and citizens will generally entertain the members.]

State Superintendent Conant is giving a series of educational lectures, and proposes to canvass a considerable part of the State during the remainder of the winter. He spoke at Marshfield, Jan. 1; at Cabot, Jan. 2; at Greensboro Jan. 4, and at Johnson, Jan. 6.

The examination of the graduating classes o the State Normal School at Johnson, occurred Jan. 6 and 7, and were attended and conducted by Supt. Conant, and President Buckham of the University of Vermont.

The Fall term of St. Johnsbury Academy closed January 12, with an examination of two days in length. The aggregate attendance for the term has been 260.

Mr. Chas. A. Prouty, of Newport, received the first Hubbard prize, offered to member of Senior class at Dartmouth College for excellence in English essay writing.

New Hampshire.

STATE EDITOR, Prof. J. E. VOSE, Francestown, N. H.

DARTMOUTH COLLEGE.—Prof. A. S. Hardy has just presented to the Chandler Scientific Department, specimens of the principal stones used in building, both in this country and in Europe. This collection, numbering about 2000, is probably one of the best in the country.

The College Faculty and citizens have lately formed themselves into an organization for the purpose of setting out trees, and taking other measures to beautify the village.

The number of students teaching winter schools is much less than usual, being only about one-quarter of the whole.

One of the students who is out teaching was actually engaged by sending his photograph to the Superintendent of the School Committee, who was unwilling to engage any one unless good looking. This is a new qualification of teachers. Query: Will Supts. Simonds aud Edgerly venture to introduce it into the next edition of their Examination Papers?

At the supper of the Lowell Association of the Dartmouth Alumni, at Lowell, November 30th, the amount of $500 was pledged for the purpose of heating the Library room and Reed Hall with steam. The apparatus has just been put in, and works very satisfactorily.

The Glee Club has been giving concerts at Concord, Manchester, Nashua, Lowell, and Law rence, and made a very successful trip. The Nashua papers remark it as worthy of note, that none of the club when in that city would accept the offer of liquor or beer, or even "take a cigar."

The College delegation to the boating association at Hartford were instructed to vote for Saratoga, as the place for the next regatta, and against the admission of any other College into the association except Amherst. No delegate are sent to the inter-collegiate literary contest on account of lack of time for preparation.

A man has been employed to keep the Connecticut free from snow during the winter, and the students fully improve their opportunities of skating. In the evening large bonfires light the river nd there are jolly times.

The Hanover correspondent of the Lebanon *Free Press* says, "The only question now agitating the American people in this section is, 'what will Dimond do with his potatoes?' 'The Agricultural College' now has about two acres not dug, and the spring will probably produce a new variety, which might be styled the 'State Seedling.'"

In a late address on Esthetic Culture, the President remarks the favorable influence which the various improvements in the College building have had on the deportment of the students.

STATE SUPERINTENDENT'S REPORT.—The twenty-eighth Annual Report of the Superintendent of Public Instruction, which somehow failed to make its appearance at the usual time last June, has just been issued in a well printed volume of 300 pages from the press of E. C. Jenks and Co., State printers. It contains: (1) A brief but suggestive Report of the Board of Education by the Sec., Hon. D. G. Beede.

(2) The able Report of the State Normal School, by the Principal, H. O. Ladd.

(3) Report of Hon. J. W. Simonds, State Supt. till Dec., 1873, embodying the proceedings of the State Institutions, and valuable suggestions as to the improvement of our present system.

(4) Report of Hon. D. G. Beede, Superintendent from Dec. 1873, giving abstracts of town reports, and fifty pages of carefully prepared and valuable statistics. As we shall have occasion to refer to these several reports again, we find space this week for only the principal statistics: Number of school districts in the State, 2,148; number of schools, 2,502; number of pupils, 69,178; average attendance (69 per cent), 47,275; children 4 to 14 not attending schools, 2,593; teachers—males 482, females 3,330, total 3,812; wages per month—males, $44,87, females, $24,90; average length of school year, weeks, 20; value of school buildings, etc., $2,208,025; value of maps, reference books, etc., $24,055. Total expenditure or school, $488,104; average per scholar, $7.05.

Mrs Mary N. Vose, preceptress of Francestown Academy, closed her earthly labors Jan. 6, after a severe and painful illness. She graduated at New Ipswich, under Prof. Quimy, taught first at Hartland Academy, then at Peterboro Academy, then with her husband in Kansas, and for the last two years in Francestown. From a child she was an intense student, quick and thorough as a scholar, and as a teacher few were more pains-taking and faithful. Her special province was French and German, though she excelled also in Latin and Mathematics. She died at her post, worn out with labor and study at the age of only 28. True, faithful Christian, in every relation of life, the hearts that break at their loss feel she deserved well her promotion.

Teachers interested in English Orthography, Grammar, and Literature, History, German, French, Latin, Italian, or Hebrew, may find assistance in the Catalogue of Henry Holt & Co., Publishers, 25 Bond street, New York.

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THE success of Kindergarten training in Boston has lead Mr. Philbrick to recommend the establishment of three or four experimental schools, instead of one. While he is not prepared to argue its adoption as a permanent part of primary school instruction, he believes that the system contains many invaluable elements which should be applied universally in the first stages of school education.

THE thirtieth Annual Meeting of the Rhode Island Institute of Instruction held at Providence, Jan. 14, 15, 16, was a success in point of numbers in attendance, and of interest in the lectures, papers, and discussions. Every town in the State was well represented by its teachers and school-officers, and this gathering of educators has come to be recognized of so great value to the schools of the State that the local officers close their schools to attend the meetings. A report of the proceedings of the Institute will be found in another part of our paper.

THE Massachusetts Legislature, in 1870, added Drawing to the branches of learning to be taught in the public schools of the State, and made provision that every city or town having more than three thousand inhabitants shall annually make provision for free instruction in Industrial or Mechanical Drawing to persons over fifteen years of age, and it is believed that the law has been generally complied with. This prompt response of the people indicates wisdom in legislation, inasmuch as it represents the demands of the various interests of the Commonwealth.

IF a Normal Art Building should be erected in Boston, wherein all the facilities could be furnished teachers and others for instruction in Art education, with special reference to the public schools of the State, we believe that a great want would be thereby met. If art is valuable in a commercial sense, it is more truly so in an æsthetic sense; and the culture it shall afford the youth in their varied and various offices of business and professional life should be a stimulus to the permanent establishment of the schools which shall thus educate them.

THE *New-York Tablet* (Roman Catholic) says that in view of the fact that the controversy started by Gladstone and now agitating England, is certain to spread over the United States, the question of education must necessarily occupy a large share of the attention of those engaged in promoting the interest of that faith. To quote its own words: "On the solution of this problem depends the very existence of Catholicity in this country." Let public educators understand that they have a direct personal agency in determining the question of government by the people, or by a despotic power.

THE reports which come to us from the evening school work carried on in our cities and large towns, is of the most encouraging character. The attendance of pupils is larger and more constant than in any preceding year; owing, mainly, perhaps to the large numbers, who, having no steady employment, are thereby enabled to attend these schools. Two classes of schools have been opened; one for instruction in the common school studies, and the others for teaching Industrial Drawing, Book-keeping, Philosophy, Chemistry, and kindred studies. As evening schools are supplementary to day schools, it is necessary that a rule should be adopted excluding children under fourteen years of age from attendance upon them. This has been made in many places with great advantage to both classes of schools.

ART EDUCATION has received a valuable indorsement in the recent message of Gov. Gaston to the Legislature of Massachusetts:

"There is a form of education which is rapidly gaining favor elsewhere, and which I rejoice to know has not been neglected here. I refer to what is ordinarily called art education. This is not confined to instruction in that kind of art which simply gratifies the taste. Although the possession of the products of this form of art has been largely confined to those who have private wealth, and although its cultivation has been supposed to be intended largely for their gratification, yet, if the time ever existed, it has certainly long since passed, when the love of art, and the taste for it, were the exclusive possessions of the rich or the highly cultivated. But I do refer to that kind of education which, while it is refining in its character, instructs the pupil in matters which aid him in performing the practical duties of a life of labor and toil. It has been well said: 'That perhaps the most practically important view of the subject of art education is its value commercially. In an essentially utilitarian age, things are judged by the standard of usefulness rather than sentiment; and wherever we find great success following the experiment of introducing art education, it is where business men have forwarded it and developed it as a question of dollars and cents. Such instruction will make our nation richer by making our artisans more tasteful and skillful, and by developing the latent talent of the industrial classes. Without this cultivation, no people can aspire to become a first class manufacturing nation, nor will they be able to compete successfully with the products of skilled industry in the great markets of the world. Mechanics are the sinews of our Commonwealth, and deserve the highest consideration of educators.'

"I regard the legislation already adopted on this subject as of great importance to the moral and material interests of the people of Massachusetts. There is no stronger safeguard for the protection and preservation of the high character of a people than the full enployment of their powers on objects worthy of pursuit, and their manliness and independence have no greater security than a well-founded consciousness of their ability to meet with credit and success all honorable competition and rivalry.

"The prominent position of the French nation in manufactures requiring the highest taste and skill was made most apparent at the Exposition in London, in 1851. At that time, Great Britain, in her own capital, in this class of manufactures, was found, among the great nations, to be below all other exhibitors, except the United States of America. This disclosure stimulated the pride and courage of the English government and people, and induced them to start art schools, the result of whose training was manifest at the Exposition in Paris in 1867, when Great Britain was placed among the first of her distinguished rivals. With Germany and many other countries of continental Europe the same spirit prevails, and to-day we are far behind all these countries in the development of the skill which commands the markets of the world by its fabrics of taste and beauty.

"I earnestly commend to your careful consideration this great subject of skilled labor. It is of vital interest to a manufacturing people, and I trust that your fostering care of it will be apparent in such legislation as may promote the welfare and renown of the Commonwealth and country."

The Genius of United States History.

BY CELESTE E. BUSH.

It is frequently quoted that "History repeats itself," in a way that leads us to infer that the history of one country is very like that of another, and so long as no one can digest the whole, it is of little consequence *where* we take our slice from the homogeneous mass.

But civil history repeats itself only in the sense that natural history does the same. The star-fish repeats the structure of the polyp, and the modern horse repeats the structure of the equine mammals of the tertiary formation; but this evident repetition has also been a development and elevation of the type form. And as in natural history we take a truer course by studying from the lower to the higher forms, from the simple cells of the lowest radiates to the perfected structure of man, so we find civil history progressive from its earliest records down to our own latest-formed institutions, and our own country,

"Heir of all the ages, in the foremost files of time,"

is too highly developed, too markedly specialized, to be grasped by a very immature mind.

Philologists declare that our grammar has suffered by an attempt to force it into conformity to the genius of some other language, and our history has been wronged in the same way. The history of other countries has been that of great masses of people, led by a few marked characters. The people were a mass, and could only be considered as such, and our thoughts, unable to wield the great bulk, could only center on the leaders. Their deeds of war, of achievements of statesmanship, represent the whole history of their time.

But the genius of our history is different. It is a vitalizing power which has lived *in* the masses, finding expression, sometimes in one man, sometimes in groups of men, widely separated, but obeying the same impulse at the same moment. This same spirit has been struggling for expression ever since history began. It was the life of the Greek republics, and the root from which Magna Charta sprang, but its former appearances were fitful and uncertain. Never, until our time, and in our country, has there been a history of the people.

Other countries have stories of kings and conquerors, invasions, golden ages, hoar antiquities, following which we come to the dimness of tradition; but ours stands out clear and bare, unadorned with legend, wonderful only for strength and simplicity. Misprizing friends have

sought to drape her with a woven fabric of tales and traditions, but gained only the vexation of beholding how meager the garment to cover the young giantess.

England's story is embodied in her moss-grown abbeys and towers; Rome lives to us in the lives of her Scipios and Cæsars; Greece will be understood where art has a votary; but our country can be interpreted by none of these. She is the great reservoir into which all countries have poured their streams, and we must begin at their sources to understand her rightly. It seems to me more and more a fundamental error, that pupils "finish" United States History before they are able to grasp its essential teaching. The older civilizations are usually reserved for latest study, and our own finished in the grammar schools. But would it not be better to place the *final* study of our own *after* the older, ours being the result of all others, and its spirit being best understood by comparison with others?

Do not understand me that young pupils should be left in ignorance of all that has been done in our land. Our narrative history should form an elementary course familiar to all, but the germ of our national life is not in these. It is in the planting and growth of the great principle of liberty and equality.

The national life had not begun when John Smith exercised military authority, no doubt salutary enough, over a band of English exiles in Jamestown. But when these Englishmen became Virginians, then they seemed to be endued with that spirit of freedom which is latent in every human breast, and which our very air seemed to develop, for it kindled spontaneously from Maine to Georgia. We know *how* that spirit developed itself; how it led them to cherish the assemblies representative of the people; how they dared resist kings and parliaments in the assertion of right; how they refused to be massed and herded together and arbitrarily led. They *would be* individuals, and to that end they cherished education and moral freedom, and brought to bear every possible leverage for the uplifting of individuals.

Could we enter into their motives of action, we should see that they were not so greatly interested in Indian massacres, French invasions, nor the acquisition of territory, as in building up in their midst and defending a just and strong government. Therefore we see them bending all their energy to obtaining definite terms as a basis for their government, and when those chartered rights are threatened, making desperate efforts to defend them. On every page of their story is written the unerring instinct for whatever is just and honest in the relation of men to each other; and in these instincts, with their consequent struggles for expression, lies the genius of our history.

Studying these principles, we see why our country *had to be* just what it is, and it is in their comprehension that the student gains that thrill of patriotism which makes him glory in his fatherland. Our narrative history does not compare favorably in interest and beauty with that of some other countries, but the growth of patriotism, and justice, and liberty, increasing year by year, nourished by trials, developed by oppression, culminating in the Declaration of Independence, and living in the Constitution, is incomparably grand. The genius of our history is the genius of freedom, and of a disciplined, uplifted, self-sacrificing manhood, and its exponent is in our laws and institutions. While we teach younger pupils Ancient and Mediæval History, let their final work be upon our own, as the most perfect and highly wrought of any, and as requiring maturer minds and more exalted views for a comprehension of its lofty spirit. Moreover the success of our Republic depends upon the understanding which our citizens have of the philosophy of our history.

God doth not need
Either man's work or His own gifts; who best
Bear His mild yoke, they serve Him best; His state
Is kingly; thousands at His bidding speed,
And post o'er land and ocean without rest;
They also serve who only stand and wait.

School Studies.

FIRST PAPER.—THE QUESTION STATED: ARITHMETIC.

BY ISAIAH DOLE.

At a recent meeting of an association of school superintendents there was a decided and unanimous expression of their belief of the need of changes in school studies. Now as these gentlemen from their official position will be effective agitators if they move in this direction, the question, *Is a change in the course of school studies desirable?* becomes of general interest. Manifestly a change is desirable, if the present course effects less in fitting pupils for after life than would another, or if it is needlessly irksome and painful in its routine.

Beyond the merest elements of learning, the leading branches taught in our lower public schools are Arithmetic, English Grammar, and Geography. These are so persistently taught that most pupils who have been subjected to the school drill for the usual time, attain to a ready knowledge of the contents of their school books. The importance of these studies is not to be called in question. But in a plan of education something more is to be considered than the value of the branches included therein. A judicious manager does not choose measures more laborious, protracted, and tedious than are requisite to gain a desired end; nor does he exhaust his means in procuring a small fraction of what would be highly serviceable to him, when he might secure two or three times as much by otherwise directing his efforts. So a judicious plan of education regards other than certain ends, by traditional estimate believed to be alone indispensable, and to be striven for first, secondly, thirdly, and all the time till gained, with whatever expenditure of vain and tiresome labor. A wise scheme of education would be in fitting relation to the developing faculties of pupils, and proportion its tasks to their expanding powers; would encourage rather than quench the curiosity of childhood, and early accustom youth to ranging in the boundless field of knowledge; would sustain and stimulate interest, increase mental discipline, and promote the more complete understanding of principles and operations, instead of mere familiarity with the verbal expression of the one and a readiness in the routine practice or description of the other.

Is the study of Arithmetic, as now pursued, in harmony with such a plan? Its elements are not above the understanding of quite young children. But the faculty for mathematical reasoning does not ordinarily develop rapidly. As children are now pressed on in Arithmetic, their recitation exercises are largely imitative and memoriter, with little comprehension or proper application of principles. Classes are carried along, rather than trained to advance of themselves. To most pupils the study becomes exceedingly tedious, or would be found so but for the excitement from competition for class standing. It is necessary to go over the same ground many times; and the child has hardly graduated from Arithmetic when he leaves the common school; and in most cases he is not then a proficient in this branch of study. In the high school or other educational institution of equivalent grade he undertakes the higher mathematics. The evils of the earlier course still cling to him. From the old habit of getting along in other ways he has become almost unconscious of the perceptive power through which he should make progress in his studies. He still seems to expect to learn by imitation and memory alone. The teacher is obliged to spend a large part of the time devoted to the elements of algebra in that kind of training which mental Arithmetic is so much better adapted to begin and to carry to a considerable degree of advancement. If it is a private school, and the teacher can control the routine of study, he perhaps tells the class that they will find it profitable to take Mental Arithmetic in review for a time, that afterwards they will advance more than enough faster in Algebra to make up for the delay. The reply of the class is ready; they had a long drill in that years ago, and they are tired to death of it, and must now have something new. The teacher makes a compromise, telling the class that they may go on with Algebra; that if they know all about Mental Arithmetic it cannot delay them to have a lesson also in that as an auxiliary exercise; but that they must show their readiness in this part of their lesson before the Algebra receives any attention at recitation. If the teacher has reputation and tact, the class will submit with some grumbling, with which their dissatisfaction safely escapes. All evil habits are in time partially corrected, dormant powers are awakened, and pupils at length find the true pleasure of depending upon themselves, of making acquisitions by searching for themselves into the relations of things. But how much time they have lost! How much painful toil they have gone through all in vain! How hard a struggle they have had in overcoming wrong habits! In how many weary cases is the evil never remedied! These many years it has been my deliberate judgment that three-fourths of the time given to Arithmetic is lost; and that in addition great mischief has been done in counteracting our American characteristic of self-reliance, and inducing distaste for study. The school discipline of fifty years ago was hardly so bad in some respects. Then, in the rural districts boys and girls, more than ten or twelve years old, attended school almost exclusively in the winter session. After their long service in the field and the kitchen, many of them were eager for study. In most schools, not only were there no blackboards, but no recitations in Arithmetic. Each scholar began his Arithmetic each winter at the beginning, not, however, in the review commonly "doing the sum," which seemed easy. As a general thing he understood his Arithmetic some better, and got along some farther than in the preceding winter. When he had "tried a sum" till he despaired of working it out by himself, he got the teacher or a more advanced scholar to show him. Some, however, after they were well started in the study, were so resolute and ambitious as almost never to accept help, resting from a difficulty by taking something else, but going back day after day, sometimes week after week, till perseverance found the way, when they felt more than conquerors. When a boy had got through the book (girls seldom advanced so far), though he could not rattle off the explanation of a question like a class-pupil of the present day, tried in to-day's lesson (not in last month's, which may be forgotten), he understood it not more imperfectly than many a class-pupil, who without a slip goes nobly through the whole process, but has only a dim perception of the relations he has stated in words that have been dictated to him many times. His training was not a good one, but it did not diminish his feeling of sturdy self-dependence.

The period of school tutelage has been increased, but compressed into fewer years. Scholars now leave the ungraded school or the intermediate school at about the age they formerly began Arithmetic. Consequently the relative loss of time devoted to Arithmetic has become greater. The perception of the relations of quantities is developed in most young children, only sufficiently to enable them to understand the fundamental rules of Arithmetic and their easiest applications. To take them beyond the limits of their perceptions is to make them learn by rote alone, to disregard the paramount end of a study which should chiefly exercise the reasoning powers, to waste the best period for initiation into some acquaintance with natural objects, and, through distaste for study, almost sure to spring up, to make it probable that in after life there will be little desire for any knowledge beyond that which is made necessary by the occupation in which each is engaged.

The beginning of the training of children in the relations of numbers is not too early. Also, at the first it is sometimes sufficiently simple. But how much better it would be to make it just a pleasant change from other things; to close the exercise before weariness; to

limit variety of questions to matters within the knowledge of the children; to employ only comparatively small numbers, to make lessons essentially real, whether books are used or not; and when pupils become able to study with advantage, set lessons in other branches, to give to Arithmetic but a subordinate place, gradually limiting the number of exercises in it to one or two a week, but lengthening them; and, finally, when the faculty for Mathematics is sufficiently developed, to make Arithmetic a leading study, and then secure its effectual aud speedy mastery.

Hon. John Kingsbury.

BY REUBEN A. GUILD, LL.D., BROWN UNIVERSITY.

In the first number of the NEW ENGLAND JOURNAL OF EDUCATION, brief mention is made of the Hon. John Kingsbury, LL.D., who died in Providence, Rhode Island, December 21, 1874, in the seventy-fourth year of his age. The departure of so prominent an educator, from a community with which he has been thoroughly identified during a long and useful life, and where his memory will be gratefully cherished in the years to come, makes it fitting that a record should be made on these pages, of his services in the cause of religion and "sound learning."

John Kingsbury was born in South Coventry, Connecticut, on the 26th of May, 1801. During his boyhood and youth he was trained to agricultural pursuits, working on the paternal farm until he was twenty years of age. He had the usual advantages for education afforded by a district school, teaching himself winters after he was fifteen years of age. After such preparation in the classical studies as he was able to make, under the instruction of the Rev. Chauncey Booth, he, in the Fall of 1822, entered Brown University, then under the Presidency of the Rev. Dr. Messer. The expenses of his college course he was obliged to defray almost entirely by his own exertions. This fact is mentioned as an honor to himself, and as an encouragement to the young men of the present day, who are struggling amid the discouragements of poverty to obtain a liberal education. He graduated in 1826, but took no part in the public exercises of commencement, although the Latin salutatory had been awarded him. Among his classmates was the late Bishop Burgess, of Maine, and the eminent Theologian and Divine, Rev. Dr. Park, of Andover, Massachusetts.

A few months before graduating, Mr. Kingsbury had become associated with Mr. G. A. Dewitt, in the management of what was then the leading school in Providence. In 1828 he established upon his own individual responsibility, "A Young Ladies High School," over which he presided with signal success for thirty years. The occasion of his retirement from the charge of this school was celebrated by a reunion of his pupils, both past and present, in the Chapel of Brown University. Many of the leading citizens of Providence were present, including the Governor of the State, the Mayor of the city, the President and Professors of the University, and clergymen of various denominations. Prayer was offered by the Rev. Dr. Swain, after which the Rev. Dr. Wayland spoke in substance as follows:

"To me this gathering possesses a peculiar interest, for I have known this institution from its commencement, and have observed its progress to the present hour. It arose, as the sun frequently arises on the morning of a most brilliant day, amidst clouds and mist. The greater part of our citizens, at that time, looked at the attempt as very public spirited, but very chimerical. Our population was about one-third of its present number. It was seen that such schools as we needed could be sustained in Boston, New York, and Philadelphia, but very few believed that we could sustain one in Providence. Mr Kingsbury thought differently. He knew us better than we knew ourselves. He commenced his school in the full belief that any thing which deserves success is as sure to succeed in Providence as anywhere in New England. The result justified his anticipations. His school was immediately filled, and for thirty years, without any solicitation, without even an advertisement, it has been full to overflowing. At many times the applicants waiting for admission were numerous enough to have established another such school. And this much has been achieved without pondering for a moment to the ephemeral fancies of the day, without an effort to please men or women, mothers or daughters, except by a faithful, able, and impartial discharge of every duty."

The foregoing brief extract from Dr. Wayland's remarks, indicates the nature of the work perfomed by Mr. Kingsbury, his firm self reliance, and the steady perseverance which formed so prominent a trait in his character. Two or three facts in regard to his school may be of interest to the readers of this JOURNAL. We gather them from Mr. Kingsbury's remarks, to which it was our privilege to listen upon this interesting occasion. Half a century ago the range of studies in female education was very limited in comparison with that of the present day. In addition to the elementary branches, a little of History, a smattering of French, and a few lessons in painting or embroidery, were thought to be sufficient for the education of girls. The study of the Latin language, of Algebra, of Geometry, and of the higher English branches, had been introduced into few schools out of the city of Boston, and it was thought visionary to attempt to introduce them in Providence. The attempt, however' was made by Mr. Kingsbury, and with remarkable success. Again, when he commenced, in 1828, the public schools were allowed for vacation the Friday after each quarterly examination, while private schools generally had no vacation at all. Whether the great change in this respect in the schools of to-day is for the best, remains to be determined. Another illustration of the great change which a half century has wrought in all matters pertaining to private schools, is seen in the charge for tuition. When Mr. Kingsbury commenced his labors, the price of tuition in the highest classical school in the city was $5 00 a quarter. Now it is $30.00, and upwards.

But we must hasten to mention other important services rendered by Mr. Kingsbury in behalf of education. He was one of the original founders of the American Institute of Instruction, was a councillor in its Board from 1830 to 1837, Vice President from 1837 to 1855, and President from 1855 to 1857, when he declined a re-election. He was one of the earliest originators of the Rhode Island Institute of Instruction, and held the office of President from 1845 to 1856, a period during which it accomplished important results in behalf of education throughout the State. He was Commissioner of Public Instruction from 1857 to 1859, succeeding the Rev. Robert Allyn in this important office. In 1844 he was chosen a member of the Board of Trustees of Brown University, and immediately became active as such, deeming it a pleasure and a privilege to labor with the late President Wayland, whom he loved and venerated. In 1850, when a subscription of $125,000 was raised for the more complete endowment of the Institution, he was placed upon the committee to whom the work was entrusted, and contributed largely by his energy, perseverance, and zeal, to the success of the movement. In 1853 he was promoted to the Board of Fellows, and at the same time he was chosen Secretary of the Corporation. This office he held at the time of his death. He held various other important offices, to all of which he gave his best energies and strength. But it was his earnest religious life, and his conscientious discharge of daily duty, that after all gave him such remarkable personal influence..

His Bible Class in connection with the Richmond Street Congregational Church, which he continued without interruption from 1839, and which was attended by hundreds of young men, including not a few students from the University, was a power for good in the community. Well do we remember his simple Scriptural expositions, and especially his fervent prayers at the beginning and close of the exercises. When in 1851 it was proposed by a portion of the members of the Richmond Street and the Beneficent Congregational Churches, to establish the Central Church on Benefit street, he was by common consent placed at the head of the movement. It was through his personal efforts, that the larger part of the funds requisite for building the house were obtained, and it was by his persistent energy, and the maturity of his judgment as a senior Deacon of the Church, that the final success of this most important enterprise has been so fully assured.

His work on earth is finished. His trials and afflictions, which, in the last years of his life were multiplied, are ended, and he rests in peace. May this brief record of patient, unassuming toil for the Master, with its successes and results, stimulate us who are living to renewed exertions in the cause of virtue and truth, that others around us may be made wiser and better, both for this world, and for the world to come.

From Sacramento to the Summit.

BY W. W. BAILEY.

Sacramento, the capital of California, stands by the river of the same name, at an altitude of about fifty feet above the sea level. The surrounding country is one vast, level plain, inundated in the spring by the rising of the Sacramento and American rivers. The levee of the city has not always proved an effectual barrier, and in 1862 the inhabitants were compelled to abandon the town and take refuge in San Francisco. After the subsidence of the waters, the prairie is covered with luxuriant grass, and spangled with brilliant flowers. Then follows the long, dry season, which withers the herbage, parches the earth, and leaves an apparent waste where lately were the richest pastures. Bounding the vast prairie can be seen the snow peaks of the Sierra Nevada on the one side, and the lower mountains, known as the Coast Range, on the other.

We enter the cars, and observe the country as the train toils up the long and tortuous ascent. The grade rapidly decreases from the time we start at early morning from Sacramento, till we reach the summit at seven thousand feet, after a ride of some five or six hours. The vegetation is most interesting from the start. We first pass across the prairie country before alluded to, and then enter the foot hills, or outlying eminences of the stupendous Sierra. These hills are adorned with lovely groves of oak, like those of an English park. The trees are often covered with the mistletoe. Although the blazing sun has long since parched the herbage, the trees, the roots of which are buried deep in the earth, are still fresh and green. The vegetation rapidly changes as we continue the ascent. The oaks finally yield to the red-woods and other ever-greens, whose huge shafts rise straight and clear until crowned by their sombre foliage.

These forests are unequaled in grandeur by any in the world. Abundant streams gurgle by the road, and nodding over them are multitudinous flowers. We notice lark-spurs, columbines, painted-cups, and many genera familiar to us at home; but upon examination, we find the species different. The similarity is just sufficient to awaken a kind home-feeling. Our old friends are arranged in new costumes, and the manuals of botany we used at home assist us but little here. Beside the flower-faces which we recognize, are a few strangers. Among these is the manzanita. It is a shrub of about the usual size of our mountain-laurel, although, like it, often attaining the hight of a small tree. It belongs to the same order—that of the Heaths—a division, by the way, not so largely represented on the Pacific coast as with us. It usually has its leaves presented with their faces to the horizon, or edge upwards. The wood is susceptible of a high polish, is durable and very handsome. A species of Erythrœa is also common, with showy crimson flowers. It is known as the "rattle snake weed," and is said by the Indians

and old settlers to be very efficacious for the cure of wounds inflicted by that dangerous reptile.

A few species of plants are identical with our Eastern specimens. Among these is the great willow-herb, or fire-weed. Whether it traveled from the East or went thence from here, it is difficult to say. As it is one of the plants provided with plumose, or downy-tufted seed, easily borne on the winds, it is necessarily a great traveler. A flowering raspberry, exactly resembling our own, except that it has white flowers, is frequently seen.

We noticed upon these mountains a meteorological phenomenon which may be worth recording. In the day-time a breeze ascended the ravines, and at night and in the early morning its direction was reversed. This results from the heated air of the Sacramento valley, necessarily rising during the hours of the day, until checked by the radiation of the night, which, where the skies are clear for so long a time, is very great, the warmest days being always followed by cool nights. The rarified air having left a partial vacuum, the cold currents begin to rush down the mountains to restore the equilibrium.

The scenery, as we climb the Sierra, is wild and beautiful in the extreme, as the cars plunge through narrow cuts, or cross fearful chasms by giddy trestle-work. We pass the towns of Auburn, Dutch Flat, and Colfax. It is at the last place one's sense of propriety as regards names is shocked by the cry of the conductor, "Passengers will take stages for Grass Valley, You Bet, Red Dog, and Nevada." We pass Gold Run and Alta, and finally pause for dinner at Cisco. The scenery reaches perfection when at the summit a view of Donner lake is suddenly revealed. It sleeps clear and bright below us. Exposed peaks, which have bathed in the storm-clouds for countless ages, rise on each side of the narrow defile and wall in the road. Drifts of snow twelve and fifteen feet in depth, even in July, are frequent; and nestling beside them are delicate flowers of great variety and beauty. Among these is one resembling a dog's-tooth violet, but of a most lovely cream tint, and unsurpassed fragrance. Often these tender blossoms, of which the most remarkable is the blood-red *Sarcodes sanguinen*, lift their heads even from the midst of the snow. There is no flower garden in the world that presents more variety or beauty.

At this point are the great tunnels that so long delayed the progress of the road, which passes along the very face of the rocky peak. From below it seems impossible that any living creature but a fly could adhere to a rock so perpendicular. Donner lake was named from the Donner party, who, in trying to cross the mountains in the early days, were lost in the snow, and suffered great privations. The water is remarkable for its mirror-like surface, which perfectly reflects the forest and the eternal hills.

German Schools.

BY PROF. NATHANIEL T. ALLEN LL D.

[The following extracts from communications to the Bureau of Education, by Prof. Nathaniel T. Allen, LL.D., principal of the school at West Newton, Mass., a well known educator, are of interest in connection with the subject-matter of this paper, since they give the conclusions reached in regard to the working of the German system of education by a competent American observer.]

German System. — The system of education usually denominated the Prussian system is not justly so called; for an equally perfect system, not copied from the Prussian, exists in Saxony, Nassau, and other parts of Germany. In fact, these two nations claim that in certain particulars their system is superior to that of Prussia, offering in proof the less per centage of illiteracy in Saxony and Nassau than in Prussia; also, the fact that at the public examinations of the University and Military School in Berlin the students from Saxony proved superior to those of Prussia. The system in Weimar, Hamburg, and other portions of Germany are equally good; therefore I term the system, as a whole, the German system.

Difference in the underlying ideas of German and American Systems.—In order to understand and appreciate at its true value the German system, it is necessary to fully comprehend and to bear constantly in mind the radical difference in the ideas underlying that and the American system: the one adapted to perpetuate a free democratic, the other a despotic government; the one intended to produce intelligent, freedom loving citizens, from whom all power in government emanates; the other, to make faithful, contented subjects of a sovereign in whom is vested all power and liberty to express thought. The German system is arranged with special reference to the fact that none of the children educated under it are ever to come into possession of manhood, as we understand true manhood, with its broad and intelligent freedom. There is much in the German plan of education which would be rejected by the intelligence and free thought of a democracy, and which men of advanced thought in Germany are anxiously striving to expunge from their system.

School law and Schools.—In Germany, all children must enter school at the age of seven and continue until fourteen or fifteen years of age, or until confirmation. Attendance is compulsory. School-buildings are erected; teachers selected, employed, and paid; text-books, course of study, &c., decided upon, without the least reference to the will of the parents or their representatives, and parents are not invited or allowed to visit the schools. Even at the annual examinations they are never present.

Boys' Schools. — The *Dorf-Schule* (village-school) of the country and the *Bürger-Schule* (citizens' school) of the city or large town are intended for the children of peasants, humble workmen, and mechanics. The course for these is thorough, though not extending beyond the common branches; well fitted for those whose future condition must, with rare exceptions, continue the same as that of their parents. The course comprises reading, writing, arithmetic, geography, history, correct use of language, some rudiments of natural history, with the Lutheran catechism thoroughly committed to memory, occupying much time during the whole school-course.

The *Volks-Schule* (people's school) of the cities and large towns are for the children of the lowest and poorest classes of artisans, day-laborers, servants, &c. In these schools the tuition is usually free, and they were, until two years ago, the only free schools. The course and extent of study in these schools is limited. The plan is as follows: first year, poetry, committed to memory, reading, writing, arithmetic, and instruction in religion; second year, same as the first, with penmanship and practice in conversation added; third year, same as the second, with the addition of Bible-history, geography, and natural science. The remaining four years, the full course is: religion, Bible-history, reading, and conversation, penmanship, arithmetic, geography, history, natural science, singing, and frequently instruction in various handiwork, basket-making, straw-plaiting, &c.

Real-Schule.—This class of schools is designed for those who can afford the expense of tuition, 30 to 35 thaler ($21 to $24 per annum,) and who desire special preparation for commercial, mechanical, other pursuits. The entire course extends from 7 to 16 or 18 years of age, though many leave at fourteen, after confirmation. Students remaining through the full course are prepared for the higher professional schools of agriculture and commerce, teachers' seminaries, technical, and polytechnic schools. One of the best schools of this class is the Friedrich-Wilhelms Real Schule, Berlin, under the able direction of Dr. Ranke, brother of the historian Ranke. There are 630 students, from seven to eighteen years of age. Its study-plan is as follows:

Languages: German: reading, spelling, writing, and German history and literature very thoroughly. Latin: from the first year through the entire course. French: from the second year through the remainder of the course. English: from the fourth year through the remainder of the course.

Mathematics: Through the entire course.

Geography and history: Generally combined through the entire course.

Natural history: From the first to the year before the last.

Physics and chemistry: The last three years, with laboratory-experiments the last year.

Mechanics: The last year.

Drawing: Through the entire course.

Religion: The first seven years, until confirmation.

Singing: Through the course.

Turning (gymnastics:) Through the course.

The pupils have, during the first year, 32 recitations per week, of 50 minutes each; during the second year, 33 per week; during the third year, 34; the remaining years, 32, until the last year, when the number is 34. This is about the number of recitations required in the *Real-Schule*, though in some instances it is exceeded. No student can be excused from the full number of studies prescribed. The *Höhere Bürger-Schule* of Nassau and the *Gewerbe-Schule* or *Real-Schule*, second degree, of Prussia and Saxony, are nearly identical in rank and study-plan; the latter differing from that of the *Real-Schule* proper only in omitting Latin entirely, and giving greater attention to the modern languages and the branches relating to practical life. These schools are very popular and successful.

Gymnasia are schools where students are prepared for the universities, and correspond to our best Latin schools and colleges combined, receiving boys at seven and graduating them at about 18 years of age. The course of study in these gymnasia is of the most thorough and broad character, demanding the utmost devotion of students during the entire period of eleven years, and graduating them with a more thorough and comprehensive knowledge of the classics than is often found in the graduates of the best colleges in the United States.

The above-named schools embrace all, in effect, that are comprised in the justly-celebrated system of public instruction for boys in Germany.

Elementary Art-Schools.—The *Gewerbe-Schule* (school of industry), or art-school, is a class of school generally established in large cities and towns in Germany, where apprentices to the various handicrafts receive instruction in their special trades. In Heidelberg, and other cities of Germany, all employers are compelled by law to allow their apprentices to attend the *Gewerbe-Schule* each evening in the week, and every Sunday morning. Thorough instruction is given in free-hand and mechanical drawing, in connection with geometry and algebra, that pupils may understand the principles as applied. Here, also, are taught the first principles of architecture, molding, sculpture, &c. An apprentice in any craft can receive instruction in the principles lying at the foundation of his own special work. Evidence of superior talent in any direction is noticed, and its possessor frequently has opportunity offered to enter another institution of higher grade, where he can pursue his studies under professors of eminence. These art-schools are invaluable in furnishing skilled artisans, and are the cause of the superiority of German to English and American workmen of the same class.

School for girls.—In the German system of public instruction, there is a direct acknowledgment of the mental inequality of the sexes. Boys and girls are never found in the same school, except in some *Dorf* or country-school where the population is sparse, or in a few of the lowest class of schools in the cities, and then only for the first two or three years, and in all girls' schools the course of study is very limited.

The *Bürger-Schule* for girls is the most common. The study-plan is nearly identical with that in the same class of school for boys, except that girls are not taught the elementary principles of geometry, needle-work and knitting being substituted. In gymnastics the drill is the same as in the boys' schools. No opportunities have been offered in the public schools for the further instruction of girls, until within a few years, when *Töchterschulen* (girls' schools), and *Höhere-Töchterschulen* (girls' high

schools), have been opened in some of the cities. A very small number, comparatively, have opportunity to attend these, and they are rather an experiment, and not yet fully acknowledged as an established fact, and as making part of the system. The Victoria School in Berlin is an excellent specimen of this class. The following plan of study shows the highest facilities furnished girls or young ladies in any of the public schools of Germany. It is the one adopted in the Girls' High School, Wiesbaden, Nassau.

First year, girls seven years of age: Religion, reading, writing, arithmetic, with handwork, needlework, &c.

Second year: Same as first.

Third year: The same, except omitting arithmetic, and adding German and French grammar, and fine penmanship.

Fourth year: Religion, German and French, geography, arithmetic, singing, penmanship, handwork, needlework, &c.

Fifth year: Same as last, omitting arithmetic, and adding drawing, history, and English language.

Sixth year: Religion, German, French, and English history, natural history, geography, arithmetic, singing, fine penmanship, drawing, handwork, and gymnastics.

Seventh year: Same as previous, adding literature.

Eighth and ninth years: Same as sixth, with a more extended course of literature, and the addition of embroidery.

Latin, geometry, algebra, the elements of chemistry, natural philosophy, physics, astronomy, and other equally useful branches, are entirely omitted. The private schools for girls are rarely equal to those described above, and a parent wishing to give a daughter a superior education can only do it, at a great expense, through private tutors.

Such, in brief, is the, in many respects, best system of public instruction ever adopted in any country, admirably adapted to the purpose designed, wrought out with wonderful skill and exactness, and so all embracing as to be adapted to every child throughout Germany. While ackowledging the great superiority of this system as a whole, it is impossible to concede to it absolute perfection.

Defects f the German school system.—Its principal defects seem to be these:

I. It is autocratic, not allowing parents any voice whatever in school-matters.

II. It is unjust toward girls, declaring and perpetuating the idea of their great mental inferiority.

III. It is undemocratic, in its schools for different classes or castes in society.

IV. It is sectarian, and narrowly bigoted in the religious dogmatic instruction prescribed and forced upon all.

V. It is not a free-school-system, the schools being almost universally tuition-paying. This the German educators contend is far better for the schools.

Caste distinction established and maintained in sehools.—As an illustration of the determination of the government to keep up the distinctions of caste in the schools, may be mentioned an occurrence in Berlin during the winter of 1869-'70. Parents in the lower classes, ambitious for their sons' advancement, would exert themselves to pay the few thaler's difference in the tuition between the burgher and real-schools, sending them to the latter, or higher, grade of school. This course being pursued by increasing numbers of late years, the effect has been to crowd the real at the expense of the burgher schools, furnishing also opportunities for pursuing branches of study which the government considers not only unnecessary, but absolutely hurtful, to the lower classes. This difficulty was obviated by raising the price of tuition in the real-schools, and lowering it in the burgher schools, so that the latter were in reality free. This had the effect of keeping the children of the laboring classes in schools by themselves. Practically, therefore, the children in the community are separated by government into three or four distinct grades, where studies are arranged with reference to their future position in life, which, by this means, is in fact, decided for them.

BUILDINGS, FURNITURE, APPARATUS, TEXT BOOKS, ETC.

School-buildings.—Throughout Germany, the buildings used for schools are almost universally old and massive, constructed of brick or stone, with immensely thick walls. Most of these were erected during the last century, some for school-purposes, others having been used for government-purposes. These edifices are ill-adapted to the wants of the times, looking more like prisons than places for the young. The windows are small, inconveniently constructed, and with insufficient light, which often falls upon the desks as cross-light. Three-fourths of the school-buildings in Germany are of this description; and though some of the new ones are on an improved plan, too frequently are the new patterned after the old. No attention whatever is paid to ventilation, and it is impossible to convey to an American any idea of the condition of the schools in this respect. The pupils are universally pale and sallow; and occulists consider the afflictions of the eyes, so common among Germans, due in a great degree to the impure air and defective light of the school-rooms, where so large a part of their youth is spent. Even in buildings constructed upon good principles, the ventilating-apparatus is rarely sufficiently used to accomplish its object.

Furniture, desks, etc.—In all classes of educational institutions in Germany, the furniture is of the plainest character, inconvenient, and uncomfortable. The general type is such as was used in Massachusetts forty years ago. The plank desk is sufficiently long to accommodate five or six pupils, who sit upon a plank of equal length, six inches wide, without back, except as the desk behind may serve as such. Teachers are generally anxious to introduce improved desks and benches, and physicians urge a change on grounds of health.

Apparatus.—The Germans excel all other nations in the beauty and accuracy of their maps, charts, and globes, yet these are rarely seen in the lower class of schools, while in the higher they are generally kept in a room with other apparatus, to be taken and used in the classes as desired. The walls are almost universally bare of apparatus or pictures of any kind; even blackboards are confined to a single one of moderate dimensions behind the teacher's desk, for his especial use. The apparatus used to illustrate the principles of geography, chemistry, and natural philosophy is good, but scarcely equal in quality to that of high schools generally in the United States.

Text-books—The method which generally prevails of imparting instruction is such that comparatively few text-books are used, and these much inferior to the ones in use with us. It is through the faithful instruction and hard plodding of both teacher and pupil that so much is accomplished in the German schools. With fewer outward facilities than we possess, they yet attain much more in the end of book-knowledge.

The teacher's profession, character, preparation, and social position.—Teaching is an established profession in Germany; it is not made a stepping-stone to other professions, as it so often is with us. Young men pursue their studies with special reference to their future position as teachers, usually taking their degree as doctor of philology, and enter at once upon their calling. Teachers are of three grades: *Lehrer* (teacher); *Oberlehrer* (over-teacher); and professor. Examinations of different degrees of severity, according to the grades in the profession, are conducted by government-officials, and certificates given. No one can teach in a public or private school in Germany without such certificate. Most teachers of high schools are graduates of a university, and most of the common teachers are graduates of some teachers' seminary. Thus, all teachers, whether public or private, are under the control of, and amenable to, the government, which is exceedingly strict and dictatorial in this department of public service.

The profession of teaching assures to a man high standing and social position, owing, in large measure, to the fact of teachers being government officers, and of certain literary attainments. As a class, they are thoroughly well-informed in matters relating to their special calling, and anxious for reforms in the system. Teachers in Germany are poorly paid; their salaries ranging from 200 or 300 thaler in the country to 600 or 1,000 thaler in the city, rarely reaching 1,500 thaler per annum. They are not worked so severely as our teachers, and often add to their income by giving private lessons. Lady teachers are rarely employed in the public schools; never in teaching boys beyond ten years of age, seldom girls of twelve. For some years a limited number have been employed in the lowest schools of the cities, but their number does not increase to any considerable extent. Neither government, professors, nor the community consider women fitted for this work. The director of the Friedrich-Wilhelms Real-Schule, Dr. Ranke, concludes, from his experienee, that ladies are too irritable, and possess too little self-control, to instruct and and manage children well. The superintendent of schools in Munich objects to them on account of their great susceptibility to the influence of the priests. Others think that their influence in boys' schools tend to develop effeminacy in the lads. With such sentiments pervading the community, it is easy to see that women have a difficult task to establish and maintain a reputation as teachers.

Heroism of the Founders of America.

BY REV. J. P. THOMPSON, D.D., LL.D., BERLIN.

I might fill the hour with tales of the heroism of endurance, of exploration, of enterprise, as colonies were multiplied and the wilderness was encroached upon; as, for instance, that wonderful migration through the pathless woods for the planting of Connecticut, when men and women accustomed to comfort and ease went on foot through the forest, sleeping at night on the bare ground, with the risk of wild beasts and savage men; of the noble courage of Roger Williams, who trusted himself alone to assuage the Pequods mustering for war; I might go back to the perils and escapes of the first settlement in Virginia, or come down to the later wars with the Indians and French; I might follow the course of emigration westward; everywhere it is the same story o heroic men and women nurturing a nation up to its manhood. And when the hour of that manhood came, we see assembled the company of fifty-five men who subscribed that Declaration of Independence in which they pledged to each other 'their lives, their fortunes, and their sacred honor;' signed it with the scaffold in view; Franklin saying, 'Now we must all hang together, or we shall be hanged separately;' Witherspoon, the Calvinistic divine, saying: I have some property, some reputation, a family—I lay these all upon the altar of my country; my gray head must soon go down to the grave, but I would rather lay it on the block of the executioner than refuse to put my hand to this document;' John Adams, the guiding mind of the Revolution, as Sam Adams was its burning heart, saying, 'We may die, die colonists, die slaves; die it may be ignominiously and on the scaffold; be it so, I shall be ready; but while I do live let me have a country, or at least the hope of a country, and that a free country;' Charles Carroll, who being congratulated by his colleagues that he might escape, as there were many of his name, going back to the table and with that bold free hand that stares upon us from the parchment, adding, '*of Carrollton*,' saying, 'now they'll know where to find me;' the band of worthies from Virginia, of heroes from all the South; and in the legislature of Virginia that modest young hero had already said, 'I will equip a thousand men at my own cost and march in person for the relief of Boston'—the youth who grew to be the Father of his Country and the hero of all mankind. These men were born of the heroic spirit of America, they represented the life of her people.

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Educational Rooms, 16 Hawley St., Boston.

Boston, Mass., Jan. 23, 1875.

It is an alarming fact, that, notwithstanding the earnest efforts of the friends of education in our country to advance its interests, youthful illiteracy is greatly on the increase among us, especially in our cities and large towns. In the midst of great communities, where the best of school privileges are furnished free to the children of all the people, we find a large class of the juvenile population from five to fifteen years of age growing up in utter neglect of the advantages for education which the people, by voluntary taxation, furnish as the birthright of every child. And this increase of the sum total of an ignorant population is more than equal to the ratio of increase by our State and National census. The proportion of illiterates in each of the New England States has increased for the last two or three decades so that in the best of our States, educationally, one in every ten of our population can neither read a book nor write his name. Now the cause of this condition of things is not found in the want of provision made by the people for education at the public expense. Within the last fifteen years the expenditures for common schools have doubled and trebled, and the generous support of the people has not yet been taxed to its utmost, provided it can be shown that the money is actually needed and wisely expended. Whatever may be said of the influence of foreign population as a cause of the shadows which are slowly gathering over our educational horizon, we are inclined to consider this the occasion rather than the cause of the trouble.

The real cause, and the main one, for this condition of things exists in the cupidity of the people, and their willingness to use unskilled and youthful labor, wherever such labor can be made profitable to the employer, in opposition to factory laws, compulsory laws, and all other enactments with reference to the schooling of children. The manufacturers of New England, with honorable exceptions, have constantly employed minors who should have been at school, and have knowingly evaded or violated not only the laws of the State, but the laws of reason, conscience, and of social order, and all to secure cheap labor, combined with the nimble handwork of childhood.

Said a manufacturer, who employed 1200 hands, one-fourth of whom were under 12 years of age, to us:—"What do we care how old they are, or whether they go to school or not? It is our business to look after the dividends! As a citizen, I might value their education, but as a coporator, I don't care a straw for that matter!!" Now we do not believe that the great majority of the manufacturers of the country ever speak or feel thus, but we do claim that the thirst for gain, coupled with practical indifference to the interests of children, has led thousands of our business men to employ those, who, they well knew, ought at the time, and during all the years of youth, to have been preparing themselves for usefulness by securing a good common school edution. We do not forget that the ignorant parent, often in league with the employer of the child, and in a silent partnership with him, barters away the priceless boon of an education for a few paltry dollars, earned at the cost of an enfeebled and dwarfed brain, and a constitution ruined by overwork in the plastic years of childhood. But the door of the factory or workshop swings on easy hinges when the child enters, and when the law follows to try to bring him out, the web of technicalities is so skillfully woven about the victim, that his release is made well nigh impossible. Will a good prohibitory-ignorance law stop this evil? No! Massachusetts, Rhode Island and Connecticut have had dead-letter statutes upon this subject for more than twenty-five years, to no purpose. We want a public conscience that will stay this mighty and advancing wave of ignorance; and the public press must enlighten and stimulate such a conscience and awaken such a sentiment upon this all-important subject that employer and parent shall both alike feel that child-education is too precious a thing to be bought and sold in the market.

Annual Meeting of the R. I. Institute of Instruction.

The Rhode Island Institute of Instruction held its thirtieth annual session at Providence, beginning on Thursday, 14th inst. A large number of enthusiastic teachers assembled as usual at the meetings of the Institute, from all parts of the State, while Massachusetts was well represented by teachers from bordering towns. Thursday morning was devoted to a feature which, we believe, originated with this association, and, so far as we know, is peculiar to it. We refer to the visiting of the schools of the place of the meeting by teachers from other sections. This is not a mere exhibition day, the ordinary work of the schools going on, pains being taken, however, to show, as far as practicable, the methods of teaching pursued in the various lessons. So valuable in its results has the "visitation day" proved to be, that its future continuance is well insured.

The formal exercises of the session began on the afternoon of Thursday, the Institute dividing into two sections, the High School, and the Grammar and Primary departments, the two latter, on this occasion, being united. Our limits will permit only a brief reference to the most salient points in the exercises of this highly successful gathering.

The High School department assembled in the high-school building, F. W. Tilton, of Newport, being the presiding officer. Prof. E. W. Blake, Jr., of Brown University, read a paper on "The present condition of Optical Science, and the methods of teaching it." He gave an outline of the science, and presented its claims as a special study. Slow, careful training was recommended, and too frequent use of experiments depracated, the latter tending to demoralize the class. He was, however, in favor of entrusting simple apparatus to the students, and highly commended the use of the microscope and telescope, the latter of the two being the better dispensed with. At the close of his interesting paper, Prof Blake answered various questions relating to new theories in the science, giving much valuable information.

The above paper was followed by one from Prof. A. H. Davis, of the Worcester High School, upon "The Study of English Literature." This paper has attracted considerable notice in Massachusetts associations, and was very well received here. Four hours a week was recommended as a proper amount of time to devote to the study in High Schools, and the practice of committing to memory fine passages was urged as highly beneficial. The paper was followed by interesting remarks from several prominent educators.

The exercises of the Grammar and Primary departments were held at the Normal School hall. The assemblage here was larger than could find even standing room in the hall. Mr. B. W. Hood, principal of the department of Vocal Music in city schools, illustrated his method of teaching by drilling a class of more than a hundred pupils from Bridgham Grammar School, upon a piece of music which they had never sung before. The exercise was very satisfactory in showing that pupils in our public schools can, with a few minutes of daily practice, learn to sing ordinary music almost at sight. The second exercise was from a class in the Thayer Street Grammar School, and was conducted by A. J. Manchester, the principal. He illustrated by his class a new method of vocal drill, the material for which occupies some forty pages in the closing number of the *Rhode Island Schoolmaster*. The peculiarity of his method consists in the rythmic arrangement of exercises, the practice upon the elementary sounds and their combinations all being given by "counts" accompanied with hand motions. We would refer our readers to the "*Schoolmaster*" for these exercises, which present a great variety, ingeniously arranged, and apparently well adapted to secure the objects of elementary drill. The Institute subsequently passed a resolution expressing the hope that Mr. Manchester would put his material into a permanent book form, convenient for class use. The above exercises occupied the entire afternoon.

On Thursday evening a lecture was delivered before the Institute, in the Mathewson Street Church, by the Rev. Philip Brooks, of Boston, upon the subject, "Milton as an Educator." The speaker presented Milton as an ideal teacher, despite the criticism of Dr. Johnson. His method of teaching appealed to three qualities, naturalness, practicalness, and nobleness. He believed in a fair amount of book learning, and an extensive acquaintance with men and things, and had a special love for boys. He closed by an eloquent appeal to the teachers to follow the illustrious example of Milton as a schoolmaster.

Friday's exercises were held in Music Hall, before the entire Institute. There was also a large attendance of citizens of the place through the day, while in the evening the hall was much crowded. The principal feature of the morning was a paper by Mr. Wm. T. Peck, of the Providence High School, upon "The Educational System of Germany." It was a clearly written and well-delivered essay, presenting the excellences and defects of the system, and the special inadaptation of some parts of it to American wants. The subject was discussed by Professor Harkness, of Brown University, and Prof. A. Eiswald, of Chatham Academy, Georgia.

The New England Journal of Education came in for its share of attention, and its claims were earnestly advocated by President Cady, Superintendent Leach, Commissioner Stockwell, F. W. Tilton of Newport, and T. W. Bicknell, the editor of the new Journal, after which a very large list of subscriptions was obtained, showing the practical interest and faith of the teachers of Rhode in this excellent paper, which the parents as well as teachers will gladly aid in supporting. Such a journal, it was claimed, would not be urged upon educators as a duty, but claimed by them as a need of their profession.

The morning exercises closed with readings by Prof. R. G. Hibbard, of the Wesleyan University, Middletown, Conn. He received warm applause as he represented the "chatterings" of "Goody Blake and Harry Gill," and created great amusement by his graphic rendering of "Teaching Public School."

Prof. Hibbard also opened the afternoon session by a teaching exercise in reading, a class of young ladies from the Normal School acting as pupils. The prominent object of the lesson was to show how vividly thought and sentiment could be portrayed by the proper utterance of special words, showing the adaptability of certain words for the expression of sounds, motions, and feelings. The exercise was a very suggestive one to teachers, and promptly responded to by the class, who showed, in their readiness and accurate renderings of illustrative examples, the results of excellent training in the Normal School.

The second exercise of the afternoon session is worthy of special note. Somewhat of a "new departure" took place in the introduction of a man from the mechanical walks of life to present the claims of a special branch of school work. The discussion of "Industrial Art as related to Public Schools," was opened by a paper upon the subject by Frederick Grinnell, Esq., president of the Providence Steam and Gas Pipe Co. He presented the matter from a business point of view chiefly, urging

the importance of elementary drawing, especially in a community like ours, engaged in mechanical pursuits, as a preparation for those pursuits. Aside from this view, free-hand and geometrical drawing would develop all the mental faculties. He would have the drawing in common schools crowned by teaching the higher departments of the branch in a polytechnic school for the purpose. Such a school in Providence would give this community a preëminence in the production of articles depending upon design and drafting, which would add greatly to its material wealth. The paper received the closest attention and hearty applause.

Mr. Wm. A. Maury read letters from John Gorham, of silver-ware fame, J. Herbert Shedd, city engineer, Hon. James Y. Smith, and Hon. Seth Padelford, all favoring the introduction of drawing into the public schools, and referring to benefits which would arise from it. This was followed by a forcible speech from his honor, Mayor Doyle, who emphasized still more the benefits to be derived from teaching this branch in our schools. He remarked that it is nonsense to teach so much useless matter as is taught, and omit to teach what would be a source of wealth. He believed in compulsory education, and in taxing the people for its support,—but that which is to fit the pupil for the duties of life should be taught. Rev. H. W. Rugg, president of the School Committee of Providence, spoke as having advocated for fifteen years the introduction of drawing into the public schools. He would not exclude any study now pursued in the grades below the high school for the purpose of its introduction, but it might properly displace much that is now taught as a part of these studies. The afternoon's discussion seemed highly satisfactory to all present, although it was all on one side of the question.

The Friday evening gathering of the Institute has come to be the great educational banquet of the State. If Music Hall, seating over 2,000 people, were twice as large, it would, apparently, be filled on this occasion. With one meeting a year of this kind it is impossible for the cause of education to languish in the State. We have had the very best speaking on education at these meetings which the State, and, indeed, the country affords On the present occasion the addresses of his Excellency, Governor Howard, President Robinson, and others, abounded in good sense and encouraging utterances. The addresses were varied by readings from Professor Hibbard, organ music by Professor Pond, and vocal solos by Mr. Elsbree, all highly acceptable.

The closing session on Saturday morning was mostly devoted to business. Resolutions of respect to the memory of Hon. John L. Kingsbury, the first president and life-long friend of the Institute, were passed, Prof. S. S. Green, Prof. Merick Lyon, Rev. Daniel Leach, Wm. A. Mowry, and others speaking heartfelt words of grateful remembrance of his life as a teacher and citizen.

The following list of officers was unanimously elected: *President:* I. F. Cady, of Barrington, who subsequently resigned, and in his place was elected D. W. Hoyt, of the Providence High School; *Recording Secretary*, G. W. Cole, Pawtucket; *Corresponding Secretary*, F. W. Wing, Providence; *Treasurer*, B. V. Gallup, Providence.

The closing exercise was a paper on "The proper studies for Public Schools, and their relative importance," by J. C. Greenough, principal of the Normal School. The paper abounded in clearly stated and well-supported views on this most important subject. He urged that the studies should be such as would develop the pupil's powers, and fit him for active life, whatever his employment. Object lessons systematically given should take the place of much useless verbiage. A prominent object should be to aid the pupil to get correct methods of study. The lateness of the hour prevented any discussion of Mr. Greenough's paper, after the reading of which the Institute adjourned.

Nature gives us volumes of fruit, which she always prefaces with flowers.

Education in Italy.

BY REV. W. S. ALEXANDER.

In no department is the progress of Italy more manifest than in that of Education. Since Victor Emanuel entered Rome with his victorious troops in 1870, and began to reign over "United Italy," the nation has marched grandly forward, and each year has witnessed not only material development, but civil and religious reform. I believe it would be found, if a comparison could be instituted, that Italy has made greater progress during the past five years, and that, too, in the face of threatening complications and difficulties, than any other European Nation.

When the government established itself in Rome the Minister of Education instituted faithful inquiries with regard to the actual state of education in that city, and throughout the realm. The result was simply astounding. But of 26,000,000 of people in Italy, 19,000,000 could neither read nor write. The schools which existed in Rome—and I suppose the same thing was true of other great cities, especially in southern Italy—were under papal control, were supplied with utterly inefficient teachers, and so failed to accomplish the great object of educating the masses. To day in the city of Rome there are probably not less than 15,000 children in the municipal schools. They are under the supreme control of the Government. Priests and nuns are not admitted as teachers. In 1872 there were 12,000 scholars in these schools, and the minister of instruction had applied for forty additional suppressed convents and monasteries to be devoted to school purposes, to accommodate the throngs of children pleading for admission.

I visited these schools once in company with two Waldensian pastors in Rome, and once with a distinguished professor in one of our western colleges. There was the most perfect order. It amounted almost to military discipline. As we entered the room in company with thedirector, at a given signal every child rose to his feet and waited for another signal before resuming it again. The exercises would have done honor to any American city. The new school books introduced, the maps upon the walls, the black-board exercises reminded me of our own improved system of instruction, and showed plainly that their progress was in the right direction, and that they are disposed to avail themselves of the best results that have been attained in other countries.

The teachers who apply for positions in the municipal schools of Italy are subjected to the most rigid examination. When theyreceive a diploma or certificate as teacher in the upper grades of schools it is well deserved. You should see how proud of the distinction they are when they have passed these ordeals, and hold in their hands the coveted certificate. Even those who teach in the parish schools connected with the Protestant churches are obliged to go through the same process, and give proof of the same gualifications. All schools, whether public or private, are open to the inspection of the government director, and if it is found that an incompetent teacher, one who is not armed with the requisite diploma, is employed, the government reserve to themselves the right to suppress the school, until the orders of the government have been obeyed.

During the past autumn, it was my pleasure to attend a School Institute at Latour in Piedmont. It was a gathering of the teachers of the forty or more Waldensian schools in all parts of Italy. They came from Naples and Rome, from Florence and Bologna, from Venice and Milan, from Turin and Genoa. There were, perhaps, 100 in attendance. As I entered the hall, the first thing which caught my notice was a steel portrait of ABRAHAM LINCOLN hanging on the wall over the president's desk. Discussions took place upon questions relating to the management of schools, the course of instruction, the reading of the bible in schools, the care of delinquents, and other matters of common interest to teachers. Carefully prepared essays were read, which lead to a general comparison of views. The results were most happy, and each year will witness new and advanced methods of instruction. Gathered at this Institute were as fine a body of young men and women as you would ever see on a like occasion.

Give Italy, "New Italy," time to develope, and she will show the world that the ancient glory associated with her name has not quite departed from her.

In a future letter I shall speak of the Universities of Italy.

FLORENCE, ITALY, January, 1875.

The Economy of Public Education.

It is difficult for Americans to sympathize in the least with the objections which is made in England, even by those distinguished for liberal sentiments, that compulsory education is a breach of the liberty of the subject. Our incapacity for understanding or even respecting that sentiment arises from the fact that such education was early made one of the foundations of our social and polical organization, and we have grown up to regard it as an accepted principle of good government.

Our intolerance of the English theory, however, is not helped by the consideration that the support of a particular religion is made compulsory by the British government. The economic results of public education are manifestly in two directions:

First. It is intended to effect the prevention of pauperism and crime. To use a popular American's phrase, "It's cheaper to build school-houses than jails." In looking at this matter, we need to take a view between that of the optimist, who expects the extinguishment of sin and vice by the advance of knowledge, and that of certain grossly material philosophers who compose statistical tables to prove that general enlightenment rather encourages crime. The first notion is refuted by sad experience. We may fairly decline to consider the second till it receives the sanctions of our practical statesmen. Such is the theory of our government on public education.

Second. Public education is intended to bring about, positively, a higher-economical condition. It is mind that gives man power over the brute creation; and it is by enlarging and instructing the mental power that the greatest possible factor is introduced into his effort.

We do not speak now of the education of the laborer in art and science for their own sakes, but solely for his advancement as an individual being; nor do we refer to the indirect influences on social order and notional power, enlarging the desires, stimulating the activities, and promoting the frugality of a people. We allude only to the education of all who labor, whether as masters, or apprentices, inventors or drudges, governors or soldiers, in order that they may more intelligently and efficiently discharge their parts in production.

It pays to do so. A few years of boyhood spent in practical studies, has taken many a man out of the class of day laborers, and placed him among those who superintend the work of hundreds, or by scientific discovery multiply the power of industry manifold.

Nor to it alone in these marked cases that a fortunate result has appeared. It is perfectly practicable in any country to raise the whole body of the people one distinct grade in industrial character; to make every hand and every eye more strong and accurate, while giving to each the *repeating power of mind.* It is not only demanded in the interest of a greater production, but also to serve a more just and uniform distribution of wealth. The more highly educated, industrially, the workman is, the firmer and apter resistance will he offer to the aggression of capital or competing labor, the higher will become his necessary wages, the more reasonable his remuneration. It is the poor man's share of wealth which, after all (while we respect the rights of capital for its own sake no more than for the welfare of labor), is the object of humane science and legislation. A great conflict between labor and capital is now imminent throughout the civilized world, but if there shall ever be a good and satisfactory solution of the great question at issue, it will be because the capitalist and the laborer have been alike educated to understand between the two great competing but not antagonistic forces of production. —Amasa J. Walker in Science of Wealth.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Declamation.

BY REV. J. P. THOMPSON, D.D., LL.D., BERLIN, 1874.

THE PILGRIMS AT PLYMOUTH.

It has been fitly said of the Pilgrims, that 'God sifted the wheat of the Old World for this planting of the New.' Of the heroism with which they entered upon their voyage in the Mayflower, with which they met the hardships of the first winter at Plymouth and the perils from the Indians, I will not here stop to speak; but let me ask you to stand with me upon a morning of April, 1622, by the rock where the Pilgrims landed four months before; in those four months they have had no tidings nor token from dear friends in England nor in Holland, their second home; in those four months, of the hundred who landed, forty-four have been laid away in graves dug through the snow on yonder hill,—graves not marked nor separated by any stone or sign, lest the stealthy Indian creeping in at night might count the dead and see how the colony was wasting. And now the little band are standing here to see the Mayflower sail away, severing the last link that bound them to the Old World; yet not one of them asks nor consents to go with her on her homeward voyage! They watch her till her hull sinks below the horizon, till the last shimmering of her sails fades away; then with that same old superstition turn back to build foundations for a nation, for the Church of God. In the following September we look in upon them again, now gathered in the house that served them for a fort, for a church, and for the affairs of government; their harvest has been gathered, the wheat and the peas they brought with them have come to naught, but they have raised a store of native corn, and the woods are full of game and the sea of fish; and though no ship had yet visited them from England, and they may have to face another winter of cold and hardship, yet they think it meet thus to come together to give thanks to God for his great goodness and mercy. If any can mock at this as superstition, the Lord deliver me from the wisdom of the wise, and grant me to die in the faith of the heroes!

Illustrated Word.

ESSAY.

BY A. J. M.

FIRST SYLLABLE.

SCENE I:—A kitchen in very nice order; bright lamp and dish of red apples on the table; young girl in simple dress walks around straightening the curtains, etc., pauses before the glass and looks timidly in; then comes forward and stands by the table, taking up an apple and turning it absently in her fingers. Door at the back of the kitchen opens softly, and a young man in plain country dress takes a step forward, then pauses, listening, while the girl says:

Maids who, long and long ago,
Would the mystic future know,
Tried full many an occult sign,
Eager searched the dregs of wine,
Breathless, paused with lifted knife
While the bird breathed out its life.
Rustling oak and moaning pine
Oft they sought on bended knee,
That the sympathizing tree
Might the dark unknown divine.
But, in this prosaic age,
We have grown so wondrous sage,
Heathen charms are cast away,
Only sometimes, half in play,
When we're sure there's no one nigh.

[*Glancing around in every direction except the one in which her lover stands.*]

We a simple fancy try,
Like this apple.

[*Takes a knife from the table and begins to peel it slowly. The skin should be removed in one long strip.*]

If I thought
I could peel it as I ought,
And could throw the peeling right,
I'd see who will come to night.

[*Draws it through her fingers, doubtfully, then tosses it with a quick movement over her right shoulder. Looks around toward it, then clasps her hands. Sam wears a delighted expression.*]

Oh! I'm glad Sam isn't here!
Would he like it? 'Tis so queer
It should happen! fate, I guess,
Twisted that to letter S.

SECOND SYLLABLE.

SCENE II:—Teacher sitting by a small table. Five or six children on a bench at the side. One little boy standing in front of her, with open mouth and an expression of general bewilderment. Teacher points to an open book on her lap. Sharply—

Don't know *that?* Well, did I ever!
Don't I wish that letters never
Had been made our souls to trouble!
Though my efforts I redouble,
I can't make these children tell
All their letters prompt and well.
Words are bad enough, but oh!
Teaching letters is *so* slow.
Full a month I've tried before,
And to-day this child knows four!
I declare I am perplexed
What to try to teach him next.
Here, Cornelius, look this way!
Don't you know that letter? SAY!

WHOLE WORD.

SCENE III:—Girl of fourteen or fifteen, in black dress, soiled and crumpled collar and cuffs, white apron spotted with ink, hair put carelessly back into a net, seated at a small writing table. Papers, torn and inky, strewed over the table and dropping on the floor. Leans back in her chair, biting her penholder.

Oh! the fuss and botheration
Of obeying this dictation!
What does teacher think *I* know
About verses? Should I stow
In my brain the choicest rhymes
Ever made in ancient times;
Add to these the brilliant page,
Product of our glorious age.
All these treasures old and new,
Wise and witty, keen and true,
Would not rouse my brain awhile,
Would not help one single bit.
All too swifty pass the hours,
And my own unaided powers
Must, before I go to rest,
Torture from this brain oppressed,
Fourteen lines of verse. Oh, dear!
I must try, that's very clear;
Choose a subject, and upon it
Spin out something, say a sonnet.
"Maiden fair, thy glowing charms
Lead me"—Can't I bring in *arms?*
Then of course her eyes are blue;
What will rhyme? new, view? oh, hue?
Shall I ever have it done?
I'm just dying for some fun!
I suppose I am a sinner,
But it seems an age since dinner.

[*Yawning.*]

Can't I say I'm not quite well?

[*Bell rings behind the scenes.*]

Oh! there goes the supper bell.

[*Rises hastily.*]

I'm so glad to think I may
Leave, for now, this poor ESSAY.

The Butterfly.

BY ROSA PEARL.

I passed through the field at harvest
To gather a golden sheaf,
And I saw a wee brown lady
Sit on a withered leaf,
Busily spinning without a wheel,
Winding the thread without a reel,
Weaving a web without a loom,
Building herself a silken tomb.

I passed when winter snow lay white
Over the harvest field,
And the wee brown lady had vanished quite,
And the silken casket was sealed.

I passed again when the violets
Were peeping through the mold,
And I met the lady in regal robes,
Scarlet, and purple, and gold!

Last Day.

(For a very little girl)

A. J. M.

We've trodden many a happy mile,
And short has been the way,
And swiftly passed the moments, while
We came here, day by day.

We little ones have learned as much
As our small heads could hold:
And knowledge, as we know quite well,
Will help us more than gold.

We learn to read, and write, and spell;
And as we older grow,
We hope on each last day to tell
How many things we know.

But now the parting hour draws near,
And with a kiss* and smile,
We bid you, friends and teacher dear,
Good-by, for a little while.

* *Throw kisses.*

When We are Men.

(For two boys.)

BY E. O. P.

FIRST BOY:

We are only boys, but are growing fast,
Soon our boyhood will be past,
And I ask myself again and again,
What shall we do when we are men?

SECOND BOY:

Better ask what shall we do as boys,
What shall we do with our books and toys?
With lessons to learn and teachers to please,
Better ask what shall we do with these;
For they will go, when our youth is past,
And, as you say, we are growing fast.

FIRST BOY:

Oh, but books get stupid, and teachers cross,
I am sure they will be no very great loss;
And when we grow to be our own men,
Oh, I wonder now, what we shall do then!
Let us be good and let us be great,
We will do something at any rate.

SECOND BOY:

But you forget, as boys make men,
We must labor now to prepare for then,
And our books and lessons so hard and dry,
Are fitting us now for the by and by.
If we please our teacher, and mind each rule,
And are prompt and punctual at school;
If we try to do right again and again,
We'll be ready for work, when we are men.

FIRST BOY:

I see I am wrong in looking ahead,
When the lessons hard, that I so much dread,
Lie waiting to teach me the good and true;
For shame to be idle, with so much to do!

SECOND BOY:

Yes, for shame to be idle, for boys tho' we be,
God has a work for both you and me.

BOTH:

We'll choose for a guide in our childhood days,
Him, who is worthy of prayer and praise;
We'll serve him in boyhood, and then, and then,
He'll help us to serve him when we are men.

The Ship of State.

Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate.
We know what Master laid thy keel,
What workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat,
Were shaped the anchors of thy hope?
Fear not each sudden sound and shock,
'Tis of the wave and not the rock,
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee:
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee—are all with thee:—*Longfellow.*

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Agricultural Education.

[As this subject is now attracting attention among us, our readers may be interested in the following extract from a paper by Prof. Thomas Baldwin, published in *Nature*. Of course he sees the subject from an English point of view; but we can profit by the experience of other nations.]

General knowledge imparts power to every man. This is true in every state of life. It is true in science; it is equally true in the industrial arts. The proposition is supported by an overwhelming mass of evidence. Royal Commissioners, Special Commissioners, and distinguished independent inquirers are all in unison on the question. All our systems of technical education are based on this one leading idea. The whole programme of the Department of Science and Art is based upon it. In the leading cities and towns the rising generation of the manufacturing classes can acquire scientific knowledge which will be of direct use to them in their several pursuits. In the village school scientific truths are imparted which cannot fail to be of use to the trader and artisan.

How different is the case with the farmer! In his education no systematic effort has been made to instil into his mind those elementary scientific truths on which enlightened agricultural practices are based. The result is, that he grows up in complete ignorance of the rudiments of agricultural science.

How is this state of things to be remedied? In other words, how is a suitable amount of agricultural science to be imparted to farmers?

In answering this question it is important to distinguish between ordinary working farmers who receive their education in primary schools, and farmers who are able to pay for a higher education, such as is afforded in boarding schools and seminaries and other institutions of the same grade.

As regards the first of these two classes, I would say that I see no reason why an adequate amount of agricultural instruction could not be imparted in the primary schools. All that is required is a suitable text-book or two, and such a system of inspection as will insure that the book shall be read, and all difficult passages explained by the teachers. This simple system of agricultural education has been tried in Ireland for many years. It has labored under many difficulties; but as it has succeeded admirably wherever it has been fairly tried, I can have no hesitation in recommending it for adoption elsewhere. To those who desire to introduce it into England I would say, before you start, see that you are upon the right rails, and that you use the proper instruments. In a movement of this kind all sorts of people will come in with all sorts of advice; the busiest and most active of these may be ignorant of the A B C of science, and of enlightened agricultural practice. Keep clear of these people. If not, you will either fail altogether, or effect little good, like many others who, from time to time, have embarked in agricultural education.

I look to the diffusion of sound notions of the elements of agricultural science in a way pointed out, as the best means of removing prejudice, and of increasing the agricultural produce of the land in the hands of small farmers.

It is by no means so easy to devise, for the wealthier farmers, a system of agricultural education which will be successful. The words "agricultural education" have led to much confusion of thought; and confusion of thought on any subject works mischief. Some persons use these words in a way which would imply that the farmer should have a special system of education peculiar to himself, from the moment he enters school till he leaves it for good. Of course this is not the case, and it is certain that in the case of large farmers we must look more to the effects of a good general education than of special instruction. The first truths of physical science, of chemistry, and natural history should enter into the curriculum of every middle-class school and college in the country. This knowledge will be useful to the student, no matter what his future calling may be. As regards the farmer, it may be remarked that, without a knowledge of mechanics he cannot be in a position to buy implements and machines to the best advantage, or to understand how to apply horse-power and other forces in the most judicious manner. Look, for example, at the loss of power daily caused by ignorance of the elementary principles involved in common draught. Look at the loss entailed on farmers in the simple matter of common gates for want of knowledge of the means of resisting strains, and of other principles equally elementary. It has been shown that in the production of animals and plants very great mistakes are committed for want of knowledge of physiology. This science should, therefore, be taught in all our middle-class colleges and schools attended by farmers. We must not, of course, neglect mathematics, the study of which is the very best training for the mind. If the large farmer be well instructed in all the sciences named, agriculture will keep peace with other pursuits in which scientific knowledge is required. It is in the universal inculcation of this scientific knowledge that I look mainly for progress in the management of large farms. I do not wish to undervalue, and I cannot in these papers overlook, special agencies for imparting agricultural knowledge to this class. I refer to agricultural colleges and agricultural schools. Viewing the subject theoretically, one of these institutions would seem to be the most perfect place at which the future farmer could spend a year after leaving school or college, and before he enters into practical work. He could attend lectures, and he ought, one would suppose, to be able to see theory reduced to practice.

But after having carefully inquired into the working of these institutions at home and in parts of the Continent, I am bound to say that their theoretical value has not been realized in practice. In point of fact, taking them as a whole, their history has been peculiarly unfortunate. I shall refer to this subject more fully hereafter. At present it is enough to state that with few exceptions agricultural schools and colleges have failed; and success in the exceptional cases has turned upon the peculiar fitness of the individuals on whom the management has devolved, and who by force of character have produced striking results. A general failure in working out a comprehensive system cannot be accounted for by the shortcomings of individuals. The failure of an institution here and there, for a time, can often be traced to the inefficiency of the person or persons at the head of them; I have before my mind numerous examples of the kind; but in accordance with a well-known law, suitable men would arise if the demand existed. And why has this law not prevailed in the case of agricultural schools and colleges? The apparant answer is, that farmers everywhere have not sent their sons to these institutions in sufficient numbers. And why? In answering this question it has been invariably stated that farmers as a class are slow to do what is for their good; to me this off-hand sort of reply has always appeared most unsatisfactory. Farmers, like every other class, find out, after a time, what is for their good. Intelligent farmers, like intelligent men in every walk of life, study their own interests. Owing to their isolation, or want of daily intercourse, they do not move in the path of progress as rapidly as the manufacturing classes who live in cities and towns, and who are brought into daily intercourse with one another. But when we find farmers standing aloof from any system established with the intention of serving them, we may take it for granted that there is something inherent in the system which requires to be adjusted or is inimical to success. What is this something in the history of agricultural colleges and schools? For obvious reasons I cannot fully state my experience on this question; but I can say that the answer will be partly found in the peculiar state of farming as a business. Our scientific knowledge of agriculture, even at the present day, is in a very unsettled state. Theories have risen and fallen in a way which has led rent-paying farmers to regard science with indifference and suspicion. We find evidence of this feeling in our daily intercourse with them. To a large extent they are justified by the vagaries of some of the so-called scientists. I see only one feasible remedy for this, and that is the introduction of the necessary quantity of pure science into the education of the farming classes. This cannot be done in an agricultural college or two. It must be done on a national basis; that is, by establishing science classes in every middle-class college and school throughout the length and breadth of the land. And having done this a few normal schools of agriculture would soon rise to complete and crown the work. If scientific instruction, were placed on a national basis, the normal schools would become filled with the best minds in the country. In the absence of such a system, an isolated school or college cannot prevent itself from doing mischief in one direction which has escaped attention: I mean, that if the best men do not enter it, inferior men acquire what I may call an artificial brand, which enables them to obtain high positions in connection with agricultural industry—for example, as estate agents and managers—to the exclusion of men of superior natural powers, and to the detriment of the national interests. In other words, the natural law of selection is subverted.

FOSSIL REMAINS OF THE MOA.

According to the *Melbourne Argus*, a number of bones of the *moa* have been discovered near Hamilton, New Zealand. The moa has never been seen alive since about the year 1650. Tradition describes it as a stupid fat, indolent bird, living in forests and mountain fastnesses, and feeding on vegetable food. The moa seems to have been extirpated for the sake of its flesh, feathers, and bones. The natives used the bones for making fish-hooks, and the skull was employed as a receptacle for holding tattooing-powder. Captain Hutton, the provincial geologist, has lately visited the locality where the bones were discovered, and ascertained from personal observation that an accumulation of these bones exists, in a tolerable state of preservation, in a swamp about a mile and a half east of Hamilton. Mixed with the moa bones were found skeletons of the *aptornis*, a large bird, resembling a swan. There are also the bones of some smaller birds, and these will prove of peculiar value, as hitherto paleontological research has not offered much information as to the kind of small birds which were contemporaneous with the moa. It is estimated that about five or six wagon-loads of bones lie in the swamp at Hamilton. —Popular Science Monthly.

THE POTTERY OF THE MOUND-BUILDERS.

Prof. E. T. Cox, having examined a great many specimens of potteries of the ancient mound-builders in the Western States, has never been able to find any evidence of their having been hardened by fire, or even sun-baked. The material employed is a mixture of river-mud, and, most generally, pulverized mussel-shells, united in such proportions as to make a cement which hardens in the air, or on being exposed to moisture, like the concrete of the ancient Romans; hence this ancient "pottery" is in fact a sort of artificial stone. In chemical composition it agrees very closely with the concrete made of ordinary cement-stones. These facts lead to the conclusion that the art of manufacturing concrete, or artificial stone did not originate solely with the ancient Romans, but that it was alike understood by the earliest inhabitants of America. As regards the mechanical processes followed by these ancient artisans, Prof. Cox says: "Though it is my opinion that the so-called pottery of the mound-builders was fashioned by hand, without the use of a lathe, yet I am convinced that the an-

cient pottery of Peru, and other South American States, was largely made of pieces formed by pressing the cement into moulds, and these pieces were subsequently united together to form the entire vessel. The lines of union are usually covered by a band, or some grotesque image. The numerous tubercles and other raised ornaments, which cover the surfaces of jugs, vases, etc., could only have been formed in this way. I do not, however, find any pottery of the mound-builders that would lead to the belief that their skill went so far as to enable them to mould it in parts, or to fashion it any other way than by the hands.—*Ib.*

THE SCIENCE OF EDUCATION.

One of the most important papers read in the Section of Economic Science of the British Association, was that by Mrs. Grey on the "Science of Education." The author complained that in Britain there is no adequate or general conception of what education is, and therefore of the magnitude and complexity of the facts on which a science of education, which can never be an exact, but only a mixed and applied science, must be based. We start with a confusion of terms, using education as synonymous with instruction; and the confusion of thought indicated by the misnomer runs through our whole treatment of the subject, theoretical and practical, and is shown in every discussion of the subject. It is surely time that this confusion should be replaced by a scientific conception of the process which should result in the most valuable of all products—human beings developed to the full extent of their natural capacity. What is wanted is, that teachers, like practical navigators, should be furnished with the principles of a science they have not had to discover for themselves, and with charts to guide their general course, leaving to their individual acumen the adaptations and modifications required by special circumstances. We have such knowledge to guide us in improving our breeds of cattle and our crops; must we remain without it in the infinitely more important business of improving our human crop, of getting out of our human soil all that it can be made to yield for social and individual good? Must every tyro still be allowed to try experiments, not *in corpore vili*, but on the most delicate and precious of materials—the human body and mind, on the most powerful of all forces—human passions and the human will; experiments in which success or failure means virtue or vice, happiness or misery, lives worthy or unworthy, sowing with every action a seed of good or ill, to reproduce itself in an endless series beyond all human ken?

DURING the summer, the division of the geological and geographical survey of the Territories under the charge of Prof. Powell explored Northeastern, Middle, and Southeastern Utah. In addition to the geographical and geological work, the expedition has collected, according to the *Tribune*, many interesting facts in ethnography. Prof. Powell has found several new ruins of ancient towns in the Colorado Valley, and has collected some specimens of ancient picture-writings, and many stone implements. Prof. Powell, we are told, is now prepared to indicate in his map the position of many scores of these ancient towns or hamlets now found in ruins in the vallies each side of the Colorado.

PROF. MARSH is on his way back from his extraordinary expedition to the Mauvaises Terres of Colorado. A *Tribune* telegram, dated Fort Laramie, Nov. 29th, says that the fossil-beds explored by the expedition are of the Miocene age, and rich beyond expectation. Nearly two tons of fossil-bones were collected, all belonging to tropical animals, some as large as elephants, others allied to the camel, rhinoceros, and horse.

THE WATERS of the Great Salt Lake appear to be rising from year to year. The mountain-streams are steadily enlarging. The humidity of the atmosphere annually increases as the area of cultivation in the valleys becomes greater, and, as a consequence, the evaporation less. Tens of thousands of acres of farming, meadow, and pasture lands have been submerged along the eastern and western shores of the lake.

Educational Notes.

The portrait of Benjamin Franklin on the one-cent stamp, in imperal ultramarine blue, is after a profile bust by Rubricht. The head of Andrew Jackson on the two-cent stamp, in velvet brown, is from a bust by Hiram Powers. The Washington head on the green three-cent stamp is after Houdon's celebrated bust. The Lincoln profile, in red, on the six-cent stamp, is after a bust by Volk. The seven-cent stamp, in vermillion, gives the head of Stanton, after a photograph. The head of Jefferson on the ten-cent stamp, in chocolate, is drawn from a life-size statue by Hiram Powers. The portrait of Henry Clay, in neutral purple, on the twelve-cent stamp, is after a bust by Hart. The head of Webster on the fifteen-cent stamp, in orange, is after the Clevinger bust. The portrait of General Scott on the twenty-four-cent stamp, in purple, is after a bust by Coffee. The head of Hamilton on the thirty-cent stamp, in black, is after the Cerrachi bust, and the portrait of Commodore Oliver Hazard Perry, in carmine, is after Walcott's statue.

Mr. Timothy M. Allyn, of Hartford, Conn., has offered to give $100,000 to the city for the establishment of an industrial school for the instruction of boys and girls in the business occupations of life, agriculture, and the mechanic arts. He suggests that while, with other instruction, boys should have the opportunity to learn any of the principal trades, girls should be taught the practical duties of the house, become familiar with the chemistry of the kitchen, and able to make any article of tailoring or wardrobe, and learn any other occupation within the measure of their strength or adapted to their tastes.

The Supreme Court of the State of Indiana has just decided that colored children have no right to free education except in districts where they are in sufficient numbers for the establishment of separate schools. The ground of this opinion is that the advantages of free schools are conferred by the State Constitution only upon "citizens;" and at the time the Constitution was adopted the colored people were not citizens. Good law it may be, but not much justice, certainly.

Professor Harkness has discovered in Plumas county, California, a body of water at a hight of 7,330 feet above the level of the sea. This lake is of triangular shape, having its longest diameter about one mile and three-quarters in length. The water during last August was intensely cold and of a deep-blue color. The outlet is into Warner Valley, over a declivity of some 2,000 feet. The California Academy of Sciences has named the lake after its discoverer, Lake Harkness.

A little girl was braiding the hair of one who sat in front of her, instead of studying, when the teacher remarked, "Home is the place for arranging hair, not here. What would you think to see me braiding my hair in school?" Presently Susan's hand is raised and the teacher, supposing she wishes to ask some question about the lesson, nods, when she hears the following: "Mary says your hair is false, and you wouldn't dare to do it here!"

It is announced from Berlin that Prince George of Prussia is engaged in writing a drama, the subject of which is taken from the Old Testament, and that with the view of better preparing himself for the careful working out of the plan, he has called in the aid of a distinguished Semitic scholar to direct him in regard to the correct exposition of the accessories of the piece.

The Rev. Dr. Thomas A. Jaggar, the newly elected Bishop of Southern Ohio, is at present rector of the Church of the Holy Trinity, in Philadelphia. He is a Low Churchman, and about 38 years of age. It is stated as a singular fact that out of the eight Bishops chosen by the Episcopal Church since October last, five are under 40 years of age.

A New Orleans special says the color line in the schools promises to be a momentous question, as it is difficult to settle who are colored. Wealthy octoroons and mulattoes, who have been, since the election, disposed to act with the Conservatives, very generally declare that their children shall not be driven out; that before the war no such issue was raised in the schools, and they will fight before submitting to it now.

Water-pipes were being laid in a certain city, and a mason was overseeing the work. A man stopped at the street-crossing to look at the workmen, when the mason thus addressed him: "It seems a pity to go to so much expense to get in this ere water when we shan't get any benefit from it; but our *ancestors* will though, if we don't!"

Dr. Nathan Durfee, of Fall River, has given $25,000 for the erection of a chapel for the Andover Theological Seminary. A subscription for the same object in the town, to obtain $25,000 more, has $2,000 additional, and work on the new building is to commence as soon as may be.

An old lady commenting upon the scarcity of thundershowers one summer, said she knew why there had been so few: "is was on account of there being so many *electetrickity* wires hung up around." (There had been some new telegraph wires put up during the season.)

Mr. J. M. Dyer, a coreligionist, obtained a first-class pass in mathematics at a recent examination held at Oxford University. He is the first gentlemen who has so distinguished himself in this line since the removal of the restrictions connected with creed.

The Wesleyan University, at Middletown, has 183 students, as follows: Seniors 45, juniors 41, sophomores 46, freshmen 48, graduate and special 3. The annual charge for expenses of tuition, room rent, incidentals, and use of library and reading room is $123.

The Boston University is a fortunate institution. Not long since Mr. Samuel Stevens, a wealthy merchant of Baltimore, died, and left it a legacy of $40,000. It is to be used in founding a theological professorship in the University.

The Kindergarten system, according to the last report of the United States Commissioner of Education, makes children who have been under it more rapid in their perceptions, and superior in their observing faculties.

J. W. Andrews, president of Marietta College, was elected president of the Ohio College Association at its recent meeting. The association discussed intercollegiate contests, taking ground against them.

The orator for the literary societies of Lewisburg University, Pensylvania, at the next commencement, is Rev. P. S. Henson, D.D., and the poet, Rev. Sidney Dyer, both of Philadelphia.

Princeton College has been made the recipient of $100,000 from John C. Green, Esq., of New York, for the scientific department, one-half to establish a chair of Civil Engineering.

The erection of the Hamline University building, Minn., has been suspended because of lack of funds. It will cost $50,000. About $20,000 have already been spent on it.

Two Kindergartens are in successful operation in San Francisco. A Kindergarten should be established in every town and village of this State.

A Connecticut man speaking of the sudden death of his wife, said, "If it wasn't for these sudden changes, life would be very monotonous."

By the will of the late Moses Day, of Boston, Amherst, Williams, Harvard, and Tufts Colleges are to receive each $5,000.

Gilbert E. Hood has been re-elected superintendent of the Lawrence public schools for the current year, at a salary of $2500.

Henry A. Beers, of Hartford, formerly, has been appointed assistant professor of English Literature at Yale College.

The Vallejo (Cal.) School Department cost $11,500 during the past five months.

Marysville (Cal.) is setting out eucalyptus trees around the public schools.

Washington Correspondence.

WASINGTON, Jan. 18, 1875.

In my last letter, near the end of the first column, your proof-reader made me say that the Department of Agriculture received $1,800, instead of $180,000 per annum.

THE ARKANSAS CONSTITUTION.

Whatever may be the views of lawyers or politicians respecting the new constitution of Arkansas, educators cannot but withhold their approval from the section which confides the duties of the State Superintendent of Public Instruction to the Secretary of State. Experience has time and again demonstrated the futility of this arrangement. Tennessee abolished state superintendency by law five years ago; but was obliged to re-establish the office. Arkansas will soon feel the same necessity, but she has incorporated this error into the fundamental law of the State, and will not be able to get out of the difficulty easily.

THE SWISS CONSTITUTION.

My attention was called the other day, by the Commissioner of Education, to the very great difference between the old and new Swiss Constitutions in regard to the power conferred on the federal and cantonal authorities in education. By the constitution of 1848 the Federation was empowered to establish a University and a Polytechnic school; by the constitution adopted May 29, 1874, the federal authorities can establish other institutions for superior instruction, and to aid them when established. Primary instruction is under the supervision of the cantons; but the federal constitution makes it compulsory and universal, and in the public schools, free of charge; all public schools are open to adherents of all religious creeds, but no attempts are made to interfere with their liberty of faith and conscience; the federal authorities are empowered to enforce these provisions if the cantons are recalcitrant.

CAMBRIDGE UNIVERSITY, ENGLAND.

It may please some of your readers in your newer Cambridge to hear that the English University in old Cambridge received 608 Freshmen at the November term, 1874. The total number of resident students in the Michælmas term of 1874 was 2,454. Of these, nearly a quarter were in Trinity College, of which Charles Astor Bristed wrote so pleasantly, many years ago.

GERMAN UNIVERSITIES.

Really, the attendance at some of the continental universities would make our American professors gasp. In the summer term of 1874, the University of Berlin had 2,980 students, and that of Leipsic, 2800; Halle had 1,055, Breslau had 1,036, Munich had 1,031, Vienna had 3,615. Nor are these boys, as many of our college students are; they have completed their collegiate curriculum, and are studying Theology, Law, Medicine, and Philosophy; and what a corps of instructors each University possesses! Vienna has 222 professors; Berlin has 187, Leipsic has 140, Breslau has 107, and Halle has 95.

THE ILLITERACY OF ARMIES.

The *personnel* of European armies is a valuable indication of the mass of the population from which they are drawn. If the population is ignorant the army shows it. For this reason, if for no other, the illiteracy of armies is interesting to all teachers. On January 1, 1874, 10,724 British soldiers could neither read nor write; the strength of the British army at that date was 178,356 men. The Prussian draft of 1873--74 for the army of the German Empire numbered 83,333 young men, of whom 3,324 had no education whatever. The recruits for the Austro-Hungarian army numbered 91,531 young men, of whom 51,514 were not able to read and write. Briefly, one British soldier in every seventeen, one Prussian soldier in every twenty-five, one Austrian soldier in every two, is entirely ignorant. And yet some people wondered at Sadowa. The nation which thinks enough of its children to educate them, is the one, it seems, to come out ahead on the battle-field, saving time, treasure, blood, and brains. Hurrah for free schools! C. R. A. W.

COLORED pupils are said to have attended one of the Girls' High Schools in New Orleans for several years without any trouble arising therefrom.

STATE DEPARTMENTS.

Maine.

STATE EDITOR, HON. WARREN JOHNSON Augusta.

THE increase of children between 4 and 21 years of age in Maine, in 1874, over 1873, was 40 per cent; the whole number is 225,219. The average attendance in summer schools was 92,526; the average attendance in winter schools was 103,548; percentage of average attendance to whole number 49; the average length of school year was twenty weeks and two days. One hundred and twenty-two school-houses were built in 1874. The estimated value of all school property is $3,079,311. Average wages of male teachers per month, excluding board, $36.17; average wages of female teachers per month, excluding board, $16.20. Amount of money actually expended for public schools from April 1, 1873, to April 1, 1874, $951,773.

The following statement exhibits the school revenues available for the year 1874, indicating very nearly the cost of our public schools for one year:

1. Town tax (80 cents per capita),	$673.314
2. State school mill tax,	224.540
3. Savings bank tax,	142,068
4. Interest from school fund,	19,558
5. Proceeds from local funds,	17,334
6. Voluntary local tax. to prolong schools,	10,462
Making,	$1,087,306
Add expended for local supervision,	28,540
Add expended for State supervision,	3,800
7,000 copies Annual Report,	3,500
Normal Schools (general appropriation)	12,000
Teachers' Institutes,	4,000
Free High Schools	98,632
New school-houses,	150,220
Total,	$1,387,998
From this gross expenditure deduct cost of new school-houses (permanent investment),	150,220
Current expenses equal,	$1,237,778
Per centage of same on State valuation,	.05
Per capita population (626,915),	1.97
Per capita whole number of scholars (225,219)	5.49
Per capita average attendance 110,357),	11.21

THE governor of Maine has appointed Col. Wildes P. Walker, of Upham, as a member of the board of agriculture, in place of Professor White, of Bowdoin College, resigned.

THE new grammar school-house in Bangor is to be of brick, and will cost about $30,000. It will be a fine building.

MRS. MARY A. GREER, for many years a teacher in Portland, died Saturday morning.

New Hampshire.

STATE EDITOR, Prof. J. E. VOSE, Francestown.

KIMBALL UNION ACADEMY.—Miss Annie E. Loomis, A. M., a graduate of Wheeling Female College, 1869, has just entered upon her work as teacher of French and German.

A few thousand dollars have recently been subscribed to the funds, and the Principal says he could make very profitable use of much more.

The Trustees have lately made considerable improvement in the furnishing of the ladies' boarding-house.

Each term this year has shown a gratifying increase over the attendance of last year. The present senior class numbers 23.

Winter terms at the Academies:—Kimball Union, 100 students; Tilden. 100; Pembroke, 53; New Ipswich, 50; Francestown, 58. These are all from which we have heard. Will the principals of every Academy and High School in the State kindly make us returns of each term, and give us early information of all movements of any importance connected with their several schools?

Dr. Edward Clark, who has been annihilated several times, but won't stay so, has been consulted by a matron on the corset question, and finds them not bad in their uses, but in their abuses.

PROF. CHARLES A. TORREY, of Dartmouth College, who is now with the United States Government expedition that went to China for the purpose of making observations upon the transit of Venus, has been heard from, and is coming home by way of India and Egypt, arriving home next summer.

The faculty of Dartmouth College have attempted to put an end to unfaithfulness on the part of monitors by making them liable to forfeiture of pay and discipline.

The prizes offered by Dr. Hubbard, of San Francisco, to the senior class of Dartmouth College for the best essays, have been awarded: the first, of $30 in gold, to Charles A. Prouty, of Newport, Vt., and the second, of $20 in gold, to Wilbur H. Powers, of Croyden. The subject was, "Intellectual Culture and Professional Reward."

REV. ELEAZER SMITH, for twelve and a half years chaplain of the State Prison at Concord, N. H., has recently published some interesing and suggestive facts concerning the three hundred convicts who have entered the institution during that time. After stating, as we understand him, that about fifty of this number, or one in six, could not read when they came under his influence, he says:

"Of the 300, not one has been taken from the learned professions—not one lawyer, physician or clergyman, known and recognized as such by any of the associated bodies of any of their professions. There is one physician, but he is not of the regular school of practice. There have been two persons who have pretended to preach, but belonged to no religious order, and held to doctrines not generally held by churches; not one editor, printer, or school teacher. Further, as to religious teaching, but one was a member of any Christian church, and not one in ten had regularly attended church. I have been so long connected with the prison and its records and history, that I can pretty confidently affirm that from its opening, some sixty years, there has not been among its inmates one clergyman, lawyer, physician, editor; not one deacon, steward, church warden, or class leader; nor one son of a clergyman; and I have been able to learn of but two persons, who, at the time of the commission of the crime, were members of any church."

If any one wished to preach, or write, on the relation of education, and religious training to crime, we should think such a statement as the above would be of use to him.

PITTSFIELD.—The length of the schools in Pittsfield this year is upwards of twenty-seven weeks, but the average for previous years with the same amount of money, was less than eighteen weeks of inferior schools and no high school. And yet, the citizens, not appreciating the benefits accruing from the "abolishment of school districts," voted last summer to return to the old district system, greatly to their present sorrow. Does the editor of the JOURNAL OF EDUCATION not think that here is a good field for educational reformation?

OF the 229 *towns* mentioned in the State Superintendent of Public Instruction's report for 1874, there are 281 male and 14 female members of the several boards of education and school committees, 8 of whom have the prefix Dr. and 29 that of Rev.

CHICHESTER is unsuccessfully attempting to organize a high school.

POLITICS omitted, a clause in a plank of the resolutions of the Republican State committee, makes a very unjust and an equally severe criticism of the opposite political party, in the appointment of our present able and efficient State superintendent of public instruction, he having great interest in, and faithfully performing, his duties.

Vermont.

STATE EDITOR, REV. H. T. FULLER, St. Johnsbury.

THE winter term of Middlebury College began Thursday, January 7.

BURLINGTON has evening schools free to all pupils of school age who do not attend the day schools.

THE Legislature of Vermont in 1874 abolished the State Board of Education, and pushed back the schools to the system of twenty-five years ago; and at present, it is said, there is not any State machinery for the selection of school books.

THE fall term of the State Normal School at Johnson closed Friday, January 8. The graduating class was examined by Superintendent Conant, and Prest. M. H. Buckham, examiner for the Third Congressional District. There were six in the first, and three in the second course.

MONTPELIER UNION SCHOOL.—At the regular meeting of the school committee, Monday evening, January 4, it was ordered that the clerk furnish Montpelier papers, reports of everything connected with the schools of public interest, and especially to secure the publication at the close of each term of a Roll of Honor, giving the names of all pupils who have not been absent or tardy during the term. Irregularity of attendance and tardiness have been a serious drawback upon the prosperity of our schools, and the committee earnestly request all parents and guardians to put nothing in the way of prompt and uninterrupted attendance of pupils.

The prudential committee of the Union School have just expended seventy five dollars for chemicals and chemical apparatus, so as to make useful the materials and instruments already belonging to the school laboratory.

THE CATALOGUE of 1873–4 gives the University of Vermont 84 young men studying for the degree of A.B.; Middlebury 52; total 134; of this number Vermont furnishes 98. We send about the same number to other New England colleges.

The number of Vermont young men attending New England colleges in 1830 was 127; 1850, 211; 1870, 190. The number attending New England colleges from the other New England States has gradually increased. I give the figures:

	1830	1850	1870
Maine,	125	187	290
Massachusetts,	529	664	808
New Hampshire,	135	176	174
Rhode Island,	34	64	108
Connecticut,	198	191	231

Thus there has been a gradual increase in all the States save New Hampshire, and she has held her own. In 1840 the number given as attending our Vermont colleges is 156. The increase of population in sister States may account in part for their number of students, but what adequate reason can be assigned for our decrease?

HARDWICK.—There was quite a battle at the school-house, Thurday last, between the teacher, Mr. Hulburd, and several boys whom he was trying to correct for disorderly conduct; clubs and bludgeons were freely used on both sides. We learn that some of the boys concerned in the matter have since been expelled. Order and discipline in school should be sustained by the citizens of the district.

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown.

BOSTON.—Mr. Charles W. Hoitt, lately master of the Mount Pleasant school, Nashua, N. H., has been recently appointed usher in the Lincoln Grammar School.

SPRINGFIELD.—From the reports of the committee and superintendents, just published, it appears that the schools of the city have had, during the past year, an enrollment of 5,448 pupils in the day schools, and 432 in the evening and drawing schools; and the average daily attendance has been 93.4 per cent. Number of teachers employed, including evening schools, 140. The current expenses of the schools have been $110,000; repairs, $16,500; new school-houses, about $67,600. An elegant new High School-house has just been completed at an expense of $137,000, exclusive of the lot, which cost $30,000.

NEWBURYPORT.—The report of the School Committee for 1874 has just appeared, by which it seems there are in the city 23 schools taught by 44 teachers. There are three male grammar schools, two having male principals, and one a female principal; also three female grammar schools, and one mixed graded school. The graded school has about 400 pupils, taught in eight rooms by eight teachers. The principal is Mr. N. A. Moulton, a gentleman of large and successful experience as an educator.

The High School, combined with the Putnam Free School, numbers about 300 pupils and is under the chance of Mr. A. H. Thompson, assisted **by two male and five female teachers. In this school 233 study Algebra, 83 Natural Philosophy,**

52 Chemistry, 75 Latin, 16 Greek, three of whom are girls, 58 French, 30 Physiology, 46 Astronomy, etc. The school prepares students for any college in the country.

In the Grammar Schools Franklin Fifth Reader has been substituted for Sargent's Fourth, the only change in readers for seventeen years except as required by new editions.

In the High School Harkness' New Latin Grammar takes the place of Allen and Greenough's.

Evening schools for adults of both sexes have been held during the winter with gratifying results.

The school board for 1875 organized on the first Monday in January, by the choice of N. N. Withington chairman, I. P. Noyes secretary, and J. A. L. Oddie agent. The chairman of the sub-committee on the High School is Mr. Amos Noyes.

The schools during the year have made commendable progress, and will compare favorably with schools in other cities.

MELROSE.—The new building for the Center Grammar School has been completed and partly occupied. It is a fine wooden building, the cost of which was $10,000. The late master, Mr. Frank L. Smith, has been appointed master of the Bowditch School, Salem, leaving a vacancy which is about to be filled.

Mr. A. G. Whitman, lately instructor in Botany and French in Bowdoin College, Maine, has been appointed master of the High School, in the place of Col. Samuel Harrington, who has been elected a sub-master in the English High School, Boston.

Miss Emma Bugbee, from the High School in Nashua, N. H., has been chosen assistant in the High School. Miss Lydia Mendum has been chosen principal of one of the mixed schools, in place of Miss Buffum, resigned.

SALEM.—Mr. Henry F. Woodman, late master of the Bowditch School, has been presented by the pupils of his school, as a token of their esteem, with a valuable opera glass, a thermometer, and the Rogers group, "Taking the Oath."

A regular meeting of the school board was held last Monday evening, Mayor Williams in the chair. Superintendent of schools, Mr. Augustus D. Small, submitted a report stating that no books were in use in the public schools except those authorized by vote of the school committee. The other business transacted consisted in revising the rules and regulations of the board for 1875.

The exercises of examination, at the close of the forty-first semi-annual term of the State Normal School, at Salem, took place last Tuesday morning at Normal Hall, a large number of the friends and parents being present. The following were the exercises: Geography (class C); analytical chemistry (advanced class); object lesson; calisthenics; numbers; drawing; principles and methods; reading (classes A and D). The exercises of graduation took place in the afternoon. The following-named are the graduates of the present term: Ella J. Averill, of Salem, Lizzie J. Bacheller, of Lynn, Sarah A. Bond, of East Boston, Carrie D. Centre, of Gloucester, Elizabeth J. Coburn, of Lowell, Lizzie E. Farmer, of Salem, Mary A. Foster, of North Andover, Caroline E. Goodridge, of Salem, Mary A. Haskell, of Essex, Annie Groton Lauriat, of Medford, Ruth A. Mayo, of Gloucester, Irene A. Milton, of Lynn, Ella F. Morrison, of Newburyport, Susan T. Sanborn, of Salem, Mary A. Thom, of Salem Depot, N. H., Mary A. Wilcox, of Reading, and Jennie F. Woodbury, of Peabody.

FITCHBURG.—An adjourned meeting of the school committee was held on Wednesday evening, 13th inst., Mayor Miles presiding. The regular standing committees for the year were nominated by the mayor and confirmed by the board. The question of the salary of the the superintendent of schools, E. A. Hubbard, Esq., was then taken from the table; and after a long and spirited discussion, it was voted to fix it at $2,500 for the current year, a reduction of $500 from that paid last year. All concurred in the excellence of Mr. Hubbard's services, but the economists on the board contended that $2,500 was all that the city could afford to pay.

It was voted to hold the regular monthly meetings on the first Monday evening of each month at 7:30 o'clock.

BRAINTREE.—The town has unanimously voted to raise $20,000 to comply with the condition of the will of the late Gen. Sylvanus Thayer, who left a bequest which now amounts to nearly $260,000 for the establishment and maintenance of a free high school in the town, one of the conditions being that the town should raise $20,000, and that $60,000 should be taken from the fund to erect the building, the $200,000 to be left intact for a fund to support the school.

CAMBRIDGE.—At the first meeting of the school committee of 1875, Rev. Dr. Peabody presiding, E. B. Hale was chosen auditor of accounts at a salary of $150. The motion to increase the salary of William F. Bradbury, teacher in the High School, to $3,000, was referred to the committee on salaries. The committee on school-houses and estimates reported a total estimate of $285,650, of which $160,000 is for salaries of teachers, and $65,500 for building or remodeling school-houses.

NEW BEDFORD.—Contracts have been made, and work commenced, upon a new High School building, to be erected upon the lot in the upper portion of the city. The cost will be about $60,000.

HYDE PARK.—The public schools of Hyde Park are in a prosperous condition under the management of G. M. Fellows as supervisor. The percentage of attendance, which is to a certain extent the criterion of good schools, ranges from 85 to 100 per cent. Mr. F. W. Freeboorn, principal of the High School, with his assistants, is doing excellent work in this department of instruction.

FALMOUTH.—Professor Baird, of the Smithsonian Institute at Washington, is going to establish a fishing station for scientific purposes at Wood's Hole, in this town, and will make it his headquarters during the summer.

NEWTON.—Both branches of the city government met in convention with the school committee last Monday, and unanimously elected Julius L. Clarke, of Ward 13, a member of the board of school committee in place of Rev. I. N. Tarbox, resigned.

BROOKLINE.—The vacant principalship of the San Francisco Boys' High School has been offered to Willian T. Reid, superintendent of schools at Brookline.

Rhode Island.

STATE EDITOR, Hon. T. B. STOCKWELL, Providence.

PROVIDENCE.—At the last meeting of the Common Council a motion was made to refer that portion of the mayor's message which discussed the public school system to a special committee. After quite a spicy debate the matter was referred to the committee on education.

Mayor Doyle deserves credit for the hearty support given by him in his message to the project of a free public library. His proposition for the city to grant the use of the town house lot, so-called, for a building site will give the movement a new impulse.

BARRINGTON.—This wide-awake town has recently enjoyed an educational revival, ownig to the division of district No. 1, and the consequent necessity of the erection of two new school-houses. The second of these houses was dedicated Wednesday, Dec. 30, 1874, with appropriate exercises, consisting of singing, reading of the Scriptures and prayer, and addresses by several persons. Most of the addresses were local in character, and abounded in references to the past history of the town, even extending back to the days when Parson Myles served as both minister and schoolmaster, carrying his school with him to different parts of the town.

The new building is one of the finest district school-houses in the State, is supplied with every convenience and facility for pupil and teacher. The district has been fortunate in securing for a teacher Miss Caruthers, an English lady of fine attainments and an enthusiastic love of teaching.

PAWTUCKET.—The School Committee at their last meeting fixed upon the same dates for closing and begining the schools, as are given above for the school of Lincoln.

An instance of rare presence of mind occurred a few days since at the Church Hill school-house, in this town. The principal, Mr. J. F. Kent, having discovered the building to be on fire, quietly called the school to order, and dismissed the pupils before any of them were aware of the danger. He then gave his attention to the building, and serious loss was prevented. Such commendable control, both of one's self and school, deserves most honorable mention.

NEWPORT.—We notice that Miss French, teacher of Drawing in this city, receives high commendation for her work in the public schools. An unusual interest has been awakened in the pupils, and it would seem that in one place, at least, the vexed question of the practicability of teaching this subject was settled.

EAST GREENWICH.—An evening school has been opened in this town, in charge of Miss Emma Mathewson, assisted by Miss S. A. Brown. About forty pupils have been already registered.

LINCOLN.—At the last meeting of the School Committee it was voted that the present school term close February 5th, and that the next term begin February 15th and close April 23d.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M., New Haven.

Our neighbor, New York, is just now entering upon the great struggle of enforcing the new law requiring compulsory attendance at school. It is yet too early to foretell results; but it is manifest that a victory is not to be won without vigorous, persistent effort in behalf of the children and the cause of education.

We on this side of the line separating us from the Empire State, have also a "compulsory law," which our officials are quietly endeavoring to enforce. The sections of our school law relating to this subject are here presented, with the hope that it may awaken a fresh interest, and stronger co-operation among the people of Connecticut; also, that the readers of this journal in other States may understand our method of accomplishing the work.

SEC. 1. All parents, and those who have the care of children, shall bring them up in some honest and lawful calling or employment; and shall instruct them or cause them to be instructed in reading, writing, English grammar, geography, and arithmetic. And every parent, guardian, or other person having control and charge of any child between the ages of eight and fourteen years, shall cause such child to attend some public or private day school at least three months in each year, six weeks at least of which attendance shall be consecutive; or to be instructed at home at least three months in each year, in the branches of education required to be taught in the public schools, unless the physical or mental condition of the child is such as to render such attendance inexpedient or impracticable.

SEC. 2. No child under the age of fourteen years shall be employed by any person to labor in any business whatever, unless such child shall have attended some public or private day school, where instruction was given by a teacher qualified to instruct in orthography, reading, writing, English grammar, geography and arithmetic, at least three months of the twelve next preceding any and every year in which such child shall be so employed; and any person who shall employ any child contrary to the provisions of this section, shall forfeit for each offense a penalty of one hundred dollars to the treasury of the State.

SEC. 3. Every parent, guardian, or other person having control and charge of any child, between the ages of eight and fourteen years, who has been temporarily discharged from employment in any business, in order to be afforded an opportunity to receive instruction or schooling, shall send such child to some public or private day school for the period for which such child may have been so discharged; unless the physical or mental condition of the child is such as to render such attendance inexpedient or impracticable.

SEC. 4. It shall be the duty of the State's Attorneys in their respective counties, and the grand jurors in their respective towns, to inquire after, and make presentment of all the offences against the provisions of the preceding sections; and any person who shall violate any of said provisions, except those of section second, shall be punished by a fine of five dollars, payable to the treasury of the town in which he resides, for every week, (not exceeding thirteen weeks in any one year), during which he shall have failed to comply with any of said provisions.

SEC. 5. It shall be the duty of the School Visitors in every town, once or more in every year, to examine into the situation of the children employed in all manufacturing establishments in such town, and ascertain whether all the provisions of this chapter are duly observed, and report all violations thereof to one of the grand jurors of the town.

SEC. 6. The State Board of Education may take such action as they may deem proper to secure the due observance of all the provisions of this chapter, and may appoint an agent for that purpose, who shall receive from the treasury of the State for his services, as such, five dollars a day for the time actually employed, and his necessary expenses.

SEC. 7. The selectmen, in their respective towns, shall inspect the conduct of the heads of families, and if they find any who neglect the education of the children under their care, they may admonish them to attend to their duty; and if they continue to be negligent, whereby the children grow rude, stubborn, and unruly, they shall, with the advice of a justice of the peace, take such children from their parents, or those who have the charge of them, and bind them out to some proper master, or to any suitable charitable institution or society incorporated and existing in this State for the care and instruction of such children, males till twenty-one, and females till eighteen years of age, that they may be properly educated, and brought up in some lawful calling and employment.

MYSTIC.—We are glad to welcome the new paper, and thrice glad to see it come so often. We shall miss the familiar visits of the journals whose success guarantees the prosperity of this, but we are thankful that their death will bring us more joy than their life possibly could. They did a noble work, which we trust shall be supplemented and enlarged by the NEW ENGLAND JOURNAL. Our teachers will subscribe for the paper, and will contribute whatever of interest they can to make it the desired means of communication between teachers and friends of education. We rejoice that Mr. Bicknell has consented to edit the JOURNAL. He is the man for the work, for he excels his fellow teachers by head and shoulders.

Our schools are unusually full this winter, the dull times in business giving many a desirable opportunity to study. Among our teachers we have many who have devoted years of honest work to the business of the school-room, and whose success is always assured. The standard of education has been advanced during the past year, and we look for still better things in the future.

DURING the dark days of our State, when the opponents of the public school system attempted to demolish our State Normal School, resisted every movement for securing *free schools*, made a vigorous effort to abolish the Board of Education, and endeavored to cripple every movement made for the improvement of puplic instruction, no firmer advocate of progress appeared on the arena than the veteran editor of the Hartford *Times*. The following paragraph, recently taken from his columns, shows that he has not lost his interest in the welfare of the schools.

"The trouble of caring for a district, with its present very limited powers, is nearly as great as it would be to care for the schools of the whole town. As the State has progressed towards consolidation, and three-fourths of the business and interests are already consolidated, the schools have improved. Some of the towns have abandoned the district system, and have accepted the proposition of the State, allowing them to consolidate entirely. They have made one district for each town. We believe the people have been generally satisfied wherever this has been done The schools are managed town-wise, rather than by fractional parts of the town. They are managed easier aud to better advantage for the cause of education. Families residing nearest to a school-house send their children there without regard to arbitrary lines. The total tax is less than under the school district system; teachers are better distributed among the several school-houses, and there are a number of advantages in the management of a single board of education over that of ten or twelve boards scattered in every corner of the town. But one of the best results of complete town consolidation is a more uniform or equal education to all the children of the town."

"*Multum in parvo.*" And it seems truly pitiful that the prejudice exists, which, in the country towns should still keep up from ten to twenty distinct organizations in a single township, when one could accomplish better results with greater economy.

A GENEROUS OFFER.—A postal card was recently sent through a neighboring office, containing the following:

"Mr.—I shall open a privet schule at my house and you can com one turm free, and learn manores."

Teachers interested in English Orthography, Grammar, and Literature, History, German, French, Latin, Italian, or Hebrew, may find assistance in the Catalogue of Henry Holt & Co., Publishers, 25 Bond street, New York.

NEW ENGLAND

JOURNAL OF EDUCATION.

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School Teachers to the front! We are glad to notice that in the changes which are made in prominent school offices that the services of practical teachers are demanded. Edward Conant, the new State Superintendent of Schools in Vermont, was the recent principal of the State Normal School at West Randolph, and has had an experience in every grade of school in the State.

Thomas B. Stockwell, the newly elected Commissioner of Public Schools in Rhode Island, has served in the ranks from the district school to the high school, and was one of the most faithful and successful teachers of that State.

The Vermont Teacher's Association held its annual meeting at St. Johnsbury, last week. Hon. Edward Conant, Supt. of Schools, presided and gave a valuable lecture upon the School laws and legislature of the State. Our editorial columns contain a full report of the meeting.

Mr. Conant has entered upon the State superintendency at a most favorable time, and his work will be of a practical nature which will soon be felt throughout Vermont. He has inaugurated a lecture system by which he proposes to reach every town, and to discuss before the people, the condition of public education, and the best means of improving the schools—a work which is greatly needed throughout New England, and our State Superintendents will find no more fruitful field in which to labor.

Pupils are now forbidden to study out of school hours in Philadelphia. The only way to stop it, however, is for the teachers to give out so little work that it can be performed in school hours, and insist upon it that it be done there. If too much work be assigned for the regular school hours, there are some pupils who will study out of school, and it is usually those whom it will injure most to do so. Home-study is apt to beget a habit of indolence, mischief, or both, in school, on account of the fact that pupils come to depend on home-work for preparing their lessons, having thus, as they deem, little that need be done in school. Between the two places a large class of pupils contrive to shirk hard study altogether.

The report of the Board of Education on the scientific survey of the State of Massachusetts is in readiness for the Legislature, having been prepared by Gardiner E. Hubbard, Esq., Rev. Phillips Brooks, and Rev. A. A. Miner, of Tufts College, a committee appointed by the Board to collect evidence as to the need of a survey, and the proper limits within which it should be confined. These gentlemen have been in conference with various scientific and business men, and now report unanimously in favor of a thorough, comprehensive survey, but so defined that the State may know just what it is called upon to undertake. A brief summary is given of what has previously been done by the State, the last general survey closing in 1840, thirty-five years ago. Immense advance has been made in science since that time, and Massachusetts is now far behind other States in this matter. It is proposed to make the survey a Topographical, Geological, and Biological Survey. The Topographical survey, upon a scale of two and one-third inches to a mile, will give a map showing the hills and valleys, every river and stream, all ponds and reservoirs, and other natural features, all forests and arable lands, common roads and railroads, and every building. It is recommended that in the larger and more wealthy towns, the scale of six inches to the mile be adopted, showing the boundaries of every estate, and that the increased expense here be assessed upon these towns. The survey would also determine the water-power of the State, and show where dams and reservoirs can safely be constructed. The Geological survey made in connection with the above would disclose the extent of mineral deposits. It is well-known that there are extensive coal measures not yet determined; deposits of iron, also, and lately in one of the oldest parts of the State, rich deposits of lead and of gold have been almost accidently discovered. The Biological survey is intended not only to record the beasts, birds, insects, and plants of the Commonwealth, but to show how pests of insects can be avoided, how worn-out land can be restored to vitality, and the very coast line itself and harbors secured by the planting of proper trees.

The committee recommend that the survey be undertaken to extend over a period of fifteen years, and they estimate the cost, after a careful examination by experts, to be about $25,000 a year, and a suggestive comparison is made of this survey with the previous one. The assessed valuation of the State in 1831, the year subsequent to that in which the former survey was commenced, was $208,360,407.54, and the cost of the survey then made was $100,000; the valuation of the State in 1874 was $1,794,216,110.60, and a survey in the same ratio would cost more than $861,000; the estimated cost of the proposed survey is $385,000, or less than one-half. The committee close their report with the words: "There is probably no other State where there are so many scientists as in Massachusetts. The aid of most of these gentlemen will be freely, and to a considerable extent, gratuitously given to the survey and in preparation of reports upon their several departments. Massachusetts owes her position in the forefront of the United States neither to her size nor to her population, but primarily to the character and education of her men and women, and secondarily to the great development of her industrial resources. This survey will, we believe, reveal still further her hidden wealth, develop her external resources, and give new impulse to all her energies, thus enabling her in the future, as in the past, to lead the still increasing number of the United States."

The expenses of Boston for educational purposes this last year were $1,865,720.29, of which sum the teachers and officers received $1,041,376.

Thought and Expression—A Plea for the Mother Tongue in School.

BY A. H. DAVIS.

[Read before the American Institute of Instruction, July, 1874.]

III.—(Continued from Jan. 16.)

4. This brings me to composition—dreariestof school-day tasks. It comes with regular installments of agony. The victim would gladly give sorrow words; but his grief is the kind that does not speak, and his thoughts do lie too deep even for tears. The distress is real, but against nature, and needless. What, pray, is it to write a creditable composition, except to say a few sensible things in a straightfoward way, about something well understood? Seemingly how easy! Says Hamlet to Guildenstern:—

Hamlet.—Will you play upon this pipe?
Guildenstern.—My lord, I cannot.
Hamlet.—I pray you.
Guil.—Believe me, I cannot. I know no touch of it, my lord.
Hamlet.—'Tis as easy as lying; govern these ventages with your finger and thumb, give it breath with your mouth, and it will discourse most excellent music. Look you, these are the stops.
Guil.—But these cannot I command to any utterance of harmony; I have not the *skill.*

It is precisely this *skill* that the school-boy and the school-girl lack. Is the English language easier to be played on than a pipe?

Those educators who believe that it mends matters to wait until, as is said, the pupil "knows enough and has something to write about," seem utterly to forget that composition is an *art*, and that "art is long." If a man were a wine-cask or a beer-barrel, this prudent delay might prepare him to be tapped or to slop over; but you know that we have it on the authority of Artemas Ward, that the model for all American boys, "G. Washington, *never* slopped over;" so that won't do at all. The *trouble* is, I think, that the average pupil has enough loose material in his head for a score of good essays; the *truth* is, he cannot organize it; and he will never find might in the pen, until, after many onsets, he *blunders up* to success. *Fit via vi.* The gates of speech are not locked; they stick and creak for want of oil and more frequent opening. Either too much is attempted at long intervals, or the process was not begun early and gently enough. To try to straighten a crooked back by occasional jerks would be intolerably excruciating, not to say unscientific, and might snap the back. Proof is not wanting, however, that the art of composition may be practiced with delight by young or old; and I need not labor to convince anybody that it directly and rapidly begets precision in spoken speech. "Writing makes an exact man," says my lord Bacon.

It seems to me unquestionable that frequent exercises in composition ought to begin with the very youngest scholars, and be continued through the whole school life. Why this rule should be relaxed in favor of college students I do not understand, but I believe the college sins that neglects English themes.

At every stage, the teacher must, at great pains, select subjects that are simple, suggestive and interesting. He must be fertile in practical hints and criticisms. He must not merely cobble the bad spelling and bad grammar and call that "*correcting*" a theme,—he must substitute better words, happier turns, strike out, recast, readjust,—habituating the class to do the like as faulty themes are read to them, and also to challenge the truth of the thought—both the general drift and the particular statement. If there be not time to do this thorough work upon all, I submit that it is better to spend the hour upon *one* theme thus dissected before a class, than to

tinker the orthography and syntax of a score. It is not difficult to make such work highly interesting. The requisites are: a ready command of apt information, tact and an abounding enthusiasm.

Here, as elsewhere, the magnetic teacher's power will have many resources, and will often overleap the bounds of the set lesson. Perhaps, to little folks, a story will be told, or some facts about beasts or birds, or a pretty myth, to be reproduced by them with tongue or pen. A little fellow four years old, thus treated at *home*, will be only too happy to tell you either Phaëthon's or Sheridan's ride with capital effect. In a word, we teachers must see to it the children do not sit down in funereal gloom to write their compositions, if we would arm them with one of the stoutest aids to the production of good English speech.

5. A good word should be said, in this connection, on behalf of debating societies. No doubt you have seen, as I have, admirable results spring from persistent efforts in juvenile debate. If a bright boy has only the courage to sprawl about badly for a time, he is almost sure to think on his feet at last. Said Brinsley Sherdan, when he had made his first speech and failed: "It is *in* me, and it shall come *out* of me." His commonplace-book—found after his death—filled with humorous and pithy thought, crudely set down, elaborated afterward to flash out from the wittiest and most brilliant of speeches, not only betrays *how* he kept his word, but the pleasant fact also that sometimes, at least, he relied on the right sort of inspiration, and that he was not altogether the *indolent* genius he had been taken to be.

I shall never forget the man in a country town, away down in Maine, who, years ago, volunteered to help us boys to start what we styled a lyceum. There was nothing unusual about the school-house we proposed to make immortal—except that it was very small, and, originally, *red*. Candle-light made the darkness visible—somewhat. I am not sure what question we were to settle that night; but as the occasion was most important, it probably was: "Resolved, that the Indian is more deserving of our sympathy than the black man." At the proper time, our friend, usually somewhat grand and pompous, but a hero and our Nestor now, rose to his feet. Expectation rose. Every eye turned to the back seat, "far up the height." The orator began, in tones deep and orotund: "Mr. President, had I the eloquence of a Chatham." Expectation rose higher. He had evidently prepared himself. To enhance the impressiveness of his brief remark he repeated it with perceptible emotion—for he must have seen dimly in the upturned faces what an unexpected effect he was producing: "Ahem! *Had I the eloquence of a Chatham!*" The little audience was spell bound; you might have heard a pin drop. It was too great a strain; the exordium vanished; the orator's wings flapped once or twice as he made futile attempts to free his utterance, and then he fell, like Lucifer, never to *orate* again.

Inceptus clamor frustratur hiantes: They tried to speak, but could only *gape*. Mr. Darwin tells of a man so embarassed on rising to speak that he could utter no sound, and who, unconscious of this fact, went on for some time gesticulating and opening his mouth; but our hero's end was more ignominious—he died and left no sign. He began his oratorical career too late, and he had not the courage of a bull-dog. "Luck is a fool, and Pluck is a hero," says President Porter to the boys of Yale.

If the young Demosthenes, flurried, gets into so hopeless a twist even as did the incipient congressman in a neighboring State legislature, who delivered himself thus: "Mr. Speaker: the generality of mankind in general, are very much like the–r–generality of mankind–r–as a general thing"—no matter; the one essential thing is, *that he stand his ground*. It is tenacity here that tells.

Knowledge humbleth the great man, astonisheth the common man, and puffeth up the little man.

Upand Down.

BY W. W. B.

Like Sisyphus, a fly upon my window pane,
Toiled and tumbled, all his work in vain;
He did not lack ambition yet nor wings,
But maybe struggled for forbidden things.
The reason for his failures none could tell;
I only know he faltered and he fell.

It is not flies alone who seek to gain
A firmer footing on the slippery pane,
Warmed by the fitful glow of wintry sun,
To think their triumphs have but just begun;
I've seen a nobler being often try,
And when he tumbled, ask the reason why.

I think, perhaps, the surface is too glare,
For men or flies to dangerously dare;
He must be warm with summer faith within,
Who would the goal of any grandeur win,
Nor dream when age her mantle o'er him flings,
His feet will serve the purposes of wings.

Intercollegiate Scholarships.

BY THOS. WENTWORTH HIGGINSON.

The recent intercollegiate literary competition in New York is of interest, not for itself alone, but as a part of a general movement for bringing our colleges together, with a view to comparison of method. As it is, our several colleges go their own ways, with little mutual intercourse or comparison. Even the president of each has very little opportunity of knowing how its method and standard compare with those adopted elsewhere. A single inert or over-conservative professor may, for a series of years, keep his department entirely aloof from the tendencies of current scholarship; and while his pupils suppose themselves to be obtaining the very best instruction, they may really be at great disadvantage all the time.

In the English universities there are certain "scholarships" open to all who enter the university. It is a matter of pride to the preparatory schools to furnish as many successful candidates as possible for these examinations. The result of the examination tests the methods of the different schools. Again, within the universities there are certain "scholarships" or foundations open to students of a particular college only; and there are others open to students of all colleges. These last, as I was assured, are counted far more honorable, because they have to be won against a greater variety of competitors.

It is the aim of the young men who have undertaken this movement to bring about some such result. This year they began with a competition in oratory, before Messrs. W. C. Bryant, G. W. Curtis, and Whitelaw Reid, as judges; and a competition in essay-writing, with Messrs. T. W. Higginson, J. T. Fields, and R. G. White, as judges. These points of competition were chosen, not as the most important, but as the most convenient to begin with. Next year it is proposed to add competitive examinations in Greek and Mathematics. The department of Mathematics is to be Analytic Geometry; and the Greek examination is to be based on one Greek play—to be announced early in the year by the examiners—together with rendering at sight from Greek into English, and from English into Greek. These examinations having been successfully established, others will follow; the hope being to establish ultimately a system of annual examinations, covering a varied curriculum of studies. These examinations would properly be limited, at first, to the colleges inaugurating the enterprise; but how far they would ultimately extend it is impossible to say.

It is the hope of the Intercollegiate Literary Association that as its aims become understood, means will not only be provided for annual expenses, but for a "scholarship" or "fellowship" fund, by which the successful competitors may ultimately be enabled to pursue their favorite studies at any institution they may select, at home or abroad. As it is all, endowments for this purpose are limited to some single college. There seem no objections to this plan, except such as apply to all competitive examinations. The advantages are:

First: The plan will, so far as it goes, test the methods of different colleges.

Secondly: It will bring together the students of different colleges in honorable rivalry, and help to remove that petty provincial spirit which is commonly the bane of our American colleges.

Thirdly: It will give a higher stimulus to competitors, as each represents his college, and may do it honor.

Fourthly: It will make the several colleges look with pride on their men of brains as well as their men of muscle. Up to this year, muscle has monopolized the only intercollegiate arena.

These are some of the advantages aimed at. Of course, there are difficulties in the way. College undergraduates are not always good organizers or good business men; and the success achieved this year was in spite of greater obstacles than are likely to occur again. The projectors have learned by experience; the enterprise seems to be on its feet at last; and friends among the educated and the wealthy are already raised up to it. Eleven colleges now belong to the Association, and six of these took active part in the late competition in New York. The two largest New England colleges have not yet entered; this being very natural, since the larger the institution, the less its students feel, at first, the need of being brought in contact with any other. But there are no colleges in America, after Yale and Harvard, which show more vigor, or exert more influence, than Princeton and Cornell, to mention no others among those represented at the Academy of Music.

If this movement does nothing else than to vindicate the ability and training to be found at the smaller colleges, it will do a service. It is not long since it was advanced as an axiom that Harvard and Yale, by their size, wealth, and energy, were sure to divide the boating laurels between them. Amherst College, the Amherst Agricultural College, and Columbia College have pretty well removed that delusion. It will be very well if this movement helps, also to dispel, this error, so far as intellectual competition is concerned. Those who best know the condition of our leading colleges know that even they are still very far from being true universities; that if they have much to teach the others, they have also much to learn; and that there is no institution in America which would not be benefited by an honest intercollegiate competition.

Plants of Universal Application.

BY W. W. BAILEY.

In certain portions of the world there exist plants which are used by the natives in so many ways that we are led to doubt whether mankind could dispense with them. Naturally these useful plants are indigenous to the tropics. In the north there is no one tree or shrub which will supply man with all he needs—food, raiment, and the very home which shelters him. Under the equator, however, where vegetation is so rank, and the people, as a rule, so indolent, it is natural enough that there should be these vegetable wonders. Indeed, the very luxuriance of plant life, and the ease with which the fruits of the earth may be obtained without exertion, engenders that indolence which is so characteristic of these countries. We of the temperate zones have our oak trees, and pines and spruces, used in many important ways, it is true; yet it is conceivable that we might survive without them. Not so with some of the Eastern and South American nations, dependent solely for every want upon the growth of one plant. Even cotton, to whom we pay such loyal homage, is but a tributary prince in comparison with many of the tropical plants.

One of the most remarkable instances of universal application is afforded by the bamboo, which, in the countries where it occurs, is indispensable to the inhabi-

tants. Of it they construct their dwellings, weave their garments, build their rafts and boats, and even make the sails which waft them. Musical instruments are manufactured from the hollow tubes and pipes for smoking, or for the transmission of water. It is formed into all kinds of domestic articles, as chairs, tables, and bedsteads. Even the carts used in the field are constructed of bamboo. It is beaten into a pulp for paper, and is twisted into mats or cordage. Sometimes it is used for a candle-wick; sometimes a life-preserver is made of it. When young and tender, it is used as an article of food, and preserved in sugar is exported to less favored nations. Plantations are fenced in with it, and the dignitary uses it as a baton of office—or as a whip to scourge the offender.

Not unlike the bamboo in its manifold applications, is the banana. This plant has been so long cultivated by man, or we might more properly say, allowed to grow for his use, that all traces of seed are obliterated from it. Besides its more obvious use as an article of diet, the leaves are employed to thatch houses or to clothe the body, and the stems in as many ways nearly as the bamboo itself. Viewed simply as an ornament, it is important. In Central and South America the houses of the natives are almost always surrounded by a growth of bananas, the broad ribbons of which droop and flutter in the wind.

Like the camel among animals, the date tree is among plants. The inhabitants of the desert regions of Africa and Arabia depend upon both alike. Besides the fruit which makes a large part of the food of these people, there is hardly any part of the tree which is useless. Wine is made from the fruit, and the fibrous parts are used for the manufacture of baskets, cords, mats, etc. The heart of the tree contains a substance not unlike sago—very nutritious and palatable. Even the leaves are employed as fans, brooms, and mats, and the stem of the leaf is made into many articles of furniture. Rafts and boats are made of them.

The cocoa-nut tree, in the countries where it grows, is employed in as many ways as either of the trees above mentioned; nor should we fail to notice our own paper-birch which furnished the Indian tribes not only with paper, but with canoes, calabashes, and many indispensable articles. We have lately heard much of the connection existing between flowers and insects. We are told that so intimate is the relation in some cases that the death of the plant would insure the decease of the insect. Is it possible that the annihilation of, say the bamboo, would necessitate the decadence of the races which employ it?

Child-Poisoning.

Some weeks ago, much sickness and several deaths occurred among pupils in the Mount Pleasant school, Nashua, N. H. The physicians succeeded in tracing these directly to foul air arising from ill kept earth closets in the basements. Popular indignation was justly aroused, and a committee of investigation appointed, who have lately made their report.

This report, which is a model of honest brevity, shows: That the evil arose from the use of urinal troughs and earth-closets; that it has existed more than a year; that in spite of protests by members of the Board of Education and others, nothing was done to remedy the matter till the Mayor took the case in hand; that the testimony of the city physicians is emphatic that great injury to the health of the children, though not positive that actual death has been the result; that while "the blame rests with the janitor," "the School Board should not be relieved of a share of the responsibility;" that the testimony is uniform in preferring water-closets to earth-closets in such buildings.

Some of the testimony appended to the report makes the case even worse yet. The late principal says that he noticed the offensive smell a year ago, and repeatedly complained to members of the board and others, and to Mr. Allard, then superintendent, so that in fact they told him "he had earth closet on the brain." Several lady teachers testify to the same foul odors, and one who had several pupils sick, and who herself was afterwards "in miserable health," says that last term, while hearing classes in the hall, the smell was "terrible!" It was a matter of common talk and complaint among the teachers.

Dr. Wasson knew the condition of things *two years ago*, as also did other witnesses, and protested against it to the janitor and others. The doctor says the effect of such an atmosphere would be "physical debility; a child would not, with the system thus weakened, be able to withstand the disease" (scarletina) Dr. Gray heard the facts in families where he visited. He found many of the scholars "tired, feeble, feverish, suffering with headache, and debilitated to the extent that parents had to keep them out of school."

Prominent school officers had noticed the offensive smell even a year and a half ago, but "did not think it sufficient to affect the health of the children." Will those gentlemen inform us teachers how long and strongly air must be tainted with that most deadly malaria that arises from decaying human excrement before it becomes injurious to the children? Mr. Longley, the janitor, testifies that no teacher ever complained to him; that he "never knew anything about earth-closets, and never read any regulations, or asked for information in regard to the care of them;" and that he "never knew there was any smell till the principal spoke to him about six weeks ago!" He has very properly resigned, both as janitor and member of the School Board.

The Nashua papers are severe against all the parties in this unfortunate affair—possibly too much so—and do not hesitate to accuse the board of "ways that are dark" in regard to it. We know nothing of all this, and give the matter prominence, not to bring odium upon any, but because it is a *representative case*. There are scores and hundreds of just such fountains of death, all over the country. A physician of long experience, at our elbow as we write, says he "knows many school-houses where, from this very cause, a child attending school for a week is in serious danger of contracting fatal disease." Already the *Telegraph* has a letter from a physician in the interior of the State, saying that "he has recently lost his only son, who was attending one of the most popular schools of the State, and who, he believes, was murdered by the proximity of his room to a closet used by over fifty students." New Hampshire is not alone in this guilty stupidity. Similar cases might be multiplied, from other sections, and even worse ones will readily be remembered by almost every one who has been engaged in teaching for some years.

It would take altogether too bad a word to express just our feelings at this damnable business. Will not physicians and others in possession of facts bearing on the question, send them in, with their own views as well? The matter will bear "ventilation."

Modern Syrian Views with Regard to Female Education.

BY REV. HENRY JESSUP.

In the year 1847 a literary society was formed in Beirût, through the influence of Drs. Thomson, Eli Smith, Van Dyck, De Forest, and Mr. Whitting, which continued in operation for about six years, and numbered among its members the leading men of all the various native communities. Important papers were read on various scientific and social subjects.

The missionaries had been laboring for years to create an enlightened public sentiment on the subject of female education, contending against social prejudice, profound ignorance, ecclesiastical tyranny and selfish opposition, and at length the fruit of the labors began to appear. In the following article may be seen something of the views of the better class of Syrians. It was read before the Beirût Literary Society, Dec. 14, 1849 by Mr. Brutus Bistany, who, as stated above, married Rohul, and is now the head of a flourishing academy in Beirût, and editor of three Arabic journals. I have translated only the salient points of this long and able paper.

"We have already spoken of women in barbarous lands. The Syrian women, although better off in some respects than the women of barbarous nations, are still in the deepest need of education and elevation, since they stand in a position midway between the barbarous and the civilized. How few of the hundreds of thousands of women in Syria know how to read. How few are the schools ever established here for teaching women. Any one who denies the degradation and ignorance of Syrian women, would deny the existence of noonday sun. Do not men shun even an allusion to women, and if obliged to speak of them, do they not accompany the remarks with "a jellak Allah," as if they were speaking of a brute beast or some filthy object? Are they not treated among us very much as among the barbarians? To what do they pay the most attention? Is it not to ornament the dress, and repining about styles of tatooing with the "henna" and "kohl"? What do they know about the training of children, domestic economy, and neatness of person, and the care of the sick?

"How many abominable superstitions do they follow, although forbidden by their own religions? Are not the journals and diaries of travelers full of descriptions of the state of our women? Does not every one, familiar with the state of society and the family among us, know all these things, and mourn over them, and demand a reform? Would that I might awaken among the women the desire to learn, that thus they might be worthy of higher honor and esteem. Women should be instructed in religion; this is one of her highest rights and privileges, and her bounden duty. She should be taught in her own vernacular tongue, so as to be able to express herself correctly, and use pure language. Women should learn to write.

"She should be taught to read. How is it possible for women to remember all her duties, religious and secular, through mere oral instructions? But a written book is a teacher always with her, and in every place and circumstance. It addresses her without a voice, rebukes her without fear or shame, answers without sullenness and complaint. She consults it when she wishes, without anxiety and embarrassment, and banishes it if not faithful or satisfactory, or even burns it without crime!

"Why forbid woman the use of the only means she can have of sending her views and feelings where the voice cannot reach?

"Now, when a women wishes to write a letter, she must go, closely veiled, to the street, and hire a professional scribe to write for her, a letter which she cannot read, and which may utterly misrepresent her.

"Women should also have instruction in the training of children. The right training of children is not a natural instinct. *It is an art*, and a lost art among us. It must be learned from the experience and observation of those who have lived before us; and where do we now find the woman who knows how to give proper care to the bodies and souls of her children?"

Mr. Bistany then speaks of the importance of teaching women domestic economy, sewing, cooking, and the care of the sick, as well as Geography, Arithmetic, and History, giving as reasons for the foregoing remarks, that the education of woman will benefit herself, her *husband*, her children, and her country. How can she be an intelligent wife, a kind companion, and a wise counseller, a faithful spouse, aiding her husband, lightening his sufferings, training his children, and caring for his home, without education?

Without education, her taste is corrupt. She will seek only outward ornament and dress, and painting, as if unsatisfied with her Creator's work; becoming a mere doll to be gazed at, or a trap to catch the men.

She will believe in countless superstitions, such as the Evil Eye, the howling of dogs, the crying of foxes, etc., which are too well known to be mentioned here. He who would examine this subject, should consult that huge unwritten book, that famous volume called "Kelab en Nissa," the "Book of the Woman," a work which has no existence among civilized women; or ask the old wives who have read it, and taught it in their schools of superstition.

Let him who would know the evils of neglecting to educate women, look at the ignorant, untaught woman in her language and dress; her conduct at home and abroad; her notions, thought and caprices on religion and the world; her morals, inclinations and tastes; her house, her husband, her children and acquaintances; when she rejoices or mourns, when sick or well; and he will agree with us that an uneducated woman is a great evil in the world, not to say the greatest evil possible to be imagined.

In the reformation of a nation, then, the first step in the ladder is the education of women from their childhood. And those who neglect the women and girls, and expect the elevation of the people by the mere training of the men and boys, are like one walking with one foot on the earth, and the other in the clouds! They fail in accomplishing their purpose, and are hardly able, by the utmost energy, to repair that which woman has corrupted and destroyed. They build a wall, and woman tears down a castle. They elevate boys one degree, and women depress them many degrees.

"Perhaps I have now said enough on a subject never before written upon by any of our ancestors of the sons of the Arabs. My object has been to prove the importance of the education of women, based on the maxims that, 'she who rocks the cradle with her right hand, moves the world with her arm'."

Compulsory Education.

Senator Stewart, of Nevada, has proposed an amendment to the Constitution as follows:

"ARTICLE 16.—If any State shall fail to maintain a common school system, under which all persons between the ages of five and eighteen years, not incapacitated for the same, shall receive, free of charge, such elementary education as Congress may prescribe, Congress shall have power to establish therein such a system, and cause the same to be maintained at the expense of such State."

COMPULSORY EDUCATION DEFINED BY A GERMAN PROFESSOR

Dr. Gottschick, of Berlin, in an article in *Schmidt's Pedagogical Encyclopedia*, says: — "By compulsory education we commonly understand *legal provisions that all children shall be compelled to go to school and receive instruction.* This differs from compulsory attendance, which means that parents are obliged to send their children to a certain school—a custom which prevailed many years ago in some villages in Prussia. Compulsory education involves both the duty imposed upon parents by law to see that their children receive instruction, and the prerogative of every child to be educated; so that the State in compelling parents to have their children educated, only acts as the protector and guardian of the most sacred inborn rights of children. It is thus not only the *duty* of the Government to care for the education of children, but also a *right.* Government must protect the well-being of society, which is endangered by ignorance and vice. As the Government makes laws for the prevention of crime, it is both its duty and right to educate the future members of the social community, that they may advance its well-being, not destroy it. When obstinate or avaricious parents refuse to educate their children, Government must step in and take their place, and see that the duty is discharged."

ANOTHER DEFINITION OF THE TERM.

"Compulsory education," says Dr. Palmer, Professor Theology at Tübingen, "is a public benefit—a protection of children against the ignorance and selfishness of parents. All arguments against it are always based on abstract ideas and impracticable theories."

REPORT OF VICTOR COUSIN, IN 1833.

Victor Cousin, reporting the famous School Law of 1833, said:—"A law which would make primary instruction a legal obligation, does not appear more above the powers of the legislator, than the law respecting the National Guard and the taking property for public utility. If the reason of public utility suffices to touch private property, why should not a higher utility require that children should receive instruction, that they may not become a nuisance to society?"

RESULTS OF COMPULSORY EDUCATION IN BADEN.

M. Duruy illustrates the material results of a compulsory system by Baden, one of the least improved portions of Germany, in 1833. In 1864, the period of a single generation, it was reported of education: "We have reached a point in which nothing more can be done." In 1854 there were 1,426 prisoners, 1861 only 691. Marriages augmented, illegitimate births diminished. Thefts decreased from 1,009 to 460. The number of indigent declined one-fourth.

"The principal element of the transformation," says Doctor Dietz, "has certainly been the compulsory education of the popular classes."

EFFECTS OF COMPULSORY EDUCATION IN SWITZERLAND.

Investigating such facts and similar results in the cantons of Switzerland, a writer in the *North American Review*, January, 1867, says: "The system of compulsion protects the rights of the child. It enforces the duties of the father, and to enforce duties is not an invasion of rights. Compulsory education breaks a way for children whose training is obstructed, and settles them fast in the direction of light and truth."

REMARKS OF DR. RYERSON ON THE AMERICAN SYSTEM OF EDUCATION.

Dr. Ryerson, superintendent of education for Ontario, Canada, acknowledges the general excellence of American systems of public instruction, but adds: "While the State provides an education for every child, it has not provided that every child shall qualify himself by such education for citizenship. The right of the parent or guardian to perpetuate ignorance is placed above the right of the child to be educated."

DR. RYERSON ON COMPULSORY EDUCATION.

On the general question, the same eminent authority says:—"1. Compulsory education protects the nineteen out of twenty who are educating their children against the one who, cruelly towards his children and injuriously towards the community, is counteracting what the other nineteen are doing. 2. It involves the protection of innocence against wrong, for starving the mind is worse than inflicting injury on the body. 3. If it is right to tax the property of all for the education of all, it is equally right to see that all are educated. 4. If it is the right of every child to receive food for the body, he has a higher right to nourishment to mature his higher powers of manhood."

GERMAN VIEWS OF THE LEGAL QUESTION.

Dr. Gottschick, in the paper to which reference has already been made, ably discusses the legal aspect of this question. "Compulsory education, under a somewhat repulsive name, is one of the noblest rights of men—the rights of every man to a good common school education. This is the fundamental law peculiar to the German nation, the foundation of its power, and its great historical mission as the champion of civilization in Europe. The State fixes the number of years a child must attend school, prescribes a certain amount of elementary knowledge which every one is to obtain, and founds schools where this knowledge can be acquired."

Rümelin, a well-known legal writer of Prussia, thus defines compulsory education: "A general human right, and a fundamental right of children, compulsory only in so far as this right must be protected against any infringements." —National Educational League.

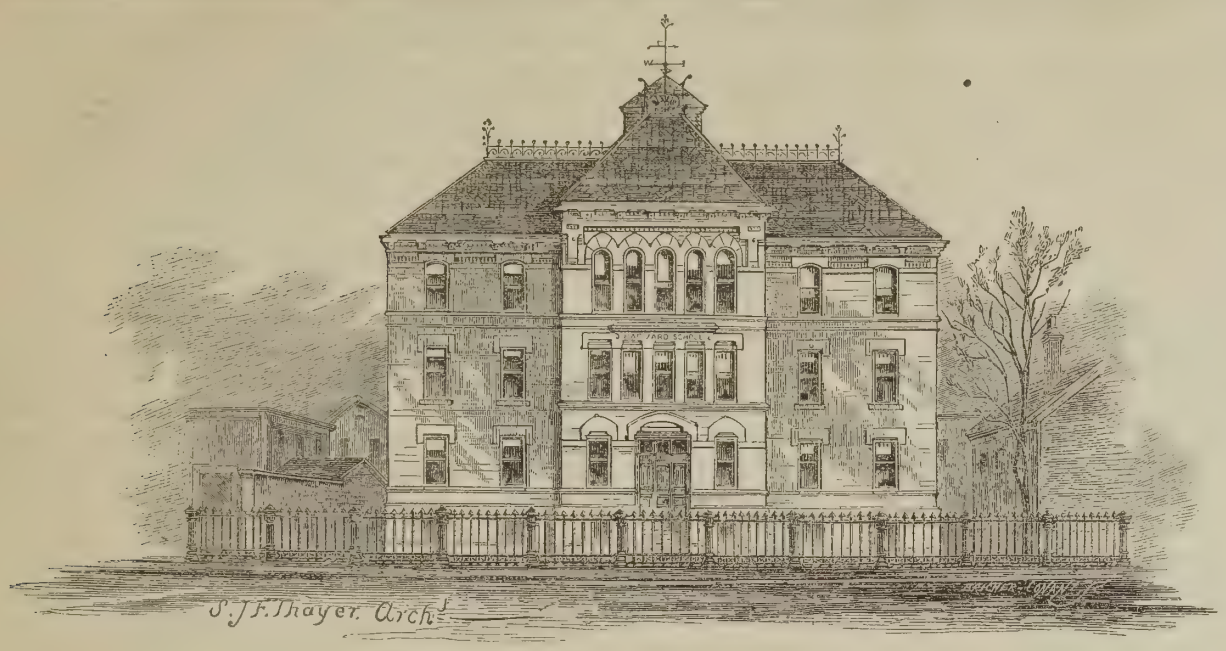
FACTORY CHILDREN. — A report was made the other day to the Legislature of Massachusetts, which states that there are in the Commonwealth upwards of 60,000 children of school age, who are growing up in ignorance. It is thought that these figures might be largely and truthfully increased. The law requires the attendance at school of factory children between the ages of 12 and 15 years at least 11 weeks in the year, and of those under 12 years, 18 weeks. From the statistics gathered in the larger manufacturing towns, it seems that, for the purpose of making a show of compliance with the law, parents have been in the habit of entering their children in school, and, after their short continuance therein, taking them out again. In Fall River there are 1051 children registered as pupils in the factory schools, which have four terms a year, but the average attendance is only 185. The cause of this is claimed to be, in a great measure, the poverty of the parents, who are obliged to resort to every possible means of adding to their income. Additional legislation to remedy this evil is recommended.

CHINESE BOOKS.—Printing a book in China is done as follows: Two pages are written by one trained to the business, on a sheet of thin paper, divided into columns by black lines, and in the space between the two pages are written the title of the work, and the number of chapter and page. When the sheet has been printed, it is folded down through this space, so as to bring the title, etc., partly on each page. The sheet, when ready for printing, is pasted downward on a smooth block of wood, made usually from the pear or plum tree. As soon as it is dry the paper is rubbed off with great care, leaving behind an inverted impression of the characters. Another workman now cuts away the blank spaces by means of a sharp graver, and the block, with the characters in high relief, passes to the printer, who performs his work by hand. The two points he has to be most careful about are to ink the characters equally with his brush, and to avoid tearing the paper when taking the impression. From a good wooden block some 15,000 copies may be printed, and when the characters have been sharpened up a little, it is possible to obtain 8,000 or 10,000 more impressions.

STRIP THE LEAVES OFF.—Rev. Joel Hawes once called upon Dr. Emmons for a criticism on his style of preaching, and the Dr. said: "Joel, I kept school once —I sometimes had to whip the boys, and when I whipped, I always stripped the leaves off the rod," and he drew an imaginary rod through his fingers by way of illustration. The hint, it is said, helped Hawes amazingly, and may, perhaps, be of like service to those who unwittingly have covered up their teaching with too many words. Said a man of the highest culture, "It takes all I know to make things plain."

TEXT BOOKS.—The Sacramento *Record* learns from trustworthy sources that efforts are being made by interested parties to persuade the State Board of Education to make some extensive changes in the text-books used in the public schools. We join the *Record* in protesting against any such change. It is unnecessary to keep continually changing books, and gross injustice to the taxpayers. In nineteen cases out of twenty there is a job in these changes. The fewer we have of them the better.—*Vallejo Independent.*

THE power of kind words is often remarked, but the words must be born of a kind soul, and be rich with the tender graces of the spirit, before they can take root and bear fruit in the stony places of a hardened heart, or blossom in the barren niches of a desolate life.—*Duff Porter.*



The Harvard School House, Charlestown.

The building, a view of which is given above, was dedicated February 22d, 1872 It is a model of its kind, and surpasses other grammar school houses in the State in perfection of design and finish, and in completeness of adaptation to the purposes for which it has been designed. Its total cost was $130,285. Three other first-class garmmar school-houses have recently been erected in Charlestown, and its High School building has been entirely remodeled, and is also a first-class building. The estimated value of the school-houses of Charlestown when annexed to Boston exceeded $600,000, and in this respect it ranked as the third city in the Commonwealth, though in valuation and in population it was the fifth.

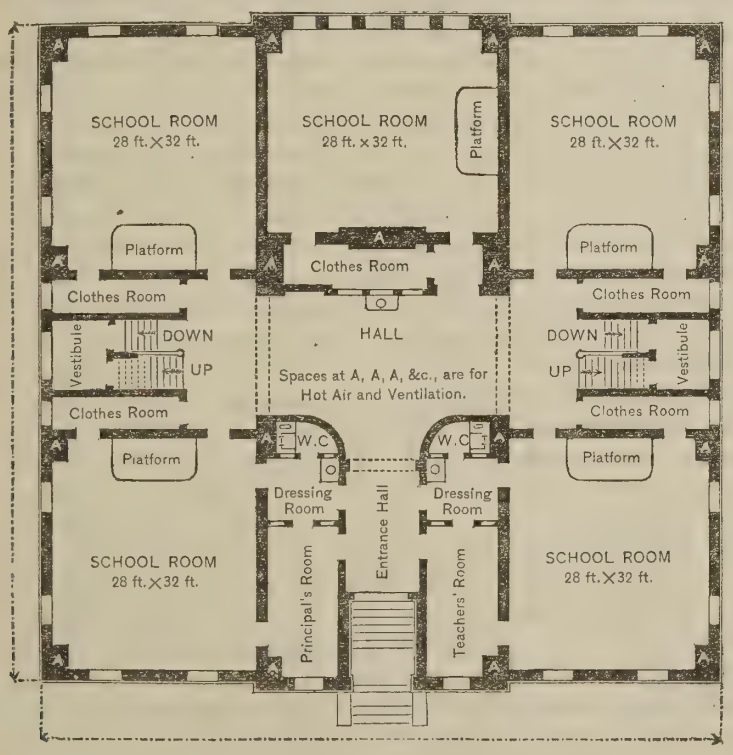
From whatever point it may be viewed, the exterior presents a very solid and substantial appearance, it being the object of the architect to produce a building elegant and symmetrical in its proportions, without incurring useless expense in mere ornament. It is three stories in height, exclusive of a high basement. The walls are faced with pressed bricks and trimmed with granite from Maine.

The roof is "hipped," covered with slate, and surmounted by an iron cresting of pleasing pattern ; the cornice of the front central projection is carried above the level of the cornice of the main building, covered with a roof of steeper pitch and longer rafter, and crowned with an iron finial and vane of bold design, making this a striking and emphatic feature of the building when seen from any point on Bow street.

The building is set in the middle of a lot, which allows of spacious yards in front and on each side for play-grounds.

The cut, although giving a general idea of the outline and design of the building, fails to convey the impression of quiet dignity and massiveness which forces itself upon the observer.

Basement.—The basement is twelve feet high, has entrances from the yards on either side, and contains, in addition to the heating apparatus and fuel-rooms, light, spacious, and well ventilated play-rooms for the boys and girls—for use during inclement weather—with which are connected the water-closets ; from each play-room is a flight of stairs leading to the first floor.



PLAN OF THE FIRST FLOOR.

First Floor.—Entering the building from the front, we find on either side of the entrance-hall comfortable and commodious rooms for the use of the principal and committee, with which are connected dressing-rooms and water-closets for the male and female teachers.

There are also on this floor five school-rooms, each twenty-eight by thirty-two feet, having in connection the requisite clothes rooms. Transversely through the building runs a corridor fourteen feet wide, from each end of which start broad flights of stairs of easy ascent, leading to the second floor, and down to the vestibules connected with the entrances from the yards. This corridor is well lighted by means of a large mullioned window at each end. This story is thirteen feet high.

The peculiarity of the plan of this floor is that the space usually used for a sixth school-room is devoted to a front entrance, committee and principal's rooms as described above.

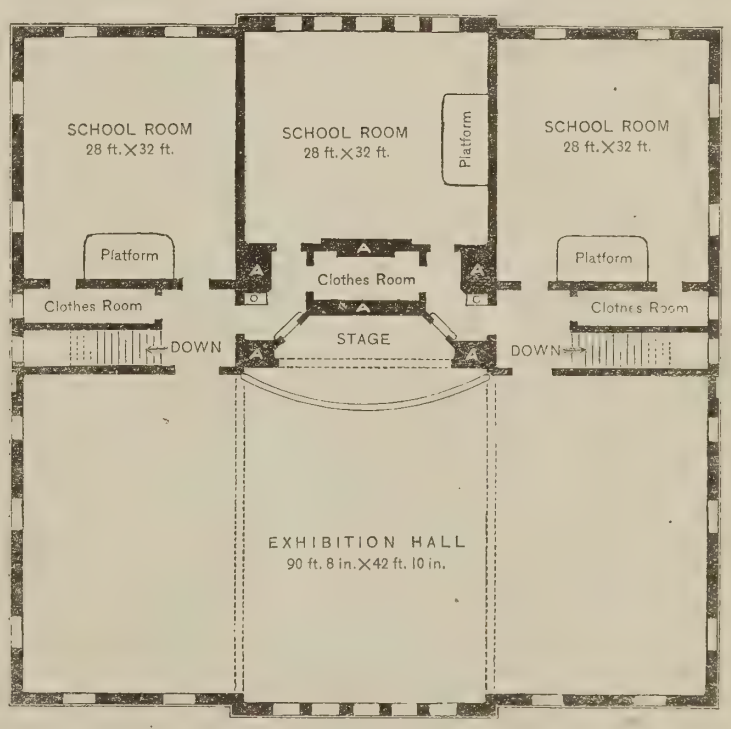
Second Floor.—This story is of the same height as the first, and contains six school-rooms of the same dimensions, with clothes rooms. The corridor is in every respect similar to that on the first floor.

Third Floor.—This story contains three school rooms of the same dimensions as those in the first and second stories, and thirteen feet high, with clothes-rooms. The exhibition hall is in the front portion of the building, and occupies its whole width and about half its depth, being ninety feet eight inches by forty-two feet ten inches, and nineteen feet six inches in height ; it is well lighted on three sides by large windows, among which is an arcade of lancet-shaped windows, of liberal height, which is introduced with admirable effect ; at the other side of the hall, and directly opposite this arcade, is a recess for the stage, which is of ample dimensions.

The principal partitions throughout are of solid brickwork. the inside finish is of soft brown ash, with hard-pine floors, platforms, and stairs, and every arrangement is made for the comfort and convenience of the teachers and pupils which experience could suggest. The building is warmed by steam, and the ventilation received the most careful study and attention from the artist. The peculiar merit of the building consists in the lighting yf the rooms, which have windows only on one side.

The work was executed under the supervision of Mr. Samuel J. F. Thayer, architect, of Boston.

We are indebted to Hon. A. J. Phipps, Agent of the Massachusetts Board of Education, for the use of the electrotype plates of the house, and for the main particulars of the description.



PLAN OF THE THIRD FLOOR.

A WANT SUPPLIED.—A simple, inexpensive, and safe method of admitting pure air into and removing impure air from a room, is a desideratum in our homes, as well as in churches, school-rooms, halls, and other places of public resort. The following device serves a good purpose in apartments heated by stoves and provided with no effective system of ventilation : Arrange two or three windows on the side or sides of a room exposed to the prevailing winds, in the following manner : Set edgewise on the sill of each a thin board, six inches wide, and long enough to extend across the window, just inside the lower sash, so that the window will slide easily up and down behind it. Fresh air can be admitted by raising the lower sash nearly to the top of the board, when it will enter upwards between the upper and lower sash, and blow upon no one. Impure air can be removed by dropping the upper sash of one or more windows on the opposite and leeward side of the room. This plan, at trifling expense, is effectual, and needs only trial to come into general use. J. D. B.

New England JOURNAL OF EDUCATION.

A Weekly Journal, published under the auspices of
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Boston, Mass., Jan. 30, 1875.

THE subject of competitive school examinations is receiving attention in England as well as in America, and will prove of great value to the schools and universities. An English paper gives the first published results of the new Oxford and Cambridge school examinations. The examinations embrace all schools that profess to be preparing their pupils for the universities, and the certificates granted to those who pass are accepted as equivalent to one year of study and the first public examination (known as the Little Go) at the universities. This, it will be seen, must prove of immense advantage in the saving of time and expense to students at the latter, and is calculated to do away with a cause of complaint that has been often referred to by eminent professors, that their aims and efforts to lead students on to the higher branches of a particular class of studies were hindered by their having to go over intermediate ground which should have been covered by the schools; that, in fact, they had to do more of the work of the schoolmaster than was compatible with their efficiency as professors. The examinations are conducted by one and the same body of independent and qualified men, appointed by Oxford and Cambridge Universities, and thus all schools will be subjected to the same test. In the recent examinations, 21 public schools are reported as having been successful more or less, Winchester College heading the list with 34 of its boys who have received university certificates; Manchester Grammar School coming next with 28 boys, Marlborough College third, Eton fourth; Wellington College, King's School, Sherborne, Rugby (which has only seven boys passed), and others follow, five large schools only passing one boy, while Harrow, Westminster, Charterhouse, and St. Paul's, formerly singled out as worthy of commendation by the Public Schools' Commission, are either not placed or have not applied for examination—probably the latter. As this is the first of these occasions, however, there are necessarily the shortcomings and defects inseparable from beginnings, but it is considered that as the system is carried out, the result will be a very great improvement in the character and teaching of the public schools. They will furnish the people with an index as to what institutions are best fitted to prepare boys for university study, and the stimulus thus imparted to education must prove of incalculable benefit.

Vermont State Teachers' Association.

The twenty-fifth annual meeting of the Vermont State Teachers' Association was held at Assurance Hall, St. Johnsbury, Thursday and Friday, January 21 and 22. The session began Thursday evening, President Conant in the chair, and was opened with prayer by Rev. E. T. Fairbanks, of St. Johnsbury. The secretary being absent, Mr. J. E. Miller, Principal of Montpelier High School, was chosen secretary *pro tem.* After the appointment of the usual committees on business, resolutions, and nominations, an address of welcome in behalf of the citizens of St. Johnsbury was made by Hon. Franklin Fairbanks.

The association was then addressed by Edward Conant, President of the Association and Superintendent of Public Instruction, on our present system of public schools in Vermont. The system is characterized by four essential features. First, by the law that the towns shall establish and support schools; secondly, that schools shall be supported in large part by tax on the grand list; thirdly, that the stronger portions of towns shall assist the weaker in the support of schools; and fourthly, that children shall be required to attend the schools provided.

The system has yet some glaring defects. There is especial need of equalization of taxation. Some districts pay seven times as much as others in proportion to their ability to defray the ordinary current expenses of schools. We need, again, more and better schools of higher grade, and larger appropriations for the normal schools.

The next exercise was a lecture by Prof. H. M. Seelye, of Middlebury College Subject: Sermons in Stones. The text was a pile of boulders. Whence came they? How were they transported? How were they scarred and furrowed as we find them? The drift is found as far south as about forty degrees north latitude. There are several theories as to their transportation. The principal are the iceberg and glacial theories. These were briefly sketched, and many points finely illustrated by the use of charts. Professor Seelye has a vein of humor which very much relieves the not infrequently otherwise wearisome discussion of technical subjects.

The morning session, Friday, was opened with prayer by Rev. D. E. Miller, after which were presented the reports of the Executive Committee and the Treasurer. The latter reported nothing in the treasury, and no outstanding obligations except those arising from the arrangements for the present meeting. Both reports were accepted, and the treasurer was instructed to assess and collect an annual fee of $1.00 from each male member of the Association, after this year, to be paid in advance of the annual meeting.

The next topic was a general discussion concerning new and valuable text-books. Several teachers mentioned books which, during the past year, they had tested and found worthy of commendation.

Prof. W. C. Simmons, of the University of Vermont, then read a paper upon changes in Latin Grammar. The last ten years have been marked by great progress in Philology. A new system of pronunciation is coming into use. Old notions of stem and euphonic changes have been exploded. Some grammars contain merely statements of facts concerning the use of the language, are without system, and hence rather bundles of tags, as Dr. Gardner, of the Boston Latin School, calls them, than a well-arranged digest of principles. Some grammars contain absurd statements as to the formation of stems of nouns of the third declension. Professor Simmons especially criticised the foot-note style of the recent revision of the etymology of Harkness' Latin Grammar; thought that Allen and Greenough's grammar was more philosophical, but too hard for young students. Gildersleeve's grammar had many fine points, but that of Mr. Morris was the most unexceptionable for elementary use.

The importance of instruction of Physiology in our schools was the theme of some excellent remarks by Mr. Judah Dana, Principal of Rutland High School. The whole man must be educated, the physical as well as the intellectual and moral natures. Nothing is more important than a thorough knowledge of the structure and laws of our own bodies. We reverse the proper order of studies in our schools. Language and something of Natural Science should precede Mathematics. He had known boys who became proficient in Mathematics who never studied Arithmetic until they were fourteen years of age.

The last exercise of the morning was a discussion of the merits of Steele's Fourteen Weeks' Series, opened by Charles A. Bunker, of Peacham. His remarks chiefly concerned the Natural Philosophy which he had used, but could not commend. The poetry, the pictures, and the preaching occupied too large a share of the work. Dr. Spaulding, of Barre, Vt., W. H. Galbraith, of St. Johnsbury, and Professors Pollens and Harrington participated in the debate which followed. Most of the gentlemen thought these books well adapted for use in the brief courses in Natural Science of our high schools and academies. One or two speakers were almost enthusiastic in their enconiums of Steele's work.

(Concluded next week.)

Shakspeare dans la Famille.

It is because of its naturalness that I like it. When I visit the studios and the galleries, I always dread to have my attention called to such or such a painting, because I am expected to say something to its credit, whereas one of the figures is sure to wear his sword on the right hand side, or is about to strike with a hammer held in his left hand. Every picture requires a godfather at its baptism. The designer and the painter should be two persons. To specify what is required in all its minuteness, is one thing; to execute the designation on canvas or paper, quite another. Whoso paints conjecturally paints ill. I dont care about the Vaticanic style; I had rather own a Düsseldorf, a good one, than a head of a saint done three or thirteen centuries ago, and browned by age. I know this is very heretical; there is so much said, you know, about the old masters. I do not deny that there are paintings in Europe very greatly superior to those that in America we ever see; but that is not my point. I like home production, or if foreign, then the foreign of recent date, and the subject a pleasant and an understandable one. My picture is a mezzotint. Somebody said, "Why have it in a frame? you had best put it among portfolio engravings." "In fact," says your very severely moral critic, "*all* engravings, and their families belong out of the frame." I could not do it. I want to look upon it, and admire the grouping, the expression of the every countenance, the whole manner, the *tout ensemble* of the thing. Shakspeare sits at ease, in his left hand his manuscript, the left arm from the elbow to the wrist upon the table, his right hand lifted in gesticulation of the words which Hamlet (probably) is speaking by the mouth of his oracle, his right foot advanced, his countenance radiant, his *pose* admirable. His wife, *neé* Ann Hathaway, leans from her chair to listen to the wondrous words, her fingers toying with their work meantime, which lies upon her lap and in the basket at her side. She seems spell bound, and yields such attention as becomes the greatest compliment to a reader; his youngest daughter has nestled close to the poetic delineator of the royal Dane, her head upon his shoulder; the eldest settled on a cricket at his feet, one arm upon his knee, seems lost in admiration of the effective recital; his son, youngest of the group, a sort of hunting whip in his right hand, which has fallen by his side, places the other hand gently on the high back of the chair in which the father sits, himself as deeply interested as any of the others. Ben Jonson, on the settle at the side of the room, looks up from the volume that

he holds, and listens "a wonder wounded hearer," and the servant who bears away the service, hesitates, and at such safe distance is still, and utterly absorbed in the reigning calm attention paid to Nature's great high priest. The portrait of Elizabeth hangs upon the wall, the gittern of the eldest daughter lies, in the presence of the sweeter music, forgotten, and a noble dog is outstretched upon the tessellated floor.

There is life, human expression in all the faces of the group, warmth, ease, and contentment upon and about the premises. The picture speaks. And the subject, the story, of what vast interest to all. I care not, I, for your Venuses, of the pleading, anxious, sensual countenance-straining order, nor for the *very* youthful little smirking Adonis (always pictured so very young that we all see what a fool Venus was), who stands on tiptoe on an impossible hill, or is half sheltered by a friendly bush near some impracticable rivulet. Nor for your saints, and martyrs, and apostles, all conjectural, and any one of whom will answer for any one of the others, as the plates in an illustrated Christmas publication for 1870 are all used this year in another book to personate other people. Nor do I covet your old "heads" of Miser, Jew, or Apostate. My picture is delightful to look upon, to dream of, to talk about, and to love.

Who really wants a first folio of Shakspeare? except perhaps as an oddity, an antiquity, a quiddity. I had rather have Knights' edition. And there are better than his. Who wants, in fact, Chaucer in his old-time spelling? Oh! you need not say that is part of the sweet wit of the man, and all that; you and I, and everybody else, if we could, had rather own the thoughts of the man in clearer, grammatical English. Spencer's Fairie Queen, if we could but have it and read it as we do the Princess, how delightful it would be. And so I like my picture as I do my books, the exponents of information in such manner that I can understand them, not that all things should be anglicised, or even changed, or modified from their best appearance. A bronze Virgil, beautifully and really artistically draped (I have seen such an one at Bigelow's), is worth owning; the ordinary stiff and starchy forms wearing a bit of woodbine (which we are to fancy a wreath of laurel) are not of avail, except to put on the corners of mantel-pieces in houses of men who buy chromos, and hang them on their walls and call them pictures. And the Greek and Latin classics are all right in their literary dress, the text in the original. We want the Frotscher edition of the Bellum Jugurthinum, and to read the Euripedean Medea, before Legouvè made it into something that could be rendered for Matilda Heron to enact. But we had rather have a picture true to life of the Johannisberger vineyard, than one, the product of imagination Frenchified, of the Sallustian gardens. The Elzevirs are among the property of the happy few. But we are in the main content with proper editions of the master works, and with the really good pictures that are made by modern artists. Engravings, proofs before letters, mezzotints of lineal truth, and paintings, not many, but they that tell so honestly of the subject-matter, that taunting criticism which honors "sunshine painted with a squirt," need not lift its voice in the hall of our nobility. *

From J. W. Schermerhorn & Co., 14 Bond street, New York, we have No. 3 of Selected Readings, by Prof. J. E Frobisher. This comprises serious and humorous selections in prose and poetry, mainly by modern writers, and suited to various tastes. "Curfew," "Ballad of the War," and "Half a Century Ago," will be favorites among the poems; "Toussaint L'Ouverture," "Decoration Day," and "Regulus," in prose. An appendix of 26 pages supplies much common-sense advice as to voice culture, reading, acting, and speaking.

Evening Schools have been opened in San Jose and Oakland.

New Publications.

Young Folks' History of the United States. By Thomas Wentworth Higginson. Sq. 16mo., 350 pp., $1.50. Boston: Lee & Shepard.

The advance sheets of Col. Higginson's Young Folks' History of the United States are before us, and they tend to confirm the belief which we have all along entertained, that we were born at an unfortunate time, for when we were young folks all the good books were written for mature people. But now that we are comparatively stricken in years, and expect consideration, the scales are suddenly turned, and the young folks are receiving the chief attention. But perhaps we ought not to complain in the present instance, for the book is thoroughly enjoyable, both to old and young. The author starts with the premise that our own history is one of the most attractive of all subjects, and proceeds to prove it by telling our story in his own beautiful way. Historical truth is as rigidly adhered to as in any school text book with which we are acquainted, but he has clothed the bare skeleton of dates and facts with such fresh, exquisite narration, that not only the studeut, but the general reader will find these pages constantly attractive. Characters and events are presented in the vivid way which we have usually had to look for in the historical novel. The grouping of events, and the reference of many results to a few causes, is also very happily effected. It is a desideratum in school literature, and we can warmly commend it to teachers who are seeking inspiration in United States History. We wish the writer would further serve his generation by teaching the '*why*' of this wonderful '*how*' and '*when*.'

A Compendious Dictionary of the French Language; followed by a List of the Principal Diverging Derivations, and preceded by Chronological and Historical Tables. By Gustave Masson, Assistant Master and Librarian, Harrow School. French-Englsh, English-French. London: Macmillan & Co.; 1874.

The editor in his preface says: "In preparing a Dictionary like the present one, destined for general use, the compiler cannot lay claim to any originality," &c., &c.; and certainly there is no lack of French Dictionaries, many of which are works of considerable merit. Still there is no reason why we should not welcome this new candidate for popular favor, and especially as it seems to present certain features, not always to be found in similar works, which render it worthy of approbation. In fact, a dictionary can never be said to be complete, inasmuch as new words are necessarily added from time to time to the language, to represent the terms required by new discoveries in science, art, mechanics, and the like. The present work, quite a recent publication, in one handy volume of 400 pages, gives the corresponding terms in French and English for the requirements of modern science and the arts very fully, and with a methodical arrangement which adds much to its value. In the French-English part the etymology of each important word is given, showing its derivation or formation, whether from the Greek, Latin, low Latin, Italian, Spanish, or other languages, on the authority of Littre, Scheler, and Bracket, which is a new and most useful and interesting feature of this volume, and renders it particularly valuable to philological students.

The chronological tables of the history of French literature are also instructive and of much importance; they are divided into nine, beginning in 814 with the reign of Charlemagne, and extending to the reign of Louis Philippe; showing the dates at which existed or died the different authors who have rendered French literature so illustrious, with some reference to the Langue d'Oc and the Langue d'Oïl. Then follows a list of the principal chronicles and memoirs of the history of France, from the days of Villehar down to the present time (one of the first names being that of our old friend Froissart), with a brief summary of the object and character of each work; succeeded by a synoptical table of the principal *Chansons de Geste* in the Langue d'Oïl, and one of the French mediæval dialects, with their characteristics. A chronological list is given of the principal newspapers published during the French revolution and First Empire, of which only two still continue, viz., *Journal de l'Empire*, and *Journal des Débats*. The concordance of the Republican calendar with the Gregorian is useful to those readers of French history who are puzzled by the recurrence of such dates as *Ventose; Nèvose, Messidor*, and the like, while the list of the diverging derivations (doublets) shows the curious formation of some words in common use.

Such are the additions to the usual amount of dictionary lore, and they certainly increase much the general usefulness of this publication, which we heartily commend to all students and lovers of the French language.

Clarendon Pbess Series: The Tempest. Edited by William Aldis Wright, M.A. 16mo. London: Macmillan & Co.; 1874.

None of Shakspeare's plays, with the exception of the "Midsummer Night's Dream," is so sweet with the odor of the woods as the "Tempest." "As You Like It," to be sure, is completely sylvan, and we roam with the melancholy Jacques beneath the forest boughs, learning the mysteries of nature and the "sermons in stones." But in that charming play the great poet does not so revel in the realm of fancy; there is no Titania, or Robin Good-fellow, no Ariel or Caliban.

From the moment the "Tempest" opens with the storm at sea, until Prospero dismisses Ariel to the elements he loved, we seem to be breathing perfume. That mystical island, somewhere between Naples and Tunis, seems a fitting home for the "admired Miranda." Shakspeare never drew a purer character. It is brought into higher relief by the presence of the misshapen and debased Caliban. The true student sympathizes with the exiled duke to whom his library was enough, and whom the storms of politics simply filled with disgust. But it is not our purpose, even if we felt competent to the task in which so many have failed, to properly critcise and review any work of this master poet. We have to do with the edition, not the author.

It is seldom that we are allowed the privilege of bestowing such well-merited praise. This handy little volume can easily be carried in the pocket when one is traveling, and the type is so clear that it can be read with pleasure, even in the jolting cars. If there is any one thing to exhaust the patience of the "gentle reader," it is a book in which the attention is constantly distracted by asterisks referring him to the bottom of the page. Ten chances to one, he finds there something that he knew before. The editor of this work has avoided so grave an error, and has relegated his notes, which are full and scholarly, to the back of the volume. The pages are paragraphed and numbered for convenience of reference. The preface contains much valuable information concerning the date at which the play was written, and the probable source of its plot. To all lovers of Shakspeare, and consequently to *all* our fellow-students, we would recommend this tasty volume which combines in so small space so many attractions. It is cheap, and it is desirable—two excellent reasons for its possession.

Dramas and Dramatic Scenes. Edited by W. H. Venable. Wilson, Hinkle & Co., 28 Bond street, New York.

This is a well-chosen collection of portions of plays, by representative English authors, from Shakspeare to Bulwer. Some are sprightly and humorous, others tragic. Many will be used for dramatic representation, while others supply fine passages for declamation. Several that are scarcely appropriate for modern acting, are valuable as specimens of the plays of the olden time, not easy of access to the general reader. The explanations of stage terms, and directions for costume, properties, and stage management, in this, as in the author's two previous books of this series, are extremely valuable.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Lad and Lassie.

BY ROSA PEARL.

SCENE.—Little boy and girl come on the stage, hand in hand.

Girl.—A laddie met a lassie,
All in the windy weather;
She could not breast the storm alone,
And so they went together.

Boy.—A laddie met a lassie,
All in the sunny weather;
"Who knows what danger may befall?"
And so they went together.

Both.—A lad and lassie traveling,
In every sort of weather;
The two are safer far than one,
And so they go together.

Inventions and Discoveries.

BY F. M. NASON.

SCENE: A school-yard. Enter Sam and Albert talking earnestly.

Sam—I know electricity is an invention!

Albert—Then you know more than the learned Thales who receives the honor of having discovered electricity in amber. I'll leave it to Phil. here if it isn't a discovery.

Philip [*entering*]—Why, what's all this talk about?

Sam.—Al. declares electricity is a discovery, and I can't see why it isn't an invention. I'm sure people make it.

Philip—What a knowing youth. I suppose you'd say Galileo discovered the telescope and invented the moons of Jupiter, wouldn't you? [*Enter Walter.*]

Walter—What's all this talk about discoveries and inventions? What odds does it make which is which?

Sam.—Oh, it's some new notion the teacher has discovered or invented. Half the school are to tell her a discovery to-day, and the other half an invention.

Walter—What's the difference, any way?

Philip—An inventor is one who gets an idea entirely new into his head, and the boot-jack or washing-machine he originates is an invention. A discoverer is one who finds something that has always existed, yet that no one has noticed before; whatever he finds we call a discovery. [*Enter Herbert, during Philip's remark.*]

Herbert—Yes, but some of the discoverers were in their own time regarded rather as the inventors of big stories, and not as the discoverers of great truths; for instance, Galileo, Copernicus, and numerous others.

Philip—Good morning, girls; you're just in time. [*Enter Gertie, Lulie, Hattie, and Addie.*]

Girls together—Oh, boys! have you found out what the teacher told us to?

Philip—Of course I have; would you like any information from me?

All—Yes, Phil., tell us.

Philip—Mine is the invention of the steam engine, the first one with a condenser. It was made in 1763 by James Watt. I have heard of several made before that, but they did not amount to much, and James Watt shall have the credit. Now, Lulie, tell us yours.

Lulie—Oh! mine is the invention of globes by Behaim, in 1492.

Gertie—Why, who was Behaim? I'm sure I never heard of him before.

Lulie—He was a friend of Christopher Columbus, and he was so sure the earth was round that before Columbus returned from his first voyage, he made a globe to represent the earth. They say that it is in existence to this day. He was both an inventor and discoverer. He discovered the island of Fayal. Now, Addie, tell us yours.

Addie—I have a discovery. It seemed to me so queer, that I thought I would take it for mine.

Gertie—Tell me what it is, please.

Addie—Why, it was the discovery that trees had relations just as we do. Some have fathers, mothers, uncles, cousins, etc.

Herbert—Now isn't that odd. Who made that discovery?

Addie—His name was Fuchs, and the prettiest part of it is, that they named the Fuchsia for him, so that his name might always be remembered with the flowers.

Hattie—Isn't it beautiful to think that anything as pure and sweet as the flowers bears our name. Whose turn next?

Walter—It is mine!

All—Yours!

Walter—You needn't look so surprised; I guess I know something!

Albert [*aside*]—Really, that's a discovery.

Walter—Well, listen and see. The invent—discov—no, invent—I have it, discovery!

Lulie—Shan't we help you a little?

Walter—There you've made me lose my idea! The invent—discovery of the great roc's egg, by Sindbad the Sailor.

All—Ha! ha! ha!

Herbert—Nobly done, we are enlightened indeed! Please tell us when Sindbad lived.

Walter——We're not obliged to tell that, and I never answer any foolish questions.

[*Enter Ned, Joe, Frank, Willie, and John, together*]—Good morning!

The Others—Same to you.

Frank—What mischief is brewing now, that brings all your heads together?

Philip—No mischief, we're telling each other our discoveries and inventions. Suppose you tell us what yours is.

Frank—Mine is the invention of the mariner's compass. It is difficult to find to whom the honor of this invention really belongs; but as Gioja, an inhabitant of Naples, had as much to do with it as any one, and as he greatly improved the first attempts, we will give him the credit.

Ned—That's a little invention, but it has been worth a great deal to the world.

Hattie—This seems to be the time for little things, so I'll tell mine now. Needles, invented by a native of India, in 1545. This man kept his invention so secret that at his death the art was lost; but in 1660, Christopher Greening re-invented them.

[*Enter Louisa, Mary, Annie, Kate, and Jennie*].

Gertie—Come here, girls; the more the merrier!

Kate—What are you all talking about?

Ned—Oh! just now we're talking about the invention of little things that have been valuable to the world.

Annie—Mine's a little thing!

Sam—Tell us what it is.

Annie—'Tis the invention of pins. They were first heard of in 1438; and were used in England in 1543, by Catherine Howard, one of the wives of Henry VIII.

Louisa—How could people do without pins? I'm sure I couldn't!

Herbert—People have to do without things which they're not able to have; but I believe they used to make skewers out of wood and ivory, and use those. Gertie, tell us your invention.

Gertie—Mine is not an invention, it is a discovery,—the circulation of the blood, by Harvey.

Sam—Why, I thought that everybody, but babies and foolish persons, always knew that.

Gertie—Not a bit of it; and neither the king nor people would believe it till Harvey took a stag's heart and proved it to them. Herbert, tell me your invention.

Herbert—I've been reading "Night Thoughts," a book by Blaise Pascal, who lived in the seventeenth century. He was a queer man; besides writing books, he invented the omnibus, so that the poor people might ride as well as the rich; and, as he was quite a mathematician, wearying often of long calculations, he invented the calculating machine, since improved by Babbage. Moreover, hearing of the discovery made by the Duke of Tuscany, that water would rise only thirty-two feet, and knowing also of various experiments made at the time, he invented the barometer.

Walter—Oh, Herb., I wish I knew half as much as you do! Some one else please speak.

Ned—I guess I'll take my turn now. The invention of vulcanized rubber, by Charles Goodyear, the man you were to know, his friends said, by his wearing a rubber coat, boots and hat, and having a *rubber purse with no money in it!*

Jennie—Oh, Ned, did he really wear rubber clothes?

Ned—Oh, no; his friends only meant to intimate that he was *India-rubber mad.*

John—My inventor is a man of the same stamp as yours, Ned. It is Palissy, the inventor of the famous Palissy ware. So enthusiastic (or crazy, as some called it), was he in his desire to succeed, that he used all his money; and even the loss of friends was accounted as nothing if he could only succeed. Just as he was on the verge of success, he found that he had no wood for his furnace, nor money to buy any; but delay was impossible, so he rushed to his house, tore up the floors, tore down the doors, broke up chairs and tables, and made his fire; when the cup, or whatever he was making, was taken from the furnace, it was found *perfect.*

Kate—How pleased he must have felt! My invention is that of bayonets, in 1693. They were first used by the French, in the battle of Turin.

Jenny—Mine is a discovery. The system of vaccination, by Jenner, toward the close of the last century.

Sam—Here is Al.; he hasn't informed us yet what he has.

Albert—I've enjoyed hearing the others, but I may as well tell mine now. It is the invention of the spinning frame, by Richard Arkwright.

Lulie—Who was Arkwright, Al.? Please introduce him; I'm not acquainted.

Albert—He was born in Preston, England, in 1732; he had but little learning, and was a barber until he was 30 years old; he had a hard time with his invention at first, but at length its value was recognized, and he was promoted to the rank of knighthood.

Sam—Oh, here comes the School Oracle. [*Enter James.*] What is your invention, James?

James—The invention of the steamboat. I suppose I'll have to give the credit to Robert Fulton; but if it had been rich John Fitch instead of "poor John Fitch," the credit might have belonged to some one else. Robert Fulton studied up John Fitch's plans for three months, before he made his first boat, which he sailed on the Seine, in 1803, while on Aug. 22, 1787, John Fitch, in the presence of the great Convention in Philadelphia, sailed a queer-looking craft, on the Schuylkill River, against the tide, by the use of steam, at the rate of six miles an hour.

Hattie—It's nearly time for school,—the rest hurry up, and tell us what yours are.

Louisa—Mine is the invention of bells, by Bishop Paulinus of Campagnia, in the year 400.

Joe—Mine is the discovery of the attraction of gravitation, by Sir Isaac Newton.

Mary—Mine is the invention of yeast bread, in England, in the year 1650; and in the year 1800, the law forbade selling bread until it was twenty-four hours old, under penalty of five shillings a loaf.

Willie—I'm glad I didn't live at that time; I detest stale bread!

Philip—What is your invention, Willie?

Willie—Mine is the discovery of the "velocity of light," by Roemer, a Danish astronomer.

Addie—I've just been wondering how many of these

inventions and discoveries the world would have known, if every one had been like us.

Walter—Why, how do you know that I'm not a second Galileo?

Sam.—And I third!

Lulie—Let us see your first invention as soon as possible, Sam. Let it be something useful to us girls.

Walter—There sounds the school-bell, thanks to the invention of Bishop Paulinus.

Addie—And now the clock is striking nine. Who invented clocks?

Several—Leave that for the beginning of the next exercise. [*All go out.*]

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

The Future of Chemistry.

BY F. W. CLARKE,
Prof. of Physics and Chemistry in the Univ. of Cincinnati.

Only a very few chemists now study their science as a grand unit. We have technical chemists, agricultural chemists, analytical chemists, physiological chemists, and so on. Each one devotes himself to his specialty almost without reference to the others. What relation his particular branch may bear to the complete science is hardly thought of. Such questions are left to speculators and dreamers. Among those who study the abstract science, without reference to its practical applications, it is much the same. One man has all he can do to examine the derivatives of a single organic group. If he can obtain fifty new compounds in which the interlinking of the atoms may be represented in some unheard-of way, his ambition is satisfied. He chlorinates this body, and deoxidizes that; he makes numberless substitutions, all of which he knew beforhand to be possible; but what, in the end, does it amount to? In Germany, where nine-tenths of the chemists seem to be running wild over the so-called "aromatic group," this multiplication of new bodies is going on with unparalleled rapidity. And yet not one in five hundred of the substances discovered gets thoroughly described. This napthaline derivative is a solid, with a certain odor, color, melting-point, and crystalline form, and there the description ends. No thought of ascertaining its other physical properties ever seems to enter the head of the discoverer. Doubtless all this work has a value; some of it has already led to results of great importance; still it is not in any such direction that chemistry is to look for its chief future growth. The same amount of effort, otherwise expended, would yield much richer returns. Unfortunately, an inferior line of research has become fashionable, and scientific investigators, like all other people, are more or less subject to fashion. It must be plain to every one, however, that the work of chemistry amounts to a good deal more than merely to obtain, formulate and classify new compounds. It is necessary to study not only the bodies themselves, but also the laws involved in their formation and decay. We should seek to understand what physical forces are operative in each reaction, and in what quantities. No chemical change can occur unattended by the phenomena of either heat, light, or electricity. To-day, little is done save to investigate the *results* of chemical reactions. Surely the phenomena of the reactions themselves ought to be studied a little more. Chemistry would not lose much were no new compounds to be described for ten years to come, if chemists might only be induced to examine more closely the substances already known.

These few words of well-meant criticism may very properly lead us to the main subject of this paper:—What is the future of chemisty? In what direction must the science look for its grandest development? What grand generalization may we expect, and what steps should be taken to lead up to them? As the past is always prophetic of the future, it is evident that we must pay some attention to the former growth of chemistry before we can safely predict what is to come. If we would be thorough, we ought to do even more, and extend our view across the limits of this particular science into the fields of other sciences closely connected with it. For present purposes, however, we need consider, in conjunction with chemistry, only its twin-sister, physics. The two sciences are so closely intertwined that neither can be studied alone. Progress in either, in the long run, means progress in both. Upon the border-land between the two our attention must be fixed.

Upon studying the history of chemistry, we cannot but be struck by the changes which have occurred, both in the form and in the significance of chemical notation. There we have to deal with a symbolism so peculiar, that it represents, in its modern form, several very important stages of scientific growth. Every great change in chemical thought is mirrored by some modification in this symbolic system. At first a formula represented the composition by weight of a substance, and embodied certain theoretical conceptions with which we have, for present purposes, nothing to do. Soon an extension of our knowledge so modified the notation of chemistry that the new formulæ, though differing but slightly from the old, represented more than composition by weight, namely, composition by volume also. Still later came the attempt, now being vigorously continued, to make every formula to represent not only ultimate composition by weight and by volume, but also the probable arrangement of the atoms within the molecule. In other words, if we ignore the atomic hypothesis, a modern chemical formula aims to express some of the more important chemical relations and reactions of the body represented. In close connection with these purely chemical discoveries, we find a little physical work. Thanks to Kopp, we are able to calculate from the formula of almost any liquid its atomic volume, and thence its specific gravity at the boiling-point. Other investigators enable us to calculate the indices of refraction for different liquids, and, to a more limited extent, some other physical properties also. In short, a system of notation, originally based upon the properties of the atoms as regards weight, has been found to express also many of their other physical relations; and the list of facts thus expressed is continually lengthening. Evidently, then, the tendency of chemical investigation is to connect the physical properties of every substance directly with its composition.

Here we step over the border into physics. Plainly, if we have to deal with physical properties, we must study the forces represented by them. And, fortunately for the chemist, the tendency among physicists is entirely in his favor. Growing up contemporaneously with the development of chemical notation, we have had the grand ideas of the conservation of energy and the correlation of forces. We have learned that force is one, indestructible and uncreatable, and that all its manifestations are mutually convertible one into another. Either of the great modes of force may be active in affecting chemical composition; may cause chemical union or chemical separation; may be the motive of either analysis or synthesis. Now, in the direction here suggested, the main work of physics is being done. The chief object of the physicist to-day is to determine quantitatively the relations connecting all the different varieties of energy. Under what circumstances, and how, are forces transformed? Since these transformations are differently affected through the intervention of different forms of matter, it is clear that the physicist must take into account the chemical composition of the materials with which he deals. In short, then, the chemist must look to physics for a knowledge of the forces involved in chemical changes; while, on the other hand, the science of physics must needs throw from chemistry its information upon the nature of all the material agencies through which the transformations of force become apparent. Neither physics nor chemistry can work independently of the other; the more closely they become allied in the labor of investigation, the more rapidly will both progress. The two lines of research converge more and more, day by day; in the end they will unite and become one.

To sum up our reasonable expectations, we may hope that before long the chemist, from the composition of any substance, will be able to calculate all of its physical properties—boiling-point, melting-point, specific heat at every temperature, expansibility, density, index of refraction, conductivity for heat and for electricity, and so on to the end. I, for one, do not doubt that the day when this will be possible is approaching more rapidly than the majority of chemists suppose. Until that time arrives chemistry cannot claim the honor of being an exact science. In physics a result is to be accomplished which will be complementary to this. Given the quantitative relations of the forces, we ought to be able, from the properties of any body as regards one force, to compute its properties with regard to all others. Knowing the thermal relations of any substance, for example, we shall eventually be able to calculate at once its optical, electrical, and magnetic properties. These results, to be achieved by physics, can be brought about only in connection with the chemical investigations which this paper is intended to emphasize.

But the future of chemistry does not end with the completion of the researches which we have thus far considered. It is the glory of science that every great achievement only opens the way for still greater achievements lying far beyond. So, when chemistry shall have reached the splendid future which I have ventured to suggest, it will only find itself possessed of materials with which to start for a grander future far away in the dim distance. We may expect that an exact knowledge of the laws governing the physical properties of substances will enable us to foresee just what compounds are possible, and by what reactions they may be obtained. Throughout the science, accurate calculation will be substituted for much abortive experiment, and both time and labor will be saved. The same lines of investigation, prolonged still further, will settle the much-vexed question of the nature of the elements; so that we may hope to know whether they are all but varieties of one or two, or whether they are many and essentially dissimilar. Upon the same experimental basis the truth or falsity of the great atomic theory may rest. Given the knowledge which we may expect to have concerning the physical relations of substance, and we ought to be able to devise many crucial tests for the idea of the atomic constitution of matter. All the great speculative questions of modern chemistry must be eventually fought out upon the battle-field of physics.

PROFESSOR BOEHM has been investigating into the effects of pure oxygen on the germination of seeds. He finds that seeds moistened and placed in pure oxygen, at ordinary atmospheric pressure, failed to pass beyond the first stages of germination. When, however, the oxygen was diluted with four-fifths of its volume of hydrogen, and likewise when its tension was decreased by the air-pump to about one-fifth of the ordinary atmospheric pressure, the seeds germinated as well as in ordinary air. These observations are quite in accord with others lately made by Bert upon the influence of variations in atmospheric pressure upon the vital phenomena of plants. The experiments of Bert showed that the germination of seeds in ordinary air was hindered when the pressure was increased to five atmospheres, and that it failed entirely in an atmosphere of pure oxygen at ordinary pressure; and, finally, that in ordinary air, at a low pressure (a nineteenth to a seventh of one atmosphere), the germination was likewise hindered. Too large a quantity, or too high a tension of oxygen in the atmosphere seems to be unfavorable to the germination of seed

Written Examination of Teachers,

AT NEWPORT, R. I., 1874.

GRAMMAR.

1. What is language? A word? A phrase? A sentence?
2. What is meant by the Grammar of a language? Why is the study of Grammar essential?
3. At how early an age should pupils begin the study of language? How may this study be made attractive?
4. Give examples, in sentences, of the different kinds of common nouns.
5. Write the corresponding singular or plural form of Gas—Memento—Sister-in law—News—Index—Genus—Ignis-fatuus—Gold—Arm-full; and state how you pluralize titles.
6. "*Such as* I have give I unto thee." "Call *imperfection what* thou fanciest *such*." Parse the words italicized.
7. Express a thought implying necessity or possibility, in past perfect time. Write the participles of say, see, and lie (to recline).
8. Correct if necessary:
   a | Each scholar will attend to their lessons.
   b | His pulse are very slow.
   c | I intended to have brought it.
   d | To study Mathematics require maturity of mind.
   e | He mentions Newtons writing of a Commentary.
   f | The rapidity of his movements were beyond example.
9. Analyze—"Could I forget what I have been, I might the better bear what I am destined to."
10. Write correctly, inserting proper pauses:

"If theres a power above us
And that there is all nature cries aloud
Through all her works he must delight in virtue
And that which he delights in must be happy."

Write a few lines descriptive of Newport and its surroundings.

ARITHMETIC.

1. How would you teach a child to write numbers? Explain, as to a class, the process of Division.
2. Find least common multiple and greatest common divisor of 16-24-40-64-96.
3. Describe the process of adding fractions by reducing to a common denominator.
4. Prove that reduction and cancellation do not affect the value of numbers.
5. Explain why we invert the divisor in dividing one fraction by another.
6. Multiply 8008 hundred thousandths by 5 hundredths,—subtract from the product four millionths, and divide the remainder by 5 hundred thousandths.
7. Which is more profitable, to sell sugar at 12½ cents a pound on six months credit, or at 13 cents a pound on 7 months credit, interest at 6 per cent?
8. What are essential to the validity of a promissory note? Discount $864 for three months, 7 days, at 7 and three tenths per cent.
9. A field in the form of a rectangle contains 60,000 square feet of land; its length is to its breadth as 3 to 2; how much may be saved in distance by following the diagonal instead of the sides of the above field?
10. If a ball 4 inches in diameter weigh 9 pounds, what is the weight of a ball 8 inches in diameter?

GEOGRAPHY.

1. What proofs can you give of the rotundity of the earth?
2. Why is the study of Geography essential?
3. Why are the Tropics and Polar Circles located just where they are?
4. What conditions of soil and climate are best adapted to purposes of agriculture?
5. Describe and locate the races of mankind.
6. Are exports and imports essential? Explain the benefits of manufactures—of commerce.
7. Principal occupations of the people of the United States?
8. Name the States bordering on the Mississippi river, also those bordering on the great lakes.
9. Name the most important vegetable productions of the Eastern, Southern, and Western States, and articles of export from Russia, China, India, Japan, Sicily, South Africa, and Cuba.
10. Why does the commerce of Europe exceed that of any other grand division? In what respect does Africa differ from other grand divisions in regard to commercial advantages?

Examination of Primary Schools,

AT NEWPORT, R. I., 1874.

MUSIC.

1. Where is the G clef commonly placed?
2. Why is it called the G clef?
3. Of what is the staff composed?
4. What are the marks called, that we write for sounds?
5. How do we represent silence in music?
6. Make a sharp, a rest, a whole note, and a half note.
7. Where do we place the notes and rests?
8. How much does a dot increase the length of a note?
9. How many beats to a measure, in common time?
10. What mark is used to show that we are to sing softly?

GEOGRAPHY.

1. Name the Natural Divisions of land.
2. Name the oceans.
3. What is a river? Name one.
4. In what State do you live?
5. Name the New England States.
6. What mountains in North America?
7. What sea between Europe and Africa? What is a sea?
8. What is an island? Name three islands.
9. What is the largest river in the world?
10. Where is Cincinnati? San Francisco? Newport?

ARITHMETIC.

1. $7+5+8\div2\times3-5$ are how many?
2. Write Avoirdupois Weight and Long Measure.
3. If 3 marbles cost 15 cents, what will 6 cost?
4. If you buy paper for 6 cents, pens for 4 cents, and ink for 10 cents, how much change will you receive from 25 cents?
5. 6 times 4 are how many times 3?
6. If you were to pay 5 dollars for a coat, 3 dollars for shoes, and have 12 dollars left, how many dollars had you at first?
7. Write Troy weight and English money.
8. How many are 8 times 6? $8+6$? $8-6$?
9. Write in figures, two hundred and twenty-three.
10. If you had four *half* dollars, how many *dollars* would you have?

Educational Notes.

Hon. W. W. Corcoran, of Washington, not long since offered to the Columbian University an estate of the estimated value of $250,000, as an endowment fund, upon the condition that other friends of the University would, within a certain period, raise $100,000 in addition to that fund, and the requisite sum has been subscribed by generous friends of the University in the District of Columbia, in Maryland, and in the Middle and New England States.

The New York Board of Education, in the work of retrenching expenses, began with cutting down the salaries of teachers. The best teachers were not paid too much before; others are dear at any price. There is no calling that demands higher intellect than that of a teacher, and a liberal compensation is the only condition on which it can be obtained. If expenses must be cut down, other things of less consequence should be sacrificed.

The mistake of people in their estimate of themselves is that they confound reputation with character. Establishing the one, they think they have acquired the other. But reputation is what others think us to be; while character is what we really are in God's sight.

Gen. H. H. Sibley, of St. Paul, has resigned his position as a member of the Board of Indian Commissioners, because, finding himself unable to attend the meetings of the Board, he was unwilling to be held responsible for their action.

The History of Harvard College will shortly be published, containing some very interesting information about the earlier days of the university, the old manner of conducting prayer, recitations, etc.

The reports concerning the large sums to be paid to Amherst College from the estate of the late Samuel Williston, it is feared, will not prove true. This is the statement of President Stearns.

Children grow so fast we must be on the alert or they will escape much of our instruction, getting that of others—often deleterious—as children *will* learn.

Mr. David A. Wells has been chosen President of the American Social Science Association in place of ex-President Woolsey, who declined to serve.

A tablet is to be placed in Westminster Abbey to the memory of Horrocks, the English astronomer, who, in 1639, predicted and observed the first transit of Venus ever seen.

An Irishwoman being asked if her husband was well, replied, "No, thanks be to God, the old man is failin' very fast; he has lost every tooth in his head but one!"

The first public free school on the Pacific coast was organized on the 2d of October, 25 years ago, by John C. Pelton.

Tennessee will receive $20,000 from the Peabody Educational Fund this year.

STATE DEPARTMENTS.

Maine.

STATE EDITOR, Hon. WARREN JOHNSON, Augusta.

FARMINGTON.—The winter term of the State Normal School closed Thursday, with public examination and graduation exercises at the school-room. As is usually the case, the citizens were well represented at the exercises, all of whom expressed themselves highly pleased with the efficiency manifested by the pupils. The educational committees from the Senate and House were present; but the Governor and Council were detained at Augusta. The graduating class numbered five, all ladies. The final exercises closed with a social reunion at Normal Hall in the evening.

Fred S. Walls, teacher of a school in Searsmont, is about to inaugurate a new movement in his school in that town. He proposes to introduce newspapers, to be read by the pupils in place of the monotonous text-books that are read year after year, and has made arrangements with the Belfast *Journal* and the *Age* to furnish a given number alternately.

AUGUSTA.—The Editors' and Publishers' Convention held its annual meeting in the Senate Chamber, Rev. Dr. Quimby of the *Banner* in the chair. The Committee on the History of the Maine Press made a report. The following officers were elected: George W. Drisco, president; Joseph Woods, secretary; Charles E. Nash, treasurer; Albro E. Chase, corresponding secretary, with several vice-presidents. Committees were appointed on resolutions, business, etc. A resolution was introduced looking to the organization of a national association. Two sessions will be held to-morrow, and in the evening a reception at Dr. Quimby's.

PORTLAND.—Enoch Sage, of Portland, has presented to the *Sentinel* a number of ancient volumes, which were a part of the late Dr. Tulley's library. The oldest of these books is a leather bound copy of "The Political Writings of Sir Richard Steele," which was printed in London 1715—169 years ago. The book is well printed, with fancy head pieces, initial letters, and has been well preserved. Aside from its venerableness the work is an interesting one, the style of composition being that of "The Spectator" and "The Tattler." This book contains "The Crisis" for which Steele was expelled from the House of Parliament, together with his "Apology."

GOVERNOR DINGLEY in his recent message says that "in the judgment of many of our best educators, the time has arrived for this State to enact a law making attendance upon some school a certain portion of the year obligatory upon the children between the ages of eight and fourteen years. In my annual address one year since, in view of the dangerous increase of illiteracy among certain classes of the population, I urged the justice and importance of an enactment of this character, whenever public sentiment should be advanced sufficiently to secure its enforcement to any considerable extent. The discussions which have taken place on this question within a year or two, have certainly aroused public attention to the danger which threatens public institutions from the increasing ranks of ignorance; and the indications are so hopeful that such an enactment would not be suffered to remain a dead letter, but would, on the contrary, prove in many cases an instrument for good, that I commend the important subject to your favorable consideration."

THE new Industrial School at Hallowell was formally dedicated to-day. Ex-Governor Perham delivered an address, and remarks were made by Governor Dingley, Speaker Thomas, John L. Stevens, and other gentlemen.

HOULTON ACADEMY, at Houlton, under the charge of Prof. Melcher, of Colby University, is prospering be-

yond the most sanguine expectations of the friends of the institution. The attendance, this term, numbers eighty students and upwards, and they are making excellent progress in their studies, which is largely due to the thorough and systematic instruction given by Mr. Melcher.

New Hampshire.

STATE EDITOR, Prof. J. E. VOSE, Francestown.

DARTMOUTH.—Dr. Silas Durkee, of Boston, has given to the Medical Department a valuable collection of microscopic specimens of anatomy. These specimens were presented at the exhibition of all nations in New York city in 1853. They were examined by a committee of which the late Professor Agassiz was chairman, and received a bronze medal.

No intelligence has yet been received from Prof. Young's party in Pekin since the transit.

The winter vacation of four weeks began Jan. 13. The past term has been marked by a nunusual degree of good order and devotion to study.

Several of the Faculty spend a part of the vacation elsewhere. President Smith and Dr. Noyes are in New York, Prof. Sanborn and family in Montreal, Prof. Hardy is in Boston, Prof. Emerson in Chelmsford, Mass.; Prof. Ruggles goes for a few days to Boston and vicinity.

The committee of the Phi Beta Kappa Society have invited Hon. J. W. Patterson to deliver the oration next year, and George A. Marden the poem.

PORTSMOUTH TEACHER'S ASSOCIATION, under the management of E. P. Sherburne of the Haven School, has organized an admirable course of free lectures the present winter. The following have already been given: "The Meaning of our Schools," Rev. Carlos Martyn, Portsmouth; "Origin and Structure of the English Language," Prof. E. D. Sanborn, Dartmouth; "School Management," Supt. Edgerly, Manchester; "Language," C. W. Gardner of the Portsmouth School Committee; "Physical Geography: the World we Inherit," Supt. G. H. Jenness of Rye; "The Teacher," ex-State Supt. Hardy. Col. F. W. Parker, of Manchester, and others are yet to appear—subjects not announced.

The Portsmouth papers speak highly of Supt. Edgerly's lecture there on "School Management," delivered before the Educational Lyceum course. He is to go there again.

In 1661, the duties of Portsmouth school-masters were as follows: "To act as a court messenger, to serve summonses, to lead the choir on Sundays, to ring the bell for public worship, to dig the graves, to take charge of the school and to perform other occasional duties."

MR. C. E. BLAKE, late principal of Winchester High School, has been appointed to the position in the Concord High School, left vacant by the resignation of Miss Blair.

FOR several years systematic instruction in vocal music in the Concord High School, has been given by the principal. More than a year ago, the Board of Education appointed Mr. John Jackman to attend to this work in the other grades, and his efforts are already attended with gratifying results. Nearly all find it possible to learn to sing, and most show much interest in the exercise.

THE town of Hollis has furnished forty persons who, after graduation, have entered the ministry.

PEMBROKE is having a series of profitable educational meetings, held weekly in the different districts under the direction of the town Superintendent.

THE NORMAL SCHOOL had an old style "spelling school" for Christmas. Some sixty of the best spellers in the vicinity were arrayed in the lists. The prizes were a *Webster* and a *Worcester*, won respectively by Miss Marion B. Minot, of Bath, and Harry J. Cole, of Plymouth, both of the Normal School. The proceeds go to buy a galvanic regulation clock for the school. Prof. Ladd hasn't been much behind time with his *old* clock.

WANG CHIN FOO, the noted Chinese lecturer, recently made his first visit to an American country school, under the pilotage of Supt. Jenness of Rye. He lectured in the evening, and being in full Chinese dress, made a decided sensation, to say nothing of a good lecture in good English, on 'China,' and the Chinese."

THE Hampstead High School house is completed. According to the will of Mr. Emerson, twenty-five maple and the same number of elm trees have been set out in front of the building, arranged in a semi-circle on each side of the carriage way to the building. The arrangement is neat and tasteful." Sensible! Let every man, hereafter, who endows a High School, put a similar item in his will; for most of our New Hampshire school grounds are abominations of unsightly nakedness.

THE Manchester *Mirror* stirred up the question of elocution in that city a while ago, and in a recent allusion to the discussion, says: "We wish to state here that we are not opposed to music in our schools, but favor it. We do not wish less music, but more elocution. We do not desire the lesser to take precedence of the greater." Amen! Employ the practised elocutionist to teach the children to read and speak, then the music and drawing teachers if you can.

KINGSTON ACADEMY is at present under the care of Mr. Eli S. Sanderson. The number of students for the winter term is larger than of late.

COOS COUNTY boasts of a school marm who picked up 447 bushels of potatoes last fall. The first day she picked up 87 bushels, the second 121, the third 100, and the fourth 137 bushels. There are a few teachers in other counties admirably qualified—for the potato business.

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown.

BOSTON.—An adjourned meeting of the school committee was held on Tuesday evening, Mr. Learned, of Ward 11, in the chair.

The following teachers were confirmed: Brimmer district, Miss A. D. Chandler; Minot district, Miss Mary E. Glidden; Cabot street evening school, Miss H. A. Newcomb; evening drawing school, W. R. Briggs and W. P. Jewett.

The committee on elections reported that Thos. Gaffney, of Ward 21, was chosen a member of the committee by a plurality of two votes, and he accordingly retains his seat.

The following order was passed: That the committee on school-houses and grammar-school sections, in conjunction with the committee of the Normal School and those of the Franklin, Rice, and Brimmer districts, consider and report upon the expediency of so arranging the schools within the district as to provide that the Normal School may be located in connection with schools of observation, which shall include both grammar and primary classes.

The committee on rules and regulations, to whom were referred certain orders reported by the committee of inquiry into the condition and organization of the schools in wards 17, 19, 20, 21, and 22, submitted a report embraced in orders regulating the government of those schools, which were adopted.

Dr. Ordway offered an order for the appointment of a committee to inquire to what extent corporal punishment has been carried in the girls' grammar schools during the past six months. The order was passed, and Messrs. Ordway, Baldwin, Haden, Blackmer, and Miss Hale were constituted this committee.

An order was adopted to pay Mary A. Lord, an assistant teacher in the Dwight school, the maximum salary. Adjourned.

SALEM.—The annual report of the Superintendent of Schools has been printed. The Bowditch School matter is touched upon. Mr. Small says that special rules were not needed for that school, and that Mr. Woodman's classification was unsatisfactory to himself and the superintendent. There were 579 pupils enrolled on the books of the school, but the average daily attendance was only 440. When the programme for the present term was prepared, it was submitted to Mr. Woodman for criticism, but it was never offered. The whole number of children in the city, between the ages of four and fifteen, is 4,343; the number enrolled on the books of the schools, 4,206. The high school has 210 pupils, and the cost per pupil is $32.24; the grammar schools 1,411 pupils, at a cost per pupil of $13.09; the primary schools 2,377 pupils, cost per pupil $8.88; the Naumkeag School 200 pupils. The expenditures amounted to $71,180.55, $16.92 a pupil, $2.55 for every inhabitant of the city, and 2½ mills per dollar of valuation. Tardiness was said to be on the decrease. Corporal punishment had been administered 1,282 times. There are 80 teachers; 16 teachers resigned, and 12 were added during the year.

LYNN.—At the special meeting of the School Board, Tuesday evening, the committee appointed at the previous meeting to obtain from the City Solicitor his opinion whether the Board were required to elect one or two truant officers, reported that they had attended to their duty, and that in the opinion of the City Solicitor the Board were compelled by Massachusetts General Statutes to elect two truant officers. The question was discussed, after which the Board elected James S. Oliver one of the truant officers, providing that his salary should be $1000, including $200 for carriage hire. The appointment of the second truant officer was discussed, but a disagreement taking place as to what his duties and salary should be, the Board adjourned without making a choice.

MALDEN.—Fire was discovered in the Center Grammar School-house Tuesday afternoon, just before the session of the school had commenced, and the building was soon enveloped in flames. The efforts of the fire companies, and a steamer and hose carriage from Medford served to save the adjacent buildings, but the school-house was soon destroyed. The main building was erected about thirty years since, and in 1869 an addition was made to accommodate the large number of children in the district. At present there were nine classes in the school, with a membership of about 600. The building was valued at $30,000, and was insured for $11,000, $5000 in the Ætna and $6000 in the Royal of London. There were only a few children in the building when the fire broke out, and they were quickly removed.

UXBRIDGE.—The selectmen have ordered the vaccination of all the inhabitants of the town who have not been successfully vaccinated within five years. The school committee have refused to allow the attendance of children in the public schools who have not taken the same precaution to prevent the spread of smallpox, now prevailing extensively in neighboring towns.

SPENCER.—Deacon John L. Bush offers the Congregational Sunday-school boys between the ages of fourteen and nineteen, each a watch at twenty-one, if they will come to him then and can say that they have not sworn, used tobacco, or drank any liquor.

CAMBRIDGE.—The freshman class of Harvard Colledge has adopted resolutions of respect in memory of the late Charles E. Chickering, a member of the class.

IPSWICH.—By a vote of the town, the school board is to be reduced to three members, and instead of electing two members at the next annual meeting, as usual, they will only elect one.

SPRINGFIELD.—Springfield school teachers say that they have not known a time for a dozen years, when so

many pupils were absent from school as now on account of sickness.

MELROSE.—Mr. Henry F. Woodman, lately of Salem, has been elected Master of Center Grammar School in the place of Frank L. Smith, who took Mr. Woodman's place in Salem.

TAUNTON.—The Lothrop School has been closed because of the prevalence of whooping cough and mumps.

Rhode Island.

STATE EDITOR, Hon. T. B. STOCKWELL, Providence.

STATE NORMAL SCHOOL.—*Semi-Annual Examination and Graduating Exercises.*—The semi-annual Examination of the School took place on the 21st inst. Classes were examined from 9.30 A. M. until 2.30 P. M. in Arithmetic, Object-teaching, Astronomy, Grammar, Mental Philosophy, and Science and Art of Teaching. The Board of Trustees were represented by Messrs. Leach, Fisher, Cross, Clarke, and Stockwell, and the Board of Examiners by their chairman, Col. T. W. Higginson, of Newport, and also by Gen. Thos. W. Chace, of East Greenwich. D. B. Hagar Esq., of Salem, Mass., was also present, and engaged in the examination.

The graduating exercises occurred on the 22d, commencing at 930, A. M.; the large hall was closely filled with the friends of the school and the pupils, and the attention of the audience was held to the close of the exercises, which were given in the following order:

Salutatory, with essay on the subject of "Harmony of Intellectual and Moral Growth," by Ella C. Sanders, Providence; Essays on "Painting," by Clara Griswold, Watchemoket; on "Trifles and Triumphs," by Ida M. Kenyon, Providence; on "All are Architects of Fate," by Louise L. Aborn, East Providence; on "Earnestness," by Ida R. Williams, Providence; singing, trio; essays on "Builders," by Madeline E. Gardiner, Pawtuxet; on "Words to Workers," by Lucy Booth, Providence; on "Education of Girls," by Fannie W. Aylsworth, Newport; on "Nature's Mode of Teaching," by Stella M. Alexander, Central Falls; Singing, by the School; essays on "Hidden Excellencies," by Hattie J. Marble, Albion; on "Primary Schools," by Emmagene A. Hagan, Providence; on "Chemistry for the Million," by Clara S. Weeks, Kingston; Singing by the graduating class. Report of the Principal, and address to the graduates.

Essay, with the Valedictory addresses: "Beauty as a Means of Moral Culture," by M. Estelle Newell, Central Falls. Presentation of Diploma by Gov. Howard.

At the close of the presentation of the diploma, the Governor made a short address of congratulation to the class, and closed with strong words of praise for the School and its management, and commended it to the care and support of the people of the State.

Ex-Gov. Padelford, under whose administration the school was organized, and who still maintained a warm interest in its prosperity, Rev. M. Rugg, Chairman of the School Committee of Providence, and the Commissioner of Public Schools each made short addresses, after which the exercises were closed by the singing of a parting hymn, followed by prayer by Rev. S. S. Parker, of Providence.

Examination for entrance to the school, will take place at the beginning of the new term, Tuesday, Feb. 2d, at 9.30 A. M.

PROVIDENCE.—A special meeting of the School Committee was held on Friday evening, the 22d inst. The newly elected secretary, Mrs. Lillian Ballou, was present for the first time, and entered upon her duties by calling the roll and reading the records of the last meeting. The Committee on Qualification reported the schedule of salaries for the ensuing year. They also reported a classification and gradation of the school of the South Ward, the city's latest accession. This committee was requested by a resolution to make a personal examination into the management and condition of the public schools of the city for such period as they may deem expedient, and report to the general committee. Between the examination conducted by the committee of the City Council, and that of the committee on qualification, our school system ought to be well overhauled. A vote was passed directing the secretary to request the City Council to establish a Sewing School, many facts having been presented by the superintendent going to show its great practical usefulness.

Governor Howard's Annual Message to the General Assembly, delivered on Tuesday, the 9th inst., presented a few of the leading facts in connection with the educational work of the State, and commends the various interests of the cause to their care and attention. The Govenor also called attention to another subject, closely allied to that of education, that of the hours of factory labor. In a few well-put and convincing sentences he distinctly recommended the passage of a law limiting the hours of labor for women and children.

WOONSOCKET.—At a regular meeting of the School Committee of this town held Jan. 19th, it was voted to introduce into the High School, Goodwin's Greek Grammer, Goodwin's Greek Prose, Arnold's Latin Prose Composition, and Arnold's Greek Prose Composition.

The Superintendent's report notes an increase in the attendance, and also an improvement in discipline throughout the school. The proposition for the town to furnish the books of the pupils was discussed, and finally postponed until some subsequent meeting, the clerk being instructed to obtain, meanwhile, facts showing the experience of other towns and cities in the matter.

TIVERTON.—The school in District No. 8 of this town, known as the "Bliss Corners" has beentaken by Mr. H. F. Tradewell, of Providence. Mr. T. has had quite a varied experience, both here in New England, and also among the freedmen at the South.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M., New Haven

WE gave, last week, the text of the Compulsory School Law of this State, which indicates requirements, penalties, and what authorities are expected to enforce the law. In addition to the general provision for its execution, Hon. Giles Potter, of Essex, was appointed by the Board of Education as a special agent "to secure a due observance of all the provisions of the law."

His attention has been largely directed to the employment of children in manufacturing and mechanical establishments. He has performed his work thus far judiciously, and with a good measure of success. Employers meet him with the same kindly spirit which he manifests in approaching them; and very generally he has their cordial co-operation. In order to secure definite information as a basis of action, Mr. Potter has issued the following blanks to be placed in the hands of employers, which are to be properly filled by them and returned to him.

Upon a large folio of cap paper, suitably ruled, with running, or horizontal headings, which for economy of space are here given in a different form, are the items in relation to which information is sought.

Children between the ages of eight and fourteen years, employed in ———, ——, 187

Name of Parent— Name of Child—
Date of Birth— Place of Birth—
When came to this State—
When last attended school—
Where attended school—
Number weeks in school during last year—
Remarks—

A blank certificate is also provided, which the employer requires the parent or child to furnish, filled by the teacher, whose school the child has attended. The following is the form of the certificate:

The law requires that all children between the ages of 8 and 14 years shall attend School at least three months in each year.

The law requires ACTUAL ATTENDANCE for Sixty days.

EDUCATIONAL DEPARTMENT,

STATE OF CONNECTICUT.

. . . . . *School of New Haven.*

This Certifies, that

. . . . . ,

Was registered in this School . . . . . *weeks of the Term ending* 187

Present *Days.*
Absent, "

. . . . . *Teacher.*

Six weeks at least of the attendance must be consecutive.

It is not lawful for any person to employ a child under 14 years of age, who has not attended School at least three months of the preceding year.

From the foregoing a general idea of the Compulsory Law of Connecticut, and the means by which it is designed to be enforced, may be obtained. But like all other laws, its efficiency will depend chiefly upon the public sentiment and action of each neighborhood, school district, and town in the State.

NORMAL SCHOOL.—The graduating exercises of the first class of 1875 of the Stste Normal School were held on Friday in Hartford. The morning hours were devoted to examinations of the various classes, the result being entirely satisfactory and very creditable to the school and its instructors. In the afternoon the graduating exercises proper were held in the Methodist Church, a large audience being present. The programme was as follows:

1. Introductory prayer, . By the Rev. Mr. Nichols
2. Music—Chorus.
3. Way-Marks, ... Mary A. Ball
4. Mr. Greatheart, . . Prudy W. Churchill
5. The Band of Hope, . . Nellie W. Porter
6. Music—Sextette (Sullivan).
7. Harmony, ... Helen A. Gleason
8. Sculptors, ... Margaret J. Reilly
9. Drifting and Steering—A Poem, . Ella M. Beach
10. Music—Trio (Rossini).
11. Elements of Noble Work, . Ada A. Bristoll
12. Words that Live, . . . Mary C. Treat
13. Dreamland—A Poem, . . Cora Dickerman
14. Music—Olden Stories, (Schumann).
15. Dawn of Eras, with Valedictory, Julia E. Hotchkiss

The essays were well written and read, and were listened to with interest. Following the reading of the valedictory, came the presentation of diplomas, by his excellency Governor Ingersoll, to the graduates. The Governor accompanied the presentation with appropriate remarks of congratulation and wise counsel. Following the ceremony, the class sang this parting ode, written by Miss Ella M. Beach, one of the graduates:—

Classmates dear, the fleeting moments
Tell us that the time draws nigh,
When with clasped hands we'll utter,
Saddest of all words, "Good bye,"
Speak them lowly,
Sadly, slowly,
Best of friends must say "good-bye"

Pleasant hours we've spent together,
Hours of profit, too, we know;
Let us for each act of kindness,
Leave our thanks before we go.
Each to other,
Sister, Brother,
Heartfelt thanks with joy bestow.

Let our noble motto, ever
Be our bright and guiding star,
With "*one heart*" as, twere for duty,
Our "*one way*" will lead us where
Joy unmeasured
He has treasured
For his faithful workers here.

Then came addresses by Secretary Northrop, the Rev. Mr. Rust, Giles B. Potter, Mr. Northend, Mr. Woodruff, and others, and the exercises, which throughout were of great interest, closed with the benediction. A week's vacation now ensues, the next term opening with an examination of candidates for admission at 2 P.M. on Monday, February 1st.

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At the recent semi-annual examination and graduating exercises of the Normal Schools of Maine, Massachusetts, Rhode Island, and Connecticut, one hundred pupils completed their preparatory work, and are now ready to enter upon their profession as teachers.

The changes which take place in the ranks of teachers in the Boston schools, requires an annual election of one-sixth of the whole number to fill the vacancies. This gives six years as the average term of service rendered to the City by each teacher.

One of the weakest parts of our Educational machinery in New England, is the distributing of school offices to all who will accept them. But the day for parcelling out offices for political favor or popular effect has passed, and as in business, so in school affairs, a few strong, wise, and judicious persons should have the control of that which has been so carelessly managed by the many.

It may interest some of our teachers to know that the average salary of certified masters of elementary schools in England and Wales is $517 per annum. More than one half also are provided with a house, or live rent free. In Scotland the average pay is $351, and two-thirds live rent free. In Ireland the average is $232, and only a little over one-fifth have their houses rent free.

Chicago shows her appreciation of female teachers by the appointment of ninety-three ladies to every seven gentlemen in the public schools of that city. If women can do so much teaching, why should they not also do a little supervising? They may prove as well qualified for the latter as for the former work, after a little experience.

A School Secret.—A lady teacher in a public school in a New England city, has received one official visit from her examining Committee in the period of five years, and the superintendent of schools of the city has spent a sum total of one hour in the school during the same period. A marked case of confidence in the teacher, and of enthusiam on the part of the School Board.

One of the most important and vital changes proposed in the new city charter of Boston, is the reduction of the membership of the School Board of the city to a maximum of forty-eight members, or two from each of the proposed twenty-four wards. The working of our town system of schools clearly shows that a few competent men and women on a School Board, can accomplish more in the management of the schools than a larger body that is unwieldy in size, and unskilled in service. In fact, above an energetic force, interested and attentive to the school interests of a town or city, all that is added becomes an element of weakness rather than of strength to the supervising body.

Cheap Education.—It is the very sensible, business-like opinion of the Binghamton *Republican* that "cheap wages must result in cheap teachers, and cheap teachers will naturally cultivate cheap minds, which will fit the pupil for living a cheap life; that is, not attaining to any occupation above a mediocre. Let the subject of cheap teachers be thoroughly discussed before we have any reductions, and it will be found at once that the great majority of the educated minds of the country are not in favor of cheap educators."

Another cheap thing about the whole matter is, that to argue for cheap teachers is a very cheap way to win popular favor.

Our Roman Catholic friends ask our authorities to give over the school funds into their hands for the education of their children. We ask them why? Will they educate the people more thoroughly? Look at Catholic *Italy.*

Will they give them a more perfect idea of government? Look at Catholic *Mexico.*

Will they give them a higher toned morality? Look at Catholic *France.*

Will they give them prosperity and wealth? Look at Catholic *Ireland.*

Will they give them a higher religious freedom? Look at Catholic *Spain.*

Maine educators and legislators have a good idea of what a Normal School should be, and teach. The act establishing the schools prescribes that "they shall be thoroughly devoted to the work of training teachers for their professional labors; that the course of study shall include the common English branches in thorough reviews, and such higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils; that the art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercises of the school; that, while teaching the fundamental truths of Christianity, and the great principles of morality recognized by statute, they shall be free from all denominational teachings, and open to persons of different religious connections, on terms of perfect equality."

Hon. David A. Wells who is one of the clearest and most conscientious of American students of politics, is enthusiastic in praise of Nordhoff's "Politics for Young Americans." He says, "I truly believe that if some agency could be devised whereby every man, woman, and child (over ten or twelve years of age) in our country could be persuaded or compelled to read your book, it would be productive of more good, and do more to perpetuate our free institutions, and maintain a high standard of political and private morality, than all the preaching, legislating, and convention 'resolving' that will be done within the next five years."

"Louis Agassiz, Teacher."

Our caption quoted from the last will and testament of the lamented Agassiz, suggests our theme—*the dignity of the modern teacher's profession.* No true American teacher can read these words without feelings of honest pride and satisfaction. The very fact that the great naturalist, the peer of the greatest men of any age, while in the ripeness of his manhood and in the height of his glory, has enrolled his name as "teacher," gives new royalty and dignity to the profession which he honored. If this good and noble man, the apostle of pure science, the investigator and discoverer, who was pre-eminently a scientific *force* as well as a scientific intelligence, was proud to call himself teacher, we may be proud of such companionship. Nor is our profession degraded by reference to teachers of ancient times. The names of Aristotle, Copernicus, Cuvier, Linnæus, Plato, Pythagorus, Socrates, and Seneca cannot be mentioned without reflecting honor and dignity upon our profession. Their memory will still live, and their laurels will never fade. They felt, as all true teachers feel, that to educate mind, to unfold its powers and capacities, to qualify men for their duties and destiny was the noblest employment of man. And under the influence of this conviction they labored earnestly and successfully in their day and generation. Their instructions quickened the intellects and enlarged the hearts of thousands, and generation after generation has honored their names and their works.

But we live in more favored times. According to the American idea, there were no schools in Athens and Rome. The work which their renowned teachers performed is now done through the agency of the printing press. The newspaper has become the instructor of the millions, and the controller of public opinion in all matters pertaining to politics, philosophy, and social life. The occupation of the ancient teacher is gone—there is no further need of such schools as he founded. But we have schools and teachers adapted to our age. Teaching with us is a profession; not an ignoble pursuit, nor a toy of scholastic ambition, but a *profession* engaging the public confidence, requiring peculiar talents, demanding great industry, and securing great and satisfactory results. To be the leader of a sect or the founder of a school is honorable, but the efficient and acceptable teacher is superior to either; *his* position is one of commanding influence, extensive usefulness, and great dignity. Aristotle, Plato, and Socrates had their triumphs, but none greater than that of a venerable Massachusetts teacher, who, at the age of four score years, had the honor of a public festival, and the satisfaction of receiving a marked expression of grateful remembrance of kind regard from a former pupil, *who was then the greatest living man.* If the immortal Webster, when at the height of his glory, when a listening Senate and an admiring world were fascinated by his eloquence, could pause to honor the instructor of his youth, we may not be ashamed of our profession.

The teacher now aids in giving character to generations of men. Is not this a nobler art and a greater glory than to build the walls of cities or to lay the foundation of empires. The cities which contested for the honor of being the birth-place of Homer may be forgotten, but *Homer* himself is immortal. How illustrious, then, the distinction of those who guide the footsteps of youth along the rugged paths of science and learning, and form and develop the character of a whole generation of men! If, by a life of toil, the teacher is able to bring out of the mass of common minds *one* such man

as Webster, or Edwards, or Washington, he has accomplished a work the importance of which no human conception can measure. And yet, it is through the teacher's influence and labor that such men are reared and brought upen the stage of life.

The office of the modern teacher is still more magnified in view of the comparative importance of the sphere in which he acts. The ancient teacher claimed efficiency only in one department; the modern must understand all;—the ancient lived in an age of comparative darkness; the modern basks in the sunshine of the nineteenth century, in the light which he has helped create. To be a teacher now requires more extensive preparation than formerly. The ancient teacher aimed simply to make disciples to his own favorite system of scholastic philosophy; the modern teacher makes *men*, *citizens*, *statesmen*, and rulers of a *great nation*. And as his aims and duties are more elevated and important, his office is more dignified and honorable. The American teacher holds a position of special dignity. His field of labor is the home of freedom, and his peculiar work is to educate the *rulers* of this great republic. The fact that "the schoolmaster is abroad" is the source of our greatest hope for the perpetuity of our free institutions. And America may prove the last hope of the world. If, then, our sun goes down in darkness, who can estimate the share of responsibility which will rest upon the teachers of the present generation? And if, on the other hand, our experiment shall prove successful, who can estimate the blessings that will result to future generations?

Again, the *religious* element in the modern system of education adds to the moral dignity of the teacher's office. A cheerless philosophy pervaded the pagan mind. It was incorporated into their literature and science, and taught in their schools. They attempted, by the light of reason alone, to solve the problem of life and the mysteries of the future world, but they failed to accomplish their object. Still they taught their own code of morals and the strange doctrines of pagan theology. But such teachers are powerless when compared with those who hold in their hands Divine revelation, and are guided by the example of the Great Teacher, Jesus Christ. Socrates longed for a new revelation, but he died before that light dawned upon the world. Dr. Arnold, of Rugby, the representative teacher of our day, beheld the "Sun of Righteousness," and felt the power of his "healing beams." What a contrast between Socrates and Arnold! the one a heathen philosopher, the other an enlightened Christian; both great and highly cultivated as scholars and men, but the one paralyzed by the heartless dogmas of a false philosophy, and the other inspired by the life-giving influence of the Gospel; the former bearing in his hand the dim taper of perverted human reason, the latter the blazing torch of Inspired Truth. And when we can fully estimate the importance of Christian influence upon the nation and world, we can form some conception of the dignity of the modern teacher's profession.

Thought and Expression—A Plea for the Mother Tongue in School.

[Read before the American Institute of Instruction, July, 1874.]

IV.—(Concluded from Jan. 30.)

6. I might urge the habitual use of the English dictionary unabridged. It is often bought, I fear, for ornament, like a family Bible, and as little consulted. Both books deserve more reverence. Not a word failing to give good account of itself—,found in poem, or novel, or school text-book, should be allowed to slip by without an arrest and a summons into court. It has always seemed to me profitable, in scraps of time, to read pages of Webster or Worcester; one is sure to stumble upon some precious deposit. You remember the prodigious performance of the younger Pitt—creeping slowly through Bailey's Dictionary in three folio volumes—scrutinizing each word, and seeking to bring the whole realm of English under his sway. *Non omnia possumus omnes*—and, perhaps, we would not if we could.

7. The student, however, will find nothing better fitted to enrich his English speech, and to give him a ready command of its broad resources, than *translation*—especially from the ancient classics Indeed, I believe it would well pay to study Greek and Latin for the express purpose of gaining facility and propriety in the use of English. In every sentence to be translated, the pupil has presented to him an opportunity to exert his skill in composing, relieved from the toil of invention. There can be no better field in which to learn the rhetorical art. Cicero thought so, and he zealously turned the Greek of Demosthenes into his own less flexible but more resounding Latin. Burke thought so—committing most of Horace and Virgil to memory, and making himself almost the peer of Cicero in copiousness and magnificence of expression, through patient study and repeated renderings of nearly all the great authors of antiquity. Mansfield thought so, of whom his biographer tells that he made himself familiar with the great masters of eloquence in Greece and Rome, and spent much of his time in translating their finest productions, as the best means of improving his style. He adds: "In copiousness and grace of diction, the oratory of Murray was unsurpassed." Lord Chatham ascribed the ready and remarkable choice of his words to his father's practice in making him, every day, after reading over to himself some passage in the classics, translate it aloud and continuously into English prose. Says Rufus Choate: "Translation should be pursued with these two objects—to bring up to the mind and to employ all the words you already *own*, and to tax and *torment* invention and discovery, and the very deepest memory for additional, rich, and admirably expressive words." "In translation," says he, with somewhat of extravagance, it may be,—pardonable in one who, busy as he was, let no day go by without reading Greek—"the student should not put down a word till he has thought of at least six synonyms or varieties of expression for the idea."

And yet there is danger in the very act. If the pupil be allowed to translate *laetum pabulum*, *joyful fodder*, or *Quæ cum ita sint*, *since which things may be thus*—both of which renderings I have heard—it is more than likely that he will speak a barbarous dialect for life. But if the translation be rightly conducted, each lesson becomes a magnificent drill in English. I quit this point by quoting Dr. Arnold: "The study of Greek and Latin, considered as mere languages, is of importance, mainly, as it enables us to understand and employ well that language in which we commonly think and speak and write. It does this because Greek and Latin are specimens of language at once highly perfect and capable of being understood without long and minute attention. The study of them, therefore, naturally involves that of the general principles of grammar, while their peculiar excellences illustrate the points which render language clear, and forcible, and beautiful. But our application of this general knowledge naturally must be to our own language; to show us what are its peculiarities, what its beauties, what its defects; to teach us by the pattern, or the analogies offered by other languages, how the effect we admire in them may be produced with a somewhat different instrument. Every lesson in Greek or Latin may, and *ought* to be made, a lesson in English; the translation of every sentence in Demosthenes, or Tacitus, is properly *an extemporaneous English composition*; a problem, how to express with equal brevity, clearness, and force in our own language, the thought which the original author has so admirably expressed in his."

8. There is yet another grand means of fertilizing speech, which I would rejoice to see employed in all our schools, from the highest to the lowest. I mean: *The reading of English authors to the pupils by the teacher.* The splendid diction of Thomas Erskine—England's greatest advocate—blossomed out of two years' devotion to Shakspeare and Milton. We are told that he could almost, like Porson, have held conversations on all subjects, for days together, in the phrases of the great dramatist. We read of Burke, notwithstanding his great fondness for ancient classical literature, that Shakspeare was his daily study; that he read the essays of Bacon again and again; and that of all authors, Milton commanded his highest reverence. It were easy to multiply instances demonstrating in what high esteem the greatest minds have held the richest of the spoken tongues.

If but one hour a week were regularly to be set apart for the choicest of English, it is exciting to think what fields of literature might be traversed by youthful feet before the school-days should end; how much might be treasured of the beauty and fragrance of the language.

Such are some of the chief means, as it seems to me, by which our pupils must learn to wield English speech with ease and effect. Some George Washington Moon, if present, I doubt not may discover heart-rending evidences of depravity in my republican English. I cannot, however, wish him absent, for such as he do royal service to the mother tongue. And it is some satisfaction to believe that even the President's English could not be much worse than the Queen's, as exhibited by the Archbishop of Canterbury. But we have not been considering what *is* good English; rather how to get *at* good English. I am quite content, with Horace, in his Poetic Art, to sharpen mayhapt he wits of others, myself incapable of cutting.

The ability to wield good English is a power worth striving for. Said Daniel Webster: "I early felt the importance of expression to thought. I have re-written sentence after sentence, and pondered long on each alteration. For, depend upon it, it is with our thoughts as with our persons: their intrinsic value is mostly undervalued, unless outwardly expressed in an attractive garb."

It is, of course, also true that in the *soul* resides all real greatness, truth, and power; that "genius begins where rules end." So that a keen thinker not more wittily than wisely says of language: "It is not a musical instrument, into which if a fool breathes it will make melody."

Points in Grammar.

The question was raised in the last State Teachers' Association, held at Worcester, as to the amount of Technical Grammar that shouldbe taught in our schools. I wish to consider this matter, and hope that what I have to say may call out some farther discussion on this subject.

And first let us consider the negative form of this question. What part of Grammar, as now taught, should be entirely rejected?

There is much more to be done than formerly, in our common schools. Years ago a common school education embraced simply Reading, Writing, Spelling, and Arithmetic. Then Grammar was added, then Geography, and then History; and now, in many of our best grammar schools, Music and Drawing, and Physiology are added.

It is manifest, that when there are so many studies to be pursued, and all of them exceedingly desirable and valuable, only a comparatively small amount of time can be expended upon each. We need, then, to get in each department, the best results in the *shortest possible time.*

No; every good teacher complains of the great amount of useless lumber in *all our text-books* in English Grammar. This feeling has become almost universal likewise with committees, and all having to do with our common schools. There has not been, I think, a teachers' meeting for several years, in New England, at least in Massachusetts, where the matter of Grammar has been discussed, but this feeling has expressed itself, and with much emphasis. All are agreed that there is *much worthless matter* in all our methods in this branch of study.

What then ought to be rejected? Clearly we believe the following discussions:

1. Everything pertaining to *Orthography* as such Let all this go into our spelling books, where it properly belongs.

2. Everything pertaining to *Prosody*. Let all this go into our *Rhetorics*, where it likewise properly belongs. There is no time for this in the grammar school, and should not be attempted except by pupils who have time to take up Rhetoric systematically.

There remains, then, *Etymology* and *Syntax*. What shall be rejected in these? Certainly whatever is *not useful to the end proposed*. The pupil's time is too precious *now*, in our common schools, to waste upon mere chaff. We desire only the real grain of Grammar. In the departments of Etymology then we would reject:

1. All discussions pertaining to the *divisions* of *nouns*. Grammarians tell us that nouns are divided into *Proper* and *Common* nouns; that Common nouns are subdivided into Abstract, Concrete, Participial, and Collective, and pages are given to the discussion of all these varieties of nouns. Now, to what end? I answer to *no practical end*. Then rule this all out.

Again, all discussions pertaining to the *divisions of pronouns*.

Note—"Pronouns may be divided into four classes, *personal, relative, interrogative*, and *adjective*.

"Among personal pronouns we have *compound personal pronouns*, and these are subdivided into the *emphatic* and the *reflexive* forms.

"Among *relative* pronouns we have the *compound relative*.

"Adjective pronouns are divided into *distributive, demonstrative, indefinite, reciprocal!*"

What is the use of all this? We can see only *one* division which can be of any real service. It would be well to distinguish *relatives*, doubtless, in order to determine the clauses that are named from them, viz., relative clauses; but beyond this, all these divisions and the lengthy discussions growing out of them are worthless lumber.

The same is true of all divisions of *adjectives*.

"Adjectives are divided into two classes, *descriptive* and *definitive*. They are subdivided into *common, proper, participial, compounds, numeral, pronominal!*

"Numeral adjectives are divided into *cardinal, ordinal, multiplicative, indefinite!*

"Pronominal adjectives are divided into *distributive, demonstrative, indefinite!*"

This will do. This is certainly *fine* enough to satisfy the most critical and enthusiastic distinction hunter. But let me ask the teacher, who is pressed for time on scores and hundreds of very valuable things,—things indispensible for the pupils to know,—how much time he can afford to waste on these minute divisions, and the discussions necessarily growing out of them? For it must be remembered, that all this is not only to be memorized in the first instance, but it is to take up the time of no small part of every parsing lesson, and every subsequent lesson of any kind where *adjectives* are to be considered. But more next week. OREAD.

ON the eastern shore of the Isle of Wight, in the picturesque little village of Shanklin (visited by tourists from the attractions of its clime and cascade), is a very pretty rustic fountain, ornamented with a metallic shield, on which is painted, at the top, an American eagle, and below, the American and English flags surrounding the following lines written by the poet Longfellow, at the request of the villagers, while he was on a visit to Shanklin, in the year 1868:

"O, traveler, stay thy weary feet;
Drink of this fountain, pure and sweet;
It flows for rich and poor the same;
Then go thy way, remembering still
The wayside well beneath the hill,
The cup of water in his name."

An Incident.

"To cast into my teeth."—*Shakspeare.*

My friend, who speaks as Hazlitt wrote,
And I, who study men of note,
In earnest, argumentive talk,
To twilight's hour prolonged our walk.

The poet's passion, sculptor's dream,
Yes, beauteous woman, was our theme.
He told of Helen, pale and fair,
And I of Ada's raven hair;

Of Kate, whose teeth, so radiant white,
Glistened like dew in morning light—
Though jet or gold, each chose the curls,
We both paid homage to the pearls;

When suddenly before us stood
Grace, in the form of maidenhood.
We puzzled rules of etiquette
When at the angle sharp we met;

I almost caught her in embrace:
I could not choose but see her face.
Oh! she was lovely as a day
Of beauty in unclouded May.

I looked a moment in the eyes
That read my tribute and surprise,
And, "Pardon me, fair maid," I said,
When laughingly she turned and fled.

Alas, that smile! which quick revealed
All that the lips but now concealed;
Sharp points, unevenly disposed,
On which those bright, red gates had closed.

How must be mangled honeyed words
Which pass across that bridge of swords!
Where is the unsophistic youth
Would catch a Tartar with each tooth?

O Grace, thy feature, form, and limb
May all attractive prove to him;
But not for me the buxom maid
Whose smile is wantonly waylaid!

Its warders should be pure and good
To guard its fixed or changing mood;
And when it gleams with radiance bright
Let them reflect its rays of light;

For vain the ruby casket's sheen
Unless the pearls are set therein. *

The Morality of Externals.

In looking over the plans for a high-school building for the city of Providence, I have been forcibly struck with the difference between the "good old times" and these "degenerate days," in the matter of school architecture. While all of them exhibit a careful attention to the details of highest utility, several of them show the possibilities of combining that utility with structures of exquisite beauty; and, happily, as I understand, the most elegant is *not* the most expensive.

Learning offered to the million in a structure of palatial proportions and elegance, is certainly an improvement on the good days of my boyhood, when a farmer would send his sons and daughters to school, through our bitter New England winters, in a house he would have indignantly rejected for the stabling of his horse. Twenty or thirty great boys and girls set grimly up on the hard side of a chestnut plank, with the rough edge of another for support, just across the "small of the back," while ventilation for their heels was secured through wide cracks in the floor, to match the yawning gaps in the walls, and about the windows,—was a spectacle I could wish this generation to know nothing about but in history. But, alas! I remember the hovel that stands in District No. ——; you know, my country friend, that district of the rich old Smitherkins and J. J. Jones, Jr.—nice people, slightly tinctured with miserly tendencies. There are seven bricks lost from the chimney, mostly scattered about on the roof, in the places of lost shingles. There are as many as twelve clapboards missing from the walls, but what of that? You can't eat your cake and have it for to-morrow's dinner; those clapboards have gone up the truncated chimney, in the days of short kindlings; besides, the Smitherkin heir has a jack-knife privilege that the rather stiff order of the Smitherkin mansion does not afford to his versatile genius; and the repressed talent of that house has made good use of this hovel for its exercise. Through mortar and lath and plank, the exploring enterprise of that future millionaire has excavated a tunnel, through which he can communicate with the outer world, with a perilous joy, whose chief charm is the peril.

The little Jr. J. J. J.'s have, from time to time, managed to serrate the ragged edge of their plank desks with deeper und uglier corrugations, and to adorn the face of the bench with Egyptian hieroglyphics of the oldest barbaric form. I have no doubt Darwin would find, in these young renegades, the most absolute examples of reversion to antique types, on record. I have seen, dug up from the earliest Coptic monuments, figures identical with some of those carven monstrosities, and I shall much marvel at the lack of ingenuity in the youth of old Babylon, if some Nimrod school-house is not yet exhumed, with walls constellated by chewed paper wads, whereby the practical astronomer can determine the very angle at which they were projected, and the vigor of the discharging force; thus tracing and in a sense restoring to their respective benches the more daring and adventurous Nimrods, and determining by parallax of the lines of trajectory, the probable altitude of the average teacher's head. There may not be much taught in these old-fashioned school-houses, but who knows how much may be learned from them, when they have been fairly fossilized for a few centuries? But so long as they are above ground, they can only serve, in a clumsy way, to demoralize the ingenuous youth of the rural districts. Order in the surroundings of a pupil tend to produce orderly conduct. Rough, unclean, cheap furnishings and quarters invite slovenly habits and destructive manners. The boy's jack-knife is the true protoplasm of some future gregarious rodent—where one has gnawed, a hundred more will gnaw in succession. The instinct of destruction is like a certain cutaneous, microscopic insect; it burrows in holes, and propagates itself in ever-enlarging cavities, from which a boy's fingers catch it, just as naturally as they do other immoralities. If you have a *gamin* to rescue from his State prison candidacy, first put him through an heroic course of soap and water, then bestow on him the healing influence of a clean shirt and whole garments, and put him in an orderly house, where every elegance and comfortable contrivance repels abuse as readily as oiled feathers shed rain; and you may then hope to trip the little savage in him, and set up the little gentleman.

Even temporary contact with things beautiful and attractive will produce, in minds too familiar with coarseness and confusion, a taste for the better way, and a growing disrelish for the old fare. The rude boy in the new school-house will at first feel his fingers crooking and itching in the old automatic way to cut and disfigure his bench, and woe for his chance of self-control if he find a gap that some daring transgressor has been able to hack with impunity. But the perfect finish of his surroundings will restrain him more than the teacher's eye, and the eager nerves will take a less destructive turn, in a little while, when the vigor that must have sway will drop into the open channels of problem and spelling lesson, and hew its way among roots, square, cube, and philological.

I suppose a man who knows he has a hole in his stocking, though in good society, will be easier tempted to do a mean thing than if he were conscious of rectitude from toe to head; and I am certain that a ragged boy is in serious danger of grave fracture in his morals, when boys in better condition make him too conscious of his defects. It is bad enough when necessary, but inexcusable when the cause is stinginess, and not the poverty of his guardian. Doubly inexcusable is the pitiful economy of a whole community, putting its entire school into ragged clothes, an embodied district out at the elbows and out at the heels, metaphorically speaking, by virtue (or vice) of an educational board, that will need patching up to reach the dignity of a respectable

goose-house. Young rowdies get a fresh prompter in every broken bench and flapping shingle, and discolored clapboard, and those who are inclined to better things learn carelessness, and the wide-spread "slovenry" that disfigures so many homes, that could easily have been the very models of order and rustic beauty.

I am, therefore, more than gratified in the mere artistic demands of my nature; I am morally pleased at the introduction of all chaste ornamentation in school structures, that make their very existence a lesson not less excellent than the best instructions that are dispensed within them.

An Early Friend.

Whoever our first progenitors may have been, it is fortunate for us that our New England ancestors were not only pious, but educated *men*, who knew the value of schools and colleges in a free State such as they sought to found.

Their ministers and magistrates were many of them graduates of the Universities of Cambridge and Oxford in England, and very learned men. The colonists of Massachusetts Bay gave early and substantial proof of their regard for sound learning, by making a grant of £400 in 1636, by their legislature, for the founding of a college. And this gift being soon after supplemented by the generous bequest of John Harvard, the college took his name.

It is well known that at a later day President Increase Mather, and other friends of Harvard, took great interest in the establishment of a college in the Connecticut Colony, and themselves solicited funds for the better endowment of Yale College, after its foundations had been laid.

The Rev. Stephen Williams, D.D., the writer of the subjoined letter, was the first minister of Longmeadow. Mass., having been ordained October 17, 1716. He was born May 14, 1693, graduated at Harvard in 1713, and died June 10, 1782, in the sixty-sixth year of his ministry. He was a son of Rev. John Williams, D.D., first minister of Deerfield, Mass., who graduated at Harvard in 1683.

When the town of Deerfield was attacked by the Indians on the night of February 28th, 1704, and thirty-eight of the inhabitants murdered, Stephen, his father, sister Eunice, and about one hundred others, were carried away as captive into Canada. He returned in November, 1705, but his sister Eunice refused to leave the Indians, and was afterward married to one of them, and became a Catholic. In 1745 he joined the expedition to Louisburg, as chaplain under the famous Sir Wm. Pepperell, and secured the lasting friendship of that hero, to whom this letter is addressed. His three sons, who were ministers, and are mentioned in the letter, were Stephen, Yale 1741, Warham, Yale 1745, and Nathan, Yale 1755. The original letter is yet extant, and is here given verbatim. It is interesting as revealing the deep interest felt by the writer for the welfare of Yale College, and his solicitude for the success of this nursery of the church.

In September, 1755, or just two years after the date of this letter, the Corporation chose the Rev. Naphtali Daggett, afterwards president of the college, their first professor of divinity. E. B.

LONG-MEADOW IN SPRINGF'D, Sept. 22, 1753.

Hon'd Sir:—Your condescension in takeing notice of my letters to you, emboldens me to continue to write to you. And I now inform you, that I last week attended the Commencement at New Haven. The College there appears to be under flourishing circumstances, under the presidentship of the Rev. Mr. Thos. Clap, a learned Gentleman, diligent, and industrious in the discharge of the duties of his station, &c., and a Gentleman of piety, and a fast friend to the principles professed by the Fathers of this Country, &c.; the College has above an hundred students belonging to it. The Colony has done considerable for the College, and God has raised up several Benefactors to it, besides Governour *Yale*, whose name it bears: but after all, it is at present destitute of a Professor of *Divinity;* and such an one seems to be much needed at this day, for great numbers of Hereticall Books are spread in this country of late, that may be likely to draw our youth *from the simplicity of the Gospel, &c.*, and A Church of England missionary has very lately come to reside at New Haven, who is professedly an *Arminian*, &c.

Hon'd Sir:—I need not use Arguments to convince you, who are so great a friend to the first principles of these churches, of what great service a professor of Divinity, of Good learning, and sound principles, might be to that *College* at this day—their stock is insufficient, at present, to support one, altho' there have been some donations made to them for that end, &c. And now, Hon'd Sir, seeing you have an acquaintance with Gentlemen of estates, and character, friends to learning and religion in England, and have such credit with them, I request you will use your interest in them to procure some Benefactions to that Seminary of learning, for the support of a Divinity professor, which may hopefully be for the benefit of religion and learning, in future Generations. There are, doubtless, among the Good and wealthy men in England, some like the pious and bountiful *Mr. Hollls*. And I am sure (to use the late excellent Dr. Colman's phrase) Jesus can form another humble *Hollis*, with an heart *large as the sand of the sea*, and diffusive as the light. That pious, generous Gentleman, has doubtless a *name given him by God better than of sons and daughters*, for as Mr. Henry notes upon Isa: 56–5, A name for good things, with *God*, and good people, is a name better than that of sons and daughters,—but, Hon'd Sir, I shall not pretend to add motives to persuade you to comply with my request; your own generous and pious soul will take the Hints I have given, and make such improvements of them as to you may seem best. Your Honour will believe that I have no sinister end in thus showing my concern for the interest of religion and learning, and true Gospel principles in the seminary of learning in New Haven, where I have had two sons educated who are now serving Christ in the work of the *gospel ministry*, and my youngest son is now a member of that House, &c.

Hon'd Sir: My humble prayer to God is, that all the blessings of providence and grace, may always attend you; and that they may be multiplied to your honourable and *pious* lady. From, Hon'd Sir,

Your most humble, and most obedient servant,

STEPH'N WILLIAMS.

To a Christian Student.

[From a teacher's letter to a young convert about returning to school.]

In your desires and efforts to live a true Christian life, God grant you abundant success. Two or three things I want to urge upon you. First, to be a Christian, accepted of God, one must *work*. That is, whatever it is duty to do or not to do, to say or not to say, to think or not to think, must be done, or abstained from, with all effort and in all conscientiousness. And this is one of the hardest possible of tasks; the man who accomplishes it is the perfect man. Especially will it be hard for you as a student and teacher. But, my dear friend, in the name of Him who did all things for us, I pray you do not falter in this respect. Do not make the fatal mistake that so many do, when, fearing that they shall fail, or bring dishonor upon the cause, they do nothing at all. Of course they fail. It is only work that wins, in Christian life as in any other.

May I not ask you then, to come up here next term to work and pray with us? From long experience I know that you have no other true course. To let your lips be sealed as to the hope that is in you, to let your heart be all unwarmed for the salvation of others, is to chill your own soul to utter death. There are anxious ones among our students. There are other souls to save. Shall we not surround ourselves, and them with such an atmosphere of prayer and love as shall win them? Oh, come up to work for Jesus. Do *your* part manfully and faithfully, and leave the rest to the Master. In his own good time, such blessings will come down upon you as you never dreamed of.

Another thing. Do not rely too much upon yourself, or upon your Christian friends. The more we live, the more we learn to distrust human ignorance and weakness. Do not learn the stereotyped phrases and forms of the prayer meetings and think you have got religion. Go to your Bible in earnest, careful, daily study, and to your God in frequent, humble prayer. There is no other true source of aid, no other possible way of success. We who are Christians, are full of mistakes; it is not safe to learn of us, nor pattern after our example. Nor is it safe to follow one's own judgment, as ten-thousand wrecks will show. Reason, think, observe, as you will, but always with God and the Bible.

Finally as you value your own salvation, do not allow other duties, however important they may seem, to usurp the place of this first duty to God and your own soul. Begin every day with solemn prayer. No matter what other important lessons there may be, let the *first fresh hour* of the day be given to the careful study of the Word of God. Thus fortified you are ready for study. And all through the day, in the thousand little questions and temptations that must be met, do not decide lightly. Let neither inclination nor animal spirits lure you into indulgences that oftentimes may be baneful. Decide such things, even small things, in the eye of conscience and of God. If there is doubt, let your higher nature always, and not your lower, have the case. In a word, in *all* these little daily affairs live up to the highest instincts of your nature, stimulated and elevated by constant prayer and study of the Bible, and the ever present idea of responsibility to your fellows and your God.

Do you say all this is too hard? Well, you are wrong, in the first flush of ambitious manhood. To what are you aiming? To the "well-enough," to do "about right," to "do as well as you can and enjoy yourself?" Then go down! There is no use in your trying. The young man to-day who has no higher soul than that, is marked as one of the poor aimless crowd—there is little hope for him. Unless a miracle of grace comes down upon him, he is doomed. But for him who in the strong, noble impulse of his young life, aspires to true manhood, and *all* of manhood, there is but one course to pursue—the one so briefly indicated above.

Ventilation of School-houses.

[As the subject of school-house ventilation is receiving so much attention at the present time throughout the country, we present to our readers portions of a report made to the School Committee of the City of Providence, by the Rev. E. M. Stone, one of the most earnest and intelligent educators of that city. The plan referred to has proved of great practical value, wherever it has been adopted. —EDITOR.]

An almost reckless disregard of the laws of health is one of the characteristics of our times. The free use of an element vital to its preservation—pure air—is everywhere neglected. The common methods of heating and ventilating private dwellings and public buildings need further improvement to insure freedom from mephitic gases. The necessity for a full supply of pure air, and for its free circulation, as conditions of health, will be made clear when its physiological functions are understood.

"Air accomplishes two things,—it is the vehicle by means of which a large portion of the waste, dead, poisonous matter which is constantly generated in the system and thrown off by the lungs and skin, is carried away from it, and it brings to the system oxygen, a substance without which no life can exist for a moment." In regard to the first point, it is only necessary to state that the ability of the air to carry away from the body its poisonous emanations is in exact proportion to the

purity of the air. In order that the air be pure, it must be continually changed, otherwise a person is enveloped in a constantly thickening cloud of "his dead self," and breathes himself over and over again; under which circumstances it may truly be said that "a man's worst enemy is his own breath."

This statement has a direct bearing upon the subject placed in the hands of your committee for their careful examination, viz: the experiment now making in two rooms of the East street Primary and Intermediate school building, to improve the quality of the air breathed daily by the pupils. This duty has been performed, and the results of the examination there, as well as a knowledge of the condition of other school-houses in the city, authorize calling attention to prevalent defects in ventilation. With few exceptions, the ventilating arrangements provided for our school-houses are inadequate. This is especially the case, not only with the high school, but with nearly all the old primary and intermediate school-houses. The deficiency here stated is easily accounted for. When those buildings were erected, the subject of ventilation had not attracted much attention, and any provision other than that then made, was deemed unnecessary.

What the laws of health demand will be readily comprehended, when it is remembered that the quantity of pure air necessary to each pupil for healthy respiration, is, according to Drs. Arnold, Tredgold, and other standard authorities, four cubic feet per minute, or 240 cubic feet per hour. A school of fifty pupils would therefore require 200 cubic feet per minute, or 12,000 cubic feet per hour. The decisions of Arnold and Tredgold are, probably, for persons in perfect health, and whose habits are cleanly. For children or adults untidy in their persons, and whose clothing is saturated with foul odors, not less than from ten to eighteen cubic feet to each, per minute, may be needed.

As this quantity of air must be introduced into the room from without, the same quantity of vitiated air must be expelled. As the school buildings under consideration are constructed, the air can obtain ingress and egress only through open windows, creating a cold current upon the heads and necks of pupils, a process dangerous to health, and therefore to be avoided. On this point, Dr. Angus Smith has correctly said, "though foul air is a slow poison, we must not forget that *a blast of cold air may slay like a sword.*"

To obviate these acknowledged evils, Rev. Daniel Leach, the Superintendent of Public Schools in this city, suggested a plan devised by himself several years ago, capable of being applied to any of our school buildings where needed, at small cost. As an experiment it was applied to two rooms, already referred to, in the East street school-house. The plan embraces four openings of suitable length and width, two on each side of the room and opposite each other; the upper openings being about one foot below the ceiling, and the lower ones near the floor. Into each of these openings is inserted a frame of slats, placed at a very acute angle—the upper ones forcing the inflowing current directly against the ceiling, causing its rapid diffusion through the upper atmosphere of the room, without detriment to the comfort of the pupils. This fact has been satisfactorily determined by very accurate chemical tests. These slats should be about three-eighths of an inch thick, and less than half an inch apart.

These openings are covered with slides moved at will, and held in place by weights suspended over pulleys. The slides enable the teacher to regulate the inflow of pure air, so as to preserve uniformity in quantity, whatever may be the force of the wind. The lower openings are used only for expelling the noxious air which at times forms a stratum near the floor. But one of the openings is used at a time, and that opposite the direction of the wind.

This description is enough to give a general idea of the plan of ventilation which has been on trial since last June. The important question is, How does it work? According to the testimony of the teachers, it has been entirely successful. The principal of the Intermediate rooms says the use of open windows for ventilation has been entirely superseded, and that she has enjoyed more comfort and better health since this experiment has been going on, than she has known in all the previous years of her teaching in that building, and that the effect upon her pupils has been to improve their health, and to quicken them in their studies. The rooms have been as comfortable in temperature as in any previous winter, with no additional expense for fuel, except on one or two of the coldest days, when an extra half-hod full of coal was required.

In addition to the official visit made by the committee for the purpose of examining this plan of ventilation, the writer of this report made seven subsequent visits, in as many different conditions of the atmosphere, and found the results uniform. In each instance the air was free from perceptible taint. The sixth visit was made when the school had been in session two hours. On entering the rooms no impurity in the air could be detected, and though the day was cold and windy, thermometers hanging in different localities indicated 68°, 70°, and 72°. At a subsequent visit, the following results were obtained: In Miss A.'s room four thermometers were used. The temperature ranged from 69° to 72°, the former being the temperature at the floor as taken in four different places.

In Miss D.'s room, on the ground floor, the highest point indicated by the mercury was 73°, and the lowest 67½°, this latter test being made by placing the thermometer on the floor at the side of the closed opening on the north side of the house, the wind then being from the north. At this time the out-door temperature was 45°. The contrast between these rooms and the adjacent ones, after the windows (the only effective means of ventilation), had been closed twenty minutes, was extreme.

Gentlemen interested in the subject of ventilation who have visited the East street school, have borne testimony to the purity of the air in the rooms occupied by Miss A. and Miss D., and to the wide-awake appearance of the children; and they have been equally emphatic in stating the foul condition of the air in the other rooms, and its unmistakable effects upon the children, even though the windows were lowered more than it was safe to have them.

There is no subject of greater importance in its relations to the rising generation or connected with education, than this now under consideration, and there is no place where searching reform and practical application of the subject are more needed than in school houses. Whatever system of ventilation may be adopted in school buildings yet to be erected, it is very clear that the plan in operation in East street is a practical and practicable one, for the houses now needing reform, and commends itself to approval on the score of economy. The only objection that has been heard to this mode is that it will enhance the expense of warming the rooms. But this may be said of any system of ventilation possessing value, and on that ground of objection we should ignore improvement, and go on in the future as in the past. In this instance, however, the objection is not valid. A careful examination shows that the method which this plan proposes of warming the cold air as it passes into the room by mingling it with the heated air near the ceiling, is the most economical that can be adopted. But admit it to be true that perfect ventilation costs more than no ventilation at all: what then? Is the health and comfort of pupils to be put in competition with the price of a small additional allowance of coal? Surely not. It is too late in the nineteenth century to advocate keeping school-houses close and unventilated on the ground of economy. Indeed, it may be said, in the words of another: "No State or town can afford to allow its school children to be slowly poisoned by breathing foul air. If we are wise, we shall be less lavish of expenditure on showy exteriors and lofty halls, and more ready to spend on thorough ventilation. Nay, we shall insist on the latter at whatever price."

The best method of ventilation has long engaged the attention of scientific men. For dwelling houses, offices, and schoolrooms of moderate dimensions, the old-fashioned fire place is doubtless preferable; but that, for the most part, has passed away. The increasing scarcity and high cost of wood, especially in New England, and the greater economy of coal for fuel, together with the almost universal use of grates, stoves, and furnaces, forbid the hope that the fire-place will, to any extent, be restored. But in banishing this relic of earlier days, so far as dwelling houses, counting-rooms, or offices are concerned, no satisfactory equivalent has been provided. Indeed, in a majority of houses, as well as in counting-rooms and offices, no provision whatever has been made for ventilation; and hence, by the escape of coal-gas during the day, and of unconsumed illuminating gas in the evening, the air of the room becomes charged with an element injurious to health, and not unfrequently fatal in its effects. Much of vertigo and lung disease may be attributed to this cause alone.

The success of any method of ventilation must depend largely upon the location and surroundings of the building. The best system will often require modification. An arrangement that succeeds admirably when applied to a building having free sweep for the wind on every side, may prove a failure when applied to a building closely hemmed in. A plan that will work with entire satisfaction in a school-room occupied by twenty-five or thirty pupils, will be totally inadequate to the needs of a room of the same size, containing fifty or sixty. So that in the application of a principle upon which a system of ventilation is based, a common sense regard must be had to these and other considerations. And then, to ensure the results sought in the schoolroom, the charge of the ventilating apparatus must be under the constant surveillance of a responsible person, who will regulate the opening and closing of registers, valves, or slides, from hour to hour, and perhaps more frequently, according to the changes of the atmosphere and the force of the wind. Without such supervision, the desired end will not be attained.

It is not proposed in this place to discuss the comparative merits of the many different methods of ventilation. It is sufficient to say that whatever theories on that subject may be entertained, two facts in regard to the system applied to the two rooms in the East street school house are indisputable: first, that an atmosphere has been obtained in those rooms free from perceptible taint; and second, that this has been accomplished without detriment to the comfort or health of teachers or pupils. While the admission of air from without by the old method of lowering the upper sashes of windows is now condemned by the best authorities, as exposing pupils to sickness from sudden colds, the process already described shuns this danger. It is not affirmed that no better system has been nor can be invented, but if any method producing more perfect results exists, an acquaintance with it remains to be made.

PRESIDENT ELIOT of Harvard, says of compulsory physical exercises in schools:—"They should form a part of the programme of every school for boys, and should be insisted upon just as regularly as Latin and mathematics, from the time a boy is ten years old until he is sixteen or seventeen. Most American schools entirely neglect this very important part of their proper function. Many young men, therefore, come to the university with undeveloped muscles, a bad carriage, and an impaired digestion, without skill in out-of door games, and unable to ride, row, swim, or shoot. It is important the university should give opportunity for a variety of physical exercises: because this student prefers one form and that another, and an exercise which is enjoyed will be ten times as useful as one which is repulsive."

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Boston, Mass., Feb. 6, 1875.

THE Committee on Education in the Maine Senate voted to report the bill to enable towns to abolish the district system; the bill for compulsory education, compelling scholars between 7 and 14 years to attend school a certain specified time; and adversely on State uniformity of text-books.

Opposition to High Schools.

We have in our land enlightened communities that are, in school matters, both marked and governed by the most ignorant knowledge that can be conceived. Think of a city of twenty thousand inhabitants—and we know one such—where they know enough to support a system of graded schools, albeit a very defective one. and yet their High School is subjected, not only to a destructive economy, but also to a positive hostility. Could there be a more distinguished example of educational fatuity?

And what are the reasons alleged, and by even the more enlightened citizens, in justification of this course?

It costs so much more to educate pupils in the High School than it does in those of the lower grade. But can not practical business men see that this is a necessity, one existing in the very nature of things? The more select and complete the work to be done, the higher must be the qualifications of the workmen; the more advanced and perfect must be the tools or appliances with which the work must be done; and the more it must cost to secure both. In building a common stone wall, the common workman may suffice, and for the fitting and handling of his materials his hands and his stone hammer may be all that is needed. But is this all that is requisite in the construction of a noble edifice? are no better tools needed here for the forming of the floor; for cutting and fitting the stones in walls and buttresses, in columns and arches; no more expensive machinery for hoisting the materials for the loftier courses in the masonry? Does not every foot of rise necessarily increase proportionally the expense for both skill and power? It is exactly so with higher courses of study, and with higher schools for the prosecution of those courses of study. Just as there is a graduated size from the Primary School through all the Intermediate grades up to the University, the cost per capita must increase. There are, in regular ratio, fewer to be educated, and greater necessary out-goes for the work of educating them. The objection then, if valid in the case of the High School, is conclusive against every other, except the Primary School. If it holds good against our third story, it is proportionally antagonistic to the second story; in short, we must content ourselves with a simple *basement.* Verily, we have to betake ourselves at once to mere underground rooms.

Again, it is perhaps well enough to give the masses a common elementary education; but it is unjust to require the property-holders to give them this High School culture: if they want it let them pay for it themselves. This looks very fair on the surface. Yet a half-dozen grave considerations hasten to show its utter fallacy. Under the frightfully increased expense of higher education, the adoption of this rule will not only cut off the many from a simple High School education, but also from a collegiate and professional training. It is the former only which puts them in a position to provide themselves with the latter. But do we propose to carry on our experiment of self government without the largest possible replenishing of the ranks of the liberally educated? No, but let that be done by the richer classes who can educate themselves. Yes, but in what proportion do the educated sons of rich men possess the intellectual or moral muscle needed for our leading public positions? or how long will the masses tolerate the exclusive hold of the aristocracy upon those positions? Aside from this, where, but from our High Schools, are we to obtain men decently educated for even the common offices in the gift of the people? The fact is, our only hope of deliverance from the common curse of incompetent officials lies in the increased commonness of this very High School education. If the rich wish to put capital finally into the hands of brute labor, and themselves at the mercy of a communistic mob, let them put down the higher schools.

But how about the systems of lower schools themselves? Is it politic or just to fasten upon the State such lower-grade systems, and then deny them the only element of making their success possible? How are we to make the lower schools thoroughly effective without the incitement, the stimulus, afforded by the High Schools as their natural terminus and head? For both teachers and pupils it is the chance to rise from the lower grade to the higher, which most touches and inspires the ambition. A lower-grade system, without its High School head, is simply a mass of intellectual ganglia, without a cerebro-spinal center. Its progress will be akin to the crazy flopping of "a hen with her head cut off."

And, further, where, without the High School, are the lower schools to obtain competent teachers? The common curse of the lower schools is the presence among them of so many teachers who have no higher education than they obtained from those schools themselves. How can the stream rise higher than its source? We marvel that sensible men do not see this. There is no surer way of making our expenditure for the lower schools a farce and a failure, than to withhold or subvert the High School. It is their intellectual feeder; it is the only educational guaranty of their economic success. But why not let the Normal Schools supply the teachers? Can they do it without indefinite multiplication? Besides, what is the Normal School but an enlarged and centralized High School? Or what is a proper and complete High School but a smaller and more conveniently localized Normal School? And does not the argument against the High School hold with equal force against the Normal School? It is not less expensive to the State; it not only gives a higher education, but also a more exclusive one. Besides this, the Normal School less often, through local beneficence, relieves the State or the community of a portion of the burden of expense. If we must then cut down the less, why not also the greater? They are all substantially bound up in the same category.

In conclusion, then, we cannot but hold all this local hostility to High Schools, as singularly stupid and suicidal. It is hostility, pure and simple, to the best success of the lower schools, and to the best and more efficient education of the masses; it is hostility to the best and most effective use of the people's money, and to the most direct and successful representation of our popular institutions.

Vermont State Teachers' Association.

[Concluded from last week.]

FRIDAY AFTERNOON.

The first paper was by Mrs. Mary M. Ide, of St. Johnsbury, upon written examinations. Their superior utility over oral examinations was very earnestly and convincingly argued. The former were the same for each student in the class, and hence fair and just to all; the latter unequal, and hence unjust. The latter often were so managed as to afford no sufficiently thorough test of the proficiency of the pupil; the former aimed at a uniform and fixed standard. The teacher, especially if young and inexperienced, was not infrequently put at a disadvantage at an oral examination; with the other there was relief from embarrassment and annoyance of quizzical examiners. But the point in this essay which elicited the most interest was the argument for the entire separation of the examination, the object of which was solely to test the advancement of the pupil,—from everything pertaining to the character of an exhibition. Exhibitions should be held, but as distinct exercises. We hope to see this paper printed in full. It is worthy of a larger audience than the association afforded.

Following this, Hon. T. W. Bicknell, editor of the NEW ENGLAND JOURNAL OF EDUCATION—formerly Superintendent of Public Instruction in Rhode Island—presented the claims of that paper. Several teachers from different parts of the State followed Mr. Bicknell, all warmly commending the enterprise and the issue of it in the establishing of one strong, well conducted, and amply sustained educational organ. No formal resolutions were adopted, but a good number of subscriptions were made on the spot, and it was evident that there is but one opinion in Vermont in regard to the need and the wisdom of this movement.

Miss L. A. Reese, of Burlington, read a paper on the Oswego Normal school system. She identified it with the system of Pestalozzi in general, but did not bring out very fully the particular kind of training to which the pupils in the Oswego schools are subjected. There is a wide difference of opinion among teachers concerning two prominent featuers of the system of instruction and training pursued at that school;—first, the entire disuse of text-books by the pupils, and secondly, the extreme to which, it is alleged, object-teaching is carried in the instruction of the young. We had hoped to hear either a defense, or a discriminating criticism, of the routine work in that school and the methods therein inculcated.

Following, there was a paper by F. W. Graves M.D., of Concord, N. H., on Biometry, or, the conditions of longevity and the methods of determining the probabilities of long life in the case of particular individuals. It is quite impossible to give any abstract of this paper. It will soon, we trust, be published in full.

The literary exercises of the afternoon closed with a discussion: Ought the course of classical and higher English study in our high schools and academies to occupy four years instead of three years as at present? Mr. Geo. A. Gates, of Morrisville, opened the question, and argued that as demands of the colleges, and of a more thorough preparation for business were increasing, more time was needed to meet those demands. Deficiencies rather than redundancies in education were made the themes of complaint among all classes. None thought there was a tendency among practical Vermonters to over educate, neither had the golden mean been reached and just the desirable amount of mental equipment been determined.

On the other hand, Mr. J. S. Brown, of the Lyndon Seminary, while deprecating haste in education, yet thought that the work demanded might be crowded into less time than was generally assigned. Scholars, if fired with a purpose, could accomplish more than they were wont to do.

At the business session which followed, officers were elected for the ensuing year:—President Edward Conant, Randolph. Vice Presidents, one from each country,—from Caledonia county, Charles A. Bunker, of Peacham. Secretary, Thomas Martin, Bradford. Executive Committee, Louis Pollens, Burlington; Geo. A. Gates, Morrisville; Chas. E. Putney, St. Johnsbury. State Editor of *N. E. Journal of Education*, H. T. Fuller. Member of advisory board of *Journal*, Louis Pollens.

Resolutions were reported and adopted, rendering thanks to the citizens of St. Johnsbury for their bountiful hospitality; to the trustees of the academy for the use of the hall; to the railroads for courtesies of return checks, and to those, not members of the association, who had furnished papers for the occasion. The association voted to meet next year at Burlington.

The evening session of Friday was opened by an address by J. S. Spaulding, LL.D., of Barre, who gave an interesting outline of the formation of the State Association. The pioneers in the enterprise were Mr. J. K. Colby, of St. Johnsbury, and Dr. Smith, the president of the University of Vermont. Preliminary meetings were held, first, in 1848 at Chelsea, to which New Hampshire teachers were also invited, and again at Montpelier, August, 1849. The organization was perfected in 1850, and the first regular meeting with programme previously arranged was at Waterbury in 1851. From that time onward the association was largely instrumental in every advance movement in educational affairs. It suggested the project of a Board of Education, and has always maintained its annual meetings with a good degree of interest. Of the original members of the association, Dr. Spaulding is the only survivor now resident in the State.

Dr. J. H. Worcester, of Burlington, next addressed the association upon *The Moral Element in Education.* The moral powers usually determine the use of the intellectual and moral powers, and whether the man shall be a blessing or a curse to the world. The schools at the present day make intellectual culture altogether too prominent and engrossing. Good morals are essential to any high degree of intelligence. The degraded and debased have no intellectual aspiration. Is the public school the place for morals? It must not neglect such culture. The church cannot reach all. Not all attend the Sunday School. Home training in this regard is deficient.

Even for those who elsewhere have good moral training, such training at school is not superfluous. The school must have some moral character;—it depends on the teacher, the recess, the companionships. How shall this moral influence be secured? Manifestly not merely by good moral character in the teacher. His intellectual abilities, his wisdom, his knowledge of human nature must be such as to command the respect of pupils. How shall the moral nature be understood? First, by the knowledge of men physiologically. Secondly, by the consideration of his possibilities, and the interests of society and posterity. Six hundred and twenty-three paupers and criminals in New York descended from a single stock. Ah! who can measure the importance of these fructifying causes?

No parent has the wide-reaching knowledge of inherited and social tendencies which the teacher possesses. Teachers should teach how certain infringements of natural laws affect the intellect and the will.

Men come to knowledge of some things too late. Men are strong but not plastic; children and youth are plastic but not strong. Most of the older pupils in our schools are neither too young nor too old to understand the laws of their own well-being.

Yet knowledge is not enough. Socrates thought that for men to know, would be for them to be virtuous. This, alas! is by no means true. Still, vagueness of motive on many subjects lead to pernicious habits, where intelligence would lead to the avoidance of them. The teacher must show pupils how to establish good habits and root out bad ones; must help him to the former and hinder him from the latter. He must enlist the pupil to act for himself, and act rightly: to be right as well as act rightly.

What is the habit of right action? Right action is acting from the highest motive in the case. The teacher must impel to action from this highest motive. Judicious appeals to motives are effectual for securing good order.

Fear of corporal punishment has in our schools given place to emulation. This is much relied on. But is this the highest motive? Certainly not the most virtuous. It may be used, but not too much, only guardedly. The appeal to his sense of right, his conscience, the highest good of his fellows, the fear of God, are higher. Let the teacher himself be right. He cannot long seem to be otherwise than he is. What occupation on earth demands greater skill, or a higher type of personal character? Some men unconsciously carry with them an atmosphere of moral purity and power. Such an one was Mr. J. K. Colby, the former principal of St. Johnsbury Academy. May his mantle rest on his successors, and all who teach.

The meeting of the association was not so largely attended as sometimes it has been, though the number of teachers present equalled their attendance at St. Albans last year.

New Publications.

CLARENDON PRESS SERIES: Milton's Areopagitica. Edited by J. W. Hales, M.A. 16mo. Macmillan & Co., Oxford, 1874.

There are many who read Milton; there are still more who admire him without reading, gaining second-hand impressions of his works and praising him from a sense of duty. Some there are who appreciate the full beauty of his sonorous music, and who read his poems from a genuine love of poetry. Others forget that they are poems, and regard them in the light of a semi-revelation. We can trace the influence of Milton's Paradise Lost, and Bunyan's Pilgrims' Progress, upon much of modern theology. A better acquaintance with the authors reveals new beauties, and more clearly proves—if proof is necessary—that their works are imaginative.

While there is, probably, an increasing number of readers of Milton's poetical works, few but scholars approach his deeper essays in prose. These are marked with the same eloquence, and often with the same grandeur of conception. Milton was argumentative and disputative, and when he felt strongly his language was always energetic. The little volume before us contains his plea for "unlicensed printing"—or what we call free press—and nothing better upon the subject has ever been written. In our day we cannot appreciate the power of Star Chambers and Inquisitions. The Index Expurgatorius in these days excites a smile; it simply calls the attention of readers to what might else have passed unnoticed. Thanks to him who was, perhaps, the first to raise his voice for free speech!

The volume is neatly printed and of convenient size. More than half its pages are occupied by interesting notes, and an introduction gives a full yet concise history of the origin and execution of the work. Students of Milton will find it invaluable.

A FIRST LATIN READER. By the Rev. T. J. Nunns, M. A., formerly Scholar of St. John's College, Cambridge. Oxford: at the Clarendon Press; 1874.

AN ELEMENTARY GRAMMAR. By John Barrow Allen, M.A., late scholar of new College, Oxford. Oxford: at the Clarendon Press; 1874.

We are glad to see text-books from across the water now and then in order that we may not what our English cousins are doing, and compare ourselves with them. In regard to the two pretty little books whose titles are given above, we hasten to assure our native book makers and publishers, that they need not fear that these exotics will displace the products of our own soil. The first is a small volume of about one hundred pages—very elementary—aiming "to lay the foundation of a boy's classical studies, by teaching him the construction of a Simple Sentence," the Relative, with all else that belongs to a Complex Sentence, being left for a Second Reader. No translation from English into Latin is provided for.

The second is apparently a good elementary Grammar of nearly two hundred pages. "A special aim of the work" (which meets our hearty approval) "has been to impart a practical acquaintance with Latin Syntax by means of classified examples, rather than a multitude of rules." The rules of syntax are given by means of "A Short Catechism of Latin Syntax." *Versus memoriales* are used to a considerable extent, such as the following:—

> "Feminines—*do*,—*io*,—*go*,
> —*is*,—*as*,—*aus*, and *-x*, will show,
> —*es*, if no *increase* is needed,
> —*s* by Consonant preceded."

> "Cadāver, and all plants in *er*,
> With iter, uber, verber, ver,
> To the Neuters we refer."

It may be well to note that the only rules for pronunciation are those of the so-called Roman method, taken from the Syllabus of Latin pronunciation drawn up in 1873, at the request of Head Masters of Schools.

LEE & SHEPARD publish "The Reading Club," and "Handy Speaker," being selections in prose and poetry. Serious, humorous, pathetic, patriotic, and dramatic, for readings and recitations. Edited by George M. Baker. No. 2; price 50 cents. The variety, freshness, and excellence of these selection will commend the "Reading Club" to popular use in schools and reading circles.

Opinions of Educators

AS TO THE WORK AND MERITS OF OUR JOURNAL.

I was much pleased to receive the first number of your—or, I should say, *our* new paper. It promises well. Give us a paper that shall be for teachers what the New York and Boston weeklies are for business men, and you will be sure of the support of Massachusetts teachers.—O. B. MERRILL, *Teacher in the Newburyport High School.*

I received the first number of the *New England Journal of Education*, and was so much pleased with it that I herewith send $3, in return for which please send the above publication for the year 1875. —D. R. PIERCE, *Kennebunk, York Co., Me.*

I heartily approve the union of the New England journals; they all had their good qualities, but united they can be more valuable than ever.—J. A. SHORES, *Suffield, Conn.*

I have received the first number of the new journal, and am much pleased with it. Enclosed you will please find my subscription for one year.—JAS. F. GOODELL, *Unionville, Conn.*

A good number. I hope you will be able to continue to utter as solid, well-written communications as these beginnings.—ARIEL PARISH, *Supt. of Public Schools, New Haven, Conn.*

I have just examined number one of your paper, and I hereby greet it with the enclosed P. O. order, the subscription price for the year 1875.—JOSEPH WELTY, *Supt. of Schools, New Philadelphia, Ohio.*

As you will see, I have ordered a copy for each of our schools; I do not think I can make a better application of a part of our annual "library appropriation."—JOHN DAY FERGUSON, *Stamford, Conn.*

The place of the *Rhode Island Schoolmaster* must be filled, and I think it will be, completely, by your new journal. We, exiled New Englanders, like to hear from the home of our infancy once in a while, besides liking to have our ideas stirred up.—MATTIE CASE, *Bloomfield, N. J.*

I became a subscriber for the *Journal of Education* at the Worcester Convention, and paid one year's subscription at that time. If your succeeding issues equal the first in *pith* and *practicality*, I shall consider my subscription as the most profitable venture I have ever made.—H. JONES, *Prin. of Gram. School, Hopkinton, Mass.*

A copy of the first issue of the *New England Journal of Education* is received. I rejoice in its appearance, in its prospects, in its aims, and the large ability it displays.—J. L. NOYES, *Supt. Minn. Inst. for Deaf and Dumb and Blind, Fairbault, Minn.*

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Backward and Forward.*

A SPELLING EXERCISE.

[Two scholars stand at the blackboard, one giving the questions, the other the answers; each, at the end of his couplet, writing the words given in capitals in perpendicular lines. Give the correct spelling at the close, thus: *Flow,—Wolf,—Reed,—Deer*, etc.]

Q.—Why is a stream or river's FLOW
So frightful, when they backward go?

A.—The flow turned backward, you shall see
A wild and carnal WOLF will be.

Q.—Why is a REED that, standing, grows
Fleet-footed when it backward goes?

A.—The reed turned backward, by my hands,
A swift young DEER before you stands.

Q.—Why is the quiet STAR, so bright,
Turned backward mischievous by night?

A.—Because the star, turned back by me,
Becomes some noisy RATS, you see.

Q.—Why does a LIAR who backward goes
Oft wet his feet and have long toes?

A.—To wet his feet he cannot fail,
He walks the marsh, a long-toed RAIL.

Both.—Now spell the words on either hand
Backward and forward as they stand.

M. B. C. S.

* Similar exercises, using longer words, can be arranged with geographical names, if the teachers would like to have them.

The Hand.

FOR DECLAMATION.

As the soul of man, capable of grasping thought, so the hand of man, endowed with the power of grasping matter, raises him above the level of other animals. Even the anthropoid apes show no such dexterity and skill of muscular movement. Has not this hand, then, claim for consideration? By it have been accomplished innumerable mighty deeds; in its movement are expressed all shades of emotion, command, entreaty, and disdain. Look at it now, as I clench it in revengeful wrath; again, as in supplication and terror, I raise it to avert the blow of a cruel master. Again, as I extend it to you in pledge of good will.

Prof. Munroe says: "Show me the fists made by twenty young ladies, and I will show you which of them are the best teachers." Think, for a moment, of twenty girls, each making a fist! What varied forms are seen! One makes it in this way, with the thumb standing upright, as a challenge to her opponent to knock it off. Another closely packs the thumb under the protection of her finger inside the hand; indicating a character too wary and fearful. Many close their hands so loosely that a finger touch would open them. Poor girls, if they attempt to keep a country school! Three, perhaps, of the twenty, will clench with a purpose, and in a form worthy of the old Grecian combatants. What a power of control is exhibited in these hands! Strong and purposeful, they indicate strong, purposeful characters. Now show me these fists, and I will select the best wives from these girls. I fear I should reverse Mr. Monroe's process, however. That clenched, firm fist suggests a stormy prospect, unless less it can mould all to its will.

What a show of historic hands rises before us as we dwell upon our theme! The mighty hand of Jupiter hurling the thunderbolts of wrath; Venus, holding in her beautiful hand the apple awarded her by Paris; and the tender hands of the infant Hercules in the act of strangling the serpents. Again, how was Fortune represented by the ancients? As a woman, blindfold, with one hand on the wheel of Fate, while with the other she deals out lots to men. With a motion of her hand she brings happiness or destruction. So the hand of the pilot at the wheel is the guiding power of the whole bark; and as with a true-handed motion he secures safety, so with a false one he brings ruin on his living freight.

All occupations leave their impress on the hand of the worker. In the lady-hand, used to nothing more harsh than the ivory keys of the piano, you find muscles of different development from that exhibited in the hand of the toiler at the loom. In the dissecting-room of one of the Massachusetts medical schools was recently examined the right hand of the subject of study. In this was found a peculiar muscular development. Opinion was immediately volunteered that the man had been a pickpocket! So, surely, "The evil that men do lives after them."

And now, in good will and farewell I hold out my hand to you all. May your hand and mine ever be raised to strike for the right, and to strike down the forces of wrong. May they never commit acts the impress of which would deface our hearts as well as our hands.

Glorious is the human hand; may ours be ever ready to aid the human brotherhood; ever willing to grasp the weaker, the feebler, even the crime-stained hand that reaches up for help; and, whatsoever our hand finds to do, for God or man, let us do it with our might.

God's School.

RECITATION FOR ADVANCED SCHOLARS.

One by one as the days go by,
To learn our lessons we bravely try;
For every hour some task is set;
Difficult, easy, short, or long,
Whether we come to it weak or strong,
Somehow or other it must be met.

Graded well is this school of ours;
Each one's duties within his powers.
His task the thing that he needs to know;
Many a time does the page grow dim,
Before tired eyes the hard words swim,
And the hours go by, so slow, so slow!

Various ages the class-room share;
Flaxen ringlets, and thin, gray hair
Both fall over the lesson books.
Often the little ones laugh in glee
As beautiful words their bright eyes see,
While the aged sigh with thoughtful looks.

Skillful teachers assembled here,
Toil unceasingly year by year;
Never mistake in their work was known.
Only the scholars, weary, vexed,
Idle, impatient, tried, perplexed,
Suffer from errors all their own.

The Spirit teaches the highest class;
Time takes all as they onward pass;
Joy is claimed by the happy few.
While Experience, Care, and Pain
Treasures of knowledge help us gain,
And Memory hears the grand review.

But patiently learning, day by day,
We are waiting to hear the Master say
That our school-days' work on earth is done.
And after this last, long term shall pass,
To be transferred to his upper class,
Where advanced work is begun.

A. J. M.

Kate's French Lesson.

FOR TWO LITTLE GIRLS.

Teacher.—Kate, how shall I say, "Come to me?"
Kate.—You'll bid me, Kate, *venez ici.*
Teacher.—And, "If you please," how shall I say?
Kate.—Pleasantly thus, ma'am, *S'il vous plaît.*
Teacher.—How will you ask me, "How do you do?"
Kate.—I'll say, "*Comment vous portez-vous?*
Teacher.—What if I pain or sickness had?
Kate.—You'd tell me, *Je suis très malade.*
Teacher.—If very tired, what should I say?
Kate.—You'd sigh, *Je suis très fatigué!*
Teacher.—How would you bid "Good-night" to me?
Kate.—I'd kiss you thus, and say, *Bonne nuit.*

How to Help Mother.

RECITATION FOR FOUR. Little girl; one somewhat older; little boy; teacher.

Little Girl.—Sometimes, when mamma's busy,
And has so much to do,
I want to take right hold of things,
And help her to get through.

But, then, my hands are little,
And only used to play,
And so, I help to hinder,
By getting in the way.

For ma thinks when she's bothered,
Her mind all in a whirl,
I help her most by keeping still,
And being a good girl.

Girl (a little older).—Yes, mamma used to tell me so;
But now I've larger grown,
She sets me several things to do,—
Not always nice, I own.

Sometimes I do them pretty well,
Sometimes in poorer style;
For I want to leave the little things,
And do something that's worth while.

Quite Small Boy.—When I would like to help mamma,
And fix things up all straight,
She thinks I'm most too little yet,
And so I have to wait.

I could do more than hang up hats,
Or pick up a stray toy;
I don't see how it *helps* her much,
To just *be a good boy.*

Teacher.—To help mamma and please her most,
Don't strive to have your way,
Don't always seek what you like best,
Love mamma, and *obey.*

Love's little deeds ofttimes help most,
And please more than things great;
'Tis good to know "they also serve
Who only stand and wait."

We grown-up children too oft wish
To work in our own way;
But the Heavenly Father is best served
When we love Him and obey.

School Anecdotes.

If any one is disposed to speculate on the ability of a child to philosophise, he may be helped by the following: "A little girl attending school in a New Hampshire town was allowed to depart on her way home before the session was finished. Passing out of doors and finding the rain falling, the apparently discouraged juvenile began to cry. The teacher enjoined her to stop her tears, especially as it wouldn't help the matter. "Why, yes it will," responded the hopeful child. "The other day I tried it, crying hard, *and the rain stopped right off.*"

Another, which may be interesting to teachers of Natural Science, suggesting, perhaps, that the infantile mind, like the baby body, must be "taken up tenderly." A little girl who had investigated to some extent the mysteries of the human body, through the aid of a school physiology, came home one day in much alarm. "Have I such things in me?" she asked, referring to the illustrations of different parts of the organism. "*I shall die if I have.*" Truly, learning is fraught with troubles.

A school officer lately visited a school close upon the beginning of the term, and proceeded to "examine," according to the implied statutes made and provided. Calling out a class in one of the common branches, he began to interrogate in respect to the fundamentals of the subject. He proceeded on his way through the class till he reached a bright youth about 16 years of age, who said: "I can't answer *them* questions; I ain't studied it any since last winter." Ought he not to be excused for not knowing the first principles of what he studied "last winter"?

Be intensely interested in the lesson yourself, and you will interest scholars and gain their attention.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

The article in the last week's issue, entitled "The Future of Chemistry," should have been credited to the "Popular Science Monthly." The editor of this department did not see the proof, and therefore did not discover the omission until after the whole edition was printed.

Dana's Geology.

A TEXT-BOOK OF GEOLOGY. Designed for Schools and Academies. By James D. Dana, LL.D. Second Edition; illustrated by 400 wood-cuts; 358 pages. Ivison, Blakeman, Taylor, & Co., New York and Chicago.

Dana is recognized as an authority in Geology and Mineralogy, so far, at least, as text-books for schools and colleges are concerned. The first edition of this book was published eleven years ago. Geology has made much progress within the last eleven years, especially in North America; and we are happy to learn that this favorite text-book is revised so as to correspond with the present condition of the science. Of course most of the matter in the new edition is familiar to those who are well acquainted with the old one; yet the two books are so unlike that they cannot conveniently be used together.

In the first half of the new book most of the cuts retain the old numbers; but in the last part of the book all the numbers are changed. Several new illustrations have been added, such as those representing Eozoon Canadense, the spiders and insects of the Carboniferous age, the remains of Mesozoic reptilian birds, the feet of species of the horse tribe in the Tertiary of North America, the beautiful Glass Sponge (*Euplectella speciosa*) from deep water in the Indian Ocean, the engraving of the hairy elephant, on ivory, by early human hands during the Reindeer era of the European Stone age, the rounded prominences (*roches moutonnées*) resulting from glacial action in Colorado, the Dodo and Solitaire of Mauritius, the Beehive Geyser of the Yellowstone Park in the Rocky Mountains, and others.

The progress of geology is well illustrated by the changes in the map of the United States. Some advance has been made, even in New England, whose age is so difficult to determine. Vermont is no longer partly blank, but is wholly filled out with Silurian and Devonian strata, which extend into northwestern Massachusetts. A strip of Devonian is laid down, which commences in Massachusetts, and runs up the Connecticut valley far into Maine. The northern and eastern parts of Maine are laid down as mostly Silurian, and the British Provinces are more fully filled out. The Carboniferous formation of Rhode Island is very properly made to run towards Mansfield and Boston, instead of towards Worcester, as in the first edition; and in the text the area is reduced from 1,000 to 500 square miles. The Subcarboniferous is placed around the north and west of the Appalachian coal area, and surrounds that of Michigan. The Cincinnati Silurian area extends from Lake Erie almost to Tennessee, and various other changes have been made in the West. In the Atlantic Ocean a coast line marked "100 f." has been added to the map. We suppose this means a depth of 100 fathoms; but we should not be greatly surprised to hear some of our pupils call it 100 feet.

Some changes have been made in the names of the times, ages, and American periods. "Azoic" has been changed to "Archæan"; and the propriety of this is evident when we consider the admission that the lowest forms of life may have existed at that time. The Archæan marking has been changed in the map on page 69, and yet the old marking is retained on pages 67 and 71. The Silurian is the age of "Invertebrates," instead of "Mollusks." "Canadian" has been added between the "Primordial" and "Trenton" periods, and "Hudson" has been dropped. "Oriskany" has been transferred from the Devonian to the Silurian age, thus bringing the first of land plants in the upper Silurian. This change makes the Oriskany equivalent to the upper Ludlow beds, and our arrangement of rocks and fossils thus corresponds more closely with that adopted in Great Britain. The "Lignitic" period of coal-bearing rocks in the Rocky Mountain region has been included under the Tertiary age. The term "Post-tertiary," used in the the first edition, has been changed to "Quaternary, or Age of Man"; and the earliest relics of man have been thrown back to the Champlain period, or perhaps to the Glacial, the earliest period of the Quaternary or Post-tertiary. This, the "Stone age" of man, has been divided, in accordance with late European discoveries, into three eras: the "Paleolithic," the "Reindeer," and the "Neolithic. The "Cenozoic time" has been extended, so as to include the age of man, as well as of mammals.

In the names of rocks, with the exception of granite, the termination *ite* has been changed to *yte*. It is convenient to distinguish the names of rocks from those of simple minerals; but "syenyte," "oolyte," and "quartzyte" have an odd look to one accustomed to the old spelling. The termination *ite* has been retained in the names of minerals, such as calcite, dolomite, and lignite.

The schedule of rocks, on pages 67 and 68, we regard as an important part of the book, especially for reviews, and with us it is in constant use. We venture to suggest that in the new Text-book it should be made to correspond more closely with the description of the rocks, and with the new Manual. In the arrangement of the Primordial, Canadian, and the subdivisions of the Cretaceous, and in the spelling of "Oolite," it has hardly "been changed throughout, so as to make it conform in all respects to the new edition of the Manual." It is true that page 67 is already longer than the others; but a portion, or the whole, might be re-engraved, and the heavy line dividing the Silurian and the Devonian might then be put in its proper place, and some other changes made. Any one who has had experience in such matters knows how difficult it is to make changes in a book, and yet have all the parts harmonize with each other. We are surprised, however, to find the University Press issuing a book with such a typographical blunder as that on page 345. Two stray lines have somehow been forced in there; and we could not, at first, locate the ledge whence the bowlder was torn.

Teachers will notice a few changes in the classification of animals and plants; allusions to embryology, to progress in cephalization, to the discovery of chalk in Western Kansas, to the solidity of the center of the earth, to an Atlantic sea-border barrier in Paleozoic and Mesozoic times "near or outside of the present coast-line," to the progress of the horse tribe from the Orohippus with four toes to the modern horse; a fuller discussion of the origin of mineral oil, of the age of the Sierra Nevada and Rocky Mountain ranges, of the mode of formation of mountain chains; and many other points which we cannot here enumerate.

We have referred to many of these points not so much to show the changes in this Text book as to illustrate the progress of Geology itself within the last fifteen years. But change is most noticeable in regard to the theory of evolution. We suppose, that Dr. Dana may be considered a fair type of the conservative scientific man of to-day. He formerly admitted evolution in the earth's physical features, but not in the organic world. Most of the arguments against the "development-hypothsis," which are found in his first edition have disappeared. "Exterminations took place at several successive times, and were followed by new creations," has been toned down to this: "Species were disappearing and others took their places." He still contends that, both in the earlier and later ages, there are "some breaks that are most remarkable, whatever allowance be made for the imperfection of records"; but he admits that "some of the links between genera have been partially filled out by recent discoveries, as, for instance, that between the modern Horse and the Tapir-like Mammals of the Eocene, and that between the Elephant and the Mastodon, etc." He asserts that not the first link connecting the man-apes with man has yet been found; that "geological discovery leaves Man *alone* at the head of the system of life, far removed from his nearest allies among the brute races;" and concludes the discussion as follows:

"In view of the whole subject, the following appear to be the conclusions most likely to be sustained by further research:

1. "The evolution of the system of life went forward through the derivation of species from species, according to natural methods not yet clearly understood, and with few occasions for supernatural intervention.

2. "The method of evolution admitted of abrupt transitions between species; as has been argued from the abrupt transitions that occur in the development of animals that undergo metamorphosis, and the successive stages in the growth of many others.

3. "External agencies or conditions, while capable of producing modifications of structure, have had no more power toward determining the directions of progress in the evolution, than they now have in determining the course of progress in development from a living germ.

4. "For the development of Man, gifted with high reason and will, and thus made a power above Nature, there was required, as Wallace has urged, the special act of a Being above Nature, whose supreme will is not only the source of natural law, but the working force of Nature herself."

This is evolution; but it is not Darwinianism. The truth is generally found somewhere between extreme views.

There are less frequent references to the Mosaic record in the new Text-book; but Prof. Dana does not lay that record aside as unworthy of notice. In his new Manual he discusses the "Cosmogony of the Bible." We quote the following sentences which stand in both editions of the Manual: "The record of the Bible is, therefore, profoundly philosophical in the scheme of creation which it presents. It is both true and divine."

R. HOE & COMPANY'S TECHNICAL SCHOOL.—Messrs. R. Hoe & Co., of New York, the well-known manufacturers of printing presses, have fitted up an apartment in their commodious new manufactory in Grand street, as a recitation room, supplied with all modern improvements, for the benefit of their apprentices. They are all, to the number of over one hundred, required to go through a course of study, embracing Grammar, Arithmetic, Algebra, Geometry, Reading, Writing, Drawing, Composition, the ten science primers, and Overman's mechanics. The various classes recite once a week. The lessons given are long, but the apprentices have ample time out of work hours for study and application. Everything is furnished gratuitously, the best of instruction, text-books, and drawing materials; and the annual outlay required is very trivial compared with the valuable results already attained. The benefits conferred upon the apprentices themselves, and upon the community, by a school of this sort, are inestimable. From the ranks of mechanics thus carefully educated, must come skilled workmen, inventors, and those who shall make new and valuable applications to the practical economies of life or principles already known. The scholars in this school are earnest and enthusiastic in their studies. The neatness and skill evidenced in their copy-books, their mechanical drawings, and the working out of their mathematical problems, are equally gratifying to their teachers and their employers.

THE jaws of a fossil fish recently found in Kansas, are provided with three kinds of teeth: first, on the outer edge, a row of large, fine cutting teeth, partially resembling those of a shark; next, some small, blunt teeth, placed irregularly; and finally, a third set of small, sharp teeth, needle-like in shape, forming a pavement. When an antediluvian went out to angle, and got a bite from that kind of a fish, he must have known it without delay.

Department for Written Examinations.

Study and Class Work.

The following card was prepared by the principal of the State Normal School, at Bridgewater, and is given to each of the students there to aid them in preparing and in doing their class-work. The suggestion that it might aid other students isthe occasion of its being offered for publication. It assumes that lessons are to be assigned in topics, that those topics which require it are to be taught by the teacher *when the lesson is given*, that the pupils may know *what* to do, in *what order*, and *how to do it*. It further implies three forms of class-work for the pupil, namely: first, teaching the topics of the lesson to the class; second, representing the topics of the lesson to the class, using such objects and illustrations as may be necessary; and third, answering the questions of the teacher, to which is added criticism by both pupils and teacher. The statements are necessarily concise, and some things are only suggested by a single word. The card has been a valuable aid in this school, and may offer useful hints to others. The small figures attached are for convenience of reference in using the card.

DIRECTIONS FOR STUDY AND CLASS WORK.

PREPARATION OF LESSONS.

Lessons given in topics, or distinct subjects of thought. Study every lesson with reference to teaching.

1. Study the *outline* of topics given to get the *scope* of the lesson.
2. Study the topics in the order given:
   (1) To get *knowledge of the subject*, definite, and complete.
   (2) To *arrange the ideas* in the order of their dependence.
   (3) To get the *right mode of communicating* the ideas.
      1. Get *illustrations* of the ideas, pertinent, plain, a sufficient number.
      2. Get an expression of the ideas, simple, correct, precise.
      3. *Rehearse the lesson.* 1In *outline*, to fix order of topics. 2*Each topic* just as you would teach or present it.

CLASS WORK.

TEACHING. 1Illustrate. 2One thing at a time. 3In the order of dependence. 4According to its importance. 5Economize time. 6Ask definite questions. 7No leading question. 8Question before name of pupil. 9Complete answers. 10No repetition of answer of pupil. 11No telling pupil what he already knows. 12Indicate neatly the points, as made, on the blackboard. 13Distinctly impress each point. 14Recapitulate. 15Require a complete, connected statement of points taught. 16Keep the attention of every pupil.

PRESENTING. 1Illustrate. 2Present points distinctly. 3In order. 4According to their importance. 5Be prompt. 6Indicate the points neatly on the board. 7Recapitulate. 8Look at the class, and keep the attention of all.

EXAMINING THE CLASS. 1. Teaching. 1Pupil teaches one or more topics. 2Criticism, by class, by teacher. 2. Presenting. 1Pupil presents one or more topics. 2Additions, by pupils, by teacher. 3Criticism, by class, by teacher. 3. Teacher questions class, to test their knowledge of the lesson. 1Questions definite, searching, contain no part of the answer, on all important points of lesson. 2Answers correct, complete. 3Test every pupil.

ASSIGNING LESSON. 1In topics. 2In logical order. 3Teach topics which require it. 4Class note carefully topics and methods of teaching. 5Distinctly indicate how to prepare the lesson.

LANGUAGE: of TEACHER, of CLASS. 1Simple in the words and sentences. 2Precise. 3Accurate and complete statements. 4Correct, in pronunciation, grammatical construction, and choice of words.

USE OF THE VOICE: by TEACHER, by CLASS. 1Cheerful, conversational tones. 2Purity. 3Distinctness. 4Pitch. 5Force. 6Modulations. 7Fluency.

MANNER: of TEACHER, of CLASS. Qualities of good manner, cheerfulness, animation, self-possession, enthusiasm, decision.

1. *Position and bearing*:—1Of teacher, 2of class. 3Control of class.

2. *Interest, animation, enthusiasm*: 1Of teacher, 2of class.

CRITICISM: by CLASS, by TEACHER. 1Good qualities. 2Defects. In all the particulars of preparation and class work. 3A kind spirit in all criticism. 4Its object, improvement. 5Teacher point out cause of defects.

Rev. Dr. J. O. Murray, professor elect to the chair of English Literature, has accepted this position in the college which has been tendered him. He is a graduate of Brown University, Rhode Island, and has been heretofore offered the like chair in his Alma Mater which is now offered him here. Dr. Murray is a man of exquisite culture, and just budding into life's prime.

STATE DEPARTMENTS.

Maine.

STATE EDITOR, Hon. WARREN JOHNSON, Augusta.

GOVERNOR DINGLEY, in a special message to the Legislature, gives expression to the following: "In my judgment the attendance upon teachers' institutes has been so small for the past few years, that the State is not justified in further continuing the appropriation of $4,000 for this purpose. I suggest that, instead of this, the State Superintendent visit each county, hold meetings of school committees, confer with friends of education, address the people at various points on educational topics, and by every means in his power endeavor to awaken new interest in our public schools. A small appropriation for expenses will be all that is necessary to carry out this plan."

Commenting on the above, the correspondent of the Bath *Times* writes as follows: "We conclude that the superintendent will pitch his tent on the outskirts of the county to be 'instituted,' and cook his own meals, in case the appropriation is sufficient to purchase three poles and a dinner pot." One hundred and eighty State prison convicts cost the State last year $25,000 for *their* work-shop to *cure* crime; one thousand teachers in the same year cost the State $3,000 to *prevent* crime. Good! A *pound* of cure is better than an *ounce* of prevention. Re-model your old adages.

HALLOWELL.—The new Industrial School building at Hallowell was dedicated Wednesday, 27th ult., with appropriate exercises. Ex-Governor Perham presided, and gave an interesting historical address pertaining to the institution. Addresses were also made by Governor Dingley, Speaker Thomas, Hon. J. L. Stevens, Judges Kingsbury and Baker, Rev. Miss Haines, and others. A talented club furnished excellent music for the occasion.

The board of managers elected Mrs. W. Currier, of New Sharon, as housekeeper, also lady visitors as follows: Mrs. J. E. Fernald, Portland; Mrs. G. K. Jewett, Bangor; Mrs. Dr. Garcelon, Lewiston; Mrs. H. K. Baker, Miss Annie Page, Mrs. A. D. Knight, Mrs. S. F. Davenport, of Hallowell; Mrs. S. Judd and Mrs. I. D. Sturgis, Augusta; Mrs. N. C. A. Jenks, Bath; Mrs. Charles Danforth and Mrs. James A. White, Gardiner.

The school is now open for the admission of pupils. The managers ask the public to contribute $1,000 more for the completion of furnishing of the home.

EX-GOVERNOR COBURN has just made a donation of $500 to the Maine Agricultural College for the benefit of its library. This is the third donation of the same amount and for the same purpose which has been made by Governor Coburn.

THE Spring term of the Oxford Free High School will commence Tuesday, March 2, under the instruction of J. D. Holt. Mr. Holt has taught in the county with considerable success, and we bespeak for him a pleasant and profitable term.

GOULD'S ACADEMY, Bethel, opens its Spring term on the 23d inst. D. O. S. Lowell, A.B., who has given such eminent satisfaction in that position, will continue as principal. Tuition and expenses are low, and no doubt the school will be patronized as it deserves.

WE learn that Dr. A. L. Hersey, of Oxford, lectured upon the subject of education at Buckfield, Wednesday, the 27th ult.

MR. BLAKE resigned his position as principal of the Gardiner High School last Friday, and Harry G. White takes his place.

New Hampshire.

STATE EDITOR, Prof. J. E. VOSE, Francestown.

DOVER.—The Report of the School Committee for the year ending June, 1874, has lately been issued. Number of scholars enrolled, 1,877; average attendance, 1,225, or 65 per cent.; expense of schools, $21,490, or $11.42 to each pupil.

The schools are divided into thirteen grades, in three divisions: Primary, five grades; Grammar and High Schools, four grades each; the whole course occupying fifteen years. There are 10 ungraded schools in the out-districts, 20 Primary schools, and 2 Grammar schools with 8 teachers. Of the 50 teachers of these, but *one* was a male, though the Belknap Grammar is now in charge of Mr. Channing Folsom, president of the New Hampshire Teachers' Association.

The High School, which has a deservedly high reputation, numbers 97 students, in charge of H. P. Warren, with four assistants. There were 30 admissions last year, and 11 graduates, 3 being from the college course. Whole number of graduates since the organization of the school in 1851, 155.

The Report has able pleas for the appointment of a superintendent of schools, for better preparation for the higher grades, and for a Normal class in the High School. The statistics are meager, not even the number of pupils in the different grades, nor the teachers' salaries being given. Mr. Warren, of the High School, is understood to have the highest salary of any teacher in the State.

NASHUA.—C. S. Averill, superintendent of schools, has been chosen treasurer of the Milford Bank. Mr. Averill is one of our ablest, most sensible educators. As superintendent of the Milford schools, he made this, for several years, the banner town of the State; they need his hand there again. His work in Nashua the past year has been equally satisfactory, and it is to be hoped that his new position will not remove him in any degree from the educational ranks.

When Mayor McKean was informed by Dr. Gray of the sickness among the children of Mt. Pleasant School, he was "on the spot in 20 minutes," and had the Board of Health there, and a two-years' nuisance abated before night!

PORTSMOUTH.—At a late meeting of the school committee it was ascertained that nearly 100 children there regularly attend school outside of their own districts. It was decided not to compel those pupils to sever their present relations, but for the future, in admissions and promotions, to adhere strictly to district lines.

HOLLIS has probably sent more of her sons to college than any other country town in the State. That she is still up with the spirit of the times is shown by the fact that she has lately united two of her fourteen school districts into one Union District, and four into another, with a $10,000 school-house.

SYLVESTER BROWN, who for two or three years past has been working his way up in the schools of Manchester and vicinity, has lately been made master of the Lincoln street Grammar School in that city.

SUPT. G. H. JENNESS, of Rye, lately gave a lecture before the Portsmouth Educational Association, which is fully reported in the papers. Subject: *The World we Inhabit.* Mr. Jenness has given much attention to physical geography for several years, and his address is not merely interesting, but instructive, fresh, and reliable.

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown.

CHARLESTOWN DISTRICT.—The convicts in the State prison were entertained on Monday evening, 25th ult., by twelve of the elder pupils in the English High, Latin, and Phillips Grammar schools, who gave a series of readings, declamations, and recitations. A Harvard College student also added to the entertainment. The Hon. E. H. Dunn, of the Governor's council, and Mr. A. Kendall Tilden had charge of the affair.

FRAMINGHAM.—The semi-annual examination of the senior class of the State Normal School occurred on Thursday of last week. The morning session included a recitation in history, by the third class; reading, by the second class; gymnastics, conducted by Mary K. Webster; singing, recitation in psychology, by the senior class; lesson to children, by Lilla A. Hayward; lesson in astronomy, by the first advanced class. The graduation exercises occurred in the afternoon, and included essays by Misses E. Adelaide Grames, Emma S. Browning, Clara E. Holt, and Mary K. Webster.

Diplomas were awarded to Emma S. Browning, North Brookfield; Rebecca Buchanan, Calais, Me.; Emma J. Forbush, Grafton; E. Adelaide Grames, Chelsea, Vt.; Lilla A. Hayward, West Acton; Etta M. Holbrook, Winchester; Clara E. Holt, Pembroke, N. H.; Eliza A. Pollock, Whitinsville; Alice A. Roberts, Berlin, Vt.; Mary P. Sanborn, Marlborough; Isabel M. Simpson, Southborough; Mary K. Webster, Westford, and Ida C. Whiting, Dover.

BRIDGEWATER STATE NORMAL SCHOOL.—The graduating exercises at the close of the 84th term of the State Normal School, at Bridgewater, took place at that institution on Tuesday, 26th ult. The hall was most appropriately decorated, and the attendance was large. The exercises of the morning consisted of an examination of the senior class in various studies, interspersed with singing and gymnastic exercises. In the afternoon, the advanced class of graduates were examined as to their proficiency as teachers, and the other exercises were music, essays, the report of the principal, Mr. Albert G. Boyden, addresses by Rev. Phillips Brooks, and others and the presentation of diplomas. The report of Mr. Boyden showed that during the past term the number of scholars was 154—33 males and 121 females. Of this number, 25 were in the graduating class—3 of them young men and 22 ladies—three of the latter being in the advanced class. During the past two terms the scholars numbered 200—43 males and 157 females.

The following are the names of tha graduates:

Advanced Class—Emma M. Cutter, of Jaffrey, N. H.; Edith Leonard, Bridgewater; and Clara C. Prince, Chelsea.

Senior Class—Charles F. Cole, of Wellfleet; Bradford W. Drake, Stoughton; George P. Rich, Charlton; Eudora M. Allen, Berkley; Julia R. Burt, Berkley; Lucy E. Carruth, Petersham; Fannie A. Comstock, Somerville; Aletta F. Dean, Mansfield; Eliza L. Doull, New Bedford; Julia M. Drew, Bridgewater; Lucy E. Gassett, Bridgewater; Alice Gray, Stoughton; Lillie A. Hicks, East Bridgewater; Mary M. Leonard, Bridgewater; Minnie T. Lewis, East Falmouth; Emma F. Manson, Scituate; Abbie L. Marble, Somerset; Mary E. Peckham, Petersham; Ellen F. Regan, Attleborough Falls; Mary A. Wadsworth, Bridgewater; Abbie J. Wheeler, Fitchburg, and Sophia A. Wilbur, Plympton.

The next term of the school begins Februrary 23.

WELLESLEY.—The new female college, built by H. F. Durant, has been given into charge of an able board of trustees, among

them Dr. Porter of Yale College, Dr. Crosby of the University of New York, Dr. Stone of the Episcopal Theological School, Dr. Cummings of Wesleyan University, Dr. Warren of Boston University, Dr. Hackett of the Rochester Theological Seminary, and Dr. Phelps of Andover. The principal idea is securing the best mental training for the pupils, that their development may proceed under the most positive Christian influences.

WILLIAMSTOWN.—The Williams College catalogue for 1874-5, just issued, shows a total of 160 students—22 Seniors, 45 Juniors, 41 Sophomores, and 52 Freshmen. In connection with the catalogues, are sent out to the friends of the institution the admirable report of the present working condition and needs of the college, written by Rev. J. Clement French, of Brooklyn, N. Y., for the examining committee of the alumni, and read at the last Commencement. The report pays very just tribute to the work of the present administration and faculty.

The old system of Wednesday afternoon rhetorical exercises has been abandoned, the students having general class-drills instead; and the members of the two upper classes are to speak before the public in the chapel on two or three evenings of each term.

RANDOLPH. — Miss Helen L. Webster, assistant in Stetson High School, Randolph, Mass, has been elected head assistant in the Concord (N. H.) High School, and is to enter upon her duties there in March. She has taught for two and one half years with marked success, especially in Latin, and fully deserves the promotion which she receives. Her place in Randolph has not been filled.

NEW BEDFORD.—Miss Lucretia N. Smith and Miss Mary E. Austin, both graduates of the Bridgewater Normal School, have been appointed to situations in the High School, Miss Smith by transfer from the Fifth street Grammar School.

WORCESTER.—Miss Ella Foster, daughter of the well-known Stephen and Abby Foster, of Worcester, has been engaged to fill a high position in one of Cincinnati's educational institutions, at a salary of $1200 per year.

ANDOVER.—According to its usual custom, the Theological Seminary observed Thursday of last week, as a day of special prayer for colleges. The exercises of the afternoon were of great interest. They consisted of reports from the various colleges of the land, an address by Rev. H. M. Parsons of Boston, and a sermon by Rev. Dr. Lorimer of Tremont Temple.

Rhode Island.

STATE EDITOR, HON. T. B. STOCKWELL, Providence.

ERRATA.—In the last number of the *Journal*, for "Mrs. Lillian Ballou," read "Mrs. Sullivan Ballou;" for "South Ward," read "Tenth Ward;" for "Mrs. H. F. Treadwell," read "Mrs. H. F. Tradewell." In the future, we hope such mistakes will not be allowed to occur.

PROVIDENCE.—The directors of the Rhode Island Institute of Instruction have invited the American Institute of Instruction to hold its next annual meeting at Providence, on Wednesday, Thursday, and Friday, July 7, 8, and 9, 1875. The educators of Rhode Island will give their friends a cordial reception, and we have no doubt but that the meeting will be one of great interest to the teachers and their friends in New England. Let there be a revival of zeal in this old and excellent organization.

STATE NORMAL SCHOOL.—Principal Greenough, in his semi-annual report to the trustees at the late examination, says that the last term of this institution was one of the most successful the school has known. The number of pupils was 131, while that of the class entering at the beginning of the term was 52, the largest ever admitted. One marked feature in the school is the presence of a large number of those who have already taught. Last term there were 14 such. Recognition is made of the fidelity with which the graduates of the school have kept their pledges in reference to teaching in the State, and of the presence among the pupils of a deep and controlling enthusiasm for their work.

The committee appointed at the May session of the General Assembly, to consider the work and needs of the Normal School, reported, on the 27th, a resolution condemning the present building as not affording proper room for the work of the school, and recommending the appointment of a joint special committee to examine and select a site for a Normal School Building; and the resolution was adopted by both Houses and the committee appointed.

An item of *news* relative to our Normal School is to be found in the January issue of the *Educational Reporter*. We are informed that the said school is located at Bristol. As the school has not been in that town for the past eight years, the query naturally arises whether an agent of the house publishing the *Reporter* has been in our State during that time.

LINCOLN.—The Primary Department of the Graded School at Albion, in this town, has secured the services as teacher of Miss Hattie J. Marble, one of the recent Normal graduates.

TIVERTON.—Miss Stella M. Alexander, another of the graduates of the last class at the Normal School, takes the school in the Adamsville district in this town.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M., New Haven.

NEW HAVEN.—This city is specially favored, every winter, by a series of very valuable lectures given by the professors of the Sheffield Scientific School. They were designed originally for the benefit of mechanics, and the lecturers aimed chiefly to illustrate principles and show their application in the mechanic arts. So highly have they been appreciated that every available seat has been occupied each season by the workmen from our shops. Since the completion of the new Sheffield Hall, greater numbers have been accommodated, and few seats are vacant even in that spacious hall. Our citizens of all classes are eager to secure tickets.

The ninth annual course of lectures will begin on Monday, February 1, and the course will comprise fourteen lectures. Professor Brewer will speak of "Modern Glaciers," in two lectures; Professor Whitney of "The Growth of Language," in four lectures; Professor Eaton, of "Cotton;" Professor Trowbridge, of the "Gulf Stream;" Professor Verrill, of "Ancient Glaciers;" Professor Mixter of "Chemical Analysis;" ex-President Woolsey, of "The New Revision of the English Bible;" Professor Walker, of "The National Debt"; Professor Walker, of "Watt and the Steam Engine," and Professor Lyman, of "Magnetism."

School Census.—The enumeration of children, in New Haven, between the ages of 4 and 16 years, is just completed. The whole number in the city is found to be 12,912, which shows an increase of 188 over the previous year. The increase a year ago was 460, above the number enumerated in January, 1873.

The United States Minister, representing this country in Hayti, W. I., Mr. Bassett, has been making a brief visit among his friends in this city. He sailed a few days ago for his post of duty. Mr. Bassett was formerly a teacher of the school of colored pupils in the Whiting street school, and was very successful. He was afterwards called to take charge of the colored High School in Philadelphia, where he gained a high reputation as a teacher.

BROAD BROOK.—This little village, located in the town of East Windsor, is finely situated, having beautiful natural scenery. Notwithstanding its natural attractions there are drawbacks to its rapid growth, but *none* so great as the lack of interest in the subject of education. Some of the good people had for a long time felt that something must be done for this cause. After much effort they succeeded in consolidating the two districts. A new school-house was proposed. It was decided to erect one. Now they have a fine commodious school building. It was dedicated last October. Previous to this time the schools had been very much neglected, but now a much better sentiment seems to pervade the community. Mr. Nathan C. Billings, a graduate from the Connecticut Normal School, is principal. He is assisted by four ladies, one of whom, Mrs. Buck, is also a graduate from the same school. There has been a very marked improvement in the school during these few months. The future promises well.

DANIELSONVILLE.—[The following, clipped from that very excellent paper the Windham County *Transcript*, shows that teachers and others in this vicinity interested in educational improvement, have set themselves to work in a very sensible manner to create an interest in the subject. What could be more practical or profitable than the exercises here described. Pity they cannot be more common in every part of the State.—*Ed.*]

"The first meeting of the Killingly Educational Association since its organization was held at the High School room in this village, on Saturday afternoon of last week. There was a full attendance, and the marked interest manifested by the school board, teachers, and friends of education was very gratifying, and is a hopeful omen for the future. The motto of the Association is '*Gradatim*,' — 'step by step,' and judging by the spirit of those who have inaugurated this movement, not one of those steps will be backward.

"After the transaction of some preliminary business, the Association proceeded to the work of the afternoon. The first subject on the programme was Arithmetic. But two topics were taken up. Mr. Cosmer A. Young illustrated his manner of teaching Numeration, which was very clearly set forth and explained. This was followed by a lively discussion on methods of teaching Addition called forth by an exercise given by Mr. F. P. Young

"Some valuable thoughts on Reading were presented in a well-prepared essay by Mr. Hopkins, principal of the East Douglas High School. The harrowing adventures of that sweet, pastoral maiden of our childhood's memory, 'Little Bopeep,' as told in modern rhyme by the pen of Howell, formed the subject of a reading by Miss Clemons.

"The paper read by Mr. T. W. Greenslitt, on Punctuation, was full of fine points, and deserving of more time than was allowed it by the pressure of other topics. Mr. Greenslitt was therefore invited to resume the subject at the next meeting.

"An interesting and novel feature of the afternoon's exercises was the lesson on Form, by Mrs. Potter, who conducted a class of children, averaging about seven years of age, in a very pleasing manner.

"In Natural History, Miss Palmer showed what may be attempted with children in teaching them to compare and classify the results of their observation, and leading them to construct a brief outline of the animal kingdom.

"An instructive exercise in Map-drawing by Miss Bartlett closed the work of this very profitable session, and after some congratulatory remarks by the president aud other members, the meeting adjourned to meet February 13, in the new school house at East Killingly.

"Teachers who can avail themseves of the advantages of the Association should not fail to do so. The benefits to be derived from the discussion and illustration of principles and methods of instruction should not be disregarded by any one who is engaged in the work of teaching. Intelligent criticism should be invited as a means of pruning away false ideas and ingrafting correct ones, and to no one is such criticism more valuable than to the earnest teacher." SEC.

New England Colleges.

DARTMOUTH COLLEGE.

We are now in the middle of our four weeks winter vacation, so that one no longer sees crowds of young men going to and fro at the ringing of the college bell, and the bell no longer rings. A few young men remain here, whose homes are in the far west or south, and are spending their time in reading books drawn from the college library. A large majority of the faculty are away also, so that nearly all Hanover seems to be enjoying a season of repose. The Medical Department alone is in session, the Recitation term continuing till June 23d. The Recitation term in the Medical Department at Dartmouth is comparatively a new feature, this being the third year, and it meets a need that has long been felt. It is under the direct supervision of Dr. C. P. Frost, who gives the students two recitations daily. The Medical building has been lately repaired, and its Anatomical and Pathological Museums are well filled with specimens, to which the students have access, so that Dartmouth offers good facilities to one wishing a thorough foundation in the study of Medicine.

Professor Hitchcock is now engaged in the work of the Geological Survey of New Hampshire and Vermont. Twelve surveys have been carried across the two States, the elevation taken at different points, and the geological nature ascertained. These sections are represented in profile on maps extending across the Geological Museum; the different strata of rock are shown by different colors, and specimens of the rock are placed beneath. When it is complete, the museum will offer a fine opportunity for the practical study of the geology of the two States.

This month has been one of the coldest we have ever known here, there having been but three mornings during the month that the thermometer did not mark below zero, the lowest being 27°, and still we see no signs of the long-talked of "January thaw."

The ninth annual dinner of the Association of the Alumni of Dartmouth College in Boston and vicinity, was served at the Revere House, Wednesday, January 27. There were present about 75 graduates and friends of the college, and in the interchange of greetings, the discussion of an excellent dinner, and the post-prandial speeches, the occasion was highly enjoyed by all. The speakers were: Hon. Charles H. Bell, of Exeter, of the class of 1844, who presided at the dinner; President Smith, Judge Brigham, of the class of 1842; Drs. John Lord and H. G. Parker, class of 1844; Prof. E. R. Ruggles, of Hanover, Judge Woodman, of Dover, N. H., class of 1829. T. C. H.

WESLEYAN UNIVERSITY.

College is as full as it usually is during the winter term; thirteen members are teaching, four from each of the three upper classes and one Freshman. This speaks well for the financial condition of '78.

Excitement does not yet run as high in regard to next year's Intercollegiate Literary Contest as in regard to the next Regatta; but we hope that before the year ends some literary as well as muscular pugnacity will be evoked.

Sunday afternoon service in the college chapel still continues, though but one member of the college faculty, beside the President, assist in conducting them. Among the students the service is popular, and few would vote to exchange it for two trips per day to the Methodist church. What we need is a chaplain, whose duty shall be to conduct such services, and occupy the chair of Moral Philosophy and Hebrew, or some similar branches.

A Senior created quite an excitement at one of the clubs, the other day, by asking if the gentlemen had heard that the faculty talked of establishing an Agricultural Department here immediately; after a good deal of eager questioning it came out that he nor anybody else had ever heard of it. Imagine the disappointment.

The term is progressing with the usual delightful monotony peculiar to winter terms. The only real excitement has been for the Seniors, a reception by Orange Judd, and the "Senior reception" by the President; for the Juniors, by one or two cheap, migratory theaters; for the Sophomores, by a midnight dance; for the Freshmen, by a class sleigh-ride; and for all classes, by the excellent coasting which has existed for the past week, in which Senior, Junior, Sophomore, and Freshman indulged, with an utter disregard for dignity It has even been rumored that some of the younger members of the faculty have been seen upon the hill, *after dark*.

MIDDLEBURY COLLEGE.

Rev. Dr. Labaree has begun his lectures to the Senior class on International Law.

Prof. W. R. Shipman, of the class of 1859, now of Tufts College, will deliver the annual address before the Alumni Association at their next July anniversary. H. M. C.

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Endeavoring to teach truths which the school cannot comprehend, will not secure his attention.

Reading the lesson from a book, will not fasten the mind upon it.

Presenting a confused combination of ideas, will prevent the attention of the scholar.

The use of words not understood, or using words so inaccurately that they convey no definite idea, will not command the intelligent attention of any one.

Hoosier Schoolmasters.

The Indianapolis *Journal* gives an unpromising account of some of the individuals who seek to officiate as school teachers in some parts of Indiana. It urges the importance of "elevating the standard of teachers," and illustrates the need of it as follows:

It is getting so now-a-days, that every lazy lout who cannot or will not make a living at anything else, applies for a district school, and it is probable, if the truth were known, many of them apply for positions in towns and cities. It is to be hoped that most of them are rejected by examiners, but the examiners themselves are often indifferent, and far too many of these ignorant dolts slip through and are installed as educators, when they have no more fitness for the work than a hog has for playing the piano. Above all things we want competent teachers, and our system should be so reformed as to rigidly exclude all others. As a sample of the sort of teachers that frequently apply for school positions, we give from the Muncie *Times* some specimens of written examinations passed by three persons who recently applied before the examiner of Delaware County. Doubtless every county can furnish similar ones:

TEACHER NO. 1.

Question—What does a letter represent?

Answer—A letter is *chrecter* of *elamentry*.

Ques.—Analyze the following sentence: John struck Mary.

Ans.—John the *subjact* and Mary the *attriput*.

Ques.—Give three proofs that the earth is round.

Ans.—Take it of a *clear mornin*, and you can see the *lite* a good bit before you see the sun.

Ques.—Define physiology.

Ans.—Physiology is a description of the *organs*.

Ques.—For what purpose should English grammar be studied?

Ans.—For the *youse* of penmanship.

TEACHER NO. 2.

Ques.—What is a letter?

Ans.—A letter represents a *sine* or an idea.

Ques.—What is a syllable?

Ans.—A syllable is a word or an assemblage of words.

Ques.—What is spelling?

Ans.—Spelling is the pronunciation of words.

TEACHER NO. 3.

Ques.—In the war of 1812 what battle was fought within the territory of Indians?

Ans.—*Techumche* was the *leade* of the *Indians*. Gen. *Harrison afterwards presiden* of the United States was the commander of the *Mericans* the *Indians teld Mericans* that the next day they would *sine* a *treatie* of *piece* and that *knight* they fell on them the *Mericans* was a *suckes*.

Ques.—What two important events of 1820?

Ans.—The landing of *pilgrim* Fathers was 1; and sending *over Ninety young wimin* for wives and selling *them* for 90 lbs *tobaco whch* was the price of a wife.

Ques.—What is a bay?

Ans.—A Bay is bend in *Lack* or *See*.

Ques.—What is addition?

Ans.—*Addition* is the *prossesse* of *unitin* two numbers so as to make on.

Such fellows could do the State more service in driving oxen or breaking stones on some turnpike than in attempting to teach the young idea how to shoot. We want such a school system and such a public sentiment on the subject, that clodhoppers like these will not dare to present themselves for examination.

The attention of children is not much under the control of the will, but depends upon the interest which they feel upon the subject.—*Grocer.*

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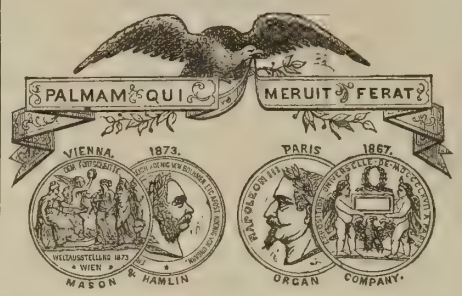

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(24) **Force and Matter,** *The Engineer.*

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The Annual Report of the Boston School Committee, for last year, was written by Mr. W. T. Adams (Oliver Optic). It is safe to say that this is the first work from his pen that has not proven a decided "success" in a financial point of view, to author and publisher.

John Lord, LL.D., is delivering a course of noon lectures on the "Great Benefactors of the World," in Horticultural Hall Boston. While not claiming to be exhaustive historical efforts, these lectures are entertaining and instructive in the highest degree. For the time, Dr. Lord is the school master, and Boston gladly occupies the students' seats. Probably no other lecturer in the country could draw the audiences which, twice a week, at the noon hour, fill Horticultural Hall to take lessons in the histories of the great man of the past.

The amendment to the House order, in the Maine Legislature, in relation to the distribution of the school laws, providing that copies shall be sent to all city and town clerks, municipal offices, and school superintendents and committees, is a wise provision, especially in its reference to those having authority in school matters. Superintendents and committees need to be, in some degree, acquainted with the laws under which the interests in their hands are to be managed, and Maine proposes to follow the good example in this respect, set by some of the other States.

The success which has attended Normal Schools, and the valuable results secured by them to teachers, and to society at large, demand for them a primary recognition on the part of the State. State Prisons, Jails, and Almshouses are built and furnished in the most substantial style, and with all modern improvements and comforts. As much ought certainly to be done for the institutions which directly prevent crime and vagrancy, as for those which shelter the offenders against law and labor. We are glad to notice in this connection, the recent action of the General Assembly of Rhode Island, in the appointment of a Joint Special Committee to inquire into the needs of the State with referance to Normal school buildings, to take such action as may be proper, and to report to the Assembly as speedily as may be. The present State House at Providence is talked of as a suitable place for the school, to be occupied whenever the State shall vacate it by taking quarters in the new State House. We hope the special committee won't wait for that, for the query, "How long," naturally arises in all interested minds. Rhode Islanders can't afford to wait, and allow the interests of so good a school to suffer. Her intelligence has made her great wealth, and her wealth should promptly, in a business way, repay the obligation.

The recent address of Professor Sumner, of Yale College, recommending young men to turn their attention to public matters, revives the interest in the question of the relative merits of higher politics and advanced literature, as objective aims for college students. Whitelaw Reid of the New York *Tribune*, delivered an address a year or two ago, before the literary societies of Dartmouth College, in which he took more advanced ground even than Professor Sumner occupies, in favor of studying with a view to a participation in the events of our national and State public affairs. The Hon. George B. Loring, president of the Massachusetts Senate, in his address before the same societies, last year, went to the other extreme in his argument in favor of high literary attainments and scholarly acquirements, in preference to political ambition. A mean between these two extremes should be aimed at by our teachers and students. The most profound scholar will be none the less profound for participation in public affairs because of his scholarship, and the true statesman and patriot will be none the less fitted for communion with the spirits of higher literature because of his familiarity with the habits, needs and government of the people. In fact, in our country, the very salvation of the nation depends on a union of these two elements of education, and our teachers can have no grander impulse to labor than that which leads them to inculcate this idea in the minds of their pupils.

Alice Cowell writes to the *London Times* a letter explanatory of the proposal to put a single cot and mattress into each infant school room of the London School Board, which was made at her request. She states that the age at which the Board is bound to receive infants is fixed by the Educational Act at three years. In a school of 200 or 300 infants, many of them are sure to be small and weak even for that tender age, and apt occasionally to be overcome by sleep during school hours. She says: "I have rarely visited an infant school without finding one or two of these infants sleeping in the gallery, and they sometimes fall down and cut and bruise themselves." It appears that a proposal has been adopted by the London School Board that the large infant schools should be furnished, as an experiment, each with one light deal cot and mattress, large enough to hold three or four sleeping children at a time. The expense, it is said, will be very trifling, and it will lighten the burden of the teachers and ensure the safety of the children. While the idea is not a little odd, there are doubtless many teachers in the country schools of New England who would not be averse to seeing it carried into effect, when the tired little ones,—who are in too many cases sent to school to relieve their mothers of their presence at home,—nod sleepily and twist nervously in their seats through the warm summer afternoons.

The Basis of an Educational Philosophy.

BY REV. J. M. GREGORY, LL.D.

There are three somewhat distinct bases on which may be built a theory of education, or a system of instruction for the human mind: 1, A survey of the knowledge which the mind is to acquire; 2, a consideration of the mental powers to be educated; and, 3, the duties and destinies for which the mind is to be fitted.

I. In the *first*, it is assumed that the leading aim of education is to develop the intelligence, to fairly introduce the pupil to the great fields of useful knowledge, and to thoroughly instruct him in all sound and useful learning. To accomplish this, one must evidently consider, first, by what steps and stages knowledge grows. The first elements or starting points of all knowledge are simple, natural facts, the phenomena learned by the senses. Then follow the observed resemblances, classifications, generalizations, and names. Sensible qualities, properties, powers, and uses, are next observed, classified and named. By renewed observation and analysis, higher classifications and generalizations are reached, general laws appear, and finally, after a long time, the final scientific definitions and philosophy. Now, to meet these successive stages of progress in knowledge, the pupil must be led by exactly corresponding steps, and these steps will constitute separate processes in education.

But, secondly, knowledges do not all belong to the same fields. They differ in kind, and are not all to be learned by the same methods. We have sciences of observations, like natural history, and sciences of reflection, like the various branches of mental and social science. We have also sciences of abstract relations, like mathematics and logic, and sciences of formal expression, or language. Each of these appeals to different faculties and demands different methods of research and study. A true system of education constructed on this basis must take all this variety into its account, and provide for it in the methods of instruction.

II. In the *second* basis, it is assumed to be the object of education to develop into full activity and growth all the faculties of the pupil. This will require that these faculties be correctly enunciated, their order of appearance and development be observed, and the natural stages and laws of their activity and growth be determined. These being carefully ascertained, one may then plan a scheme of studies and exercises by which each faculty shall be met, at each stage, with its proper food and work, and led by a true series of lessons and labors to its full growth and perfection.

It is obvious that whichever of these bases be assumed, the other cannot be left wholly out of sight. In the acquisition of knowledge, the powers of the knowing faculties must be considered, and in the culture of the mental powers, the means and aims of their development will come constantly into view. One cannot gain knowledge without exercising the cognitive faculties, nor can one exercise these faculties but in gaining knowledge.

Those who build their philosophy of education on the first basis alone, will be in danger of over-estimating *knowledge* as a product of education. Those who build on the second, sometimes exaggerate the value of *discipline*, or simple mental growth.

III. In the *third* basis, the pupil is considered as a being gifted with certain complex powers, fitting him to certain predestined duties and activities. As a living being, he has vital wants which he may need to supply

by his industrial arts. As a child of nature he must be able to interpret her facts, obey her laws, and gain and enjoy her bounties. As an intellectual being he demands all the ministries of knowledge, and the power to seek and appropriate truth. As a social being, he must be trained to live in and for society, co-working in in its grand co-operations, bending to its common laws, and assisting to its great public ends. As a moral and religious soul, the creature and child of God, and the presumptive heir to an eternal existence, he must be taught to discern and obey the right, to revere and practice the good, to recognize the will and providence of the Almighty, and to shape his heart and life to the grander destinies which await him. On a careful survey of all these, one may predicate, not only the development of mental, physical, and moral powers requisite, and the various knowledges which will be demanded, but also many of those special applications of knowledge and skill, those common arts of life which are also demanded by destiny, and which education must furnish.

If, to this general view of the pupil as a human being, we add a consideration of the circumstances peculiar to each, to locality, position in society, and proposed avocation, our basis becomes still more definite, and our system of instruction will assume more precise limitations and directions.

It is obvious that the third basis involves the others. To be prepared to meet our duties and destinies, demands a full development of our faculties, and the acquisition of all necessary knowledge. But it demands also more than these. It asks for the observance of certain directions and proportions in the culture and acquisitions, and their adaptation to definite uses. It requires that skill, as well as strength, shall be sought as an end, and that the applications of knowledge shall be learned, as well as its facts. In short, it makes the real and final end and aim of education to be sure as that of life itself—well being in the active exercise of our powers, the performance of our duties, and the working out of our present and final destinies.

The imperfection of the first two bases lies in their completeness, and their consequent lack of definite limitations. Thus, if the survey of the knowledges be made the basis, and the acquisition of intelligence the chief end of education, one may ask, What knowledge shall have preference? The fields of the known are already too broad to be traveled over in one life-time. Which parts shall be chosen and which rejected? Every science has its special utilities and its earnest and admiring advocates. What criterion shall test their claims?

If now we turn to the second basis, and make the survey of the powers of the pupil the ground and discipline or development the great end of instruction, then who shall thus give us the pattern and measure of development? Where is the model man of the schools? Will not each educator have his own ideal to which he will aim to discipline and shape his pupil? If, in reply to these questions, we are pointed to the great practical tests of life and its known possibilities and uses, then we reply, the final, after all, is made to the third basis, and all parties recognize it thus practically as the true basis of an educational philosophy. Thus the third subordinates to itself the other two, and proves its superiority by exhibiting them as the coördinate factors of its finished product.

If it be objected that this makes the *practical* superior to the *ideal*—to pure science and to spiritual growth,—we reply, the issue is not well made. No comparison lies between the practical ends of any being and the being itself. We assume that all being has its ends and uses, and in these are found both the justification and glory of its existence. Science is sublime by reason of its relations to great powers which have so patiently achieved its discovery, and to the still sublimer possibilities which it reveals. And spiritual being is grander than other beings and things, because of its grander uses.

The too common error which has tainted with obloquy the *practical*, has been the narrow and false limits which have been assigned. Taken in its true and proper sense, it is as broad as destiny. It includes, doubtless, the daily duties of our present lives, the arts by which we win daily bread; but it comprehends also all the higher relations and duties of man to man, to society and to God. It engages and exhausts the entire sphere of our powers, and claims light from the entire realm of truth.

Finally, the educational philosophy built on the third basis, does not allow of that troublesome and fatal divorce between general and practical education—between studies for discipline and studies for use, so often urged. It accepts all that discipline as useful, but demands that all discipline shall be directed to the great practical ends and uses of man's existence.

Cyrus Eaton.

From the corps of Maine teachers has recently been summoned, to "the higher school," one of the veterans. *Died, in Warren, Maine, Jan.* 21, 1875, *Cyrus Eaton, aged* 90 *years* 11 *months* 9 *days.* Thus speaks the record that will be read with profound regret by many throughout the length and breadth of the land.

A long life shining with the constant light of worthy deeds deserves more than passing notice, in this time of the meteoric flashing of genius, and the sudden failing of the outshining of truth's pure light from many a life. Varied was the work of the subject of this sketch, and in several departments may his name be claimed as belonging thereto; but as a student and teacher was his greatest success achieved, and teachers are first heirs in his legacy to the world—his life-work, well done.

Cyrus Eaton was born in Framingham, Mass. His father's family soon after his birth removed to South boro'. His school education was limited, being confined to such instruction as the district schools afforded, supplemented by one term at Framingham Academy, six miles from Southboro'. While attending this school he boarded at home, thus taking a daily walk at which most students of to-day would stand aghast.

The following year his parents arranged for six months' work to be done by him, at $8.00 per month, for a neighboring farmer. His services being required an extra month, his mother gave him the $8.00 thus earned that he might purchase books. Having secured this amount, at the earliest opportunity he walked to Worcester, twenty miles distant, and purchased what he desired, returning the same day. The higher algebra then bought he mastered without help.

In 1804 he left home and went to Warren, Maine, where he taught school, and thus secured more money for the purchase of new text-books. From these books, without help, before the close of summer of that year, he had learned to calculate an eclipse. Thus unaided this man attained a knowledge of higher mathematics, including surveying and navigation, of the various sciences, of different languages—the Latin, Greek, French, Spanish, German, and others, not forgetting his native tongue. In the use of pure English he was a master.

In 1805 Mr. Eaton settled permanently in Warren, and was for a time engaged almost constantly in teaching. It may be interesting to look at the course of study in the schools he first instructed. This is the list of text-books: Webster's Spelling Book, Perry's Dictionary, the American Preceptor, and *sometimes* Pike's Arithmetic. This earnest teacher soon broadened this curriculum by the addition of Geography and Grammar.

In recognition of his valuable services in the district schools he was in 1830 called to take charge of Warren Academy. This was, at that time, the leading school in that section, and had been under the charge of able men. Among Mr. Eaton's predecessors we find the name of Jonathan Cilley, Chandler Robbins, and John S. Tenney, late chief-justice of Maine. It had been one of the by-laws of the academy that none but college graduates should be employed as instructors—a regulation justly set aside in the case of Eaton. Under his charge the institution was in a flourishing condition, and many a well-prepared student passed from its walls to the halls of college. He remained in charge of this school for thirteen successive years.

About the time of the cessation of his labors in the academy he became totally blind, and thus restricted in his connection with public affairs, yet not losing his interest in them. Neither was at any time his study remitted. Every new fact in science and art was received with eager interest and thoughtfully assimilated.

After his blindness, devoting himself more exclusively to literature, he sent forth into the world of letters many of his well-wrought thoughts by means of current periodicals. Historical research was with him a delight, and that he was successful therein is attested by several volumes of local history. Of these the Annals of Warren is considered the ablest work, being pronounced by able critics one of the best books of its kind ever published in this country. Mr. Eaton was corresponding member of Massachusetts, Wisconsin, and Maine Historical Societies.

A leader—as every teacher should be—this man's face was set steadfastly to bring about every reform. In temperance he had the deepest interest, and for its advancement labored persistently. So in the great slavery struggle he was the first to speak for the right, and long stood alone bearing the opprobrium heaped upon the early Abolitionist.

The character of this man is worthy of study, and challenges our admiration. His activity that, never ceasing, yet never carried to a point where temperance ceased to govern, seems almost marvellous. His patience was sublime, for though seemingly insurmountable obstacles were found across his path in early life, and untoward events draped in darkness the way before his aged feet, he passed on in uncomplaining courage, with faith in his Father, God.

Nearly a century of earnest, faithful work,

> "Done, and well done. If we drop our tears
> Who loved him, as few men were ever loved,
> We mourn no blighted hope, no broken plan,
> With him who in life stands rounded and approved
> In the full growth and stature of a man."

Such has been one of New England's teachers. Shall not such a life be a reproof to our inactivity, an inspiration to our zeal? KATAHDIN.

The Leveling Process.

BY L. W. RUSSELL.

Bringing all pupils down to one level, seems to be the one great aim of some teachers. Every one must recite the same words, in the same way, over and over again, till the one end of sameness is reached. It is all the time a leveling process, and that necessarily to the lowest level. Those pupils who are quick to see and ready to commit to memory, who are rapid learners and fluent reciters, must wait and wait for the plodders, who, by a great amount of worrying and repeating, may finally manage to make a passable recitation of what generally is little understood and not long remembered.

The process wholly ignores the natural differences which exist in any body of pupils brought together from different families, different grades of society, and perhaps different nationalities. They must all be mentally and morally recast into one mould, stuffed out to fill it, or compressed on all sides to its compass. If an active, wide-awake pupil would grow, he must be checked till the dull ones come even with him. If one has a bent for a particular kind of study or mental exercise, it must not be indulged, but brought to the pattern of the mould. That pattern is found in the teacher's mind, and may be a very good one—for him, and possibly for a few others; but it will no more be adapted for a whole school, or any class of it, than the coat or the boot worn by the teacher for the same pupils. The Creator never intended to make his creatures alike, neither can they ever be made so by their teachers. It is not best that they should be alike, for, with

all our desire to have truth recognized by all, it is far more pleasant to have those truths presented by different people in different ways, and we enjoy, and are individually profited by, variety in the mental and moral world as much as in the natural, where variation is the law.

In teaching we should recognize and act upon both the resemblances and differences among different minds. They will resemble each other in a desire for knowledge, different in degree, to be sure, still found, to some extent, in all. Then prepare to feed and stimulate that desire, by giving to each the proper mental aliment. To a certain extent that aliment may be the same for all, but beyond that the quantity and quality both should differ for individual pupils. The severe grading and classification, now so generally practiced in our schools, tends greatly to this leveling process, and can only be avoided by a careful study of the peculiar wants and powers of each pupil, the assignment of lessons and the hearing or recitations to have special regard to those varied wants and powers.

In the assignment of lessons, work should be given that *all* the members of the class can do; and, further, as far as the teacher under the circumstances can do, give something for those who can accomplish more or work differently from the rest. In recitation be sure to call for something which is within the capacity of the child to learn. A little judicious management in this direction is fruitful in good results.

Educators of New England.—No. II.

BY REV. J. C. STOCKBRIDGE, D.D.

We have seen that the foundations of our oldest literary institution in New England were laid in days of poverty, and hardship, and great self-denial. Henry Dunster and Charles Chauncy did a work which ought to send their names with honor down to the latest posterity. Among the early educators of our country they fill a most honorable place, and we take special pleasure in paying to their memory the tribute we have rendered.

INCREASE MATHER.

The influence of the two Mathers, father and son, on the educational development of New England, it would be difficult to overestimate. They were both men of commanding abilities, and wielded a power in both Church and State, such as few men of their times exerted. Increase Mather was born in Dorchester, June 21, 1639, and was the son of the celebrated Richard Mather, who escaped from England, where he had become obnoxious on account of his non-conformist views, and took up his residence in Dorchester, having been chosen to the office of religious teacher to a church which had recently been formed in that place. Several of his sons distinguished themselves in the ministry, and the following quaint poetic effusion endeavors to do honor to his memory as their father:

> Divinely rich and learned Rich'd Mather—
> Sons, like him prophets great, rejoic'd this father.
> Short time his sleeping dust here's covered down;
> Not his ascended spirit or renown.

Increase was graduated at the early age of 17, and in a year from that time began to preach. In May, 1664, he was ordained as the minister of the North church, in Boston, and at once took high rank among the clergy of the colony. When Charles II. endeavored to induce Massachusetts to surrender her charter, the wish of the king found no more earnest and zealous opponent than Increase Mather, and when in 1687 it was resolved to send an agent to England, to petition for a redress of grievances, the eyes of all men were turned toward the distinguished pastor of the North church. The following entry in his journal under date of December 11, 1687, reveals his own feelings in connection with this event:

"I desired the brethren to stay, and acquainted them that it was thought needful that some one should be sent with an address of thanks to the king for his gracious declaration; and that it had been proposed to me that I should go on the service. I told them that if they said to me, Go, I would cast myself on the providence of God, and go in his name; but if they said to me, Stay, I would not stir.

"Major Richards and Mr. May declared their willingness and free consent that I should go. I said to the brethren, if any of them were otherwise minded I desired they would express themselves. Also I would take their silence for consent. They were then all silent, and so did unanimously consent."

As an indication of the hostility of the government to the action of the colony, and their dread of the influence of Mather with the powers at home, we are told that every method was taken to prevent his leaving the country. A suit for five hundred pounds, for defamation, was brought against him, and by order of Edward Randolph, the king's envoy, he was arrested. The jury who tried the case acquitted him, and charged the costs of court on the plaintiff. A second attempt was made to seize him, but it was foiled. Disguised, so that he could not be detected, the intrepid commissioner left his own dwelling in Boston, and proceeded to the mansion of his friend, Col. Phillips, of Charlestown, from whence some trusty young men of his own church took him to Winnisimmet, where he embarked in a small boat and was carried down the harbor. His enemies suspecting that it was his purpose to take sail in the "President," thoroughly searched the ship before she left her moorings, but not finding him, the vessel was permitted to depart. The little boat accosted her on her arrival down the bay, and he was taken on board and proceeded on his way to England. He spent four years abroad, laboring most assiduously in promoting the interests of the infant colony, and was eminently successful in securing the ends which he aimed to accomplish. "It is scarcely possible," says Quincy, "for a public agent to be placed in circumstances more trying or critical; nor could any one have exhibited more sagacity and devotedness to the true interests of his constituents. By his wisdom and firmness in acceding to the new charter, and thus assuming a responsibility of the weightiest kind, in opposition to his colleagues in the agency, he saved his country, apparently, from a rebellion or a revolution, or from having a constitution imposed by the will of the trans-atlantic sovereign, possibly at the point of the bayonet."

But it is not especially to the political phases in his career that, in a paper like this, we call attention, but to what he did in the cause of education. In 1685 he was appointed to the superintendence of Harvard College, and not long after was called to the office of president, which relation he sustained for sixteen years, not relinquishing, however, his pastorate of the church in Boston. His direct service to the college was of so slight a character that the Corporation gave him no salary. But indirectly, in many ways, he did much, in his official capacity, to promote the cause of sound learning in New England. While acting as commissioner for the colony, he did all in his power to enlist the sympathy and co-operation of the lovers of good learning in its welfare. He even laid its interests before the king, and sought the royal aid in its behalf. His son, Cotton Mather, claims for him that "through his acquaintance with, and proposal to, that good-spirited man and lover of all good men, Mr. Thomas Hollis introduced his benefactions to the college." In all matters connected with the government of the college he took an active part, suggesting, as he thought best, such plans and alterations as seemed best to promote the welfare of the institution. His non-residency at Cambridge was a source of dissatisfaction to the General Court. After the passage of several votes, requiring him to remove from Boston, of which he seems to have taken but little notice, there came a declaration of the will of the General Court which was conveyed in language so unambiguous that he could not fail to comprehend its true meaning. They "desire Mr. Mather to go and settle at the college, that the college may not be destitute any longer of a settled President; that, if he take up with this proposal, he should be allowed annually one hundred and fifty pounds; but if said Mather do not settle there, then that the Corporation do propose some other meet person to the General Court, who may be treated with to settle there, that the College may no longer be destitute of a settled President."

If the general court supposed that the passage of even so stringent a vote as this would certainly lead the President to change his mind, and rather than resign his office remove to Cambridge, they were mistaken, for Increase Mather at once gave notice to the Corporation that he was prepared to retire from the presidency of the college. The Corporation, notwithstanding the vote of the General Court, immediately passed unanimous and most earnest resolutions, entreating him not to resign, and went so far as to vote that a sum of seventy pounds be paid to him out of the college treasury, and that a sufficient sum of money should be given him to purchase a house "for the better capacitating him to make his visits at the college." Under these circumstances, President Mather ventured to perform such service as he has been wont to render, hoping, as it appears, that the time would come when he should again be permitted to return to England, to which country he had become singularly attached, and where he hoped he might be able to spend his closing days. His hopes in this respect, however, were doomed to be disappointed, and we find that in the summer of 1697 he has about concluded to resign his presidency. Again, in 1698 these hopes were rekindled, again to be extinguished. Once more the General Court urges his residence at Cambridge, but he is too warmly attached to his church, and declared that his love of preaching was "preferred before the gold and silver of the West Indies." He puts the matter in a strong light when he says, "should I leave preaching to fifteen hundred souls (for I suppose so many ordinarily attend our congregation) only to expound to forty or fifty children, few of them capable of appreciation of such exercises, I doubt I should not do well." Laying the matter before his church, their consent to his change of residence and abandonment of his pastoral work was unanimously refused. Matters were in any but a satisfactory condition for the next year or two. Mather was brought into collision with the authorities in several instances. Still such was the force of his character, and the acknowledged service he was rendering the college that he was allowed to continue in office. At last, the church of which he had so long been the pastor, gave their consent that he should remove to Cambridge, and in July, 1700, he took up his abode in his new home. But his heart was not there. The attractions of Boston, where for so many busy years the roots of his affections had gone down deep, were so great, that on the 17th of the following October he returned to his old home. Again an effort was made to persuade him to return to Cambridge, to which, for a short time, he yields, but only for a brief period. At length, the crisis was reached, and President Mather was virtually turned out of his office. It does not come within the scope of this paper to set forth all the reasons which led to the dissolution of the connection which for sixteen years he had sustained to the college. Some of these reasons were of a political character, and others of a religious. The times were exciting, and there was much acrimony and bitterness of feeling in the community. A man of opinions so decided as Mather, could not avoid making enemies. He was obliged to yield to the opposition which was brought to bear on him. He continued his labors as pastor of the church, over which for so many years he had presided. "The fire that burns so warmly in his manhood," says Dr. Chandler Robbins, "old age did not quench. His preaching was still vigorous, even at fourscore years; large congregations, as at first, gathered to listen to him, and lost no appetite for his instructions, because he had fed them so long. The churches loved his venerable presence, and

would not permit an ordination to be carried on without him, as long as he was able to be conveyed to them in a coach. His pen that had written so much, did not become idle or weary, nor lose anything of its power in his tremulous hand. His last sickness, though long and painful, and attended with occasional depression of spirits, was patiently borne in expectation of rest and reward; and when he died at length, on the bosom of his son, it was with repeated ejaculations of joyous belief and hope that he should on that day be with Christ in Paradise."

Physical Education.

BY G. B. EMERSON, LL.D.

The most important and the most neglected part of education is the training, from birth, of all the senses and faculties of the body. To be perfect, it must be begun at the very earliest stage of infancy, and continued till every sense and every bodily power shall have reached maturity. There can be little doubt that a man so educated, with all the senses and other bodily faculties brought into full, natural, and healthy action, and with only the commonest school instruction, would be more likely to live a happy, useful, and distinguished life, than the same man with all the discipline that the best academies and colleges could give, without this complete education of the bodily faculties.

This perfect physical education must be begun with the beginning of the child's life; and, if any mother, or noble woman who hopes to become a mother, resolves, on reading this,—and I have such entire confidence in the nobleness of woman's nature that I have no doubt that many will resolve,—to give this perfect education to her child, I would refer her to the best book that has ever appeared upon the subject of physiology and health,* in which she will find everything that she wishes to know. But she will find that it requires and deserves the most careful study. Let her read it thoughtfully, but not waste time upon the question.

The most precious thing that was ever committed to the care of a mortal, a new-born infant, is laid in the mother's arms, the most delicate, the frailest, the most dependent of all things. The heaven-given intelligence is in embryo; all the senses which are to be trained to be ministers of this intelligence, the senses of sight, feeling, hearing, smelling, and taste, are to be carefully watched, protected from harm, and gradually directed to their proper object. Every part of the infant body is imperfect. The bones are not hard; those of the head do not protect the head, but are themselves to be carefully protected, till they touch each other and unite, so as at last to protect the brain. The eye, destined to connect the individual with almost all else in creation, and to give knowledge of all things external, must be watchfully cared for. The head should never be so laid that the sunshine, or the full light of day, or of a lamp, can directly fall upon it. The chamber should be kept partially lighted. All movements about it should be gentle.

When the child gets on far enough to creep, and to get at and handle everything it can reach, it should be allowed to do so. It is learning the use of its fingers, what things are hard and what soft, what smooth and what rough. It will soon learn what are heavy and what light; what are flexible and what stiff; that is, it will learn the qualities of things. Every movement and every touch is recognized by the brain, and is thus educating the brain. A child should not, unnecessarily, be interrupted or disturbed in its investigation, at the very moment when he is as much interested in them as its aunt is in the last novel, or its brother in Higginson's America, or its father in his volume of history. No child can be led prematurely to walk, without the risk of weakening or crooking its legs. Let it alone; it will walk when it is ready.

When a boy is stout enough to be abroad, especially if he has the privilege of living in the country, let him go abroad and play in the grass and in the dirt and among the stones. All these are things which he must learn about, and he is in haste to pursue his education. He must be making his experiments, and finding out the difference between *wet land* and *dry land*, or mud. If he can get near a brook or stream, he must be studying the running of water, and its whirling and falling, and the making and breaking of bubbles. He is as really and as naturally and earnestly studying the nature of water, as the philosopher is when he is pursuing exactly the same study, and calling it Hydrostatics and Hydraulics. If his parents have taste and sense and knowledge enough they will sympathise with him, and thus quicken and guide his inquiries and awaken new. The insect world, the world of creeping things and birds and quadrupeds, will open to him, especially if he have the good fortune to live near a forest. I know an old man who had a grandson, not old enough to be a candidate for school, who had become very much interested in butterflies, grasshoppers, and other insects. "Grand-papa," he said one day to the old man, "I have found something very curious in this creature; I don't know that you will understand it—I do not understand it very well myself." He then pointed out an apparatus under the insect's wing, and said: "There, he does not sing through his mouth, but through that hole." He had himself thus discovered what had not been long known by the naturalists.

What shall the boy do in winter? Let him go out into the snow and learn to play in it, and wade in the snow, or slide on the ice as soon as he can. Let him be out as much as possible; for the sun is not only the giver of light and heat, but of life and health also. In the long evenings, let him have plays of all sorts, if he can find companions; Hunt the Slipper, Puss in the Corner, and everything else of the kind. Or he may have gymnastics; he and his companions, his sister, his aunts, his brother, his father, if he has manliness and sense enough to join. Let them square their shoulders, throwing back their arms and holding up their heads, and walk, backward and forward, with measured steps; jump—once, twice, thrice, four, five, or six times; run and spring, once and again, as far and as high as possible; swing the arms, first one, then the other, then both, five or six times—first forward, then backward; throw the fist up forcibly as high as possible, and down forcibly many times. These drills, and others that will readily occur, may be devised to exercise and develop all the muscles of all the limbs, so that they may be brought to their full size and strength; for it will soon be seen that a muscle much used, if used carefully, will become larger and fuller and stronger. By keeping the shoulders well back and the head erect, during all these exercises, the chest will expand, and the breathing naturally become freer and fuller. The mother must take care that the dress both of boys and girls should be so fashioned as never to impede any motion of the limbs, and especially not to compress the regions of breathing or of digestion.

There is no reason why boys, as well as girls, should not be taught all the arts which may pleasantly occupy the hands, such as knitting, netting, sewing, crotcheting. All such things will give them the ready use of their fingers, and will, at the same time, be exercising their powers of attention, and thus developing and exercising their brain.*

To aid in exercising the skill in contrivance, sets of paper and wooden models, geometrical and building, and a variety of others, may be introduced, which will entertain, occupy, and instruct the children. And it will be well and pleasant for the mother to enable the child to use the proper names and words in speaking of all these things. It would be very easy to enlarge upon this subject, but enough has been said to indicate the course to be taken with other things. I wish, however, before passing from the children at home, to say something to their mother.

My dear lady, I have been suggesting a few thoughts upon things which are often considered of little consequence, but which really are of the very highest, as they concern the future health and welfare of your children. But these are really of transient import, in comparison with another, which is of infinite consequence. You are forming the CHARACTER of your child. You are deciding whether he shall be, so far as depends on you, a noble creature, full of high, pure, wise, and benevolent purposes, happy and giving happiness, or a cold, low, frivolous, selfish being, seeking his own advancement, and indifferent to all about him. Which of these forms of character he shall assume depends, I repeat it, very much, almost entirely, upon your teaching and influence. Whatever you would have him be, you must be yourself. For a model, for a perfect guide, you have not far to seek. You have it in the character and teachings of Jesus Christ. The great question with you is, Shall I be a Christian, renouncing all selfishness, and living for my children? or shall I live a low, selfish life, seeking my own present indulgence, and content to live as the poorest worldling about me lives? Shall I live for my children, or shall I sacrifice them and live for the selfish, frivolous world about me?

Exercise.

The natural force of the muscular system requires to be maintained by constant and regular *exercise*. If all the muscles, or those of any particular part, be allowed to remain for a long time unused, they diminish in size, grow softer, and finally become sluggish and debilitated. By use and exercise, on the contrary, they maintain their vigor, continue plump and firm to the touch, and retain all the characters of a healthy organization. It is very important, therefore, that the muscles should be trained and exercised by sufficient daily use. Too much confinement by sedentary occupations, in study, or by simple indulgence in indolent habits, will certainly impair the strength of the body and injuriously affect the health. Every one who is in a healthy condition should provide for the free use of the muscles by at least two hours' exercise each day; and this exercise can not be neglected with impunity, any more than the due provision of clothing and food.

The muscular exercise of the body, in order to produce its proper effect, should be *regular and moderate in degree*. It will not do for any person to remain inactive during the greater part of the week, and then take an excessive amount of exercise on a single day. An unnatural deficiency of this kind cannot be compensated by an occasional excess. It is only a uniform and healthy action of the parts which stimulates the muscles, and provides for their nourishment and growth. Exercise which is so violent and long-continued as to produce exhaustion or unnatural fatigue is an injury instead of an advantage, and creates a waste and expenditure of the muscular force instead of its healthy increase.

Walking is therefore one of the most useful kinds of exercise, since it calls into easy and moderate action nearly all the muscles of the body, and may be continued for a long time without fatigue. Riding on horseback is also exceedingly efficacious, particularly as it is accompanied by a certain amount of excitement and interest which acts as an agreeable and healthy stimulus to the nervous system. Running and leaping, being more violent, should be used more sparingly. For children, the rapid and continuous exercise which they spontaneously take in their various games and amusements in the open air is the best. The exact quantity

* *Physiology and Hygiene.* By J. C. Dalton, M.D. Published by Harper & Brothers. For a specimen of this teaching, look at the article headed "Exercise," on this page.

* It would be a good thing if all young men were taught some lady-work to occupy their hands, so that they might join in conversation and be agreeable without the awkwardness of being idle.

of exercise to be taken is not precisely the same for different persons, but should be measured by its effect. It is always beneficial when it has fully employed the muscular powers without producing any sense of excessive fatigue or exhaustion.

It should be remembered, also, that the object of exercise is not the mere acquisition or increase of muscular strength, but the proper maintainance of the general health. A special increase of strength may be produced to a very great extent by the constant practice or training of particular muscles. Thus the arms of the blacksmith and the legs of the dancer become developed in excessive proportions; and by the continued practice, in a gymnasium, of raising weights, or carrying loads, the muscular system generally may be greatly increased in force. But this unusual muscular development is not necessary to health, and is not even particularly beneficial to it. The best condition is that in which all the different organs and systems of the body have their full and complete development, no one of them preponderating excessively over the others. The most useful kind of exercise, accordingly, is that which employs equally all the limbs, and cultivates agility and freedom of movement, as well as simple muscular strength.

In all cases, also, the exercise which is taken should be regular and uniform in degree, and should be repeated as nearly as possible for the same time every day.

Boston School-houses, Forty Years Ago.

The Boston Grammar School-house of forty years ago was a two-story edifice, each story containing one hall or school-room, with seats for about one hundred and eighty pupils. These halls were wholly destitute of such appendages or conveniences as recitation-rooms, clothes-rooms, closets, and blackboards. Of this type was the *old* Mayhew School-house, at the *corner* of Chardon and Hawkins streets, which was occupied until 1846.

The first modification of this type consisted chiefly in the addition of a third story, the two upper stories being appropriated to the two halls for the Grammar School as before, and the lowest story to a ward room, or to Primary Schools. An illustration of this modified type was found in the old Wells School-house, which was the model school-house in Boston in 1838, and which was demolished to make room for a new one in 1868. The first important step of progress consisted in the addition of two recitation-rooms, of moderate dimensions, to each of the two large halls or school-rooms. This improvement was first introduced about the year 1840. This plan was the standard until 1848, and most of the old buildings were enlarged so as to conform to it. In 1848 the Quincy School-house was erected. This building was not a modification of what had preceded it, either here or elsewhere, so far as I know. *It was a* NEW *type.* It was a radical innovation. The main features of this building, which was destroyed by fire in 1858, were these:—

1. It was large. Up to this time a Grammar School with four hundred pupils was considered very large. This building had six hundred and sixty seats in its school-rooms, exclusive of the hall.

2. It contained a separate school-room for each teacher, twelve in all, and, of course, recitation-rooms were not needed.

3. It contained a hall large enough to seat, comfortably, all the pupils that could be accommodated in its school-rooms, and even more.

4. It contained a clothes-room attached to each school-room.

5. It contained a separate desk and chair for each pupil, this being probably the first Grammar School-house, here or elsewhere, so far as I know, into which this feature was introduced.

6. It was four stories high—the first of this height—the hall covering the *whole* of the fourth story.

All Grammar School-houses since built in this city are of *this type.* Modifications and improvements, more or less important, have been from time to time introduced, *but the type has not been changed.*

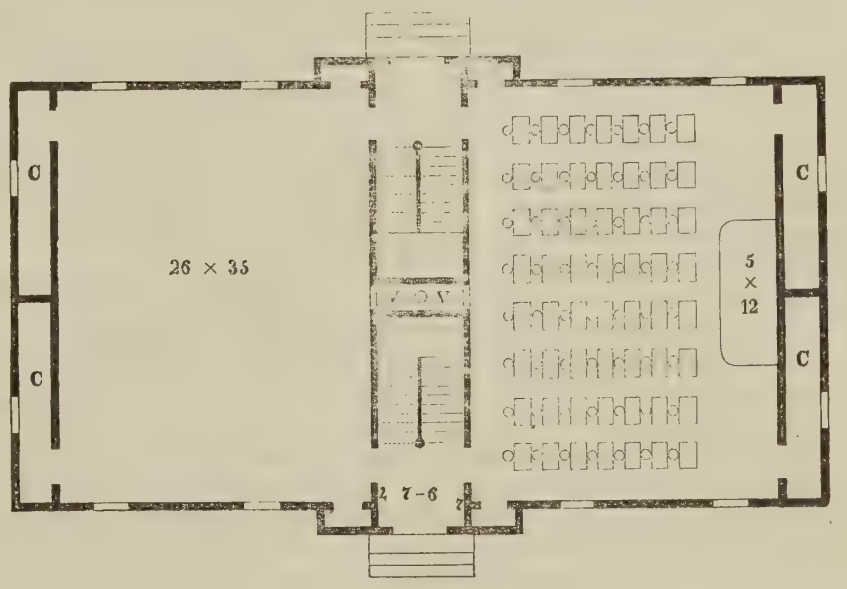
—Rep. of Hon. J. D. Philbrick, Boston, 1874.

Primary and Intermediate School-house,

PROVIDENCE, R. I.

These cuts represent a perspective view and plan of the Warren Street Primary and Intermediate school-building, on the corner of Warren and Fuller streets, Providence, R. I. It is 68 x 35 feet, two stories high, and has two rooms on each floor, each one of which will seat 64 pupils. The windows are large, and with inside blinds, so that there will usually be light enough from either side, when one-half of the blinds are closed. It will be seen that the clothes-rooms, C C, open into the school-room. This has been found, by experience, to be an important arrangement to secure the safety of the clothes and also to prevent trouble and confusion among the pupils when going out and coming in.

The following particulars in the construction of this building are deserving of special notice, viz.: the ventilation, the lighting, and the seating. The subject of proper ventilation has hitherto been most sadly neglected. Thousands and tens of thousands of dollars have been expended to gratify the taste for fine architecture, while but little attention has been given to the all-important duty of securing, at all times, pure air. After a careful examination and trial of the method of ventilation here represented, for nearly five years, it has been found to be completely successful. There is a ventiduct or shaft in the building, extending from the cellar through the roof, V V. The dimensions of this shaft are 4½ by 3½ feet, and made perfectly smooth inside. There are two openings from each room into the ventiduct, 3 feet by 2 feet, one at the bottom, the other close to the ceiling. The temperature in the ventiduct is raised several degrees higher than it is in the school-rooms. This is absolutely necessary to success. The heat may be applied by means of a smoke-pipe, by a steam radiator, by gas, or by a small stove at the bottom. It is quite time that the absurd notion that a room can be ventilated by openings in a cold damp wall is exploded. It has been ascertained by repeated experiments that they are wholly useless.



PLAN OF FIRST FLOOR.

It will be seen that the light is admitted on both the right and the left of the pupils; so that neither teachers nor pupils are ever obliged to face the light. This is deemed to be an arrangement of no small importance. The chairs have been made with special reference to the health and comfort of the pupils, after models that were prepared after repeated trials. It will be noticed that there are two stairways, one on each side of the building, so as to make the egress rapid and safe, in case of an alarm of fire.

The aim of the Committee has been to erect a school-house well fitted for a primary grade of school, and of a proper size to accommodate the children living within easy walking distance of the school; and as a proof of the success of their efforts, four of the new school-houses erected in the State of Rhode Island have been built after this model. The simplicity of the style joined with the economy of the building, recommend the structure as a model for cities and villages. The total cost of lot, building, and furniture was not far from $12,000. The price, however, will vary with the value of the land, and the local prices of labor and material. If built of brick with stone ornaments, the cost need not exceed $14,000, but if built of wood, it might be reduced to $9,500. The style and expense of this house are worthy of notice and imitation, inasmuch as the tendencies of the larger towns and cities in this country have been to erect elaborate and costly school-buildings. It is wiser to build in a simpler way, and to add the surplus funds to interior ornamentation, to reference-libraries, books, apparatus, engravings, etc., points so much neglected in the plans of building committees, and other school officers.

— The colored Baptist theological school, established at Olivet Baptist Church, Louisville, on the 24th of November last, has been re-opened. The school was instituted for the training of colored preachers, and all other persons, male and female, from all parts of the State that desire a practical education to make themselves competent teachers. Rev. A. Barry, from the Nashville College, has been employed by the Executive Board to take charge of the school, and teach all of the English branches.

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Boston, Mass., Feb. 13, 1875.

ONE of the most interesting places for teachers to visit, to gain valuable information and new ideas, is a well-organized printing office. As a matter of interest to themselves, as well as to obtain a stock of interesting facts for their pupils, teachers would do well at vacation time to learn, from a practical examination, how the daily papers of the day are made.

IT is stated by an experienced editor, that of the communications received for publication in our daily papers, from persons usually supposed to be well educated, the poorest spelling, and the most diffuse and careless composition comes from school teachers. "Can these things be?" It is a notable fact in this connection, says the same authority, that teachers in our Normal schools are much more nearly perfect in the respects mentioned than the teachers in other grades.

THE principal of the female High School at Louisville, Ky., reports that in the institution over which he presides, "for a number of years past there has been a larger per cent. of absence on account of sickness during the month or six weeks succeeding the Christmas holidays than during any other equal length of time in the scholastic year." Can it be that the young ladies of such a "scholastic" institution are no better than the little boys in New England who traditionally play with turkeys' "drum-sticks" and encounter "mince-pie nightmares" for a week after the holidays?

THE question of ventilation in the school-room is one of the most important to be considered in connection with the arrangement of school-buildings. At the last meeting of the Louisville (Ky.) school committee, a resolution was adopted instructing the building and sanitary committees to visit the schools and see what plan can be devised for the proper ventilation of the buildings. It was asserted by the gentleman who introduced the resolution, and not denied by any member of the committee, that "the complaints which had been made about ventilation of the houses were not without foundation; that the windows of the school-rooms were the only means at present, and that when the thermometer stood at zero outside and 70° or 80° inside, the atmosphere was necessarily very injurious to health."

THE BISHOP OF MANCHESTER, England, is forced, after a careful examination of the subject, to admit that the present school system of England is far from perfect. He argues that, since the schools, as a whole, "turn out neither intelligent Christians nor intelligent citizens," some reform must be undertaken in its methods of education. As an important step in that direction, he is reluctantly brought to believe that compulsory education must be adopted. That such a step alone can avail to correct the evils of any school system will hardly be claimed, even by the most ardent friends of compulsory education; but the general principle which the bishop has avowed will meet with approval among all who, like himself have carefully studied the subject in all its bearings.

THE GERMAN LANGUAGE has been taught in the public schools of New York for about twenty years, and now a determined effort is made to do away with it. At the present time there are, in round numbers, 19,000 children pursuing the study of German in the public schools of that city. About thirty German teachers are employed, at an aggregate expense for salaries of some $40,000 per year. Adding to this amount the cost of books, stationery, etc., the total expense to the city, of teaching German in the public schools, is $45,000 yer year. It is claimed that one-fourth of the population of New York consists of Germans, and, in their name a strong protest is made against abolishing that feature of the school system which makes this language a part of common education. On the other hand, it is claimed that the study was first introduced merely to gratify a whim; that economy in the administration of public affairs demands its abolition; that it is contrary to the genius and spirit of our American institutions to perpetuate, through a foreigh tongue, a sympathy for foreign ideas that may develop into hostility to republican rule; and that, if the Germans are to have their language taught in the public schools, the French, Swedes, Spaniards, and Irish have an equal right to have the tongue of their fatherland added to the list of studies provided at the public expense. At the last meeting of the Board of Education the subject was warmly discussed, but no action was taken.

The Massachusetts Schools.

The annual report of the Massachusetts State Board of Education has just been presented to the Legislature. This is the thirty-eighth report of the Board, and makes a volume of about 325 pages. As the Boston *Globe*, in a review of the report, says, "It is a document of peculiar interest to those who have the educational welfare of the State at heart, a sort of barometer which shows the rise and fall of our local civilization." It reviews the progress made during the year, makes a statement as to the exact condition of educational matters, lays bare the shortcomings of the system, and suggests the changes that necessity and circumstances seem to demand. The first portion of the document consists of the statement of the Board, and the report of the visitors of the State Normal Schools. The greater portion of the first-named document is in relation to the Normal Schools of the State, while the latter is wholly devoted to that subject. It is stated that in all of them there is that quick sense of the present needs of education, without which any school for the training of teachers would be almost useless. Within the past year, the Board has carefully arranged a plan for the keeping of the accounts of the Normal Schools by their Principals, and especially for the management of the affairs of the boarding-houses, whereby the degree of economy with which they are conducted shall be clearly shown.

The year has witnessed the opening of the new Normal School at Worcester, which has begun its career with a remarkably strong staff of teachers, and a number of students from its own immediate neighborhood, which shows that the need which it was built to meet was not imaginary. The Board asks the especial attention of the Legislature to the Normal Art School and its interests, and urges the absolute necessity of providing at once proper accommodations for it. Nothing less than a building of its own, skilfully adapted to its wants, and large enough to provide for its growth, it thinks, will really meet the need. The Board thinks that, should a suitable site on the Boston Back Bay lands be set apart for an edifice, and a sum equal to half the cost of such edifice be appropriated from the Treasury on condition that private munificence should supply the other half, the condition would be promptly complied with, and the needed accommodations be gained. The Board states as its conviction, that the great need of the schools of our Commonwealth now is a wider and wiser supervision. Without it, it is impossible that schools in small and remote townships can be what they ought to be. We are yet far from realizing completely the idea of State education.

Under that idea, fully realized, the State would hold itself responsible for the provision, the improvement and oversight of schools in the weakest and poorest regions, and would know that she could not but suffer by the neglect of them. The expenses of the work entrusted to the Board have, this year, surpassed the means at its disposal by nearly $20,000. These expenses are for educational work undertaken by the Board, not on its own responsibility, but by the direction of the Legislature. The Normal Schools are supported by appropriations from a moiety of the school fund of the Commonwealth. Two new schools have been added within the last three years, the school at Worcester and the Art School. The establishment of these schools has not increased, but diminished the fund from whose income the schools must all be supported. The income of the portion of the school fund, last year, appropriated to the work under the care of the Board, amounted to $78,814.94. The appropriations made by the Legislature to be supplied from it amounted to $106,800. The Board call renewed attention to this state of things, and urge the necessity of some larger and more trustworthy provision for the general interests of education, which are the interests of the State at large, and which have demanded this establishment of institutions beyond the present resources of the school funds to support.

The abstract of the reports of the committees of schools in various parts of the Commonwealth, which occupies the larger portion of the volume, furnishes an amount of reading of remarkable interest: As is well said by the authority already quoted: "As the utterances of able men and women who are deeply interested in the cause of education, and who view the subject from their various stand-points, this portion of the report deserves more than ordinary attention. Many of the evils which still cling to our school system are pointed out and dwelt upon, and the teacher or parent who cannot peruse these two hundred pages without learning something which will be of advantage to learn, must be either very stupid, or have very nearly reached perfection."

The Centennial at Philadelphia.

Notwithstanding the comparative silence of the New England press on the subject, the National Exposition at Philadelphia, on the centennial anniversary of our Independence, is a fixed fact. The buildings for the purpose, admirable in design, and of vast extent, are already in process of erection. The President of the United States has sent to Congress a message recommending a large appropriation for securing a fit representation of the several departments of the national public services, including an estimate of $50,000 for education. And it is hoped that the friends of education throughout the country will urge upon their congressional representatives the importance of making this provision for the educational exhibition.

At the recent meeting of the Department of Superintendence of the National Educational Association, Hon. J. P. Wickersham, of Pennsylvania, read an able paper on the Centennial Exposition, at the conclusion of which, he offered the following resolution, which was unanimously adopted:

Resolved, That a committee of five be appointed to act for that body, with the authorities of the Centennial, in perfecting a plan for the proper representation of the educational interests of the country at the approaching National Exposition at Philadelphia.

The following gentlemen were appointed on the committee: General John Eaton, United States Commissioner of Education; J. P. Wickersham, State Superintendent of Schools of Pennsylvania; John D. Philbrick, ex-Supt. of Public Schools of Boston; Alonzo Abernethy, State Superintendent of Schools of Iowa; and William H. Ruffner, State Superintendent of Schools of Virginia. This Committee met last week in Philadelphia, and had a satisfactory conference with the Hon. A. T. Goshorn, the director-general of the Exposition, who expressed his earnest desire to do all in his power to render the educational department of the Exposition a success. He also suggested that this committee should act as a permanent advisory committee, in respect to the educational department. But definite action in regard to the arrangements was postponed until the result of congressional action respecting the proposed appropriation should be known.

It is hoped that educators throughout the country will take hold of this matter in earnest, for no doubt an opportunity is offered by this Exposition to give the cause of education a powerful impulse. His excellency, Baron Schwarz-Senborn, the director-general of the Vienna Exposition, and at present Austrian minister at Washington, was present at the meeting of superintendents, and spoke in the strongest terms of the value of international expositions, and of the importance of making a full representation of educational interests at Philadelphia. He highly commended the arrangements thus far adopted for the Philadelphia Centennial.

Persian Scholarship.

Educational matters in the far East derive a new interest from the discussion aroused by the publication of the famous diary of the Shah of Persia, recording the events of his journey to England. The London *Times*, in reviewing the book, intimates a belief that here and there the diary is "touched up," and, in order to indorse such a belief, puts forward doubts of the familiarity of the Shah with objects like the carpenter's tools of Peter the Great, or the boots and writing materials of Frederick the Great, or with the history of Ulysses and Telemachus. To this view, that able student A. Vambéry takes exceptions. Writing to the *Times* from Budapest University, Mr. Vambéry claims that not only the Shah and Sultan, but many dignitaries of Persia and Turkey are fully conversant with subjects like those in question. To quote only a few instances, he remarks that the history of Peter the Great was translated and printed several years ago in Persia and Turkey, and is a favorite work of the respective Orientals. The same, he says, is the case with Fénélon's "Télémaque," which for a long time past has been the first reading-book of French-learning Turks and Persians. There is of the last-named book an excellent Turkish version made by Kiamid Pasha, the President of the Grand Council of the Sublime Porte—a version which he claims does honor to the original.

No European writer is better prepared to speak authentatively on this subject than Mr. Vambéry. Having acquired his information, too, at the risk not only of personal liberty, but of life itself, his views will be received with that profound respect that must ever attach to the utterance of one who unites in so strong a degree the enthusiasm of the student with the real learning of the explorer. But, in whatever light the position and influence of Persian education at this day may be considered, the time is not far distant when the scholars of our modern nations shall acknowlege the great debt which the literature and learning of our time owes to the influence of Persian civilization and letters, in what we may almost term the pre-historic age of literature.

Drawing in the Common Schools.

BY PROF. B. F. TWEED.

An editorial in the New York *Tribune* contains some strictures upon "Drawing in the Common Schools," which seem to demand some notice. The writer says "it is a question of expediency, and ought to be considered in practical, business fashion." "Will it pay to make Drawing a part of the public school course?" That certainly is the question, well put. Now, let us see how this "practical, business fashion" is adhered to in its discussion. The next sentence will show. "Half-educated rhetoricians advocate it in countless high-flying periods; pedants, gently ambling on their hobbies, advise it in backward-floating clouds of platitudes; and not a few very sensible people say they believe in it." There, if that doesn't mean business, what does it mean? It is evident that not all "half-educated rhetoricians advocate it;" but how those mounted "pedants," though "ambling" never so "gently," can "advise it in backward-floating clouds," is past our comprehension. The last clause, that "not a few very sensible people say they believe in it," is clearer to our mind, and therefore, leaving "half-educated rhetoricians" and "mounted pedants" to their gyrations, we propose to offer a few reasons why some very sensible people believe in it. It comes in answer to a demand in the community that our school education shall contribute more directly to our industrial interests.

As early as 1869, in answer to "a petition signed by several well-known and highly respected citizens, distinguished for their interest in popular education, and for their connection with those great branches of mechanical and manufacturing industry which absorb large amounts of the capital, and give employment to great numbers of the residents of the Commonwealth," the Massachusetts Legislature passed the following resolution:

Resolved, That the Board of Education be directed to consider the expediency of making provision by law for giving free instruction to men, women, and children in mechanical drawing, either in existing schools, or in those to be established for that purpose, in all the towns of the Commonwealth having more than 5,000 inhabitants, and report a definite plan therefor to the next General Court.

That every one may be able to distribute the original petitioners among the several classes of "half-educated rhetoricians," "ambling pedants," and "very sensible men," we append their names: Jacob Bigelow, J. Thomas Stevenson, William A. Burke, James Lawrence, Edward E. Hale, Theodore Lyman, Jordan, Marsh & Co., John Amory Lowell, E. B. Bigelow, Francis C. Lowell, John H. Clifford, William Gray, F. H. Peabody, A. A. Lawrence & Co.

These men, it is well known, are almost all of them largely interested in our great manufacturing interests, and by reference to the petition, in the appendix to the report of the Secretary of the Board of Education (Thirty-Fourth Annual Report), it will be seen that they regarded it almost exclusively from the point that it would "pay." They represent that "every branch of manufacturers" . . . "requires some knowledge of drawing, . . . that the public schools do not afford any wide provision for instruction in Drawing; that our manufacturers therefore compete under disadvantages with the manufacturers of Europe."

They refer to what has been done during the last ten years in England, and say that they are assured that boys and girls, by the time they are sixteen years of age, acquire great proficiency in mechanical drawing and other arts of design. "For such reasons" they ask that the Board of Education be required to report a definite plan for supplying this want. The Board of Education referred the petition and resolution to a special committee, who issued a circular to several gentlemen whom they considered best qualified to give advice. Following, to a considerable extent, the suggestions of these gentlemen, including Prof. C. O. Thomson and Prof. George E. Gladwin, of the Worcester Technical School; Prof. Ware, of the Institute of Technology; Prof. Bail, of the Sheffield Scientific School at Yale College; Prof. John S. Woodman, of the Scientific Department of Dartmouth College,—this committee reported they were "more than ever impressed with the importance of urging upon the people of the Commonwealth the introduction of Free-hand Drawing into all our public schools." The report of this committee was adopted by the Board of Education, and whatever of legislation we have had has been the result of these suggestions.

Whatever may be thought of the wisdom of teaching Drawing in our public schools, the above statement shows that it originated with those who looked at it from its *paying* point, was carefully investigated and recommended by those to whom the interests of education have been officially intrusted, and that their recommendations have had to receive the sanction of the State Legislature.

If these petitioners, professors, members of the Board of Education, and legislators, are made up chiefly of "half-educated rhetoricians," "ambling pedants," with only a liberal sprinkling of "very sensible men," we may well say, God save the Commonwealth.

That our schools "should give, above everything else, a sound knowledge of the common English branches," may be conceded. But it does not follow, by any means, that whatever of failure to do this exists is the result of having too many studies. I believe it to be the unanimous opinion of our best educators that more time is wasted by incompetent teaching of the common English branches than is required for Drawing. Let us have half the time that is now spent by the scholars in our public schools in *technical grammar*, which does *not* enable "the pupils to speak and write correctly," and a little of that required to commit to memory some unimportant facts in geography—to be forgotten, fortunately, before the next lesson, and the advocates of Drawing will ask no more.

The fact is, that with Drawing, or without, "a painfully large number" will leave school with but an imperfect knowledge of the English branches, so long as a large majority of teachers enter upon their duties with wholly insufficient preparation. The tendency, however, will be towards good teaching, from the very fact that it will be necessary to attend more to what is practical. Of the success which has attended the introduction of drawing into our schools I shall be glad to say something hereafter.

Opinions of Educators

AS TO THE WORK AND MERITS OF OUR JOURNAL.

I enclose subscription to the *Journal of Education* for one year. I trust you will succeed in your new work.—HON. D. H. CHAMBERLAIN, *Governor of South Carolina*.

Send me every No. from January 1. I have seen one copy, and if the rest are like it I do not wish to miss one number.—W. H. LANDON, *Princ. Union Free School, Keeseville, N. Y.*

Accept my congratulations upon the inauguration of the enterprise, and best wishes for its success.—CHANNING FOLSOM, *Dover, N. H.*

I have laid the NEW ENGLAND JOURNAL OF EDUCATION before some of our teachers, and I hope in a few days to send you a club list of subscribers. It must be a welcome visitor to the live teachers of New England especially, I shall read its columns with a lively interest.—WM. CONNELL, JR., *Supt. of Pub. Schools, Fall River, Mass.*

A specimen copy of your NEW ENGLAND JOURNAL OF EDUCATION has just been received. I am much pleased with it. Your "new departure" must certainly meet with favor throughout the New England States, and will be hailed with pleasure by many Western readers.—JOHN HULL, *Supt. of Schools, McLean Co., Ill.*

DEPARTMENT OF [Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

A few Ideas on Exhibitions.

BY MRS. L. J. SHERMAN.

Having had much experience with schools during the last twenty years, I am inclined to state, for the benefit of those just beginning a teacher's life, some points reached through that experience.

In this article I shall confine myself entirely to exhibitions, and proceed to state a few rules that I have adopted with reference to them. I do not suppose these rules would apply to all schools, but the principle remains the same, and can be modified to meet existing circumstances. First, then: Never sacrifice anything to a public school-exercise, of more value than the exercise itself; as, for instance, the health of the pupils, or their general advancement. Secondly: Never assign parts chiefly for show. There must, of course, be variety: but never give a pupil anything to memorize which has no intrinsic value. Let the solutions be such as will feed the mind and aid its growth, while they also please the ear of a critical audience. The teacher can actually instruct an audience by the selections she gives her pupils to recite before them.

For girls I choose selections from Longfellow, Whittier, Tennyson, Browning; for boys, from Shakspeare, Cicero's orations, or such declamations as The Polish Boy, Casabianca, Warren's Address, or Speeches of Patrick Henry, Webster, or Choate.

The research necessary to make the selections is good for me in obliging me to possess myself of information in this direction, which my busy teacher's life might otherwise crowd out. The whole influence of the selections is healthful upon the pupils, proving an aid to their other studies, while the principle *do nothing for show*, acted upon by the teacher in all the minutiæ of the school-room, is a powerful antidote to the prevalent tendency to superficiality.

Doctor Corbeau.

BY OLIVE A. WADSWORTH.

Doctor Corbeau,
I'd like you to know,
(Who is sometimes called the Learned Crow,)
Was an eminent person long ago,
A great Professor, bookish and bland,
Whose fame had resounded through the land.
He'd been to the schools
Where they pass no fools,
But have endless lessons and vigorous rules;
Manifold schools, with names that vary,
An Institute, and a Seminary,
A Polytechnic, and Military;
Universities, French and German,—
Till he knew all things, from granting a Firman
To bowing like lords, or swimming like mermen,
Or tossing a soufflè, or preaching a sermon.

Whenever he lifted his warning claw,
The children's eyes would widen and glisten;
And when he uttered his solemn "caw"
Even the grey-beards stopped to listen;
So the anxious fathers, and tender mothers,
And grown-up sisters, and older brothers,
And the family-friends, above all others,
Besought him to quit researches bewilderin',
And devote himself to teaching the children.
And the Doctor, polite,
And courteous, quite,
Replied, that to do so would give him delight!

So, ruffling his feathers above and below,
And shaking them down, as they ought to go,
And standing a minute upon one toe,
And making a peck at a piece of cheese,
And giving a meditative sneeze,
And rolling his eyes, to excite their wonder,
And looking as black as a lump of thunder,
And clearing his throat with a stuttering "caw,"
And grasping his notes with his inky claw,
And twisting his neck excesssively wry,
And shaking his tail, and cocking his eye,
And saying, "My hearers, I now expect your
Closest attention," he opened his lecture.

"Oh, what," he sighed, "my ingenuous youth,
Can equal the worth of a grain of truth?
Not theories, by the growth, forsooth!
My innermost consciousness assures
I best can mould these natures of yours,
By telling you what I've seen on my tours.
So munch no paper, and catch no flies,
But shut up your mouths, and open your eyes,
While I tell you something to make you wise.
In journeying lately through Anjou,
I saw some peasants a lad pursue;
'What is this chase,'
Cried I, 'and this race?'
'A boy,' they replied, 'that yawns in your face!
We're hunting him out of the town with labor,
For fear he'll swallow his next-door neighbor!'

"And once at the museum in Navarre,
I saw two cubs and their mother bear;
But one little bear
Had flaxen hair,
Sky-blue eyes, and a sulky air!
'This,' said the keeper, 'I grieve to say,
Is a little girl that wouldn't obey.
To such companionship she comes
From slovenly sucking her little thumbs!
None can endure her but bears, because
No one but bears may suck their paws!'"
And the Doctor gave three fearful caws.

"But alas, in a town in Normandy
A woefuller sight my eyes did see;
Under a spout,
When the rain was out,
Winter and summer, the year about,
There stands forever a huge brown jug,
On each of its sides a monstrous lug;
Long since in its youth,—
(When they told me this truth
My eyes with amazement rolled in their sockets!)
'Twas a slovenly boy with his hands in his pockets!
I think I've his picture in one of my lockets.

"As through Alsace
I next did pass,
A grim, gray wolf lay asleep in the grass.
'This is the beast,'
Said the parish priest,
'That scours the land from west to east,
And gnaws the fingers that pinch and spat,
And the feet that kick,—and *isn't* he fat!'
And when I arrived in Languedoc,
The prefect showed me the new town clock.
'The boy,' said he, 'was of worthy stock,
But in every place,
Despite the disgrace,
His hands kept traveling round his face;
So now we've hoisted him into the steeple
To tell the hours to all the people.'

"Some other time the rest you shall know;
The class is dismissed," said Doctor Corbeau.
If anybody would like to guess or
Ask the fate of the learned Professor,
Why he talks no more
As in days of yore,
The reason's as plain as the figure four;
The world is forever
Becoming more clever,
And the children have grown so wise and old
They know such things without being told.

Suggestions.

A descriptive explanation of the ARMS OF THE STATES OF THE AMERICAN UNION is an admirable, interesting, and useful exercise for advanced scholars. Pictures of these may be found in Webster's Unabridged Dictionary, page 1755.

Give one State to each scholar; let him describe the figures, giving reasons for their use; give the motto, with similar reasons, translating it when, as in a majority of cases, it is not English. A vast amount of interesting information will thus be obtained. This exercise will require patient, careful, and intelligent research.

CAPPING NAMES.

This is done after the manner of the familiar game of "Capping Verse," by using the final of one word as the initial of the next, thus:

First Sch.—Boston, capital of Mass.

Second Sch.—N, Nebraska, a Western State.

Third Sch.—A, Albany, capital of N. Y.

Fourth Sch.—Y, Yuba, a river in California.

When carried on in a brisk and animated style, this exercise is amusing as well as instructive.

A similar exercise consists of giving geographical names alphabetically, until no scholar can think of another name, beginning with the first letter, thus:

Augusta, capital of Maine; Ararat, mountain in Turkey; Algiers, State in Africa, and so on until the A's are exhausted, when the teacher calls the next letter.

FRIDAY AFTERNOON EXERCISE.

Let each pupil represent a State that he shall have chosen a week before; at roll-call, let him recite some interesting fact in its past history or present condition, thus:

Teacher.—John Smith.

J. S.—Kansas: Many people of this State are now in great want and destitution because of the grasshopper plague.

Teacher.—Mary Jones.

M. J.—Massachusetts: In Newburyport, in this State, there is said to be a newly discovered silver mine.

Teacher.—Lucy Brown.

L. B.—Louisiana: There are political troubles in this State at the present time. Gen. Sheridan has been sent there to settle them.

And so on, to the end of the States and Territories. The teacher must direct and instruct the scholars how and where such items of general interest may be found in the various newspapers and magazines.

Will teachers in all grades of schools, send us similar suggestions of *Things to do, and How to do Them!* Address M. B. C. Slade, Fall River, Mass.

Kindergarten Bird-Class.

BY MRS. M. B. C. SLADE.

One little girl asks the questions; the class or school gives the answers. They should be taught to imitate the various bird-notes, correctly and musically.

Q. Tell me how Chris-cradle sings,
Birdie sweet, with bright, brown wings.

A. Sing her song, all sing with me;
Chris, chris, cradle,—Saint Marie.

Q. What is the Whip-poor-will's sad song,
Heard in the summer, all night long?

A. My poor wife has gone to mill!
Whip poor will! whip poor will!

Q. Sing me the notes the whistling quail
Sounds o'er meadow, hill, and vale.

A. Robert White! 'Twill rain to-night!
More wet, more wet, Bob White! Bob White!

Q. What does Robin-red-breast say,
Waking up at dawn of day?

A. Cheer up! cheer up! cheer! cheer! cheer!
Ripe, ripe cherries! quick! quick! here!

Q. What does the saucy Kill-deer cry,
Chasing the hawk across the sky?

A. He drives the hawk as he flies in fear,
And he sings, kill-deer! kill-deer! kill-deer!

Q. What is the brave little snow-bird's sound,
When snow lies deep on the frozen ground?

A. Naught for the cold and wind cares he,—
Chick-a-chick-a-dee-dee, dee, dee, dee!

Q. What do the little birds do at night,
When the sun in the west sinks out of sight?

A. Heads under their wings they go to sleep,
And the last they say is, peep—peep—peep!

All put the right arm up over the eyes, and say the "peep-peep" slowly and sleepily.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Geological and Topographical Survey of the Territories.

Concerning the work of the season just ended, the Secretary of the Interior makes the following report to Congress:

"The first division of the survey, under Mr. Hayden, completed the unfinished work of the preceding season in the central portion of Colorado Territory, and extended its operations westward over that portion of said territory lying between the 108th and 110th meridians of west longitude. About 18,000 square miles were surveyed, covering a section of country probably more generally elevated above the sea-level than any other within the borders of the United States. As an illustration of the uniform great elevation of extensive sections of this region, it may be mentioned that one of the subdivisions of the survey, in exploring an area of nearly 3,000 square miles, was compelled to operate above the timber-line (about 11,500 feet above the level of the sea) for over a month. The necessary materials have been collected for constructing accurate maps of the region surveyed, which will require for illustration six sheets or maps of the physical atlas. Special attention was given to the mining and agricultural resources of the country, and those portions of it which can be redeemed by irrigation will be properly indicated on the maps. The San Juan mining region in Southern Colorado was included in the survey, and over 50 mines therein were properly located. Many valuable specimens of ores, minerals, fossils, Indian art, &c., were collected. Numerous ruins of towns and dwellings of an extinct race of people which once inhabited the mèsas and cañons of Western Colorado were found, and remarkable fortifications of hewn stone laid in mortar discovered in the sides of deep cañons, many of which are situated 1000 feet vertically from the stream below. The structure of these fortifications and dwellings, and the peculiar glazed pottery in the vicinity, indicate the existence of a people inhabiting this region many centuries ago, who were much further advanced in the arts than any of the Indian tribes of the present day. The results of the work of the past season will exceed in quantity and interest those of any previous year.

"The field of operations during the past season of the second division, under Mr. Powell, was the central and northeast portions of Utah Territory, and its labors were principally confined to the completion of the unfinished work of the preceding year. The main party is still in the field, so that the full results of the season's survey cannot at this date be given. It may be stated, however, that material has been collected for the mapping of an extensive region of country heretofore but little known; that the position of many of the more important mineral lodes have been determined, and will be represented on the 'general' maps; and that the area and distribution of such portions of the country surveyed as can be redeemed by irrigation will be properly indicated o the 'special' maps. Extensive coal-beds have been discovered and traced, interesting and valuable specimens of fossils, rocks, minerals, and ores obtained, and a large collection made of Indian relics and articles, illustrating the arts existing among the Indians inhabiting that region. Mr. Powell had, in former surveys, discovered many ruins of towns and hamlets once occupied by the ancient inhabitants of the valley of the Colorado river; and during the past season many other such ruins have been found, some of their ancient picture-writings and many of their stone implements collected. The positions of many scores of these ruined towns will be accurately indicated on the 'general' maps. The researches of this division among the extinct races, well as the present inhabitants of this interesting region, have embraced polity, mythology, traditions, language, poetry, arts, habits, customs, and the means of obtaining subsistence, together with pre-historic remains; and when the results obtained shall have been published, it is believed that they will constitute an important contribution to the ethnography of American tribes.

"These surveys have, so far as they have been prosecuted, resulted in affording much information of great value to our people, as well as to the scientific world. The construction of a physical atlas of the Territories, which will show all the results of the surveys as rapidly as they can be prepared for publication, is designed to preserve, for convenient reference, the information thus obtained; and if a continuation of the surveys should be authorized, such an atlas would become, in time, of intrinsic value, not only to the people at large, but to other nations.

"In view of these and other considerations, I regard the moderate cost of these surveys as more than compensated by the value of the information thereby obtained, and therefore cordially recommend a continuation of the United States geological survey of the Territories."

NOTES.

Nature of December 31 has an appreciative notice of "The Anderson School of Natural History," closing as follows: "When we consider what has thus been done in the United States, it is no slight reproach to us that nothing of the sort has been attempted in England. The great aquariums which have recently been built in several places offer unusual facilities for such an institution. But, alas! Brighton, Sydenham, and Southport are, we fear, wholly given up to ten per cent. The only counterpart of Professor Agassiz in Europe is Anton Dohrn, whose 'Zoölogical Station' at Naples is a worthy rival of the Anderson School of Natural History—perhaps even more complete in its organization. We trust, however, that before long a similar scheme may be started in this country."

THE typhoon that swept over Hong Kong on the 22d and 23d of September last, was the most terrible one known in that region for more than thirty years. The barometer fell to 28.7 at Hong Kong, and to 28 at Macao. Several pendulum clocks stopped at the same hour, when the most violent throe of wind was experienced; hence it is supposed that, at the precise moment when the typhoon was at its height, a shock of an earthquake occurred. This is thought to indicate that the atmospheric disturbance caused a disturbance in the crust of the earth.

GERMAN plants were found in French soil after the German invasion. Similar phenomena have been observed before. A species of pepper-grass (*Lepidium draba*) was introduced into England by the English troops who failed in the attempt to land on Walcheren in 1809. It is thought that the gain from the herb was greater than the loss from the war. In 1814 many plants from the Don were introduced into the Rhone valley and vicinity of Paris.

IN ENGLAND it is thought that the publication of the localities of rarer plants should not be encouraged, as it is prejudicial to the permanence of those plants. Thus *Nature* says: "We are glad to find that one of the rarest and most interesting of British plants, the Lady's Slipper (*Cypripedium calceolus*) has been found in several other localities in the woody magnesian-limestone denes of Durham, besides the original one of Castle Eden; the exact spots are wisely withheld." Six species of Lady's Slipper are found in the United States, some of them very curious and beautiful.

IT is clearly proven that provision for the separation of leaves, in autumn, begins almost as soon as the first bud is formed in spring.

Department of Mathematics.

Edited by PROF. E. T. QUIMBY, Hanover, N. H.

[Teachers, and others interested in this Department, are respectfully invited to contribute by proposing questions or problems, by solutions of proposed problems, or by illustrating methods of teaching, etc., etc.]

In undertaking the management of a Mathematical Department of this journal, to appear each alternate week, the editor does not expect to do the principal part of the work himself, but will consider the department a success only when he shall succeed in bringing to it the thoughts and methods of others interested in these topics. He has in mind already some persons who may expect to be called on for this aid, unless, as is to be hoped, their services shall be volunteered. Moreover there are hundreds not personally known to him who are interested in mathematical subjects and who, as well as the before-mentioned acquaintances, may by these presents consider themselves respectfully and urgently requested to lend their aid to this column.

This last word suggests that we cannot make a better beginning than to name a few words of frequent use in mathematical language a majority of which are mispronounced by a majority of pupils and by a large minority of teachers. These are some of them:

Alternate—the first syllable often pronounced *awl*, and the accent placed on the first instead of the second syllable.

Area—has its accent on the first, not on the second syllable.

Equation—the *t* incorrectly pronounced like *z* in *azure*. The second syllable is like *tion* in nation.

Exponent—accent too often put on first instead of second syllable.

Column—Not to be pronounced as if spelled *yum*.

Height—should be pronounced *hite* and not with the sound of *th* at the end.

Root—*oo* long as in *bōōt*, not as in *fŏŏt*.

If it is objected that we are encroaching upon the department of language, the reply shall be that we are only urging the teacher not to pull down in his arithmetic or algebra class what he has taken great pains to build up in his grammar class; for if he allows the incorrect use of language in any recitation the habit will become too strong for any battery of grammatical rules to demolish. Insist, therefore, *pertinaciously* upon the correct use of mathematical language, and do not allow the expression "a equals to b," nor a^2, a^3, etc., and a'', a''', etc., to be read as if they were the same thing We wish to call especial attention to the adverb used above—"*pertinaciously*." We mean by it, all that can be found in its definition in Webster and Worcester put together. Nothing short of this "eternal vigilance" can be set as the price of "freedom" from a bad habit.

We close with two problems for a Saturday afternoon recreation:

PROB. 1. To divide a trapezoid into two parts equal in area, by a line parallel to its parallel sides.

PROB. 2. To divide a trapezium into four parts equal in area, one dividing line being parallel to one side of the trapezium.

AT the Ecumenical Council which convened at Rome Dec. 8, 1869, the decrees, carried by a vote of 451 out of 601, asserted the infallibility of the Roman pontiff, and defined the relations of religion to science. Among the opinions declared heretical, and their holders anathematized, are these:

"Let him be anathema—

"Who shall say that human sciences ought to be pursued in such a spirit of freedom that one may be allowed to hold as true their assertions, even when opposed to revealed doctrine.

"Who shall say that it may at any time come to pass, in the progress of science, that the doctrines set forth by the Church must be taken in another sense than that in which the Church has ever received and yet receives them."

Washington Correspondence.

WASHINGTON, D. C., February 9, 1875.

The Department of Superintendence of the National Educational Association held its semi-annual session in this city, on January 27 and 28. Among the distinguished educators were the Hon. Messrs. A. C. Hopkins, of Indiana; Brown, of Indianapolis; Wickersham, of Pennsylvania; Luckey, of Pittsburg; Northrop, of Connecticut; Philbrick and Walter Smith, of Boston; Abernethy, of Iowa; and Jillson, of South Carolina.

Mr. Northrop, on Compulsory Education.

The Hon. B. G. Northrop read a paper favoring Compulsory Education, which was subsequently discussed with some spirit. The Convention then called on President Grant, and then visited the Corcoran Art Gallery.

The Jefferson School Building.

All the teachers of the city were invited by the superintendent, Mr. Wilson, to be present in the charming, fan-shaped auditorium of the Jefferson School Building at 2 o'clock P. M.; at least two hundred were there, mostly women, as very few of the ruder sex are employed in the schools here. It was a pleasant sight, and many, who were neither teachers nor superintendents, were present to see the arching rows of faces, and to hear the orator who was to speak to them of Drawing as affecting the industrial arts.

Speech of Walter Smith.

Really, your Boston Art Master, Mr. Walter Smith, made a great impression both on educators and public men here. He spoke of the importance of drawing, of the proper method for teaching it, of the ease with which it can be acquired if properly taught, etc. Of course we had all read this sort of thing a hundred times, but it was quite new to us to have a manly voice and a skillful hand demonstrate it to our ears and eyes. After the off-hand talk was over, and most of the audience had gone, a few of us, who would not be drawn away, had the pleasure of personal conversation with Mr. Smith, and the opportunity of examining the specimens of industrial drawing and design, produced by his pupils in the Normal Art School of Massachusetts.

Paper by Dr. A. N. Bell.

The evening session was occupied chiefly by the reading of a paper by Dr. A. N. Bell, of *The Sanitarian*, on "Brain Culture in Relation to the School-room." This able and striking paper was referred to a committee, who reported resolutions substantially recommending what Dr. Bell had advocated, the shortening of school-sessions, the abolition of study at home, the admission of no pupils under seven years of age, the erection of no school-houses more than two stories in height, the primary importance of physical culture, the very cautious use of emulation as a motive for study, especially among girls, etc.

On Thursday, after a call on Mr. Delano, Secretary of the Interior, the superior officer of the U. S. Commissioner of Education, the Convention listened to a paper by Mr. Enthoepper, of the U. S. Coast Survey, on the origin of the Alphabet, in which the author attempted to show that the letters are derived from forms which imitate or recall the position of the lips, teeth, and tongue while pronouncing them.

Mr. Wickersham's Paper.

Mr. Wickersham, of Pennsylvania, then read an admirable paper on the proper way to exhibit American Education at the Centennial, which produced a variety of remarks from Messrs. Hopkins, Philbrick, Northrop, Abernethy, and others.

During this discussion, the Austrian Envoy, Baron Schwarz-Senborn, who was the General Director of the Vienna Weltausstellung of 1873, and who was present, uttered some sentences in almost entirely perfect English, on the general subject of the value of such exhibitions to the country in which they occur, and to the persons who study the collections, saying that though Austria lost money on the exhibition, she gained enough information to pay her double and treble her outlay. A committee of five members was appointed to report respecting the exhibition of American education of all grades in 1876.

Mr. Philbrick on Industrial Education.

Mr. Philbrick, of Boston, read, in the afternoon, a paper on "Industrial Education in Common Schools," taking ground against the idea, entertained in some quarters, of introducing the work-shop into the common school, and teaching the pupils mechanical trades, and also maintaining that the "half-time system," which limits schooling to half the usual school hours, the other half being employed in industrial pursuits, cannot be accepted as a solution of the common school problem. But to render our schools more practical, he advocated the introduction of those branches which lie at the foundation of industrial education, namely, drawing, the elements of geometry, natural history, physics, and chemistry, room being made for them by a proper simplification and limitation of what are called "common English branches," and by improved methods of teaching. He objected to the prevalent theory of conducting elementary education, with the view of disciplining certain mental faculties, instead of imparting the most useful knowledge and skill.

The evening session was occupied by a grave and elaborate paper by Mr. Walter Smith, on Industrial Drawing, which will also be published, and to which I will not further allude at present.

Various committees, appointed during the course of business, presented resolutions and other matters for the consideration of the Convention. Among these may be mentioned a resolution deploring the death of the sturdy and efficient superintendent of the Indiana public schools, the Hon. and Rev. M. B. Hopkins, whose son now fills the same position.

The Convention finally adjourned, in excellent spirits, to attend a supper at the residence of Governor Shepherd.

C. R. A. W.

STATE DEPARTMENTS.

Maine.

STATE EDITOR, HON. WARREN JOHNSON, Augusta.

AUGUSTA.—The Constitutional Commission held a protracted session on education.

Dr. Robins presented a resolve to strike out of article 1, section 8, the clause, 'all religious societies shall at all times have the exclusive right of electing their public teachers and contracting for the support of the same,' which was adopted, Mr. Madigan dissenting. The same gentleman also offered a proposition to strike out of article 8, all that part which makes it the duty of the Legislature to endow and otherwise encourage academies and colleges. Finally the proposition was voted down—5 to 5.

Dr. Robins holds (1) that the constitution asserts that a general diffusion of the advantages of education is essential to the preservation of the liberties of the people; (2) therefore the legislature should prescribe a course of study for all children under 15 years of age; (3) the legislature should be restrained from giving aid to schools in which the published course shall not be taught; (4) the legislature should provide for compulsory attendance within the limits of the prescribed course.

Mr. Libbey presented a resolve so as to amend the 8th section that it shall be at the discretion of the legislature, rather than its duty, to aid the higher schools. Adopted—6 to 4.

PATTEN.—We visited the High School—Mr. Thomas teacher—last Tuesday. There were about 40 present, though the weather was extremely cold and the road almost impassable. The school is much larger than this, but the cold weather keeps many away. The recitations passed off finely, showing that the scholars are interested. Mr. Thomas' success as a teacher in Patten is very apparent.

ISLAND FALLS.—Miss May closed her school the 15th of January, which is the last of our winter schools.

The Circulating Library Association held their annual meeting on the 13th of January, and made choice of the following officers for the ensuing year. President, Jesse Craig; Secretary, Mrs. R. L. Donham; Treasurer, Mrs. Eliza Craig; Librarian, Miss Mary Craig. The trustees are C. O. Donham, J. F. Brown, and G. H. Donham.

LUBEC.—In two districts the old-fashioned spelling schools are in vogue this winter. Those conducted by Thomas Case at the school-house in District No. 5, are said to attract a crowd each evening. Some two or three spelling schools have come off at School District No. 9, well attended.

WATERVILLE.—There are 82 students at Colby University, classified as follows: 16 seniors, 12 juniors, 22 sophomores, and 33 freshmen, the largest freshman class at any college of the State. Success to Colby!

COMPULSORY EDUCATION.—The following act to secure the education of all the youth of the State of Maine, is now before the Legislature of the State:

SECTION 1. That every parent, guardian, or other person in the State of Maine, having control of any child or children between the ages of seven and fifteen years, shall be required to send such child or children to a public school for a period of at least twelve weeks in each year, unless such child or children are excused from such attendance by the school officers of the town in which such parent or guardian resides, upon its being shown to their satisfaction that the mental or bodily condition of such child or children has been such as to prevent attendance at school or application to study for the period required, or that such child or children have been taught at a private school or at home in such branches as are usually taught in primary schools; *provided*, in case a public school shall not be taught for three months in the year within one and one-half miles by the shortest traveled road of the residence of such delinquent, he shall not be liable to the provisions of this act.

SECT. 2. In case any parent, guardian, or other person having such control, shall fail to comply with section one of this act, he shall be liable to a fine not exceeding five dollars and costs of prosecution for such offense, to be recovered in any court competent to try the same, and the magistrate or court to which said fine shall be paid shall pay the same to the treasurer of the town in which the offense was committed, and shall be by him accounted for the same as money raised for school purposes.

SECT. 3. Every boy in this State between the ages of seven and fifteen years, who shall neglect or refuse to attend school as required in section one of this act, unless excused by the school officers of the city, town, or plantation in which he resides, on being convicted of such offence, shall pay a fine not exceeding five dollars, or be sentenced to the reform school, in the discretion of the court or magistrate before whom the offence is tried.

SECT. 4. It shall be the duty of the school committee or town supervisor to enforce the several provisions of this act.

New Hampshire.

STATE EDITOR, PROF. J. E. VOSE, Francestown.

KEENE.—The High School now numbers 87, with only two teachers. Some students are admitted from other towns, though no arrangements are made for fitting for college. The building is a little old, but the defect is partly compensated by an excellent apparatus. Mr. Brackett has been in charge some seven or eight years, and is doing a work there in some respects exceptionally good. He is making natural history a speciality of study, and has brought the Keene Natural History Society's collections into the schoolroom where students can have free access. At a late meeting Professor Brackett gave an interesting sketch of such birds as migrate to or through this region in early winter but go north in summer. Dr. Russell, of Winchendon, Mass., lately gave before the society a good exposition of the principles of classification of insects by reference to cephalization. The present of an octopod at the January meeting gave occasion for an interesting sketch of dibranchiata, by Mr. Wadsworth, of Keene. This natural history work ought to be done in every high school in the country, and Professor Brackett cannot do better service to the cause of education than by telling us some of his modes of getting the matter before his students.

MC COLLOM INSTITUTE.—A Mount Vernon friend sends a communication from which we condense the essential portions: This institute is named after Geo. W. McCollom, Esq., of New York city, who has largely endowed it in honor of his deceased wife, to whom he has erected a memorial tablet in the lower hall. The school was incorporated in 1850, and the next year the very attractive and convenient buildings were erected entirely by private enterprise. The school has had ten principals, the present one being George W. Todd, LL.B., a teacher of long experience, whose energy has raised the school from 28 students (as he took it) to 87. In addition to the endowment, Mr. McCollom has contributed largely to the apparatus and the adornment of the grounds. The library of about 1,000 volumes was the gift of Hon. William Appleton, of Boston.

NASHUA.—The winter term of the public schools commenced on Monday, January 4. Mr. E. C. Burbeck, late of the Winchendon, Mass., High School, succeeds Mr. Charles W. Hoitt as Master of the Mount Pleasant Grammar School. Mr. Hoitt resigned at the close of the fall term to accept the position of usher in the Lincoln School, South Boston. Mrs. Emeline E. Durgin, and Miss Ellen L. Tuck have been elected assistants in the High School, to fill the vacancies occasioned by the resignations of Misses Bugbee and Danee. The new High School building, which has been in process of erection during the past season, is completed, with the exception of furnishing, and will be ready for occupancy at the commencement of the summer term.

Vermont.

STATE EDITOR, REV. H. T. FULLER, St. Johnsbury, Vt.

Wm. C. Crippen, a graduate of the Randolph Normal School, has been appointed Principal of the Normal School at Johnson, and enters upon his duties at the beginning of the spring term, Feb. 9.

The people of St. Albans are considering the matter of putting acqueduct water into the academy, and provisions for improved sewerage. The water from a well used heretofore by the pupils has been thought to be the source of considerable illness.

The State Reform School has been located at Vergennes, and an appropriation made for a school for girls as well as for boys.

It is to be regretted that the State Association, at its recent meeting at St. Johnsbury, did not, as did the Massachusetts teachers, memorialize Congress on the desirability of the continuance and enlargement of the work of the National Bureau of Education. Some of the teachers intended to have moved a resolution to that effect, but, amid the press of business, at the proper time it was forgotten

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown.

BOSTON.—The alumni of Tufts College had their first annual reunion and dinner at the Revere House, on the 27th ult. About fifty were present, among whom were President Miner, Professors B. G. Brown, Dearborn, and Fay, Rev. Henry Blanchard, of Worcester, Rev. E. H. Capen, of the board of trustees, and Mr. Pope, also a trustee. The sentiment of the alumni, as expressed in the speeches, and a series of resolutions, was in compliment of Dr. Miner and of the utmost loyalty to the college, and of support to the new president, whomsoever the trustees shall see fit to choose to that responsible position, as the successor of Dr. Miner, who now resigns to devote himself entirely to the pastorate of the Columbus avenue church.

The annual meeting of the English High School Association was recently held at the school-house on Bedford street. There was a large attendance and considerable interest manifested. The president, the Rev. R. C. Waterston, presided. The usual report was presented by W. H. Moriarty, secretary, showing that the organization is in excellent condition. A letter was read from Mr.

Charles M. Cumston, formerly head master of the school, resigning the position of vice-president, and making a gift of $200 to the treasury of the association. A vote of thanks was passed to Mr. Cumston, after which the election of officers was taken up. After a long and animated discussion, the following officers were chosen by ballot, and the meeting adjourned: President, the Rev. Robert C. Waterston; Vice-president, Edwin P. Seaver, head master of the school; Secretary, W. H. Moriarty; Executive Committee, Godfrey Morse, F. G. Brewer, E. Clarence Hovey.

NEWTON.—At the last monthly meeting of the school board, the various standing committees were appointed. The salary of Miss Esther Barry was raised to the maximum. The subject of assigning lessons to be learned out of school was referred to the committee on rules and regulations; the subject of the alteration of the Mason School was referred to the committee on school-houses, with instructions to report; and a resolution requesting the City Council to take immediate action for the passage of a truant ordinance, and the preparation of a proper place for the care of truants, was adopted.

The annual reunion of the past and present members of the Newton High School occurred in the City Hall on the evening of the 27th ult., there being a good attendance. Excellent music was given under the direction of Mr. George S. Trowbridge, and an address by the president, Mr. T. Nickerson, a poem by Miss Susie F. Richards, an oration by Mr. E. H. Mason, and a collation and dancing, made up the programme for the occasion.

HYDE PARK.—Miss Annette F. Arms, of Woodstock, Conn., has been elected teacher in the grammar school.

At the last monthly meeting of the school committee the forthcoming annual report, prepared by the secretary of the board, Rev. Dr. Webster, was presented for the consideration of the members. It opened with regretting the loss, by resignation, of the valuable services of the Rev. P. B. Davis and Mr. Theodore D. Weld; and further spoke of the redistricting of the schools, and the appointment of a supervisor over all the schools, since the resignations of the three masters; suggested to the people to elect members on the committee without regard to sectional or political feelings, etc.; and considered the establishment by vote of the town, of evening schools in the Damon and Green school-houses, at an estimated expense of nine dollars per week, for educating 140 pupils, and the introduction of drawing and music into the schools.

SALEM.—Mr. Frank L. Smith, of the Bowditch School, has been presented with a Rogers Group, by his former pupils in Melrose.

An evening school is held in the Phillips School-house. The pupils are 60 in number, and are of various ages. The simple English branches are taught, and there is also a class of young men in book-keeping. The school is under the management of Miss H. A. White, assisted by Misses Drew and Manning.

Professor Bell, of Salem, lately gave a lecture before the Essex Institute upon "Visible Speech," illustrating his method of teaching the deaf and dumb to talk and to understand ordinary conversation.

ESSEX.—The schools of this town are said to be in fine condition. Mrs. Cyrus Andrews keeps the Central senior, Miss Abbie P. Norton the primary department; Miss M. G. Robbins teaches the Thompson's Island senior, and Miss Matilda Burnham the primary; Miss Jennie Bowers is the teacher of the Falls senior, and Miss Emma Crafts of the primary. The South School is taught by Miss Hattie E. Symmes, and the East School by Miss Amanda Burnham. Mr. Washington Burnham is superintendent of schools.

MARBLEHEAD.—Mr. J. J. H. Gregory has been chosen chairman of the school board, in place of Rev. J. W. Leek.

Rhode Island.

STATE EDITOR, HON. T. B. STOCKWELL, Providence.

PROVIDENCE.—The public schools of this city closed their winter term this week, but without any public or formal examination. The next term will begin February 22.

The Normal School began its spring and summer term on Tuesday, the 2d inst. The entering class numbers about 30, thus more than filling the places of the last class of graduates.

FIRE.—About 10:30 o'clock Sunday forenoon the Potter's Avenue Intermediate and Primary School-house was discovered to be on fire. The alarm was immediately given, and the fire department was promptly at work. After quite a severe contest the flames were subdued, the fire having been confined to the south end of the building. The damage is estimated at about $1,000, with no insurance, as the city insures its own property. The cause of the fire is not definitely known, though it is in all probability to be attributed to over-heating of the furnace pipes or registers, and should serve as another warning to all in charge of public buildings, and especially school-houses, to see to it that, in their anxiety to warm the building, they do not endanger its safety.

The following facts demonstrate very clearly the utility of a Sewing School, such as the school committee of this city established seven years ago. Within this period eleven hundred and twenty girls gathered from the streets have attended it, seven hundred of whom are now employed as seamstresses, at from $3 to $12 a week. Four or five hundred of the girls were so poorly clad when taken in hand that they could not attend the day school, and they were provided with garments. The pupils have made 3,360 garments, which have been distributed among the poor.

COVENTRY.—Within the past few weeks a number of "Spelling Schools" have been held at Coventry Centre, and Summit. They were organized upon the old-fashioned plan, sides were chosen, and then the words were given out alternately to each side, and as a scholar missed he took his seat. A prize was offered each time to the one who stood up the longest, and the following persons were the successful ones: Grace G. Peckham, 2; Annie F. Peckham, 1; Dora Franklin, 2; Gertie S. Peckham, 1; Alida Sweet, 2; Hannah Hall, 2; and George B. Parker, 1.

PAWTUCKET.—The Garden Street Evening School closed last week, after a very successful term. The school has been noted for large attendance, an unusual interest, and excellent discipline. Great credit is due the teacher, Mr. W. E. Parker, of the High street School, for the success achieved.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M., New Haven.

NEW HAVEN.—The State Agent, G. Potter, appointed by the State Board of Education to look after children illegally employed, has recently visited New Haven and vicinity. From his notes the following items have been gathered:

He says: "I called at 38 manufacturing establishments and 4 stores, and found in them 40 children, under 14 years of age, now employed; all of whom, with *one* exception, were said to have attended school during the last nine months. About 111 different children were reported to have been employed during the past year. In some cases the employers could not say that they had all attended school.

In the village of Westville, which is within the limits of the town, but not a part of the city, I think small children are kept at home to make match-boxes. The manufacturers claim, of course, that they do not employ them, and are not responsible for their non-attendance at school.

In New Haven doubtless many children are kept from school by parents who take home work for them to do. All the employers professed to regard the law, and several manufacturers said they would not employ children under *fourteen* years of age, because of the law requiring them to attend school. They desired that the children should get through attending school before entering their shops. Few, if any, children are employed, except at home, under *eleven years* of age. I find by the census of January, 1874, that there were in New Haven 1040 children eleven years old; 1,111, twelve; and 1,059, thirteen years old. Total between eleven and fourteen years, 3210. If forty of these are employed, we have one in fifty-five; if 111 are employed during the year, we have one in thirty. There are enough children between fourteen and sixteen years of age to fill all the places where children's help is wanted."

From the foregoing statement it appears: 1. That the number of children, under fourteen years of age, employed at labor and kept from school in violation of the law, is much smaller than has been commonly supposed.

2. That employers are generally quite ready to conform to the requirements of the law, and to lend their influence to secure its enforcement.

3. That parents are more at fault than the employers, who keep their children from school for the sake of the mere pittance they can earn, or to secure in household duties such assistance as a child can render. Of the latter class probably the number is much larger than of those employed in factories and shops.

IN MEMORIAM.

During the past week, death has twice invaded the ranks of New Haven teachers. On Wednesday, February 3, MISS LOTTIE A. RIGGS passed from her earthly labors. She was graduated from the High School in the class of 1872, and soon entered the Training School in preparation for teaching. In January, 1874, she entered upon the duties of her appointment as a teacher in the West Street School. After an experience of a year and one month, just at the threshold of a life full of anticipations of enjoyment and usefulness, her course was abruptly terminated. She is sadly missed and mourned by a large circle of friends.

On Friday, February 5, MISS CATHERINE BUTTS, Principal of the Fair Street Training School, entered upon a new life, after a sickness of just one week. Miss Butts was a graduate of the Normal School at New Britain, and has been engaged in teaching, in this city, about twelve years. Her early experience was in advanced classes in the Washington and Dwight schools. Subsequently, when the policy of the Board required the best teachers for the primary rooms, she was transferred to No. 1 (primary), of the Webster School. In 1872, when a principal was required for the Fair Street Training School, she was chosen to fill the vacancy. Faithfully and successfully has she performed the duties of her position. Neither time nor space will allow here a suitable notice of her personal worth and excellence as a teacher. In a word, her conscientious performance of every duty, from deep Christian principle, her gentleness of manner, combined with efficiency of action and good judgment, eminently fitted her to perform the duties of her office.

New England Colleges.

HARVARD UNIVERSITY.

The Annual Catalogue for 1874–5 shows a Faculty of 38 Professors and Tutors in the college, with 152 Seniors, 159 Juniors, 208 Sophomores, and 198 Freshmen; total, 716. There are 20 Divinity students; 139 Law students; 192 Medical students; and 110 in other departments; giving a total of 1,196 students in the institution during the academic year. Candidates for admission in 1876 will be examined in one of the three following subjects in Elementary Science: (1) Elementary Botany; (2) Rudiments of Physics and Chemistry; and (3) Rudiments of Physics and of Descriptive Astronomy, in addition to the subjects required in 1875.

SCHOLARSHIPS.—Ninety-two scholarships, varying in their annual income from $40, to $300, have been established, to aid students of slender means. Prizes varying from $15 to $100 are distributed to students, for meritorious efforts in the literary departments.

FEES AND EXPENSES.—The necessary expenses of an undergraduate are from $400 to $650 a year. The items are of interest: Instruction, library, lecture rooms, gymnasia, etc., $150; rent and care of rooms in college buildings (with chums), from $30 to $100; board for 38 weeks, $152 to $304; text-books (average), $20 to $25; total, $352 to $579. Other expenses must vary with the economy of each student. The expenses of a Divinity student need not exceed $300 a year. The fees and expenses in the Law School vary from $267 to $504 a year. The fees and expenses in the Scientific department are estimated at $217 to $464. In the Medical course the fee is $120 for one term, and $200 for a year.

COLLEGE LIBRARY.—The total number of books in the libraries of the university is, in round numbers, 203,000 volumes.

EXAMINATIONS FOR WOMEN.—These examinations, which were held for the first time in 1874, are of two grades: I. A general or preliminary examination for young women who are not less than seventeen years old; II. An advanced examination for young women who have passed the preliminary examination, and are not less than eighteen years old.

I. PRELIMINARY EXAMINATION.—The preliminary examination will embrace the following subjects; English, French, Physical Geography, either Elementary Botany or Elementary Physics, Arithmetic, Algebra through quadratic equations, Plane Geometry, History, and any one of the three languages, German, Latin, and Greek.

II. ADVANCED EXAMINATION.—The advanced examination will be divided into five sections, in one or more of which the candidate may present herself. The sections are as follows:

1. *Languages.*—Candidates may offer any two of the following languages: English, French, German, Italian, Latin, Greek.

2. *Natural Science.*—Candidates may offer any two of the following subjects: Chemistry, Physics, Botany, Mineralogy, Geology.

3. *Mathematics.*—Candidates must present Solid Geometry, Algebra, Logarithms, and Plane Trigonometry, and one of the three following subjects: Analytic Geometry, Mechanics, Spherical Trigonometry, and Astronomy.

4. *History.*—In 1875, candidates may offer either of the two following subjects: The History of Continental Europe during the period of the Reformation, 1517–1648; English and American History, from 1688 to the end of the eighteenth century.

5. *Philosophy.*—Candidates may offer any three of the following subjects: Mental Philosophy, Moral Philosophy, Logic, Rhetoric, Political Economy.

At the Preliminary Examination in 1874, certificates were given to the following candidates: Helen Jackson Cabot, Boston; Eugenie Homer, Roxbury; Susan Mitchell Monroe, Cambridge; Harriet Josephine Williams, Somerville.

DARTMOUTH COLLEGE.

President Smith has returned.

Professor Sanborn preached in the College Church, Sunday, February 7, Dr. Leeds being in New York during his winter's vacation.

The warming of Reed Hall by steam during the last term gave general satisfaction, and measures are now being taken to put a steam apparatus into Culver Hall.

The Dartmouth professor on the Transit of Venus expedition in China is Charles A. Young, instead of Charles A. Torrey, as has been going the rounds of the papers.

The whole number of students in Dartmouth from Vermont is 88, while the number of Vermonters in all the Vermont colleges is only 98.

Why "those potatoes" on the Agricultural College farm were not dug: The ground is low, the season was wet and cold, and the potatoes nearly all rotted, and after trial it was found they would not pay for digging.

BROWN UNIVERSITY.

The winter vacation ended January 29. Its length was reduced this year to two weeks instead of three, as formerly. It is ru-

mored that the vacation is to be abolished next year, and a recess at the holidays is to be substituted.

Mr. J. W. P. Jenks, professor of Zoology and Agriculture, and Director of the Museum, who met with a severe accident several months ago, has at length been able to resume work, and he delivered the first lecture since his return on Saturday, February 6.

Hon. Thomas Durfee, recently elected Chief-Justice of Rhode Island, graduated from Brown in the class of 1847.

A meeting of the Rhode Island friends of this university was held in Providence, a week or two ago. The object was to organize for the work of raising the State's share of the Centennial fund to be appropriated to the further endowment of the college.

An unusually large number of students are working in the Chemical Laboratory this term.

At the last meeting of the Rowing Association of American Colleges, held at Hartford, Conn., last month, Brown, which had lost her position as a member through a technicality, was unanimously re-instated. Two crews, a University and Freshman, will represent the college at the regatta in July.

WESLEYAN UNIVERSITY.

Dr. Cummings has in preparation an edition of Butler's Analogy. The present Senior class regret exceedingly that it will not be out in time for their use.

It is said that James Strong, S.T.D., '44, and J. K. Burr, D.D., '45, are the only Methodists on the committee for the Revision of the English Translation of the Bible.

Maurice D. V. Church of '75 has left college for the present; it is doubtful if he graduates.

John E. Eustis of '74 has been appointed a member of the Regatta Committee for 1875.

One division of the Freshman class is experimenting upon Phillips' Geometry.

The students in Practical Natural History are eagerly looking out for abnormal cats. The last specimen discovered had two extra claws.

The Gymnasium is very popular now, since such excellent heating apparatus has been provided. It is said that some of the Freshmen go out and exercise at 6 A. M. *Query*, Will they do so three years from now?

A Deutscher was around college sometime ago earnestly endeavoring to sell the faculty a four-legged hen. We understand that the faculty did not invest.

The speakers for Junior Exhibition have been notified. They are J. F. Andrew, B. F. Beach, W. C. Blakeman, G. S. Coleman, B. C. Conner, C. E. Davis, T. P. Frost, J. Larned, W. C. Wallace, E. A. Wilkie. The method which was inaugurated last year of choosing the speakers by their rank in composition and declamation gives universal satisfaction. Additional interest will be added to these exhibitions hereafter, from the fact that George J. Terry, of Orange, N. J., has established two prizes of $30.00 and $20.00 respecfively, which will be awarded to the two best articles, rhetoric and oratory both being taken into consideration.

It is proposed to have college singing at the 22d of February celebration. Since the time-honored custom of firing the cannon has been done away with, the two lower classes have no share in the celebration, unless they are invited to furnish part of the music. The orator of the evening is M. V. Simpson, '75; the reader, C. E. Davis, '76.

Mr. Orange Judd gave a reception to the Junior class, Monday evening, February 8.

For the benefit of the thousands of ignorant people who do not understand the laws of diet, and thereby suffer untold pangs of dyspepsia, we give the simple advice of the professor to a student who asked, "Professor, what kind of food should a person eat to enjoy the best health?" Prof.: "Why, the best rule is to eat the requisite proportions of nitrogenous and non-nitrogenous material." Said student has enjoyed the best of health ever since.

We have been glad to learn that the faculty of Boston University are disposed to discourage students from leaving Wesleyan for that institution. For ourselves, we are surprised that any man can prefer to graduate at an infant college, rather than at a tried and proved institution like Wesleyan. Will the Methodistic mania for establishing colleges never cease?

Belgium.

One of the best managed countries in Europe is *Belgium*. The teachers in the primary schools, according to a law passed in 1842, receive their salary from the municipal council, under the approval of a permanent committee. They may, however, appeal to the government, when claiming larger amounts. Their average pay in 1843 amounted to 447.40 francs; in 1853, to 551.50 fr.; in 1860 to 733.45 fr.; in 1866, to 1,096 fr.; in 1872 to 1,201.50 fr. The increase since 1843 equals 168.49 per cent. The teachers receiving above 1,000 fr. per year in 1843 amounted to 4.99 per cent; in 1853 to 9.89 per cent; in 1872 to 72.28 per cent. The ladies in 1843 had 442 fr. on the average; in 1860, as much as 702,20 fr.; and in 1872 the amount of 1,162 fr. The increase since 1843 is 162.88 per cent. Two features in this are of interest: the rapid increase in the salaries of the primary teachers, and the substantial equality of the amounts received by both sexes.—*Independence Belge, Jan.* 15, 1875.

New Publications.

A METHOD OF INSTRUCTION IN LATIN; being a Companion and Guide in the study of Latin Grammar; with Elementary Instruction in Reading at Sight, Exercises in Translation and Writing, Notes, and Vocabulary. By J. H. Allen and J. B. Greenough. Boston: Ginn Brothers; 1875.

If this method will accomplish all that is claimed for it in the preface, it is without doubt a remarkable work. "It is intended to be learned by a good class under good instruction—where this is made the chief study—in three months, or, if not so much time daily can be afforded, in six; and, if well learned, it will prepare the student for any college entrance-examination in this subject." It would have been well if the authors had indicated at what age they expect the work to be begun that is to be finished in three or six months,—whether at fifteen or sixteen, when pupils have completed a grammar-school course of study, or at nine, when pupils may be received into the Boston Latin School. A glance through the book leads us to suspect that the authors have in mind pupils of a pretty mature school age and possessed of considerable mental power. For such as these, possibly, the claim may be made good. And yet we suspect the teacher would have to do a good deal of "cramming." The very last examination paper in Latin Grammar for admission to Harvard College (that of October, 1874) seems to expect in the candidate a knowledge (1) of the quantity of penultimate and final syllables, (2) of the rules for gender, with exceptions, (3) principal parts of verbs, (4) the laws of derivation, (5) syntax, particularly that of the subjunctive mood, (6) and of course all forms of declension, comparison, and conjugation, — in short, the Latin Grammar *ab ovo usque ad mala*. The "Latin Method," so far as we can see, barely touches the subject of quantity. As to rules for gender, a note on page 19 advises the pupil "to learn each word or class of words by itself through practice in reading and composition." Similar advice is given in regard to learning the details of syntax, and a work on composition is announced to be in preparation as a sequel to this. How a boy can expect to pass a creditable examination for admission to Harvard College without a pretty thorough knowledge of these very details, it is not easy to see. The course of reading and exercises in composition through which the pupil is to learn these details must be supposed to follow the completion of the "Latin Method," that is, to come after the three or six months' study. We do not quarrel with the authors' recommendations; we heartily approve them. We are decidedly of the opinion that the details of syntax should be learned by observation and comparison in a long course of reading. But we do think there is an inconsistency between the promises of the preface and some of the recommendations in the body of the work, for we do not believe that either of our authors would desire to have a boy sent to college simply "crammed" for the examination, granting that that could be done by the use of the "Latin Method." But let us not be understood as condemning the book on account of what seems to be an extravagant claim of the authors. They may have done their work well notwithstanding.

The method begins with a lesson "on the fundamental distinction of root and stem,—the basis of all true philology,—training the learner's eye, from the start, to recognize the radical forms of the language." It may not be amiss to mention the headings of a few of the first chapters. 1. "Root and Stem"; 2. "Gender and Declension"; 3. "First Declension of Nouns"; 4. "Second Declension of Nouns"; 5. "Adjectives of First and Second Declensions"; 6. "Simple Sentence: Subject and Predicate"; 7. "Object Accusative"; 8. "Questions; Conjunctions." References are made to the authors' Latin Grammar. Lists of words are given for practice in inflection and description of forms, with questions, remarks, and directions at every step. Phrases and sentences for double translation accompany most of the lessons. In indicating the quantity of syllables the method is adopted of marking only those vowels that are long "by nature," short vowels not being marked at all. "Unusually full instruction is given on the principles of derivation and composition of words." We are glad to see so much attention paid to this important branch of the study, but we are surprised to find that in the vocabularies no indication whatever is given by hyphens, faced type, or otherwise, of the component parts of words. Beginners need a great deal of help, and to get well grounded in the "basis of all true philology" something more is necessary than general directions accompanied by a few examples of roots, stems, and significant endings. In an elementary work like this, if every word in the vocabulary were so printed as to show to the eye its component parts, with parenthetical remarks wherever necessary, beginners might be easily led to form the habit of observing these important distinctions, which would be of immense value to them ever afterwards. We may be allowed to refer the authors to the vocabulary in their own edition of Cæsar, as a very excellent thing, the plan of which might, in part at least, have been adopted here.

The instructions on reading at sight, which the preface says are "new," will, we think, be found of great value. Simply to call attention to a practice which has rarely had due prominence given to it in systems of instruction, is to do a real service to the cause of classical education. We should probably have taken easier Latin to begin with, but the main point is gained when the pupil is set to the work and put on the right track.

In conclusion, let us say that we have been waiting long to see the right kind of an introductory book in Latin, and while the "Latin Method" does not "fill our eye" in every particular, we have no hesitation in saying that it is in many respects a valuable work. We should like very much to try it with a class of pupils such as the authors evidently designed it for. Barring the few points that we have criticised above, and some others of lesser importance, we are greatly pleased with it, and feel confident that we could do very satisfactory work with its aid.

ELEMENTS OF MAGNETISM AND ELECTRICITY: with Practical Instructions for the performance of Experiments, and the Construction of Cheap Apparatus. By John Angell, senior Science-master, Manchester Grammar School. New York: G. P. Putnam's Sons; 1874.

This is another of "Putnam's Elementary Science Series," which has already gained a wide and increasing popularity. This late issue will not yield to its predecessors in excellence. The topics are treated in a simple manner, yet with a precision that could hardly be expected in so small a book. The book will be valuable to teachers because of the variety and simplicity of the experiments it suggests, no less than for the scientific truth it embodies.

MAGAZINES RECEIVED.

St. Nicholas, monthly, $3.00; Scribner & Co., N. Y.
Herald of Health, monthly, $1.50; Wood & Holbrook, N. Y.
Oliver Optic, monthly, $3.00; Lee & Shepard, Boston.
The Eclectic, $5.00; E. R. Pelton, N. Y.
Old and New, $4.00; Lee and Shepard, Boston.
New Dominion, $1.50; John Dougall & Son, Montreal.
Illustrated Household, $1.00; Household Publishing Co., N. Y.
Overland Monthly, $4.00; J. H. Carmany & Co., San Francisco, Cal.
Atlantic Monthly, $4.00; H. O. Houghton & Co., Boston.
Lippincott's Magazine, $4.00; J. B. Lippincott & Co., Phil.
Unitarian Review, $5.00; Leonard C. Bowles, Boston.
Missionary Herald, $1.00; Charles Hutchins, Boston.
Sunday School Teacher, $1.50; Adams, Blackmer & Lyon, Chicago.
School Festival, 75 cents; W. H. Kingsbury, Tarrytown, N. Y.
International Review, $5.00; A. S. Barnes & Co., N. Y.
National Educational League; Francis Adams, Birmingham, Eng.
Nat'l Bureau of Education: Its History, Work, and Limitations.
Peter Henderson's Seed Catalogue.
Twenty-ninth Semi-annual Report Public Schools; Boston.
Proceedings of the Rhode Island Historical Society, 1873–74.

NEW ENGLAND

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The operation of the Education Act of Scotland, secured the enrollment of 7,960 more pupils in the schools last year than the year before, with an increase in the average attendance of 5,046. A crumb of comfort certainly to the friends of compulsory attendance.

The legislators of Michigan are on a tour of inspection. They have visited the Insane Asylum, at Kalamazoo. the State Public School, at Coldwater, and the State Prison, at Jackson. They arrived at the State University, Wednesday, the 9th inst. A public reception was given to them at the University Hall, Wednesday evening. Thursday was spent in a thorough examination of the various departments of the institution. Before returning to Lansing, they will visit the House of Correction, at Detroit, and the Deaf and Dumb Asylum, at Flint.

There is a proposition before the Legislature to establish a School of Mines somewhere in the State. Various places have been proposed for its location. It is thought, however, by those most interested in the move that the school will be established at Ann Arbor, and to be made a new department in the university.

Several interesting letters have recently appeared in the London *Times* with reference to the "Agricultural Prospects" in India. In one of these it is stated that robbing the land of its productiveness is not owing mainly to the system of "Mixed Husbandry," such as the peasant farmers of India more or less pursue, but to their ignorance. It is impossible, the writer says, "that now, when India has been thrown open to the whole world, the condition of the peasant farmers of that country should not go from bad to worse if they are kept in ignorance while the same class in every other country is advancing in knowledge and intelligence. Education, as imparted in Bengal, is not accessible to the 'tillers of the soil,' and even if it were, it would be hardly of any practical use to them." He urges that a portion, at any rate, of the vernacular schools should be turned into agricultural schools, where farming, carpentry, and elementry chemistry and mechanics should form a necessary part of the education, and that the Normal schools, which prepare teachers for the vernacular schools, should have additional professorships of agriculture, chemistry, etc., with a model farm attached to each school.

The educational problem in Italy is slowly but surely working out its own solution. The return of Garibaldi to public life, and the introduction of the element which will naturally accompany him into the busy scenes at the capital, will have an influence—remote, it may be, but potent—on the condition of the people. The Rome correspondent of *Le Temps*, at Paris, may be correct in his statement that, when the King was consulted with regard to the demonstrations on the occasion of Garibaldi's arrival, with his usual good sense replied that nothing was more natural than to shout "Viva Garibaldi!" and no objection would be made to it, provided the cry was not coupled with that of death to somebody else; yet, whatever may be the political result, even to the fulfillment of this dark intimation as to the possible fate of the occupants of the Vatican, a brighter and a better day is coming for the educational interests of the masses.

In connection with the announcement that Professor Newcomb, the American astronomer, who has recently been appointed a corresponding member of the French Academy of Sciences, has arrived in Paris, the *Register*, a publication in that city refers in enthusiastic terms to his learning and to the services which he will render to French science. Professor Newcomb, who has acquired a world-wide celebrity from having determined the solar parallax, by means of the observations taken in 1761 and 1769, is to construct for America the largest refracting telescope in existence, and he intends, if possible, to procure an objective lens of one metre in diameter. One of the principal objects of his voyage in Europe is to ascertain whether he can procure in any part of the Continent adequate means for constructing an instrument of such great power. The largest now in use is at Newcastle, where it was constructed by Mr. Newall, the rich copper-wire manufacturer. M. Leverrier has at the French Observatory a huge piece of flint, out of which he proposes to construct a very large refracting instrument when the construction of his large reflector is finished.

At the semi-annual meeting of the Board of Governors of Union University recently held at the Albany Medical College, an interesting communication was presented from the Right Hon. Wm. E. Gladstone. Mr. Gladstone having been prevented, by his inability to cross the Atlantic, from accepting the annual chancellorship, Bishop Potter, of New York, who enters, at the next commencement, on the 50th year since his graduation from Union College, has consented to deliver the chancellor's address on that occasion. The following extract is taken from the letter of Mr. Gladstone:

Hawarden Castle, Chester, January 2, 1875.

The communication reached me a few days back, in the midst of overwhelming occupations, and I regret to say it is really not a matter of choice with me whether I shall accept or decline the most kind and flattering invitation. In truth my engagements are such, and my correspondence, that I can hardly face them by constant work every day and pretty nearly all day; and I am obliged at once to put aside what does not came to me as proximate duty.

I observe, indeed, that in the most considerate way an offer is made to absolve me from attendance on the regular occasion for it, but this dispensation would necessarily be in the nature of a postponement; when as I lament to say that I must make over to other, to younger, and to less occupied men, the hope of crossing the Atlantic.

I have but one complaint to make: life is too full, time too rapid, which in truth means, that the provision divinely made for our exercise and growth is too bounteous. But it produces a relative penury, a penury of power to do the duties that are waiting and crying out to be done.

You will, I am sure, appreciate my reasons and commend them to kind acceptance. Be assured of my deep interest in the progress of all good learning in America.

I remain respectfully and faithfully yours,

W. E. Gladstone.

Elementary Natural Science in the Public Schools.

BY FREDERICK S. JEWELL, PH D.

Has it not occurred to educators that the just, practical education of the people in the public schools, in being confined to what are called the common branches, is just missing what is not only quite as important in itself, but is also especially needed to put into the others a life and freshness most necessary to their own success? We refer to elementary Natural Science.

But here some one will start like Saladin's horse as if at the sight of Cœur de Lion. 'You are underrating the importance of the practical branches. What you propose would certainly lower the grade attained in them. There is too much jumping over these now, for the sake of the higher studies. Our pupils get little enough in the common branches now.' This last we know is true enough. For some reason,—not yet clearly enough ascertained,—the standard reached, in many parts of the country, is, we fear, lower in proportion to our supposed superior advantages, than it was in the period just passed.

But, be that as it may, we believe that a right, practical thoroughness in those branches, a thoroughness greatly in advance of anything now common, and in perfect consistency with the attention to elementary Natural Science, which we are suggesting, can be attained. Nor need there be any injurious abatement of the time or attention properly required for these so-called practical branches. Who does not know that much valuable time is lost in the study of those branches, by the too common use of text-books, ponderous, detail-loaded, unpractical,—books made large to sell for more money; seemingly shaped by the aim to present something which no rival happens to contain; and not far from comprising, not so much what the pupils needs to know, as all that he may ever possibly want to know! How many reading books are simply compendiums of select literature, forcing upon the pupil the study of uncomprehended extracts, in style above and beyond all his future necessities in reading! How many arithmetics are loaded with rules that have no direct application to the pupil's employments after his school course is ended,—except in some business specialty in which, after all, he has to learn his arithmetic over again! How many geographies are there, crowded with detail maps and minute topographical questions, wholly obscuring, if not crowding out, the greater and more interesting applications of the study to the current news, trade, and travel of the day! How many grammars are mere grammars of the "Science of Language," and that not as determined by the idiom of our own tongue, but as arbitrarily fixed by a conversational subjection to the inflected, classic languages,—not at all grammars of the simple Saxon speech and practical business composition of the pupil's after necessities! Now what forbids us to say, that, from one-fourth to one-half of the time given to a dull mechanical wading through this scholastic "slough of despond," might not well be withdrawn from what is thus superfluous and unpractical, to be given to the useful, genial, and inspiring study of the elements of the natural sciences?

Here we shall be met again by that ominous word "discipline." For the theory of some is, in the public school we must lay a foundation in discipline, for the higher education of the pupil. But how many are going to seek that higher education? And is there no

discipline attainable through the study of natural science? Have they no hold on the observation or the attention? do they nowhere touch the logical understanding? are they alive to analysis and synthesis? are they a frozen death's-hand laid on the living interest of both intellect and heart?

Now we speak from actual experience in the schoolroom, when we say that, so far from interfering with the right acquisition of the common branches, there is nothing so calculated to breathe into the dry-bones of our common school courses of study the breath of life, as these very natural sciences. And besides, in this age of infinite applications of these sciences to the economic arts, the natural sciences are among the most practical of all studies; the very best calculated to inspire or give a turn to the individual genius of quick-minded pupils; to prepare them for a real success in some higher line of business and usefulness.

Besides this, and in view of this, we hold it most uneconomical and false, for the friend of popular education to allow those branches to be limited to the larger study of the high school pupil. How small a portion of the common school world are ever able to advance to the high school course? Four-fifths of our common school pupils will never, under this system, reach them at all; they cannot. They must have access to them alongside of their arithmetic, geography, and grammar, if they ever taste their utility and beauty at all. Hence, we say, if you are a friend of the fair and proper education of the people, give them a chance in the common school, to obtain an elementary knowledge of the natural sciences. It can now be done. We have just the text-books needed. We know of at least one course of study in which the proper provision has been made. And this elementary study there, so far from conflicting with the high school course in those branches, has been made a wise and happy preparation for it. We hope to see more. We believe that intelligent, large-hearted educators hope so too. And the people, when they understand us, will say, Amen.

Memory Training.

BY J. W. DICKINSON, A M.

Is memory so trained in our schools as to involve the neglect of the other faculties?

The mind can think, and its thinking may be occasioned by external objects of thought. The mind may feel, and the feeling may be occasioned by thinking. The mind may choose, and the choosing may be occasioned by feeling. From this we learn—

First, that the mind may have three different modes of acting; and because it has different modes of acting, it may be said to have faculties.

Second, we learn that as thinking occasions feeling, and feeling occasions choosing, the faculties hold a relation to one another through the mental states produced by their activities. The mind thinking is called the intellect. The intellect may act in producing sensations and perceptions, it is then called the perceptive faculty. The intellect may reproduce and recognize its past mental states; it is then called memory. It may combine thoughts of parts of different wholes so as to form a thought of a new whole, unlike any perceived, it is then called imagination. The intellect may make common to all objects of a kind qualities found by observation common to a few, and then it will be called the generalizing power.

Lastly, the intellect may analyze general propositions, to find the particular propositions in them, and be called the reasoning power.

From this it will appear that as the intellect has different modes of acting, it may be said to have faculties. These faculties hold a relation to one another through the mental states produced by their acting. The first activity of the intellect consists in perceiving objects belonging to the external world. Afterward memory has states of mind, called perceptions, to reproduce and recognize.

The relation, then, that memory holds to the perceptive power is, that the first activity of memory depends on the previous activity of the perceptive power. Memory holds in mind the thoughts of parts of different wholes that imagination combines into a thought of a new whole unlike any perceived. The activity of imagination depends on the previous activity of memory, By the activity of the power of generalization the mind makes common to all objects of a kind those qualities and attributes it has perceived and remembered to be common to a few. The activity of the generalizing power depends on the activity of memory.

The reasoning power analyzes general truths for the particular truths found in them. The general truths must be remembered that the reasoning power may have material for analysis. So the activity of the reasoning power depends on the activity of memory. The different modes of activity of which the intellect is capable hold the relation of dependence on one other. If each of the different intellectual activities is rightly conducted, it will be the occasion of some other intellectual activity. The culture of any intellectual power consists in a facility for acting, acquired by acting.

Now, we cultivate one power with reference to another, when we lead one to act so as to furnish occasions for the activity of the other. We cultivate the memory with reference to the power of generalization, when we use the memory in remembering facts that are to be used in gaining a knowledge of general truths, and in forming classes. We cultivate the memory with reference to the reasoning power, when we use the memory in remembering general truths that are to be analyzed.

Memory has two modes of acting, from which arise two kinds of culture. It has one mode of acting when it reproduces thoughts bound together by circumstantial relations, as when it remembers the propositions of Geometry by remembering the page on which they are found, or when it remembers an event by remembering the time and place in which the event happened. The memory that reproduces thoughts bound together by circumstantial relations is called a circumstantial memory. This is the kind of memory so generally and so exclusively cultivated in the schools.

Memory has another mode of acting, when it reproduces thoughts bound together by philosophical relations, as when it remembers the climate of a country by remembering the causes that produce climate; or when it remembers the solution of a problem by remembering the principles employed in the solution; or when it remembers the definition of a subject of thought by remembering the knowledge of that which is expressed by the definition. A memory that reproduces thoughts bound together by a philosophical relation, or by the relations that cause holds to effect, is philosophical memory.

This is the kind of memory that is used and cultivated, when pupils in school are required to obtain their ideas and thoughts by a personal observation of those things they are called to know, afterward to find a language by which the acquired knowledge may be expressed. It is the memory used when a rule is to be thought of, by thinking of the process pursued in obtaining the rule, or when definitions are remembered by reproducing a knowledge of all that which is to be defined. The use of circumstantial memory merely does not furnish occasions for the activity, either of the powers by which the mind classifies the objects of its knowledge, or by which it reasons; for if in thinking of an event, the mind thinks of nothing but of the place at which the event happened, the event as such is not considered at all. A knowledge of an event, as an event, does not include a knowledge of the time of it. This is an external or circumstantial relation, which does not call the mind necessarily to take any notice of that which is related, so that one may know the time of an event, and have no comprehension of the event itself. On the same principle one may recite a definition, and know nothing of what he is defining. Thus it appears that if the circumstantial memory only is trained, the Reflective powers will have nothing to do, and will consequently remain undeveloped.

On the other hand, the activity of Philosophical memory implies a philosophical study of things themselves. The study of an effect, as an effect, implies the study of its cause, and the study of a cause is pursued only so far as we can study its effect. Therefore, that we may exercise the philosophical memory, we must analyze effects, that we may refer them to their causes. This analysis will furnish the mind with a knowledge of the things themselves, and prepare it for future reflection. The teacher who teaches signs only and witholds from his pupil the things signified, has burdened his memory with that which cannot be used, and has left the higher faculties undeveloped, for want of that knowledge which is adapted to excite them to activity. Suppose a rule is learned directly from a book, without reference to the process described by the rule. The pupil may be able to repeat and remember the verbal statement of the rule, and not comprehend the meaning of any word in the statement. If this is the case, the memory will hold nothing in mind that will excite to activity the powers by which we generalize and reason. Rules should never be thus learned. They should always be obtained from an analysis of the process for which the rule is made. First lead the pupil to perform the process. Call his attention to what he himself has done, and a statement of what he has done, in the order in which he did it, will be a statement of a rule by which all similar processes are afterward to be performed. Let rules be obtained in this way, and they will be understood and remembered without committing them to memory, or rather they are committed to memory at once, and forever, as soon as the process for which the rules are derived, has been performed and analyzed.

The definition of Arithmetic used to be as follows: Arithmetic is the science of numbers, and the art of computing by them. I will not call in question the accuracy of the definition, but how much of it do boys who commit it to memory understand? I think it is possible that many students are able to repeat this definition most accurately, who do not know what is meant by the term science, or number, or art, or computing, or a single significant term contained in the definition. The definition of Arithmetic should not be thus learned, nor thus remembered; for if it is, the mind will go no farther with Arithmetic, as a science, than to remember the verbal statement of its definition.

If rules and definitions are derived by the pupil from the processes his own mind has passed through, the rules will be understood, and they will be remembered without effort, and what is better, the knowledge and the memory of it will furnish occasions for the activity of the reasoning power.

In all our teachings, whether of objects or subjects, we should so teach that our pupils, in so far as all science is concerned, will exercise a philosophical memory: then the mind will be stored with materials for the activity of the higher faculties.

Whatever in nature is wonderful—whether we employ the microscope in revealing the intricate structure of plant or insect, in the minute and closer examination of the works of the Creator; or the telescope in the contemplation of the starry Heavens, and the study of the magnitude and motions of the bodies that people the depths of space,—all should be taught to bear on the young mind, to call forth that sense of wonder which so delights and inspires it, and prepares it at the same time for the influence of those sentiments of awe and reverence with which the advancing intellect learns to trace the signatures of Diety.—*Normal Training: Russell.*

A Hymn of Aspiration.

BY GEORGE S. BURLEIGH.

We see this life of Man
All crossed with joy and woe,
And ever seek beyond our span
A better than we know.
So shoots the darkest star
To find its central sun;
So gleams in firmaments afar
The eternal day begun.

O mystic Dawn, unseen
By dwellers in the vale,
On peaks of daring thought serene,
Thy golden light we hail!
Higher, and ever higher,
Its rosy palms invite,
Where souls that ceased not to aspire,
Stand robed in dazzling white.

A voice comes down the blue
From every kindling peak,
That calls us nobler work to do,
And nobler goals to seek;
To climb the loftier zones
Where kings of earnest thought
Reign, and still wrestle for new thrones,
With purer gold inwrought.

Forsaking everywhere
To prizes cheaplier won,
The eternal morn of true and pure
Shall light us on and on,
Till over summits dim
In purple glooms afar,
We see through deepening glory swim
Our victory's morning star!

The Universities of Italy.

BY REV. W. S. ALEXANDER.

In a single article I can only intimate certain facts with regard to the universities of Italy, without attempting anything like a historical statement, or even a report of the present condition of either one. They are all hoary with age, and in the long roll of their alumni are many names illustrious in the annals of art, science, literature, and the learned professions.

The University of Bologna dates back to the year 1119. I am unable to state positively the date of the foundation of the University of Padua, but the handsome colonnades in the court were erected by Sansovino, in 1552. There are 21 universities in Italy: Bologna, Cagliari, Camerino, Catania, Ferrara, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Cassari, Siena, Turin, and Urbino. The students in these universities, by the latest official reports, are classified as follows: Law, 2,232; Medicine and Surgery, 2,141; Natural and Mathematical Sciences, 1,258; Theology, 5; Notary's Course, 100; Pharmacy, 899; Veterinary Surgery, 348; Total, 7,153.

I think it would be quite fair to say that in Law and the Sciences the course of instruction in these institutions is at least equal, in point of thoroughness, with schools of the same grade in our own country. In the department of Medicine, Italy has not obtained high rank. If you consult the *London Lancet*, and other medical journals of equal authority, you will find that the results of medical research and practice in Italy are not equal to that which has been attained in Germany, Austria, France, England, and America.

Were I to strike an average between the universities of Italy and those of England and America, taking into the account the entire course of studies, and the degree of excellence attained in scholarship, in its broadest and best sense, I should rank the universities of Italy below those in our own country, at the same time that I would award the highest praise and honor to Italy in special departments of instruction: as the ancient languages and the applied sciences.

I remember, with great interest, my visit to the University of Padua. It is a quaint old town, tracing its origin traditionally to Antenor, brother-in-law of Priam. In 1405, it placed itself under the protection of the Republic of Venice, and remained so while the republic existed. The *Custode* of the university was a genial man, willing, as indeed almost everybody is in Italy, to show you any favor for half a franc. He conducted us through the most interesting lecture-rooms and recitation-rooms of the building, and explained the uses of all. We went into the handsome inner court, and walked the length of the upper gallery of the court. Here we waited, as the young men came out of their class-rooms and filled the court below. It was a sight worth beholding, that splendid body of young men—the best stock of modern Italy. They seemed earnest and alert, as though pushing some great project to completion.

At Siena, also, we were most cordially welcomed, and, indeed, it may be said in commendation of Italy, that a stranger, and especially an *American*, meets with a kind reception wherever he goes. The better classes of the people are always ready to accord him any courtesy in their power. We went into the different departments of the University of Siena, examined their philosophical cabinets, and upon the top of the building we saw, with deepest interest, the astronomical instruments, and others for noting the direction and force of the winds. The recitation-rooms are constructed very much like those in our Medical Colleges, with tiers of seats, one rising above the other, and the professor's table and chair in the center below.

Since Victor Emanuel came to the throne of "United Italy," he has enlisted many young men in the standing army of the kingdom, who would doubtless otherwise be in these universities. The officers in the regular army are the finest body of men I ever saw: strong, splendidly formed, with manly, and yet beautiful, faces. Men of high birth and noble families seek these positions, and their faultless physiques bespeak their noble origin.

With the improved system of municipal and public schools, these universities will receive, in a few years, large and important reinforcements, and so their importance will be felt and known more and more. The safeguard of Italy to-day, under God, is in her schools. Educate the people, and the reign of religious superstition will come to an end. You cannot force error upon an educated people. For political reasons, or family traditions, men may give their outward submission to religious error, but the reason and the conscience will revolt, and this worst type of tyranny will be thrown off, never to be resumed.

ROME, ITALY.

What Should we Do for Beauty's Sake?

BY EDITH LEONARD.

"He hath made everything beautiful in his time."

The sweet wild violet, the long sunlighted aisles of trees in the summer woods, the golden clouds of sunset, and the glittering whiteness of a winter night,—above all, bright, earnest human faces, give us a feeling of pleasure, sometimes thrilling us with a sudden gladness, and sometimes coming softly with a silent blessing. Not only to a favored few this feeling comes, but to every one, from the baby, catching at a bright ribbon, or the savage, adorning his head with the eagle's glossy feathers, to the greatest masters of art. And as it belongs to every man, so the objects which excite it are found in every place, from the luxuriant tropical forests to the snowy fields of the North.

But beside all the beautiful things which Nature has given to man, she has furnished him with materials which he can shape into new forms of beauty. Very early he began to learn their use. She gave him rough wood and stone, and from them he constructed buildings, rude and plain at first, but afterward more varied and perfect. Each nation and age has produced something. We have the simple Grecian building, with its columns ornamented with the graceful acanthus and honeysuckle, the quaint Egyptian carving, the solid Roman arches, the spacious domes, slender minarets, and fantastic tracery of the Saracens, and best of all, the Gothic arches, patterned from God's first temples. Figures of fruits, flowers, and animals, carved in the wood or polished stone, give richness to these structures, and the human figures with which some of them are adorned have a beauty of proportion, form, and expression, which give us some of our highest ideals of man. The figures of Apollo and Venus have been acknowledged for centuries as models of beauty and grace.

But the work of art commenced in another direction. Years ago, on the walls of churches and chapels, men began to work with care and skill, painting beautiful pictures. At first they chose almost wholly Scripture subjects: scenes from the life of Christ, or of the apostles, or patriarchs. Especially they loved to paint the Virgin with the infant Christ. Later, they added to these more familiar things: figures of animals, landscapes, and scenes of home-life. The world is rich in the works of its great painters.

But not all of beauty is contained in collections of art, or in the palaces of the rich and the great. It is well for the world that so much is found in the homes of the common people. We surround our gardens with hedges, and fill them with trees and beds of flowers. Our floors are covered with bright carpets, and our chairs and tables are carved with a graceful finish. Our shawls and dresses, our laces and ribbons, our napkins and tablecloths, our china and silver—almost all our common household articles are ornamented.

But this beauty is secured at an expense of time and work. Hundreds of persons are constantly employed in simply making designs for ornament. In a world where there is so much else to do, how much time and thought should be given to these things? What is the use of beauty? It gives a great deal of happiness to the world. How many weary hours of sickness have been made endurable by the presence of fresh flowers, or a beautiful picture! How many persons are made glad by a single bright morning! Then, when we are tired and perplexed with work, and the thoughts come rushing through our brains, and will not be quiet, the sight of the clear evening sky, or of a still, far-off mountain, brings to us rest and peace.

The best of it is, that the happiness itself stimulates us to secure more good. Many a person, working in a dirty factory, or sewing steadily in some lonely attic, looking out for a moment at the sky, whose blue arch is as fair and still as if there were no dust and work and restlessness below, returns to his work, calmer, stronger, and more patient. One will sometimes work better all day for having a rose beside him on his table.

Beauty gives us models, too. When we see the perfect symmetry of a flower we are ashamed that our own work is so often incomplete. When we look upon a beautiful picture, in which every tiny part is finished with the greatest care, we resolve to do our own work more carefully. But beauty does more for us than this. It gives quickness of perception and feeling—a culture which nothing else can give. It calls the mind away from self. It softens the heart, and leads to the highest and holiest thoughts. No one knows how much crime has been prevented, or how many noble purposes have been originated by beauty.

We have something to do for beauty's sake, in ourselves, and in things around us. Manhood and womanhood, beautified and ennobled, are the most beautiful of all earth's treasures. An erect form, grace of movement, and tidy and becoming dress are necessary that one may be in harmony with the fair world around. We should smooth off the little roughnesses of speech and manner, that even in the little things we may be perfect. And we should keep ourselves from being nervous or hurried. Nothing is more desirable than the rest and composure which comes from perfect self-control and inward peace. A person having that is al-

ways beautiful. Such a man was the village preacher:

"Like some tall cliff, that lifts its giant form,
Swells from the vale, and midway leaves the storm,
Though round its breast the rolling clouds are spread
Eternal sunshine settles on its head."

We should also make our homes beautiful. They may be simple; but the simplest home may be tidy, and may always have something bright about it. Every one can have flowers, at least. And if we can not spend much for ornament, what we do get should be eally beautiful, something which we shall feel to be so whenever we see it. One beautiful picture will brighten a room more than the upholsterer's richest furniture.

It is not enough, however, that we work for ourselves in this matter. If we help or encourage one who is at work for beauty's sake; if we interest one in nature or art who did not care for it before, we do the world a service. Perhaps we can not add much to the world's beauty, but we can help to keep what it already contains. We should preserve beautiful things, and never wantonly destroy them. And let others enjoy them too. Even a flower is too valuable to be wasted. In our cities, during one or two summers past, benevolent persons have established Flower Missions. People who had garden flowers, or wild flowers, sent them daily to the city, and they were distributed to those who had none. Sometimes they were carried to hospitals and placed beside the beds of the sick, and the hot, feverish cheeks seemed to feel a breath of the cool breezes that blew over the flowers in their country home. Sometimes they were taken to factories, which were full of people working from morning to night, and the dull, dingy room seemed brighter, as if a ray of sunshine had come in. Sometimes they were given away on the street, or carried to miserable old tenements, where many people lived crowded together, and where flowers were indeed a rare sight. Many a weary woman, or little child, pining for fresh air and freedom during those hot, sultry days, was helped by the simple messengers of woods and fields and sunshine. Surely this was charity.

In giving others or ourselves the pleasure of beauty, we do a lasting good. Often, in our every-day work, we are gladdend by thoughts of the past. Very pleasant in cheerless, rainy weather is the remembrance of a bright morning under the blooming apple-trees, or of the blue sea dotted with distant white sails; and most delightful, in the lonely hours, is the vision of the bright smile of an absent friend. So let us fill our minds with sweet memories of bright and pleasant things, and then, if ever we are old and feeble, and can no longer join in the work and sport of the active world, we will enter once more the land of our childhood, finding that every pleasant thing is a source of new pleasure, and a "thing of beauty is a joy forever."

Every intelligent and cultivated man and woman, whether industriously or unconsciously, is a central sun, around which the lesser lights revolve, and by which they are moved and held in their orbits. This may be humiliating to these lesser lights, but it is certainly even better for them, than the chaos and darkness into which they would surely plunge, if once cut loose from their dependent relations.—*Higher Education: Roberts.*

'Tis inhuman to want faith in the power of education, since to meliorate is the law of nature; and men are valued precisely as they exert onward or meliorating force. Let us make an education brave and preventive. Politics is an after work, a poor patching. We are always a little late. The evil is done, the law is passed, and we begin the uphill agitation for repeal of that of which we ought to have prevented the enacting. We shall one day learn to supersede politics by education What we call our root-and-branch reforms of slavery, war, gambling, intemperance, is only medicating the symptoms. We must begin higher up, namely, in education.—*R. W. Emerson.*

A Mouthful of Air.

In this age of progress, while we are earnestly besought to consider the importance of science, oatmeal, international Sunday-school lessons, frequent baths, Christian union, the "previous question," and other prominent mental and physical influences, we wonder how much thought is devoted to that ever-present influence which works its own sweet will upon us in spite of our diet, politics, or theology? It is as invisible as the proofs of the outrages in the South, but it is of far more importance: it is as silent as the people who know where the Pacific Mail Co.'s money went, but is far more influential: its elements are as well known as those of the Forty-third Congress, but their workings are as mysterious as those of that distinguished legislative body. We can no more escape it than we can a life-insurance agent. In schools it is more influential than the Compulsory Education act; in churches it is more potent than the soundest system of theology; in the social circle it determines very largely what the proportions of wit, stupidity, good nature, and bad temper are to be.

Conceding the truth of these incontrovertible statements, it would seem as if good airs would be cheaply purchased even at a cost as great a that of good diet, proper clothing, sufficient fuel, or any other of the comforts and necessities which are continually finding use for our money. We have been in many log-churches, school-houses, and residences where pure air came as freely as visitors did, but how many buildings of any sort are there, upon which attention has really been given to the securing of a proper supply of pure air? Physiologists agree that the smallest allowance of air per individual should be 300 cubic feet, and that even in that case the air should be changed frequently: how many buildings fulfil this requirement of health? The writer of "Perils of the School-room," a paper which created a marked sensation when read before the "American Health Association" at its late meeting, quotes from the Report of a late inspection of the public schools of one of our largest cities to show that certain children are daily confined in an atmosphere but little if any better than that of the Black Hole of Calcutta. In one room in a new and favorite school "there were 126 children, the windows all closed, the ventilating shaft closed, and the hot-air registers open. Each of these children had *fifty* cubic feet of space." In a room in another favorite school there was found to be only *forty* cubic feet of air-space to each child. Rooms in other school-buildings contained, respectively, *thirty-two*, *thirty*, *twenty-nine*, *twenty-seven*, and *twenty-four* feet! These buildings are no worse than the school-buildings of many other cities, and the worst of them might be matched by many Sunday-school rooms. As to churches, we imagine every one can remember certain sanctuaries in which no pulpit eloquence could keep the whole congregation awake. And who does not remember certain residences where the first mouthful of air has a stifling effect; where the ghosts of many departed dinners float in unwelcome fragrance through parlor and hall; where the residents, who are smart enough when met in the street or in business, lapse into hopeless stupidity soon after they sit down in their own residences?

The breathing of bad air is the most inexcusable of human extravagances. The poorer the air, the lower the animal temperature, and the more money must be expended for fuel, clothing, and food to maintain animal warmth. The poorer the air, the less able is the system to expel its waste matter, and, by consequence of such inability, the less able is it to work advantageously. The poorer the air, the slower is the mind to comprehend the lessons of book and pulpit, and neither teacher nor preacher can make good the deficiency. The poorer the air, the slower and more imperfect is the physical growth of children, while in crowded and badly ventilated recitation-rooms and Sunday-school rooms, they are in more danger of contracting contagious and infectious diseases than they would be in a walk through the most unhealthy neighborhoods of our dirtiest cities. The poorer the air, the more powerful is the physical incentive to use liquor, tobacco, and other stimulants and narcotics. The poorer the air, the lower inevitably become moral tone and moral force, for the interdependence of mind and body is a fact fixed beyond dispute.

Considering the greatness of the evil, the means of relief which can often be obtained seem ridiculous, for an industrious and frequent opening of windows and doors will, in most cases, fully comply with the requirements of health. In residences this method is all but perfect: in churches it is even more effective, for there can be obtained cross-drafts much easier than in residences. School-rooms, both in secular schools and Sunday-schools, are not so easily dealt with. Class-rooms are generally as badly located as bed-chambers, but need far more frequent and steady ventilation, while Sunday-schools are, as a rule, put into basements where the tops of windows are not much higher than the heads of the children. A concerted removal of children from such schools, by parents, the reason being assigned with all possible publicity and frequency, would cause Sunday-school officers to take hasty steps toward reform. The same means would have a similar result upon some public school officials, and where they did not, a vigorous exercise of the right of petition would have a wholesome influence upon those boards of education whose members were elective. At a small pro-rata expense, a few parents in any neighborhood could have a scientific inspection and report made by a physician of large repute, and where all these influences failed to work reformation, legal action against public officials would be always in order. While mechanical means for the changing of air and the removal of contaminating influences are so inexpensive, the only cause for the existence of the evil we allude to is the apathy of the people who are the principal sufferers.

—Christian Union.

Education "Primarily" Considered.

BY MARY P. COLBURN.

I read in an article in some educational journal, not long since, a conspicuous expression—conspicuous alike for its truth and its boldness—viz.: "From the colleges *up* to the primary schools." An impression is abroad that any body, with or without experience, will do for a teacher in a primary school; that here is a fine opportunity to "learn the ropes," and gather knowledge to apply in higher grades. Now, I propose to prove that the reverse is true—that the wisest and highest cultured, as well as those who possess the most of that prime essential, *tact*, are emphatically the ones to place as mentors over the little folk. I do not know who the fortunate individual is who gave utterance to the above felicitous expression, but he has the thanks of a large portion of our community for the giving.

Such untried little souls as come shrinkingly in at the door of a primary school! The coming years, if they think at all of time, are, to them, an eternity, and the coming trials more than mountains to bear! To leave the maternal arms, where love so shelters them, and launch out all alone on such a sea of trouble; or, if it is the other half of the world, who know no sheltering arm and no home-love—who expect, as a natural heritage, kicks and rebuffs, but who look yearningly—for the very humanity within them—for some kindness, however inexperienced they may be in the too scarce commodity — these do not want to walk in to just the mere *teacher*, who expects to find manners all formed, or, at least, no absolute necessity for discipline—no, I hardly mean that, for good discipline is the corner-stone of a good school—but who expects them intelligent in the matter as they would be if they had had the polishing and preparation of the primary school. No; the pri-

mary teacher has a wider, larger field spread out before her; books are comparatively nothing; the stock of wisdom must be obtained at the fountain-head, and no small amount should it be to meet all the demands.

The ambitions and emulations of teachers in the higher grades to furnish the highest per cent. of the various things with which they have to deal, make hard work and weary brains all the time. This I know, but they still have the text to which to refer in every branch —somebody's thoughts written and expressed for their use. Please do not understand that I mean to depreciate in the slightest the arduous labors of the teachers of the upper classes—this is a point to be touched later—but I do want to prove that the teacher in the primary school has work to do that books and study can never reach.

What does a little fellow, just emancipated from his mother's apron-strings, know about school? Perhaps his big brother tells him marvelous stories of his own experience, but, to his wondering ears, it is like tales of fairy-land, perhaps pleasant, perhaps otherwise, but still to him an unexplored region. What must the teacher do with such a precious little heathen? Shall she walk calmly into the school-room, where fifty such little shudderers are, and begin, with book before her, to try to impart knowledge from that book? Yet that is the path the upper teacher treads. No, indeed, not she! Heart, and hands, and brains are all called into action now; in the near future she sees how full they all will be to meet the necessities of the hour, and if she is a *true* teacher she will not shrink.

I once knew a lady, preëminently lovable, highly educated as far as books went, and in every way fitted, so one would think, to teach a primary school; but she lacked the first important element—she had no *tact;* she could not adapt herself to the unspoken requirements of her position, and her attempt was a signal failure. She could have walked into a seminary of the highest order; she could have imparted classical knowledge to any number, and her path would have been strewn with flowers; but she could not teach a primary school—she could not take in, in its length and breadth, all that is meant there, and her life was the forfeit. Her nervous system sunk irrevocably under the heavy tax which it is to all, but which, to such a one, is death itself.

A master once told me, when speaking of salaries, that he thought the primary teachers received enough, and that, as soon as they were promoted to the higher grades, then, in his estimation, they would be entitled to receive higher salaries! I wonder how many of the principals of the city schools could successfully teach a primary school! It is one thing to go at stated periods into a school, and see how the machinery moves, and comment upon methods and results; but it is another thing to work up that machinery, to wind it and set it in motion, keeping each little wheel greased up to the desired requirement of easy running; to originate the methods and procure the results;—it is one thing to take your machine in good running order, up to what you want of it, and quite another to fit the parts together and make it the thing it is. And yet, that is the primary teacher's work. From the incongruous elements presented she must bring out the machine polished and in working trim.

Do you find fault with me for saying "machine"? I beg your pardon, but if the human beings under treatment do not become mere machines many times, it is not the fault of the system! But that is in an "aside," and does not bear upon the question at issue.

As I said before, theory is one thing, but the practice is quite another; it is easy to *say* it is a light occupation to be a primary teacher, but it is quite another thing to *be* one. My starting-point was, that the best teachers should occupy the first departments. This I insist upon still, whether I can prove it or not, or whether it is carried out in practice or not. Of course, there is no one thing under the sun with which every body is fully satisfied, and this system of school education is a prolific theme. Too much cannot be said in its various departments; but an intelligent discussion on merits and demerits is what, it seems to me, this journal opens its pages for.

I have said very little in this article, and what there is is of a very desultory character, but as it is only one of a series in which I propose to consider questions vital to the subject of primary school education, it may be looked upon only in the light of an introduction.

I feel acutely that we have not yet arrived at perfection, in this department at least, and I am sorry to find so many who do not carry into their work the true love of the little beings with whom they are dealing each day, either for weal or woe. God knoweth best which!

Department of Language.

Edited by H. R. GREEN, A.M., Worcester.

Points in Grammar.

In a previous number I spoke of this fact, that there is, confessedly, much useless lumber in all our grammars. I mentioned as an illustration the minute classification of nouns, pronouns, and adjectives, and the long discussions which necessarily grow out of this. We have another illustration, let me now say, in the classification of *verbs*. Nothing whatever is gained, so far as the true ends of the study of Grammar are concerned, by dividing verbs into *Transitive*, *Intransitive*, *Neuter*, *Redundant*, and *Defective*. The same is true of the division of conjunctions into *Copulative* and *Disjunctive conjunctions*.

So much then, it seems to me, is altogether useless in this department of Etymology. And it should be remembered that no small part of what is commonly embraced under this head of Etymology is devoted to just these kinds of discussions. Probably, at least *one-third* of the space given to this department, in all our text-books on Grammar, is occupied with this comparatively *worthless matter* for child-instruction.

We pass now to a consideration of the matter of Syntax. And, in the first place, let me say that all *rules* and consequent discussions having reference to the *regimen* of *nouns* is of no *practical service*. It is impossible to use them ungrammatically, since, with the exception of the possessive form, they are without *case* inflections. The only *grammatical* points worthy of special consideration, therefore, are those connected with the proper methods of *writing* the *possessive* case-form, with all kinds of nouns, and noun combinations. This *is* important.

Hence the following *rules* should make no reference to *nouns*, since they AFFIRM nothing respecting them.

RULE I.

"A NOUN or PRONOUN used as the subject of a finite verb, must be in the *Nominative* case."

RULE II.

"A NOUN or PRONOUN used independently or absolutely must be in the *Nominative* case."

RULE III.

"A *noun* or *pronoun* that limits the meaning of another noun by denoting possession must be in the *Possessive* case."

This rule is *altogether useless*. Mistakes would *never* occur under it. The point of value here is *not when to use* the possessive, but *how to write the possessive* case-form in all cases, and *where* to write it in *compound forms*.

RULE IV.

"A NOUN or PRONOUN used as the object of a transitive verb must be in the *Objective* case."

RULE VI.

"A NOUN or PRONOUN used as the object of a preposition must be in the *Objective* case."

RULE VII.

"A NOUN or PRONOUN that limits the meaning of a verb, an adjective, or an adverb, is sometimes used in the Objective case without a preposition expressed."

RULE VIII.

"A NOUN or PRONOUN used for explanation or emphasis, by being predicated of another, or put in apposition with another, must be in the same case."

Now these seven rules are substantially the same in matter and manner of expression in all English Grammars. It may seem a small matter to say of them all, that the word "*noun*" should be rejected. It seems to me, however, that it is a very *important matter* to strike it out in each case.

The pupil is trying to learn how to *write and speak* his language *correctly*. In these eight rules, he is cautioned *eight times* not to make a *mistake*, in the use of any one of *all the thousands of nouns and pronouns in the language*. But as a matter of fact, these *Rules* have real practical application in the case of only *five words!*

These eight rules speak of eight different constructions where five thousand words may be used improperly, when as a matter of fact the cautions *practically* apply to the use of only the *five* pronouns, I, THOU, HE, SHE, and WHO, and these in not more than *six* different grammatical positions!

All that is needed to secure everything that can be desired in this matter, could be formulated as follows:

RULE I.—The pronouns *I*, *thou*, *he*, *she*, and *who*, should take their *Nominative* case-form.

1. When used as the subject of a finite verb.
2. When used independently or absolutely.

RULE II.—They should take the *Objective* case-form when used as the object of a transitive verb, or of a preposition.

RULE III.—They should take the same case-form (1) as the *noun* with which they are used as *appositives*, (2) as the *subject* of a verb to which they refer as *predicate* when relating to the *same person or thing*.

Now, that it is better thus to hold the attention of the students to the *exact points* of difficulty seems sufficiently manifest. That there is an immense loss, in making him contemplate *five thousand* difficulties in order to escape *five* seems equally manifest.

When to these is added the precious time, so much in demand now in our schools, which must be worse than lost in the discussion that must grow out of all this *imaginary* grammar, as well in direct connection with the text-book as in every parsing lesson under these rules in all the subsequent course of the student, the matter becomes one of serious consideration.

As here we have nothing to do save with *five* pronouns, let us attend to *these* and nothing else, and in parsing let *these* and these only be regarded. This done little time could be required of the pupil to master all that need be known under these rules; while by the present plan the pupil is put much in the same position that the captain of a steamboat which plies only between Providence and New York would be, if compelled to learn the navigation charts of all bays, and seas, and oceans in the whole world, in order to learn to navigate Long Island Sound. Again, another week.

This is my pride, Sir, that the girl has been educated properly; ask her questions; try your wit upon her, Sir; she will give to you wit for wit.—*Haskett.*

The public school, as an institution of the State, is intended to train the young to become not only intelligent, but obedient citizens. The greatest and best lesson to be learned, is that of obedience to lawful authority. —*Rep. Taunton School Com.*

The memorial that exists is the record of informative men and women, not gossipers, but the relators of good proverbs and appropriate truisms that they have learned, and that we learn from their educated lips. The information of the teacher becomes transmissible property to the learner.—*Weiss Treatise.*

"I shall detain you no longer in the demonstration of what we should not do, but straight conduct ye to a hillside, where I will point ye out the right path of a virtuous and noble education; laborious indeed at the first ascent, but also so smooth, so green, so full of goodly prospect and melodious sounds on every side, that the harp of Orpheus was not more charming."

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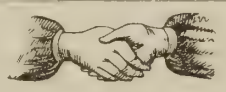

THE *Maine Journal of Education* unites with the NEW ENGLAND JOURNAL OF EDUCATION, the last issue bearing date February, 1875. This school magazine has done good service in Maine in the educational field for nine years, and its material as well as intellectual supplies have been drawn from the leading and earnest educators of the Dirigo State. We welcome the teachers of Maine to this goodly fellowship of educational saints who have joined hands in this literary enterprise. If there is strength in union, we may certainly expect to realize its benefits in the combination of *all* the purely professional magazines and papers of the Eastern States in the NEW ENGLAND. We realize the increased responsibility which this journal assumes in its attempts to satisfy the want and the demand of all classes of teachers in the New England States, as well as those in the Middle, Southern, and Western sections; but as all progress and success are one in fact, whether in Maine or California, in Massachusetts or Florida, the same discussions and the same general principles of educational work and advancement will apply, with local modifications, to the system of education in the whole country. Reinforcements will come to our ranks of contributors from Maine to make us stronger in our supplies, and to them we hope to carry ample returns for all which may be given; and we are well assured that the mutual advantages of ability, strength, and unity will come from this new accession to our circle of educational forces. Welcome, welcome, thrice welcome, to the *Maine Journal of Education*, its readers, and the great teaching fraternity and public whom we serve.

THE popular demand forthe elements of a common education in some form other than the ordinary textbook is, to a certain extent, met by the efforts of certain newspapers to give extended reports of lectures on scientific and kindred topics, as well as by the publication of articles especially prepared, in popular form, on various subjects heretofore usually treated in books only. The New York *Tribune* has set the example in the way of giving detailed, and even illustrated reports of scientific lectures; and now the *Congregationalist* comes to the front with a history of the United States, in monthly chapters, from the pen of Mr. George M. Towle of Boston. The great danger in such a work as that which Mr. Towle has undertaken is, that the writer might be tempted to sacrifice a close following of facts to a desire to clothe his narrative in attractive form. In this case, however, there is little to be feared in that direction, for Mr. Towle has won an enviable reputation as a historian, by his "Henry V.," "Glimpses of History," etc.

THE publication of the results of meteorological observations has been carried on some time at Zi-ka-wei, near Shanghai, China, under the direction of the professor in the Jesuit college at that place. Although the latitude of Shanghai is five and one-half degrees south of that of New Orleans, it is a notable fact that these observations show that there were forty-nine days, during the winter of 1872–3, when the mercury fell below the freezing point. The Zi-ka-wei professors, aside from many a good work which they are doubtless doing in the way of spreading education among the students of that section who incline to the Catholic faith, are, by these observations, contributing a most valuable and interesting chapter to the general knowledge of the facts that go to make up our stock of scientific information.

HEREAFTER our astronomical maps will bear the name of Austria, for Austria has now a celestial as well as a terrestrial "local habitation and name." One of the three planets discovered by Palisa at Pola, near Trieste, last year, has been named Austria, while the names Melibœa and Siwa have been given to the others. The London *Athenæum* says that the only planet still in want of a name is that discovered by Professor Watson, in China, on October 10 of last year.

How Boston Committees Examine its Schools.

The last report of the Boston school committee, from the able pen of "Oliver Optic," presents an array of interesting facts such as are not often found in similar documents. The definition of the exact duties of the Committee seems to be a difficult task; or, to put it in other and more strictly correct form, it is difficult to harmonize the rules under which the Committee is called to act with the facts in the case. This is especially true in relation to obtaining the material for its annual report. By the regulation under which the reports are made, it is understood that "detailed" statements "of the condition of the schools" are to be collected and published. For a few years after the adoption of the present rule, in 18 5, "detailed reports of the condition of the several schools" were published; that for 1857, written by Rev. S. K. Lothrop, D.D., containing a brief history of each school, the origin of its name, and, in some cases, extracts from the reports of the district committees. A reference to subsequent annual volumes indicates that the Committee examined the quarterly reports.

One writer finds a "pleasant uniformity" in them; another hints that the reports "have been very short, but, on that account, not less satisfactory to the majority of those who listened to them,"—from which it would appear that it was, some time, the custom actually to read them at the meetings of the board, which may have been possible when there were only twenty-one, instead of fifty-eight reports. One confesses that "the committee can hardly conform to the terms of the rule, by adding to this general summary 'selections from the District Reports important for public information,'" though the writer does not inform the reader why he can hardly do so; but we infer that the sources of information were somewhat inadequate to the requirements of the occasion. So far as can be learned from the reports, the District Committees invariably reported their schools to be in "good" or in "excellent condition," the degree and form of commendation depending not a little upon the temperament of the author of the report.

The present report says of this state of facts: "Of course, this committee, after a lapse of fifteen or twenty years, have no intention to challenge the truthfulness of these reports, or to question the sincerity or fidelity of those who presented them; but they conclude, from the evidence of the annual volumes themselves, that some of the compilers of the reports realized the insufficiency of the material in their endeavors to comply with the law and the rule." The members of the committee are forced to confess "the utter impracticability of any adequate examination either in quality or degree by the district committees." There are hardly less than fifty standing and district committees, and their standards differ so widely that what is commended by one may be condemned by another. The hope is expressed that the new city charter shall furnish a remedy for the evil complained of; and the committee, spite of the difficulties in its way, comply with the law of the State and the rule of the Board to such an extent as the available material will permit. They have taken from the files the quarterly reports presented to the board in October, at the regular meeting, and "make from them such selections" as they deem expedient to illustrate the condition and the needs of the schools.

Boston Woman's Education Association.

The second annual report of what the Boston *Advertiser* justly terms "an honorable record of useful work," that of the Woman's Education Association, has just been issued, representing, among other interests, the separate prison for women, the Harvard examinations for women, a school for teaching the art of cooking, the training school for nurses, the diet-kitchen, the kindergarten, and the language classes for teachers. The report states that the committee on industrial education having become interested in the subject of diet-kitchens, where food is furnished to the sick poor, found an opportunity offered to try the experiment of a small one at the dispensary of the New England hospitals for women and children, and money enough was subscribed to carry it on for several months. It was fond that the success of the experiment was sufficient, at the end of six months, to lead several of the ladies of the committee to open a kitchen on a large scale at the North End. The doctors say that it has already been of service in promoting the recovery of a large number of their patients. So great is the need for the food for the sick, that the $2000, which was thought to be enough to carry it on one year, proves to be inadequate.

The training school for nurses, which was started under the auspices of this Association, has now seventeen pupils, who are doing excellent work at the Massachusetts general hospital, under the direction of a matron admirably fitted to instruct them. The committee on intellectual education report an encouraging success for the Harvard examinations for women, and make a very strong appeal to the members of the Association, and to all who seek some practical means of helping on the better education of women, in behalf of these examinations. On the subject of elementary education, the committee report: The elementary education is entirely in the hands of women. In Boston there are 175 male teachers, and 1066 female, and such a thing as a man teaching a primary school is almost unknown throughout New England. The teaching in these elementary schools is the only school-teaching that the vast majority of children receive, for less than one-fortieth of them go beyond the grammar schools.

This statement, without argument, is enough to show that the women who teach in the lower schools should have the best possible education, for the demand on them is so great that no enthusiasm, or faithfulness, or good-will can meet it without the help of thorough and systematic training.

The report is a most entertaining document, and its discussion of the various subjects treated, shows a familiarity with the details and responsibilities of the work undertaken. On the subject of higher education, discussed without special reference to the Association's work; the report says, "It is easy to say, open all the colleges; but at once the inexorable figures before us raise the question: If but one girl in fifty—it may be nearly seventy—enters the high school course, how many will be left, after the four years, to go on to the college? If a school like the Boston school graduates but ten per cent. of its pupils; if of those even not all pass on to college, and that, too, when going to college is held to be one of the best starts a man can have in life, how many young women will devote four years of study, and at the least two thousand dollars to the preparation for teaching or for any other profession, when it is so strongly probable that no less than eighty per cent. of them will be provided for by marriage?"

Physical Culture among English Students: Competitive Tests.

The discussion in relation to the value of physical training among students has assumed a new phase in England. Mr. Henry Woodrow, head inspector of schools in Bengal, and one of Dr. Arnold's old pupils, has recently issued a pamphlet, in which he calls attention to the fact that the present English system of competitive examination for appointment in the India civil service makes no provision for testing applicants in matters connected with their physical qualifications, which are needed in order to successfully fill the position desired. He calculates that probably upwards of 50,000 young men in England are influenced in their culture by the standards of competitive examination. The London *Daily News* argues that, if this is so, it is surely necessary to be very careful that qualities are asked for, and studies encouraged, of the most solid and lasting character and value; competitive examination, it says, is a machine of scarcely recognized force, and by proper modification it may yet do almost as much as its early and sanguine promoters expected; obviously, when the best chances of the youth of England depend on satisfying the demands of a board of examiners, the qualities and accomplishments which these examiners set store by become a matter of the utmost importance.

Mr. Woodrow claims that, under the circumstances, the examination should include some tests of physical strength, endurance, etc. He observes that examinations, as at present conducted, test only the mental powers, while the moral and physical qualifications are neglected. To be sure, he says, very strict medical examination has to be submitted to, and we believe that men who get appointments in the first examination for India are expected to make themselves tolerable proficients in the art which old educational books call "riding the great horse." But Mr. Woodrow is of the opinion that more than this should be done that marks which count toward the general result of the examinations should be given for physical accomplishments, for riding, shooting, swimming, and gymnastics. In India, and in others of England's subject countries, he claims, it is absolutely essential that a magistrate should be a sound, if not a graceful horseman; in no other way can he collect evidence as to a crime committed, say fifty miles off, while the act is still fresh and the murderer red-handed; if he awaits to collect Coolies to carry a palanquin, the sympathetic neighbors of the criminal have time to concoct a very pretty scheme of perjury.

Mr. Woodrow has thus not only opened up a subject of no little interest to Englishmen, but has revived—what it takes so little to revive—the discussion on the relative merits, as conducive to physical education, of the various sports indulged in by English students. Tom Hughes, in his "Tom Brown," said that cricket is the birthright of the English boys, as the *habeas corpus* is the birthright of English men. Our American students confine their attention in the way of athletic sports mainly to base-ball and rowing, with an occasional rush at foot-ball. But the boys of English schools and colleges take a wider range of physical amusement and culture. Next to the game which Tom Hughes alludes in the words given above, in the estimation of English boys, come foot-ball and rowing; then, as they grow older, riding and rifle-shooting are added to the list. The London *News* claims rifle-shooting, the gymnasium, and saddle-exercise as the less popular sports, but contends they are the most useful, and even necessay ones, to the soldier, the sailor, the Indian civil servants, and the missionary in foreign lands. The *News* believes that nothing could make their pursuit more general, or do more to improve the standard of skill, than to let them count for a due proportion of marks in examinations. It contends that a kind of liking would even be reflected on these trials of youth. Physical training, under proper instruction and regulation, it thinks, would have another very good effect, in this connection. It would mitigate the wretched system of cramming, which is at present the dreary portal through which appointments must be sought. No one, it says, would injure his health by reading fourteen hours a day, and by excesses in coffee, if he knew that he would be expected to walk twelve miles in three hours and a half before he was let loose among the papers on English Literature, Classics, Chemistry, Physical Science, and so on. A competitive examination in physical culture would be a novel feature in connection with any course of study, and the subject is hereby commended to the consideration of Captain Zalinski, professor of Military Science and Physical Culture at the Boston School of Technology, and of the Hon. George B. Loring, president of the Massachusetts Senate, who have been carrying on a wordy and well-fought battle on the general subject of physical culture, in the columns of the Boston *Globe* and *Advertiser*.

The National Bureau of Education.

Under the direction of the present efficient and earnest commissioner, General John Eaton, the National Bureau has become a great power for the educational interests of the country. To be convinced of this it is only necessary to look into his reports, which embody a vast amount of information which would in no other way have been collected and made available. But he has been constantly crippled in his efforts for want of adequate means, Congress having made but meagre appropriations for the purposes of the Bureau. And when the appropriation bill was up, last December, some members of Congress, of the Democratic party, opposed the passage of the insignificant items of this important educational agency, and the threat was thrown out that next year, with the change of power in the House, an end would be put to the Bureau. If this threat is put into execution, the educators of the country will be to blame. It is hoped that every educational organization of the nation will speak on this subject with no uncertain voice. We have, in a former number, printed the resolutions on the subject, adopted at the last meeting of the Massachusetts Teachers' Association. In accordance with those resolutions the following memorial was prepared, which was presented in the Senate last week, by Senator Boutwell, and read, and printed in the record.

To the Honorable Senate and House of Representatives of the United States, in Congress assembled:

We, the undersigned, respectfully state that, at the annual meeting of the Massachusetts State Teachers' Association, held in Worcester, Massachusetts, Dec. 29, 1874, we were instructed, by the unanimous vote of said Association, to memorialize your honorable body in behalf of the continuous and liberal support of the National Bureau of Education.

We, therefore, respectfully represent:—

1. That the intellectual, moral, and material welfare of the people of the United States depends chiefly upon their general education.

2. That without such education the security of the government and of liberty itself must always be in peril.

3. That it therefore becomes the duty of those who have the control of national affairs, to do, within the limits of the federal constitution, whatever can be wisely done, toward promoting the education of the people.

4. That one of the readiest and most effective means of accomplishing this end, is the general diffusion of information on educational subjects.

5. That the information which has already been furnished by the National Bureau of Education has been of inestimable value to educators and to those who legislate on educational affairs; embracing, as it does, knowledge in regard to school systems established in the several States, and in foreign countries; the various modes of organizing colleges, seminaries, normal schools, and educational institutions of every sort; and a vast variety of important facts relating to every department of education, among which are those which show the influence of education upon labor, crime, and pauperism.

6. That as no State can justly be expected to collate such information and freely disseminate it for the benefit of other States, it is evident that by the national authority alone can so useful and important an object be accomplished.

7. That while we do not ask for, but on the contrary, should, if need be, protest against, any interference on the part of Congress with the school systems of the several States, we, in behalf of the teachers of Massachusetts, do earnestly pray that the National Bureau of Education may be continued, and may be so liberally supported as to enable it to perform its functions in the most comprehensive and efficient manner.

All of which is respectfully presented by

DANIEL B. HAGAR
JOHN D. PHILBRICK,
A. P. MARBLE,
CHARLES HAMMOND,
A. P. STONE.
} *Committee of the Massachusetts State Teachers' Association.*

Drawing.

The introduction of drawing into public schools is fast gaining ground. There may, however, be an unfortunate reaction in the matter arising from the fact that too great results are immediately expected. The language of drawing is only to be mastered by a study and practice of it during the entire ordinary school-going period. The inordinate haste which is manifested in some localities to produce surprising results works prejudicially to its permanent adoption. The practical and esthetic use of the ability to draw well is a thing of so much value in education that we cannot afford to jeopardize the success of the branch in our public schools by forcing an unnatural growth.

Mr. Greenough made a good point at the recent teachers' Convention in Providence when he stated that it is a weak argument—an argument he would admit—for the introduction of drawing into our public schools, that it would be of advantage in special employments. He would advocate its introduction on the ground of its developing the pupils' active powers, thus fitting him for the general duties of life. Its highly disciplinary effect in various directions constitutes its value as a branch of school study and practice.

The *New York Tribune* takes up the subject, in an editorial, and asks: "Will it pay to make drawing a part of the public school course?" and further says, "It is a question of expediency, and ought to be considered in practical business fashion." And considering it in this light, as "a part of the preparation for the trades and professions" it does not consider the "innovation" of its introduction as a judicious one. True enough, perhaps; for if this be its object, there is hardly a limit to the new branches that may, with equal propriety, be introduced as a preparation for some special trade or profession, a thing plainly beyond the province of the public school.

Let the matter be placed upon the only basis upon which it can permanently stand, as indicated in Mr. Greenough's advocacy of it. Its value as a general educational instrument in developing all the powers of the pupil. In respect to this view "more light is needed throughout the country.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by Mrs. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our Department of Dialogues and School Entertainments, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Tired Little Shoes.

For four very little boys and one little girl. The first boy holds in his hand a pair of little shoes; passing them, at the close of his stanza, to the next, and so on till the little girl takes them, putting them away in a corner, carefully and tenderly.

First Boy.—These little shoes are very tired,
Unless I've guessed far wrong;
They've been so busy, worked so hard,
And traveled all day long,
Tired little shoes!

Sec. Boy.—Trot, trot, trot, pattering round the house,
Through walk and garden plot,
In the chip-yard, by the barn,
To the neighbors', trot, trot, trot,
Tired little shoes!

Third Boy.—Tramp, tramp, tramp, up the road and down;
For daisies in the lane,
After pebbles in the brook,
Meeting papa at the train,
Tired little shoes!

Fourth Boy.—Run, run, run, hunting butterflies,
Rolling the hoop for fun,
Playing wager, "horse," and "catch,"
Chasing Rover, run, run, run,
Tired little shoes!

Little Girl.—Now, is it strange, that after this
The shoes should want at night
To keep quite still and rest themselves?
And is it more than right,
Tired little shoes?

And yet, the very boy who wore
And used them all day, said
He didn't want to have them off
And go himself to bed!—
Poor little shoes!

F. M. B.

Oh, Girls!

[Recitation for Young Ladies.]

BY MARIANA B. SLADE.

Diogenes wandered, a long time ago,
In the streets of Old Athens, as maybe you know;
From the court and the hall, to the cot and the camp,
At noonday, through sunlight, yet carried a lamp.
The young men all shouted, as sometimes they will
To their elders, though often they'd better keep still,
"Say, what are you after? Di, what would you find?
Are you looking for 'matter, or motion, or mind?'"
The old cynic paused, held his lantern up high,
Flashed forth a contemptuous glance of his eye:
"I am trying to find, but I doubt if I can,
With you as a sample of mankind—a man!"
Then back went the party, back from the Greek "hub";
They went to their duties, and he to his tub.
This movement is finished, and now we arrive
At some "modern Athens," in seventy-five.

He was standing alone, or his visible ghost—
I scarcely can tell which will be believed most;
For I mean this same cynic who sneered his last sneers
Long ago, somewhat longer than two thousand years.
He watched as the gay groups of girls wandered by,
With their flummeries on and their hair done up high,
With their paniers and ruffles, their sashes and frills,
And their three-button gloves that help run up big bills;
Their cane-parasols, and their boots with high heels,
And their—oh! at the sight of it how his brain reels!
He turned to a man who then stood by his side:
"I returned from Elysium, where I reside,
To look at the earth and see how she gets on,
What ill things are finished, what good ones begun;
Would you tell, if you please, what those strange creatures are?"
"Where?" "There goes one now, with that frowzle of hair."
He answers. Di starts, for he says 'tis a woman.
"Oh, man of this age, you can't mean it is human!"
"Why, you sure ought to see—she is Greek, every speck—
Grecian bend, Grecian twist, and her curls *à la Grec.*"
"Not a bit of it," cries he; "you libel my land,
And the womankind too! How can that creature stand?
And she thinks she is graceful and classic! Ah, me!
That I should return that as woman to see!
I sought once for men, and I found only boys,
And now for the women I see gaudy toys.
Is mankind a farce and humanity blind
That a type of the race in no age I can find?"
He finished and vanished.

Oh, girls, lovely girls,
With your crimps and your braids, with your rolls and your curls,
And the rest that is pretty: I know how it is
That you wear that style first and you then assume this!
You want to look graceful—I know all that well—
I'm a girl, and a girl's wish I surely can tell.
But, girls, can't we try not too much to astound,
Should a crowd of old cynics rise up from the ground?
Can't we keep all the grace and the beauty, and yet
Not too far on the side of the false, aim to get?
Can't we (girls may I preach just a little to you?)
Remember that life has much good work to do?
Don't abandon the beauty, but nevertheless
Remember you're put here to please *and* to bless.
Girls, take up the blessing, for chance you must find,
And don't let the dressing take up all your mind.

—*Harper's Magazine.*

North, South, and West.

BY LATIENNE.

Characters: *Stella North, Diana West, and Rose South.*

Stella.—From the land whence swallows and leaflets wing
Their way, as the wintry snow-stars ring
With a tinkling chime of crystals fine
Thro' the shivering needles that fringe the pine,—
I come!

Rose.—From the home of the stately and crowned palm,
Where the rose forever pours forth her balm,
And a thousand flowers, with their rich perfume,
Lull earth to sleep in the warm night's gloom,—
I come!

Diana.—From the billowing grasses that roll afar
Their waves to the shore of the Evening Star,
Where the red man roams, and the wild bird sings,
Safe hid 'neath the forests' shadowing wings,—
I come!

Stella.—My country is dotted with cities. In her
Man's energy, ever awake and astir,
Moves levers that great Archimides, astare,
Might shrink from,—and chains all the powers of the air.

Rose.—My country's rich nature needs not so much toil,
Her wealth the bright sunbeams charm out of the soil;
Yet labor we must, in the sweat of the brow;
To serve our King Cotton her laborers bow.

Diana.—Vast tracts of my kingdom, uncultured and free,
Wait sowing and reaping of harvests to be;—
Already a horde of surveyors explore;
The feet of the conquerors stand at her door;
Ee'n now, the ground won and the fertile glebes tilled,
A wide country's granaries bounteous have filled.

Stella.—In the wilds of the South, and the wide prairied West,
The foot of the wanderer's ever in quest
Of the future. My homes have no restless-wing'd hours,
Enlightenment, culture, and progress are ours.
We turn treasures o'er with each book's fluttered page,
And feel ourselves first in the march of the age.
Schools kindle and quicken the mind's latent fires,
And thousands of churches point heavenward spires.

Rose.—We have learned in your schools, as our brown swallows wing
Their way to the sound of your blossoming spring:
We have flown to your halls,—study's prizes to earn,
But one thing our pining hearts never can learn,—
To forget our own homes with their courteries, bland
As the zephyrs caressing our sun-beloved land.

Diana.—And I, tho' your books were stacked high as the snow
Of our own mountain peaks, could their pleasures forego,
For one breezy ride on a wild, western steed,
With the reins on his neck, and his will for my lead,—
The seasons shall turn all the leaves that I read!

Stella.—Ah! one is too proud, and the other too free,
To own, or to feel, what the empire may be
Of mind from the clutches of ignorance won.

Rose (*quietly*).—And blossoms not mind in the land of the sun?
Diana (*jocosely*).—And is there no learning by hard riding done?
Stella (*to Rose*).—Ay! mind there grows rank, for it learns to—rebel!
Rose (*indifferently*).—And for four famished years was the lesson said well.
Diana.—Poor South! ne'er shall Time all your sufferings tell!
Stella.—Success crown'd our heroes with laurels of praise!
Rose.—The graves through our forests are shadowed with bays.
Diana (*shaking her head*).—Bays, Rose, are the victors,—so uttered Rome's mouth!
Rose (*sadly*).—Our victors thro' death rest 'neath bays in the South.
Stella (*condescendingly*).—Ah, well! the old quarrel's no longer alive.
Diana (*mischievously*).—Take care! lest some lingering sparks you revive.
Stella (*patronizingly*)—You may still plant your bays for our heroes, my child.
Rose (*with fire*).—I tell you, the bays in our South-land grow wild!
And all their white blossoms, by winds fluttered free,
We'll keep for the couch of our slumbering Lee!
Stella (*boldly*).—Yet Lee, through Rebellion, such honor has won,
Rose (*saucily*).—Ay! Following the footsteps of great Washington!
Stella (*laughing*).—Don't, Rose: you grow sharp—to be bright-edged and keen
My cue is—now call back a temper serene,
For your brow threatens storm—thunder broods in its air!—
Diana.—Now, Stella and Rose, of a quarrel beware!
For umpire I'll be, and the question decide:
Whoe'er wins, the winning shall be for my side.
Stella (*to Rose*).—What say you?
Diana (*with archness*).—Now, Rose!
Rose.—Peace, I say.
Stella (*pretending to misunderstand*).—To the strong?
Rose (*earnestly*).—To the weak thro' the strong, for the shaming of wrong!
So run all the teachings of chivalrous song.
Stella (*sarcastically*).—Ah! "chivalrous"?—that of the old règime smacks,—
"No more, an thou lovest me"! for the word lacks,
As used by you Southrons, *a je ne sais quoi*
Of submission to honest, republican law!
Diana (*rallyingly*).—What! at it again?—Ah! one good, rushing race
O'er my wild, western prairies—the wind in your face,
Would scatter these fancies, like mists boding rain,
And clear all the cobwebs away from each brain.
With a new world to conquer, you stay for a quarrel?
And I linger here on the track of a moral?
(*With a motion as if to depart.*)
Stella (*approaching Rose*).—Ay! Rose, our wild Diana is right. I extend,
To meet yours in love, the true hand of a friend.
Let the past be forgot, in the present we live,
Let both be agreed to forget and forgive!
Diana (*waving her hand laughingly westward*).—And culture and chivalry, well, side by side,
To conquer my strong-armed forests, may ride!

Luc. I hear that you are to teach me.

Mal. That was my purpose, yes.

Luc. Are you to do so; you, in *propria persona*, as Jack says?

Mal. Not so; I am to send a pupil whom I have taught to know more and better than myself.

Luc. Ah, thanks, for I do not need your sternness. I am of gentle mood, and if I have kind treatment, I shall delight to learn, but not of you—oh, not of you. —*Old Play.*

My *friends* are of the cultured sort. I have indeed a many playmates who talk like Gratiano, an infinite deal of nothing, but these are not to be depended upon. Your orthodox man, not orthodox in education, will rob you, and pretend that he does God service, while your cultivated Christian spurns a mean action as he would an offered bribe. Culture is the essential oil of life. —*Mrs. Latham.*

That was her history,—in very plain she was a good reader; had been taught the art of arts, of which so few are judges, and in which, Oh! so very few are adepts. A good reader charms and educates. Can you tell me what reason is urged for the nominal setting aside of this glory of woman, and the substitution of paste in the form of operatic screams?—*De Vinal.*

Men of quick imaginations, *ceteris paribus*, are more prudent than those whose imaginations are slow, for they observe more in less time.—*Hobbes' Treatise.*

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Instinct.

BY I. F. CADY.

"Reas'ning at every step he treads,
Man still mistakes his way;
While meaner things, whom instinct leads,
Are seldom known to stray."

Thus the poet, Cowper, commences what, in my boyhood, seemed to me one of the sweetest of his smaller poems. Such was its impression upon my mind, that it has since been associated with all my thoughts upon the subject of instinct. And, regarding instinct as a "power or disposition of mind by which, independent of all instruction or experience, animals are unerringly directed to do spontaneously whatever is necessary for the continuation of the kind," we are impressed by the tenderness and beauty of the poet's illustration. But when the same poet, in his story of "The Nightingale and Glow-worm," tells us how the hungry bird, after cheering the village through the day and until late evening with his song, descrying the worm at a distance, was so ready "to put him in his crop," he gives us a much less fascinating exhibition of this universal "power or disposition" in the animal creation. In this case, instinct is acting for "the preservation of the individual," and is supremely selfish: it is the principle of unmitigated warfare. These two instances show instinct acting—so to speak—at its best and at its worst. In the former, it tends to tenderness, love, constancy; in the latter, to rapacity and destruction.

Instinct is also defined as "the operation of the principle of organized life by the exercise of certain natural powers directed to the present or future good of the individual." In this view it seems to be the principle of Natural Selection or Survival of the Strongest, as set forth by Darwin, in his Origin of Species. In this sense it is active in the vegetable world. When several seeds are allowed to germinate close to each other, two or three of the young plants will often so far succeed in throttling the rest as practically to monopolize the surrounding means of nutrition. Climbing vines in growing run towards some support. So strong is this tendency that it is said they may be made to change their direction repeatedly by placing a prop alternately upon their right and left.

At the lower left-hand corner of a dark apartment in my cellar, I found, sometime during the summer, the green leaves of a potato plant protruding from a hole which the mice had used for their convenience. On going into the apartment, at about two yards' distance from the hole, I found that a potato had sent forth a shoot, which had taken the nearest and most undeviating course toward the light: it put forth no leaves until it found it.

Within a few months we have all read wonderful accounts of squashes "in harness." Was it the power of instinct that made light work of bursting bands of iron, as Samson in sundering his green withes; and which lifted tons of weight and broke strong levers in gymnastic sport?

I have, somewhere, lately seen instinct defined as the "accumulated experience" of former generations; or, perhaps, as the result of such experience. By this I suppose we are to understand that animals—to say nothing of plants—are born with certain inherited capacities which are the product of ancestral experiences, and which the animals are compelled to exercise by a spontaneous and irresistible impulse, and with as little deliberation and forethought as they breathe. This definition may be, for aught I can see, as reasonable and correct as any other. It serves, at least, to explain some very remarkable phenomena. For instance, a hive-bee, one day old, engages in comb-building, and, without previous experience, constructs perfect hexagons of wax. It leaves the hive and, after a few circuits in the air, near the hive, and with its head towards it, flies to the distance of perhaps a mile in quest of honey. Having obtained its load, it rises and, again making a few circuits in the air, starts in a direct course for the hive; and, although the entrance may not be more than half an inch in diameter, generally reaches it, with unerring precision, at the first trial.

I once asked how it is that bees perform such labors as I have described, and received for a reply, "They can't help it." This harmonizes with the last definition given above, and is probably a fact. It is hardly possible to conceive of a bee as thinking what she must do—I am compelled to say *she*, for the male bees do but little besides eat—how she must do it, what she has done, or what remains for her to do. And yet it is hard to account for some of their operations without ascribing to them the power of reflection. For instance, by some accident, a swarm lose their queen. In some way the intelligence of the loss immediately pervades the hive. The inmates, without delay, make investigation respecting their resources to repair the loss. If they find any unhatched worker-eggs, they are safe. In some suitable portion of the hive, they begin by demolishing as many worker-cells as may be necessary for their purpose, and in their place they construct one large cell, having a vertical position, instead of a horizontal, as is usual. Having a worker egg in this, by supplying a different kind of food from that furnished to the other larvæ, they raise from it, in less time than is required for the development of the workers, a queen, who immediately assumes the duties of her office and preserves the swarm from extermination. Surely the "accumulated experience" of the past works marvelously in a case like this.

And yet this is not, perhaps, more surprising than many other instances that might be cited. I think it is Dr. Franklin who relates an experiment of his with some ants. They had discovered a bowl of sugar, which they were pillaging with great apparent satisfaction. Their train was regular as that of a railroad; and there was a continuous line of ants going to their domicile outside the house, and returning for another burden. The doctor, carefully removing all but one solitary ant from the bowl, suspended it, from the middle of the upper ceiling, by a single cord. The ant, on endeavoring to retire with his load, was greatly surprised and alarmed at his situation. For some time he ran in all directions, outside the bowl and inside, with increasing dismay. The leap to the floor was too perilous to be thought of for an instant. What was to be done? He finally discovered the cord, ascended to the ceiling, and made his escape. After no great interval of time, the train of pillagers were busily prosecuting their original enterprise along the line discovered by the single captive in his retreat.

An instance of development of the maternal instinct, which is a matter of daily observation at the present time, seems to me worthy of mention. Sometime past mid-summer of the last season, one of my barn-door fowls brought off a brood of chickens, which I put, with their mother, into a suitable coop. Through some fatality they all died but one, which I let go at large with the mother. Afterward, I found the mother, one morning, lying dead. The little orphan chick attracted the attention and, as it seemed, won the pity of a partridge Cochin pullet, that had been hatched the previous April. It proved to be a case of thorough adoption. The pullet assumed all the duties of the maternal relation, and still discharges them with a fidelity worthy of all praise. She has called her ward to its food by day, and brooded it by night. She sought a place apart from her companions, in an empty barrel turned upon its side, where she has regularly retired with her charge for the night. The rest of the young fowls have sought other shelter; but, as night approaches, she goes rods away from her companions, through the rain, or through the snow, with her charge, to her chosen resting place.

But, lest I weary my readers, if any follow me thus far, I will stop just here.

Department for Written Examinations.

Term Examination at Phillips Academy,

ANDOVER, MASS., DECEMBER, 1874.

SENIOR CLASS—LATIN.

1. Inflect *faux*, *pelagus*, *Aeneas*; what part of the verb is *nolito*?

2. Difference between *operae*, *opera* (1st decl.), and *opera* (3d decl.); and between "*meministine me dicentem*," and "*—me dicere*."

3. Give ablative singular and genitive plural of *memor*; compare *frugalior* and *ingens*.

4. Difference in sense and inflection between *mille homines* and *mille hominum*.

5. Give the principal parts of *rideo*, *spondeo*, *edo*; inflect *regere* in present indicative passive.

6. When, where, and wherefore were the orations against Catiline, and that for the Manilian law delivered?

7. Translate into Latin:—When the Senate was informed[1] that it was Hannibal's intention[2] to cross the Alps, the resolution was adopted[3] of sending the Consul, P. Scipio, with an army and fleet to Gaul. Had he arrived with his fleet before[4] Hannibal had left Spain, he might, perhaps, have stopped[5] his progress[6]; but the Romans, who were not-aware[7] of the strength of their enemy, lost[8] time; and, moreover, their army consisted[9] for the most part of inexperienced[10] recruits.[11] As it turned-out,[12] Hannibal had made-himself-master[13] of Spain as far as the Pyrenees,[14] before the Roman fleet set sail[15] from Italy.

8. State what you can about the office and duties of a consul, and of a praetor.

1. Certiorem facere. 2. In animo habere. 3. Inire. 4. Antequam. 5. Impedire. 6. Iter. 7. Ignorare. 8. Terere. 9. Esse. 10. Rudis. 11. Tiro. 12. Evenire. 13. Potiri. 14. Pyrenaei. 15. Vela dare.

SENIOR CLASS—GREEK.

Translate:—*Ἐντεῦθεν δ' ἐπορεύθησαν σταθμὸν ἕνα παρασάγγας τέτταρας. Εἰς τοῦτον δὲ τὸν σταθμὸν Τισσαφέρνης ἐπεφάνη, οὗς τε αὐτὸς ἱππέας ἦλθεν ἔχων καὶ τὴν Ὀρόντου δύναμιν τοῦ τὴν βασιλέως θυγατέρα ἔχοντος καὶ οὓς Κῦρος ἔχων ἀνέβη βαρβάρους, καὶ οὓς ὁ βασιλέως ἀδελφὸς ἔχων βασιλεῖ ἐβοήθει, καὶ πρὸς τούτοις ὅσους βασιλεὺς ἔδωκεν αὐτῷ· ὥστε τὸ στράτευμα πάμπολυ ἐφάνη. Ἐπεὶ δὲ ἐγγὺς ἐγένετο, τὰς μὲν τῶν τάξεων εἶχεν ὄπισθεν καταστήσας, τὰς δὲ εἰς τὰ πλάγια παραγαγὼν ἐμβάλλειν μὲν οὐκ ἐτόλμησεν οὐδ' ἐβούλετο διακινδυνεύειν· σφενδονᾶν δὲ παρήγγειλε καὶ τοξεύειν.*

1. Account for *η* in *ἐπορεύθησαν*, *ἐφάνη*, *ἀνέβη*, *καταστήσας*.

2. Principal parts of *παρήγγειλε*, *ἀπώλλυσαν*, *ἐλαύνω*, and *φαίνω*. Name the class of each.

3. Parse *τέτταρας*, *ἱππέας*, *θυγατέρα*, *Περσῶν*. Write the accents in inflection.

4. Compare *πλησίον*, *ἐχθρός*, *ὀλίγος*, *καλός*.

5. Explain the participial construction *παραγαγών*, and the tense, in each, of *ἐβοήθει*, *ἐβούλετο*, *σφενδονᾶν*.

6. Translate:—*οὐκ ἂν ἐποίησεν Ἀγασίας ταῦτα, εἰ μὴ ἐγὼ αὐτὸν ἐκέλευσα. Εἴ τις ἀντείποι* (to gainsay), *εὐθὺς τεθνήκει.*

7. Explain the character of each supposition in the preceding sentences.

8. Difference between *φιλίων* and *φιλιῶν*; and between *παρά* with the genitive and with the dative.

Culture is infectious. Where the most highly cultivated nucleus exists, there will be the highest general cultivation.

Education and instruction are the means, the one by use, the other by precept, to make our natural faculties of reason both the better and the sooner to judge rightly between truth and error, good and evil.—*Dr. Hooker.*

How to make a reputation in letters, is a nice problem to solve, for the man who has neither learning, genius, talents, nor enthusiasm.—*W. Alfred Jones.*

Yes, as simple as for an architect to build a temple, without the materials that enter into its construction.

Washington Correspondence.

WASHINGTON, D. C., February 17, 1875.

Your readers can hardly imagine what a light was thrown on the possible uses of a World's Fair, by the remarks of Baron Schwarz-Senborn, Austrian Minister to the United States, at the Convention of Superintendents in this city on the 28th of last month, apropos of the Centennial Exhibition. He said that though there was an immediate financial loss to Austria on account of the Vienna Exhibition of 1873, yet the gain to Austria, from the opportunity afforded for the study of the world's best productions in art, industry, and science, was incalculable. He pronounced industrial exhibitions invaluable means for the education of all investigators, and said that thousands of dollars would not, in his estimation, procure him the knowledge he had personally gained of the world of our day by studying the great collections exhibited at Vienna under his management.

Memorial of the Superintendents' Convention.

You have doubtless received a copy of the memorial presented to Congress by the Department of Superintendence of the National Educational Association, respecting the Bureau of Education, the proper distribution of moneys received from the sale of public lands, the duty of Congress to the public schools of the District of Columbia, over which the nation has exclusive jurisdiction, and the proper representation of American education at the Centennial. An advisory committee of school superintendents has been provisionally appointed by Director-General Goshorn to aid the Executive Committee of the Exhibition in the proper classification of the educational exhibition requested, and this or a similar committee will doubtless be appointed by the authorities of the Centennial for future work of the kind indicated. Most of your readers will be glad to know that the Hon. John D. Philbrick, lately superintendent of the Boston schools, is very active in this matter.

Education in Japan.

A recent number of the *Japan Mail*, containing a review of the events in that empire during 1874, furnishes a resumé of the progress of education during that year. After alluding to the reasons for the recall of all Japanese youth studying in Europe and America, the writer states that four new normal schools have been established (making six in all), and that the graduates from them have been employed to train other persons for the work of instruction. Schools for instruction in foreign languages have been established at Yedo, Osaka, Nagasaki, Hiroshima, Nagoya, Nügata, and Miyagi, in which English is principally taught. The Imperial University is now open for students in special courses in Law, Chemical Technology, and Engineering, and a school of arts and trades has been established. The education of girls, although checked on account of the economy exercised by the authorities in view of the probable war with China, has not been lost sight of, and in many places the number of girls in school quite equals the number of boys. But medicine has outstripped all other subjects in Japan. The Medical College at Yedo, although the German language is used, is doing excellent service; hospitals with medical classes attached have been organized, under competent medical men, and the government is taking measures to institute a systematic inspection of medicines. Schools for the army and navy, and the Engineers' College, under the Department of Public Works, are all flourishing. Finally, elementary text-books are being prepared by the Bureau of Translation, and several have been completed and introduced with good effects. On the whole, Japan seems to be doing as much as she can for the education of her people in the arts and processes of our modern civilization.

Agricultural Colleges.

More than a year ago the House of Representatives directed the Committee on Education and Labor to investigate the Colleges of Agriculture and the Mechanic Arts, established under the provisions of the act of July 2, 1862. Hon. James Monroe, chairman of the committee, has recently presented a report of 49 pages 8vo (H. R. Report, No. 57, 43d Cong., 2d Session), respecting the sale of the land or land-scrip granted, the investment of the proceeds, the financial management, and the present educational results of this benefaction by the nation. The first appendix contains the inquiries made by the committee, and the others contain the replies made by the colleges. On the whole, the experiment seems to have been honestly carried on by the persons to whom the States conveyed the management of these schools. The results are not yet very large, but the oldest of these schools has not been endowed by the nation more than twelve years, and their graduates generally cannot be much noted so soon.

C. R. A. W.

DURING the month of January a remarkable number of eminent men have died. Among them ex-Chief Justice Hardin and ex-Governor Bramlette, of Kentucky; E. B. Ward, of Michigan, millionaire; Zetterstedt, the nonagenarian Swedish naturalist; Ledru Rollin; Emile Periere, the French banker; the deposed Elector of Hesse-Cassel; the young Emperor of China; Charles Sprague, the Boston poet; Charles Kingsley, the English author and Broad Church clergymen; Maunsell B. Field, judge, diplomatist, and author; George Trask, the anti-tobacco apostle, and Dr. Leahy, the Roman Catholic archbishop of Cashel, Ireland. Francis Deak, the Hungarian statesman, was also reported at the point of death several days ago.

STATE DEPARTMENTS.

Maine.

STATE EDITOR, HON. WARREN JOHNSON, Augusta.

AUGUSTA.—The teachers in the city have formed a Teachers' Association and hold meetings on the first Tuesday evening of each month, and special meetings subject to the call of the president or secretary. The several branches taught in the schools, the methods of instruction, school government, and kindred matters, are made subjects of discussion. The discussions are made very interesting and profitable. At the last meeting the subject of Reading was under consideration.

Good! The world still moves. The Legislature of Maine steps forward to the front ranks in the grand movement of educational progress. The "Dirigo State" proposes to secure the education of all her youth by placing a sensible enactment among her public laws. The bill passed the Senate *nem. con.*, was refused indefinite postponement in the House by the significant vote of 95 to 26, and was then passed to be engrossed without opposition. Three years ago the suggestion of compulsory education scarcely received even the notice of the committee of education. Now it bids fair to be the expressed will of the people. Take heart, educators! Ignorance *must* go to the wall!

— Thomas H. Little, A.M., superintendent of the Wisconsin Institute for the Education of the Blind, died at Janesville, Wis., last Thursday. He was a native of Augusta, Me., and was graduated at Bowdoin College in 1855.

BANGOR.—Vacation at the Theological Seminary commenced February 5th.

The proposal of Messrs. Young & Bartlett for building the new school-house was $44,477, instead of $46,847, as was stated at the time the bids were made public.

— One of the interesting incidents at the dedication of the Maine Industrial School was that of a member of the Legislature presenting the sum of $100 to the institution.

PORTLAND.—The Portland *Press* says: "Leave of absence for the Spring term has been granted to Professor Melcher, of Colby University, that he may continue in charge of Houlton Academy. Mr. Horace W. Stewart, of Bangor, of the class of '74, will perform the college duties of Professor Melcher in his absence.

WINTHROP.—In District No. 2 some of the more advanced scholars, with others who have left school, including several teachers, are holding social meetings, evenings, at private houses, where an hour is spent in parsing, which is found to be profitable to all, the exercises closing with singing. They are under the direction of the teacher, Mr. A. G. Smith.

BUCKSPORT.—The spring term of the East Maine Conference Seminary will commence March 3d.

They have an occasional "spelling-school" in Webster by way of excitement.

New Hampshire.

STATE EDITOR, PROF. J. E. VOSE, Francestown.

DERRY.—Two of the most distinguished educators of New England, and we may almost say of the world, have been connected with the Adams Female Academy in Derry, N. H. The one, Miss Z. P. Grant (afterwards Mrs. Bannister of Newburyport), was its first principal; a lady eminently fitted by nature, by culture, and by grace to fill the high position. A person who knew her intimately has said of her: "There was not a slack-twisted strand so large as the spider's most attenuated thread in her whole mind and body." She came to this charge in 1823, and retained it until 1828. As this institution was the first incorporated female academy in the State, and among the first in New England, Miss Grant was a pioneer teacher.

The other was Mary Lyon, than whom none higher stand. Her name and her pupils encircle the globe, and her influence is felt beyond the stars of the Heaven. She assisted Miss Grant, while at Derry, and afterward founded Mount Holyoke Seminary. The germ of this work may be found in a remark made to Miss Grant by her teacher, Rev. Joseph Emerson, when she was advised to take charge of the Adams Female Academy: "If you can put into successful operation a permanent school on right principles, you may well afford to give up your life when you have done it." By Miss Lyon that work was done, grandly, sublimely, holily. Having completed it, she went to her great reward, twenty years ago, to fill some high behest of Heaven. She is laid in the grounds of the seminary of her founding, which stands as her mausoleum.

Mrs. Bannister re-visited Derry two years ago, on the occasion of the Semi-Centennial Celebration of the Academy, in 1873. She was emphatically the leading star, her eye undimmed, and her natural force unabated. She visited the school where she taught fifty years before and, by invitation of the principal, addressed the pupils for an hour, with words of wisdom and words of love. At the church she was introduced to the large audience, and all arose before her to do her homage and honor. Her useful life terminated but a few months ago. This place may well take up the refrain of the German city immortalized by Longfellow:

"Fairer seemed that ancient city,
And the sunlight seemed more fair
That they once had trod its pavements,
That they once have breathed its air."

PLYMOUTH.—A gentleman who recently visited the Normal School informs us that its condition never has been better or more promising. There are 75 students in the proper Normal departments, a large number of them teachers of experience, capable of profiting by their opportunities. The present graduating class numbers about 50. Our informant, who examined the school and is capable of judging, says: "The school is well organized, judiciously managed, and thoroughly taught."

The Normal School has had a checkered, up-hill life of it. Two primary items in its history deserve especial mention: First, the superior teachers who have had it in charge—Hadley, Pearl, and Ladd—have done herculean work here, or it would not have been in existence to-day; second, the most niggardly support, which has forced the principals to perform the labor of three men, and even carried one of them to his grave before his time from over-work.

Now, if fully equipped, this school would at once be filled to overflowing with teachers who are anxious to enter; but even with 75 or 100 students, and only one or two Normal assistants, what is Professor Ladd to do? He is tough, to be sure, but no mortal man can stand the strain. There is no hope of proper appropriation from the State. The writer of this, then, is going to venture a motion — *endowment!* Is there any alternative? There are noble men and women enough in the State, like Mr. Conant, who created the Agricultural College, or the founders of the Orphans' Home, at Franklin, who, if they could only be made to see the need, would put a solid hundred-thousand under the institution, and make themselves a name and a power for good in the old commonwealth such as few ever have opportunity for. And there is certainly energy and executive ability enough in the trustees and friends of the school to accomplish this. Is the motion seconded?

CONCORD.—The Dartmouth alumni residing in Concord and vicinity held a meeting lately to form a State association of Dartmouth graduates. Hon. Sylvester Dana, of the class of 1839, presided, with Benj. E. Dodge, '54, as secretary. A committee, consisting of Hon. Henry R. Rolfe, '48, Major A. Baker Thompson, and Benjamin Kimball, '58, in the Scientific Department, was chosen to take the matter in consideration, and to report at another meeting of the alumni on the 22d inst. The prospect is excellent for a speedy organization, every graduate expressing a strong desire to see such an association formed at once.

HENNIKER.—The old academy is to be opened for a spring term, under the care of Miss Susan C. Eastman, a graduate, we think, of Bridgewater.

FRANCESTOWN.—Miss Josie A. Cochran, formerly preceptress at New Ipswich, becomes preceptress for the spring term, and Miss Sarah B. Goodwin, lately assistant at Fishersville Academy, takes charge of the preparatory classes.

STRAFFORD CENTER.—Rev. S. C. Kimball has resigned the pastorate at Gilford Village, to take charge of the church at Strafford, and act as principal of Austin Academy. He is a graduate of Dartmouth, and an experienced teacher.

CANTERBURY.—At an exhibition of reading by scholars from the various districts in town, under the auspices of the Educational Association, prizes were awarded to Charles Jones, John Pickard, Angie S. French, and Mennie S. Gale.

WARNER.—Prof. E. C. Cole, formerly principal of the High School, is engaged in the study of Law, and is now furnishing the citizens with a series of dramatic entertainments which are highly complimented.

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown.

BOSTON.—The regular session of the school committee was held on the evening of the 9th inst., Mayor Cobb in the chair.

The following teachers were confirmed: Andrew School—Sara W. Barrows, Nellie W. Allen. Chapman School—Maria A. Arnold, Calista W. McLeod. Lawrence School—M. A. H. Dolan, Minnie Crosby, Elizabeth Crawford. Lyman School—Clara B. George, Florence Carver. Minot School — Mary E. Glidden. Prescott School—Carrie E. Tozier, Mary A. Oburg.

The following teachers presented their resignations, which were accepted: Eva D. Kellogg, Stoughton School; Rebecca R. Joslin, Rice High School; Lizzie W. Nickerson, Phillips School.

The following teachers were nominated on probation: Roxbury High School—Ellen M. Stevens. Dearborn School—Louise M. Epmeyer. Phillips School—Lizzie J. Hamilton. Mt. Vernon School—Lizzie S. Maynard. Charlestown Harvard School—Sarah J. Perkins. Warren School—Annie M. Crozier. Jamaica Plain Evening School—Annie L. Newcomb. School for Deaf Mutes—Manella G. White.

The committee of the Normal School reported a code of Regulations for this school, which was referred to the Committee on Rules and Regulations, to which committee was also referred a

proposition to omit the Saturday sessions of the Roxbury High School, and one to provide a uniform system in this respect for all the High Schools.

The Mayor having stated that, from the press of official business, it was very often impossible for him to preside at the meetings of the Board, for which reason he suggested the propriety of the appointment of a temporary chairman, the Committee on Rules and Regulations were instructed to consider and report on the expediency of so doing.

The nomination on probation of Mr. George T. Wiggin as sub-master of the Lowell School was again presented by the sub-committee of that school, and, objection being made, it was specially assigned to the next meeting of the Board at 8 o'clock.

The Committee on School-houses were instructed to consider the matter of ventilation in the Girls' High and the Brimmer Schools.

An order was passed providing that the offices of the superintendent of schools, the secretary of the board, and the auditing clerk shall be open each day, Sundays and legal holidays excepted, from 9 o'clock A. M. to 5 o'clock P. M., except that on Saturdays the offices may be closed at 2 o'clock P. M., and also one providing for the appointment of a committee of nine to make preparations for the annual school festival in July.

It was voted that Mr. Charles J. Lincoln be paid $200 for extra services as instructor in chemistry in the English High School; that the salary of Miss Mary L. B. Capen, assistant in the laboratory of the Girls' High School, be $800 per year; and that Mrs. A. S. Ryder, sewing teacher in the Dorchester district, be paid $100 annually for traveling expenses, and that a temporary teacher of physical culture be employed in the Girls' High School, at a salary of $300.

Notwithstanding the evening was the coldest of the season, not one of the six ladies of the committee was absent from her seat, while of the hardier sex only two-thirds were present.

Adjoured to March 9.

Chauncy Hall School.—The forty-seventh annual exhibition of this school occurred at the Music Hall, on the afternoon of the 10th inst., commencing promptly at 3 o'clock.

The exercises, which consisted mainly of declamations, readings, and dialogues, were twenty-nine in number, and were varied at intervals of twenty minutes, by music by the Germania Band. At these intervals only was any one allowed to enter or leave the hall, and perfect silence and attention in the audience, and promptness as well as excellence upon the platform, were marked features of the occasion. The exercises closed soon after six o'clock with the public awarding of medals and other prizes for general or special excellence during the past year.

Twenty-two prizes were thus conferred, among which were eleven gold and seven silver medals, the "special prize for general excellence" being borne off by a student from Japan.

At a late meeting of the Executive Council, John L. Cummings, of Ashburnham, was appointed one of the trustees of the State Reform School at Westborough, and Lewis H. Bradford, of Fitchburg, and Albert Tolman, of Worcester, trustees of the State Industrial School for Girls, at Lancaster.

Mr. Walter H. Newell, sub-master of the Eliot School, was last week married to Miss Josephine Cheever, of this city, and will spend the remainder of the school year in an extended bridal tour.

Mr. Louis H. Dutton, lately sub-master in the Prescott School, East Boston, will take Mr. Newell's place during his absence.

NEW BEDFORD.—Miss S. E. Carr has been appointed an assistant in the Fifth Street School, and Miss A. J. Dunlap in the Middle Street Grammar School. Miss Parker has resigned her situation in the Hill Primary School.

The school committee has voted to use $50 of the income from the School Fund left by the late Miss Sylvia Ann Howland, for the purchase of drawing apparatus for use in the High School.

During the session of the Fifth Street Grammar School on the afternoon of the 9th inst., the building was discovered to be on fire, in the woodwork in the lower entry around one of the chimneys. Fortunately it was discovered before it had gained much headway, and was extinguished after a loss of about $100, and, most fortunately of all, the scholars were all got out without panic or accident.

WORCESTER.—At their meeting last week the school committee passed a resolution requesting the City Council to build four new school-houses, at an estimated cost of $100,000, the present school accommodations being entirely insufficient.

FALL RIVER.—George W. Bronson was recently appointed principal of the new Davis Grammar School in the eastern part of the city.

The City Council have appropriated for schools $95,000 for the year 1875, which is about one-seventh of the total appropriations for all purposes.

DUDLEY.—M. M. Goggan has tendered his resignation as principal of the Nichols Academy, and the pupils have sent a petition to the trustees asking them not to accept the resignation.

SPRINGFIELD. — J. W. Cram, of Northampton, formerly a teacher of gymnastics in Amherst College, committed suicide in this city, recently. He left a letter requesting that his body be given to Northampton doctors for dissection.

Rhode Island.

STATE EDITOR, HON. T. B. STOCKWELL, Providence.

PROVIDENCE.—The event of greatest interest to the teachers of Providence, the past week, occurred on Tuesday, at the meeting of the Teachers' Association. It had long been in the minds of many of our teachers that they would like to express to their superintendent, Rev. Daniel Leach, in some tangible form, their appreciation, not only of his services to the schools, but also their appreciation of the safe counsel and good advice which he had so often given them. The present month being the occasion of the twentieth anniversary of Mr. Leach's appointment to the position of superintendent, it was deemed a fitting time to carry into execution their purpose. Accordingly, purchase was made of a fine gold watch, of Waltham manufacture, with heat and cold adjustment, stem-winding and setting attachment, and eighteen carat cases. Mr. J. M. Hall, principal of the Benefit Street Grammar School, in behalf of the teachers, made the presentation in a short address, expressive of the feelings of the teachers. Rev. Mr. Leach then responded in a few words replete with emotion and gratitude. A worthy compliment to a worthy man.

JOHNSTON.—The public schools of this town closed on Friday, 5th inst., after a most successful term of ten weeks. During the usual examination a most satisfactory condition of affairs was found to exist, and the committee were unusually well satisfied. More progress has been made than during any past term of the present administration. The most marked improvement exhibited is in District No. 11, Miss Desire Aldrich, teacher, where the *reading* will compare favorably with that of any school in the State. In other studies the pupils are far in advance of most scholars of the same age. The primary cause of so decided progress is traceable to the study of school journals, chief among which is the NEW ENGLAND JOURNAL OF EDUCATION. Miss Aldrich is a most ardent advocate of its efficiency, and, following its instructions, proves by her labors that it is practical. Another special case in District No. 3, Miss Lizzie Jackson, clearly proves what *devotion* to the cause of education can accomplish. Although young in years, the development of talent and aptness for teaching clearly places her in the front rank as a successful teacher. I think I may safely say *no* school has made more rapid progress during the past ten weeks than that in this district. I might enumerate many cases of special individual improvement, but for this time I forbear. I will close by wishing the NEW ENGLAND JOURNAL OF EDUCATION unlimited prosperity and the same hearty endorsement that the teachers of this town give to it. W. A. P.

LINCOLN. — The whole number of scholars registered in the Union School District, Nos. 1 and 2, was 391, average attendance 288. The reports show that the average attendance of the higher departments was unusually good, while the attendance of the primary departments was smaller than usual, on account of sickness and the unusual severity of the weather.

BURRILLVILLE.—The public school in Harrisville closed on Friday, the 29th ult., having had a very prosperous term. Percentage of attendance in Grammar department, 90. Seven pupils were neither absent nor late during the term.

BRISTOL.—The spring term of the public schools in this town commenced on Monday, February 8. The attendance is quite large.

WOONSOCKET.—We are glad to learn that Mr. D. R. Adams, principal of the Bernon Grammar School, has recovered from his recent illness, and has resumed his school duties.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M., New Haven.

THE following communication to the Hartford *Courant* contains items of historical interest which are deemed worthy of being placed on record in the JOURNAL OF EDUCATION. The allusion to Governor Buckingham is of special interest just now, since his burial took place on Tuesday, Feb. 9.

Another noteworthy schoolmaster which this town of Mansfield has produced is Mr. Charles Barrows, who has done good service as a teacher in Springfield, Mass., during a period of thirty-three years; of which he has had charge of one grammar school thirty consecutive years. He has also been honored by a seat in the board of aldermen of that city.

Some Matters of History.

MANSFIELD, Feb. 5, 1875.

If the country should reclaim its own how much would the city have left? A year ago I had the pleasure to spend a night under the roof where the late Governor Buckingham was born, and about which he played a barefooted boy, and worked on the farm, and brought home the cows of his father, the good Deacon Buckingham, at night. This pleasant town of Mansfield, too, whose gigantic elms and rock maples are beautiful even in winter, has produced other and better things than sewing-silk, the circular saw, and the screw auger. Their characteristic modesty forbids my giving the names of well-known Hartford men who first drew breath here. In the year 1744 the Rev. Richard Salter, D.D., was settled as pastor of the Congregational church. Among his parishioners was one John Storrs, a native, who gave to his oldest son the name of Richard Salter, and that boy grew up to be the Rev. Richard Salter Storrs, who was so long the honored pastor of the church at Long Meadow. His son was the Rev. Richard Salter Storrs, D.D., of Braintree, Mass., whose pastorate was one of the longest and most useful on record. The honored name is borne to-day by the brilliant Brooklyn preacher, on whose ample shoulders not only the mantles of all his fathers, but that of his great-grandfather's pastor, seems to rest. I have said all his fathers, for John Storrs was a preacher, too, and was settled for a time on Long Island, but came back and finished his days where they began. The fourth in a direct line, and each excelling his predecessor; have we not here the best possible illustration of the law of evolution!

This town has also had a noteworthy history in the matter of schoolmasters. Deacon Barrows, a brother of the principal of your Brown School, has taught in Mansfield thirty-one years in succession, and is teaching still, to the great satisfaction of his pupils and their parents. Mr. Dunham has taught forty-nine years in this town and Coventry, and if his life is spared, the semi-centennial of his labors in this line will be honored with appropriate observances in our national year of jubilee.

On Tuesday afternoon and evening the people of the town and neighborhood assembled in good numbers in the Congregational church to listen to educational lectures by Secretary Northrop and Professor Bodwell. H. R. L.

NEW BRITAIN.—At a contest in spelling at the State Normal School, New Britain, January 8, Miss Kate B. Dudley, of North Guilford, "spelled down" the entire school of 150 scholars.

BRIDGEPORT.—This city yet remains under the district system; however, efforts are making towards consolidation, wherein it is believed that better educational advantages will be afforded. There are eight graded schools, registering 3,100 pupils, and employing 10 male and 60 female teachers. The schools stand on a par with public schools generally throughout the State, both in respect to discipline and advancement.

Colleges.

MICHIGAN UNIVERSITY.

The Calendar of the University of Michigan for 1874–5 has made its appearance. In form it is much like that of last year, but is larger by eighteen pages. The additional pages are given to a description of what may, perhaps, be regarded as a new department in the university, namely, the Polytechnic School. Of this department the *Calendar* says:

"The university has for years given advanced instruction in the mathematical, physical, and natural sciences, and thorough courses in the practical application of these sciences to the arts. It is designed now to give to the different branches of such work a closer grouping, a more compact organization, and an ampler development, and to recognize by name what we have already had in fact, the Polytechnic School. It forms a portion of the department of Literature, Science, and the Arts. The work is arranged with reference to the wants of two classes of students: First, those pursuing the study of Civil and Mining Engineering, or the study of Pharmacy (which includes an extended course in Analytical Chemistry) with the view of graduating. Secondly, graduates of colleges and other persons qualified for advanced or special study of Mineralogy, Geology, Zoölogy, Botany, Civil or Mining Engineering, Physics, Analytical and Applied Chemistry, Pharmacy, or Metallurgy."

The number of students in all departments of the university this year equals the expectations of the faculties at the beginning of the session. The following is the summary of students, as given by the *Calendar:*

DEPARTMENT OF LITERATURE, SCIENCE, AND THE ARTS.

Resident graduates,		10
Seniors,		99
Juniors,		78
Sophomores,		84
Freshmen,		110
In selected studies,		24
In Pharmacy,		68
In Analytical Chemistry (not enumerated elsewhere),		3
Of the above there are in the Polytechnic School,	146	
DEPARTMENT OF MEDICINE AND SURGERY.		
Students—Total in the department,		370
DEPARTMENT OF LAW.		
Seniors,	141	
Juniors,	204	
Total in the department,		345
Total in the University,		1191

SUMMARY OF STATES.

Michigan,	563	Virginia,	1
Ohio,	114	West Virginia,	6
Illinois,	107	Arkansas,	6
New York,	84	Texas,	4
Pennsylvania,	56	Mississippi,	2
Indiana,	44	Kansas,	6
Wisconsin,	35	Nebraska,	6
Iowa,	22	Colorado,	1
Missouri,	13	California,	3
Massachusetts,	13	Idaho,	1
Kentucky,	11	Wyoming,	1
Minnesota,	10	Nevada,	3
Maine,	6	Utah,	2
Vermont,	9	Ontario (Canada),	36
New Jersey,	5	Hawaiian Islands,	3
New Hampshire,	3	Japan,	2
Connecticut,	1	Natal, South Africa,	1
Rhode Island,	2	Liberia, Africa,	2
Delaware,	5	Russia,	1
Maryland,	1		

The total number of students in the university last year was

1105. Comparing this with the total given above, we find a gain of 86.

Of the students in attendance, 120 are ladies. Of these, the department of Literature, Science, and the Arts has 69; the department of Medicine and Surgery, 48; the department of Law, 3. The admission of Ladies to this university can no longer be regarded as a mere experiment liable to result unfavorably and be discontinued. It is an established fact. But few, if any, of the professors now hesitate to give their unqualified approval to the act of the regents which threw open the doors of the institution to women as well as to men.

ELECTIVE STUDIES.—Last year the faculty of the department of Literature, Science, and the Arts made an important change in the undergraduate work. Almost all the studies of the Senior year were thrown open to election. Of this change, the president, in his last report to the board of regents, says: "In all the courses except the Civil Engineering, Philosophy alone, and that for one semester, was required. Each student was allowed to choose any three studies he preferred. Both students and teachers were gratified at the result. Two advantages were experienced. The pupils entered with greater zest into their work, and the class being thus, by natural selection, broken into sections, freer and better methods of instruction were found practicable. We hope to be able ultimately to arrange our work so as to apply the same principle to most, if not all of the studies of the Junior year." It may be added that both students and teachers have been gratified with the workings of the new plan during the semester just closing. The following is the programme of elective studies for the first semester of the present year, with the number of students pursuing each study: Latin and Greek, 20; Mineralogy and Lithology, 50; Zoölogy, 15; German, 30; Political Economy, 50; History, 51; Chemistry, 19; Surveying, 2.

Dr. H. S. Cheever, of the Medical department, who has spent the past two years in Colorado in hopes of regaining his health, has recently returned. His friends regret that he is not fully restored.

HILLSDALE COLLEGE (MICH.)

Rev. Richard S. James, D.D., of Zanesville, Ohio, has been appointed professor in Mathematics in Hillsdale (Mich.) College. Dr. James is an alumnus of Brown University. He was formerly pastor of a church in West Newton, Mass., but for the last few years has been very successfully engaged in the work of education in Ohio. He will not enter upon his duties before the next college year.

MIDDLEBURY COLLEGE (VT.)

Hon. Samuel Swift, LL.D., first tutor of Middlebury College, is still living, though now much broken in health. He graduated at Dartmouth College in the class of 1800, and became tutor here in 1802. At various times he has served the college as secretary, treasurer, and fellow. The title honorable in this case is most worthily bestowed, since his life has been an example of honor and integrity in the highest sense. He is the author of a history of the town of Middlebury, in which he has lived and to whose prosperity he has so largely contributed.

Fort Wayne, Indiana, has lost in the recent death of John Hough, Esq., one of its foremost citizens. Mr. Hough was the son of Rev. Dr. Hough, formerly professor of Greek, etc., in Middlebury College, and graduated with much distinction from this college in the class of 1838. After graduation he was a teacher for several years in Alabama. He subsequently began the study of law at Cleveland, Ohio, and was admitted to the bar. He settled at Fort Wayne, and entered upon his profession, in which he was eminently successful, as well as in manufacturing operations in which he engaged. He was not only a sagacious, successful man of business, but a fearless leader in all moral reforms, an active advocate and liberal supporter of every cause that promised advantage to his fellow-man.

Mr. R. M. Bailey, of Ashland, Mass., a graduate of the class of '72, has entered into business connection with Mr. L. E. Knapp, of the class of '62, in publishing the Middlebury *Register*. This is no new business to Mr. B., as he is as much at home at the composing case as the editor's table. With such a force we may expect the *Register* to take rank among the first papers of the State. As an evidence of advance there has recently been established a collegiate department in connection with the paper.

The inhabitants of the rich shore towns of Lake Champlain are among the first in wealth and intelligence in the State of Vermont. Three towns, Bridport, Shoreham, and Orwell, lying side by side, have for pastors of their churches three graduates of Middlebury College—Rev. W. W. Winchester, '47, Rev. W. N. Bacon, '53, and Rev. M. L. Severance, '59. CLEE.

WESLEYAN UNIVERSITY.

The Seniors begin Butler's Analogy next week.

Personal items are altogether lacking; everybody is frozen up.

Good skating on the ball ground last week.

A party of students attended a hop at a young ladies' seminary on the evening of the 8th. They told us all about it the next day; it was the same old story.

Middletown is covered with ice. What we need now is a pocket combination astronomical map, with logarithmic tables to find the right ascension and declination of the stars that will be seen on any given occasion. One Senior has already discovered several new asteroids; he saw them right through the crown of his hat.

Seniors and Juniors who elect Natural History began "Dana's Mineralogy" this week; the course in Mineralogy will include lessons, lectures, and laboratory practice.

The new plan of Senior forensics and orations is not meeting with the success which it deserves. By this plan, as you know, that bane of college life, the chapel orations, are done away with, and instead each member of the class is required to elect either orations or essays; the orations, of which there are to be two a year, are to be delivered in the college chapel to whomsoever it pleaseth to come and listen; the essays, of which four are required, are to be handed to the professor of Rhetoric at such times as he shall appoint. In addition to this, a class debate is held every two weeks, which the class is required to attend; four regular disputants participate each time, and then opportunity is given for volunteers. Each member of the class will thus debate once in the year. It would seem that so excellently conceived a plan as this must succeed, and it would succeed if the public would but come and hear the orations, and if the class would but rise as one man and join in debate; but the public do not thirst for Senior orations, nor the Seniors for forensic glory, so that as yet the plan has not met with very great success. We hope when the weather has become milder, and the world educated up to a little higher standard, that a respectable audience can be gathered to hear the orations, and when it shall have become so that an honest and educated man can get into office, an ambition will be aroused among the Seniors for honors in debate. So we still hope on. A. S. U.

DARTMOUTH COLLEGE.

The spring term of nineteen weeks opened on Thursday morning.

Professor Emerson was married to Miss Carrie Flagg, of Chelmsford, Mass., January 21. They arrived in Hanover about a week since. They have rooms at Mrs. Thomas Crosby's.

The last letter from Professor Young was dated December 2; nothing has been heard from him or his party since the transit. His family will expect him home the last of March. It is feared by some that the party are snowed in and unable to reach Peking, which would account for the fact that no report concerning the transit has been received from his party.

Professor Parker is supplying the pulpit at Thetford, Vt., this year.

The management of the libraries under the new system gives general satisfaction. Under the old plan there were several different libraries controlled by different societies, and were opened three hours a week. Under the plan adopted last year they are all united, making a total of 53,000 volumes, and leased to the college, which appoints the librarian, who is a graduate, so that they are now opened to students, for reading, and drawing of books through the afternoon of each day. The reading-room is connected with the library, and the manner in which the library and reading-room are managed and patronized does credit to the college.

WELLESLEY COLLEGE (MASS.)

The board of trustees to open Wellesley College for students in September, 1875. Their wish is to offer to young women opportunities for education equivalent to those usually provided in colleges for young men. The institution will be Christian in its influence, discipline, and course of instruction. For the present there will be a Preparatory and a Collegiate department. The Preparatory department is intended to supply any deficiencies in the previous training of the students.

The candidates for admission will be examined as they enter, and placed in such classes in the Preparatory, or in the Collegiate department, as the faculty may determine.

New Publications.

MANUAL OF BIBLE SELECTIONS, &c. By Mrs. S. W. Perry. Boston: Lee & Shepard.

Everything which is of use in developing our interest in Bible truth, and engendering a love for high and holy things, is of priceless value, no matter where it may be—in the church, the family, or the school—but more particularly in the school, where so many contending religious elements are found; and in looking over Mrs. Perry's Manual, we are struck with its singular adaptedness to this need among us. The teacher is often at a loss to know just what she may say, just how far she may go, and just what may be the proper and judicious selections to make. In these days, when religious factions wage almost war with one another, it is a work of no small merit to adapt a set of devotional exercises to the acceptance of all, without reference to creed or doctrine; and this arrangement of Mrs. Perry's meets just this demand. There is no conflicting of opinions, only the Eternal Truth of God. It is admirably adapted for schools and seminaries, and comes to us endorsed by many of the most distinguished we have among us. The first hundred pages consist of Bible exercises, arranged to be used responsively; the next two hundred pages are selections from the Scriptures, to be either read by the teacher or alternately with the school; and the remaining hundred pages or so are devoted to the ever-interesting Bible stories. The whole arrangement is very judicious and eminently useful, and we heartily recommend it for general use.

A TREATISE ON PLANE AND SPHERICAL TRIGONOMETRY. By C. F. Bellows, C.E., Professor of Mathematics in Michigan State Normal School. New York: Sheldon & Co.; 1875.

We think the author of this work has not been wholly unsuccessful in his attempt to systematize the topics of elementary Trigonometry. He has certainly made a good beginning in his clear exposition and illustration of the nature of an angle. This subject is too often treated in a manner calculated to confuse the student and to lead to the impression that an arc and an angle are measured by the same limit, the degree. That point might, perhaps, have been better guarded in this work, but the clear statement of the nature of an angle as a quantity will do much to prevent misapprehension. The functions of angles are treated both as ratios and as lines, the first presentation of them being as ratios, which is, we think, as it should be; for while the student cannot afford to lose the advantages of conceiving these functions as lines, the conception of them as ratios should first be clearly gained, lest, being the more abstract, the other should become the prevailing idea. Many other things might be said in detail favorable to this work, of its logical arrangement, excellent illustrations, and the handsome style in which it is published. It belongs to Olney's excellent series of Mathematics, of which we may have something to say hereafter.

A YEAR'S BOTANY; adapted to Home and School Use. By Frances Anna Kitchener. Illustrated by the author. 8vo. London; 1874.

The tendency at the present day is to popularize science. Newspapers and periodicals alike have their department for the record of discoveries and for the discussion of prevalent theories. To meet the increasing demand for knowledge, there are very many volumes published, of which it is safe to say that many had better have remained unprinted. They come to us embellished with high-sounding titles, rich with sensational wood-cuts, and swelling with figures of speech. Often the binding is the most valuable part of the cumbrous publications which are issued rather to put money in the pockets of author and publisher, than to subserve any definite or useful purpose.

In view of the mass of trash that is yearly poured upon us, it is refreshing to peruse such a work as the present. True, the illustrations are derived from foreign plants, but nature is the same everywhere. We can learn vegetable structure as well from the homely weeds of old England as from our own familiar flora. In the first chapter the author gives her own idea of what botanical teaching should be:—"But first I must beg that my readers will give me a fair trial; that they will pick the flowers described, and examine them *while* they read the description; and that they will trace every law, arrangement, and peculiarity in their living illustrations. Sometimes these may not be seen at the first glance or even in the first specimen; but they must pick fresh flowers, look, and look again, and *take nothing upon trust*, remembering that one of the chief lessons botany has to teach is how to use both eye and hand."

Many shrink from the study of botany from fear of a barbarous nomenclature. Teachers of Natural Science should not confine themselves to the text-book. Let pupils know from the start that it is Nature they are to study, by showing and explaining living specimens. Classification and technical terms will soon lose their element of terror when found of practical use. The students, unless more incorrigible than it has been our lot to find them, will begin first to admire, and then to observe for themselves. Of course, in every class there are some who possess a stronger bent for science than others, but all can be induced to learn something. As an aid to good work in Botany, we are acquainted with no better book than this. It can be obtained in this country of the "Naturalist's Agency, Salem, Mass."

NEW ENGLAND

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THE Minister of Public Instruction in Germany desires all school-teachers to interest their pupils in the protection of useful birds.

THE Rev. Phillips Brooks' address before the Massachusetts Teachers' convention at Worcester, on "Milton as an Educator," will appear in our issues of March 6 and 13.

A REMARKABLE example of devotion to teaching as a profession is seen in the life of Mr. Chauncey Harris, the late principal of the South District schools, Hartford. He had taught in that district continuously for over thirty years. A brief account of his life will be found in another column of this journal.

WHILE the censorship of the press in Russia is detrimental to the interests of general literature, it does not affect the department of Geography. The recent expedition against Khiva has brought to light an unusual amount of rich material concerning Northern and Central Asia, and besides several sketches, Dr. Emil Schmidt has published an account of it in German, Dr. Grimm has given us the impression of a military surgeon, and Lerch has treated of the history and geography of the country.

THE article in this issue on "Sewing in the Public Schools," by Miss Baker, will be read with interest. It is quite remarkable that a lady principal of a Boston grammar school opposes, and that a well-known gentleman principal is a strong advocate in favor of its introduction as a part of school-work. In a certain school in Maine, recently, the teacher announced that on Friday afternoon next the girls might bring sewing materials to receive instruction in that useful branch of home-service. The girls came prepared for their lesson in needle-work, and with them came the larger boys, bringing their shaving-benches and drawing-knives, with the request that they might practice hoop-shaving while the girls were enjoying the benefits of their lesson in social handiwork. It was only the demand of the fathers that they, too, should receive equal rights and benefits from the school with the mothers of the family. The teacher was deeply impressed with the demands made upon her time and qualifications, and fearing lest there might be some heavy log-rolling done on or before the next exercise, gave her first and last lesson on the same day.

STATE SUPERINTENDENT SIMONDS, of New Hampshire, has addressed an able circular to the selectmen and superintendents of the several towns, urging that in the warrants for the annual March meetings an article be inserted for the election of town boards of education of three or more for three years, one-third retiring each year. This would give the present precarious system some degree of stability, and would be a most important reform. The same circular urges again the adoption of the town district system. It is remarkable that the strongest opposition to this comes from the "back districts," which *must* inevitably be benefited by the change. Superintendent Simonds deserves commendation for so persistently "keeping these things before the people." But there is yet tremendous work to be done before the popular prejudiee and some things worse can be so far overcome as to give hope of the general success of these reforms. At the proper time we shall venture a "motion" on the point, involving the greatest educational work ever yet undertaken in New Hampshire, and most respectfully ask the educators of that State to be ready for the question.

A WELL-KNOWN reformer once said that in questions affecting the common good, all proferred aid should be accepted, no matter from what source it might come; and it was further argued that, if the Evil One himself should offer money to carry forward a worthy project, the money should be unhesitatingly received with the acknowledgment, "Thank you, good Diabolus." While it is not necessary, nor yet likely to be possible, to go to this extreme, it is, nevertheless, to be noted with satisfaction that some of the money which comes from the profits on the "luxuries" of life is devoted to forwarding the cause of education. In this country, the money which paid for waking dreams amid clouds of smoke, or purchased the luxury of "Solace" from the weed, founds the grand project of Penikese. And now, in England, a patent-medicine man, who has reaped a harvest of round millions from the sale of his compound, proposes to build and endow a female college. He has purchased for some £25,000 the Mount Lee estate, at Egham, and on this he purposes to erect an enormous building. The institution is intended to accommodate 400 students, under at least twenty professors, and it will hold the same relation to the higher education of women as do the colleges of Oxford and Cambridge to the education of men. The place will not have any charter, and students will be prepared for the Cambridge examinations. Nor will there be any endowment beyond the rents to be produced from the building-land of the estate on which the university will be erected. Though the scheme of government—like many of the details—is not yet developed, the control of the place will be vested in a board of governors; and it is hoped that with the assistance just referred to, the pupils' fees will be sufficient to make the place self-supporting. It is intended that the instruction shall be of the highest kind that can be obtained, and the fees will be as low as that object will permit. There will be no effort to work the place for a money profit. Though the clerical element may not be entirely absent, it will be far less prominent than at Oxford or Cambridge, and the education will be almost exclusively secular.

Sewing in the Public Schools.

BOWDOIN SCHOOL, BOSTON, Feb. 16, 1875.

To the Editor of the N. E. Journal of Education:

The following paper was read before the Association of Public Schoolmasters of Boston at their last monthly meeting, by Miss Sarah J. Baker, principal of the Dudley School for Girls, and was so well received that a copy of it was unanimously requested for publication in the NEW ENGLAND JOURNAL OF EDUCATION. As it treats of a subject of much importance, which is at the present time exerting considerable interest, especially in this city, you will confer a favor by giving it an early insertion in your columns.

Yours respectfully, DANIEL C. BROWN,
For the Masters' Association. Principal Bowdoin School.

Gentlemen of the Association:

In reply to the circular sent to us by the committee on sewing, our trumpet sent forth no uncertain sound. Did they deem my answer worthy of notice, it surely could not have been counted among the doubtful ones. Strongly as I felt upon the subject during the discussion at the last meeting, still more strongly would I now oppose the extension of sewing in my school, since my recent examination have shown me—what, in a great measure, I knew before—the hurry with which everything has to be done, the want of time to do more than skim over the surface of things. The greater amount of knowledge which might be acquired by a different course of teaching is of minor importance, when compared with the effect upon the mind and character of the pupil. Take, for example, a lesson in Spelling. The teacher feels that she must have so many words spelled, either orally or by writing, and the errors corrected in a certain time. She must not stop to lead the pupil to study the etymology of a word, to compare its orthography with that of another similar word, to give other examples in our language derived from the same root. Something else is crowding upon her, and she must hurry through the spelling-lesson, letting it remain only a dry and uninteresting list of words.

Doubtless many of the gentlemen present have read the little article by Colonel Higginson, in the NEW ENGLAND JOURNAL OF EDUCATION, entitled "How to Study History." May I ask how many of us can find time to teach History in the delightful way he describes? Geography, too, a much abused study—(I have several times, in these meetings, felt a desire to say a few words in its defense when some gentleman has seemed to me to be doing injustice to its merits)—is treated like the History and Spelling. The teacher has no time for voyages of discovery; she cannot stop to explore with her pupils into its depths. The time devoted to the recitation is so short that she musn't stop to talk; neither has the pupil time, while preparing the lesson, to make any researches outside of the text-book. The lesson must be memorized and rattled off by the pupils as rapidly as possible. It takes less time, even, to memorize all the rivulets and brooks, in their order, from Maine to Texas inclusive, than to explain the variation of climate in different localities, and to study the peculiarities of the people and productions, resulting from these variations, or to make clear any of the great principles of Mathematical Geography; and so again we have only a skeleton of the study.

I heard a teacher of one of our high schools commenting upon the way Latin is usually taught in girls' schools. He said: "When I studied Latin I had a lesson every day; six hours a week were devoted to the recitations." Can we give half that time to any one study in our grammar schools? How many hours per week are afforded for the study of our own language? And would a boy as ignorant of the construction of

Latin as most of the graduates of our grammar schools are of English, be admitted to college? Less than twenty-four hours for all the intellectual culture most of the children receive! They must take it as most American people do their food. Perhaps in time they may become as great adepts in taking intellectual food as the man whom I overheard say, "I can eat my dinner in ten minutes, and pity any body that can't," must be in taking his daily nourishment.

But nevertheless, if it be true, as one of the gentlemen who spoke at the last meeting would have us believe, that the safety of society depends upon the extension of sewing in our schools, and the introduction of the trade of dress-making, let us dispense with the intellectual culture, by all means, and attend to the sewing. I cannot, however, bring myself to agree entirely with that gentleman. Difficulties that we have surmounted look much smaller to us than those that are still towering before us, and I presume that most of the gentlemen, not having been blessed with the opportunities for the cultivation of entire independence vouchsafed to a few of their more favored brethren, are inclined to exaggerate the difficulties of learning to sew.

While I fully realize that every woman should know how to sew, I cannot believe in the necessity of taking one moment of our twenty-two hours per week devoted to mental training, for the purpose of acquiring that knowledge. I refer now to the upper classes. I have expressed my willingness to tolerate sewing in the fourth, fifth, and sixth classes—more than tolerate it, perhaps, because most of the poorest children who cannot be taught at home are in these classes, and if special sewing schools cannot be established for them, it may be better that they should sacrifice a little of their precious twenty-two hours. I have found that the instruction given to the pupils in these three classes enables them to do plain sewing very nicely; most of them can make good button-holes, and can cut and make plain articles of wearing apparel, not including those elaborate dresses mentioned at the last meeting, whose making costs $40, exclusive of diseased spines, aching sides, compressed lungs, and weakened eyes of various members of the family. Dresses *can* be made, gentlemen, for *more* than $40. Far be it from us to countenance such extravagance of money and labor. Better for society that we should not know how to make such dresses. Among the articles of wearing apparel we do include plainly-made dresses; and, with greater maturity, the practice which they will be likely to have, and the help of such patterns as can be easily obtained, I think girls of ordinary ability will be able to do all the necessary sewing of a family.

Both observation and experience lead me to be sure of this. All the instruction in sewing that I can remember to have had was before I was seven years old, in a little private school, where I stitched some wristbands that were so soiled when completed that my teacher saw fit to give me a severe fright by threatening to ask my mother to let me wear them as collars to Sunday-school. I also did a little patchwork, not the elaborate Job's patience kind, which always makes me ache all over when I see it at fairs,—I am only slightly reconciled to it when I descry on a scrap of paper, pinned upon one corner, "Done by a lady over eighty years of age,"—I am sorry even then that the old lady was not more like another old lady who said to me, "I am going to begin to read Scott's works again, though I hardly think I shall have time to finish them."

This intricate putting together of pieces seems too much like spinning or weaving by hand, when it can be done so much better and cheaper by machinery; or like sewing two breadths of cloth together to make a sheet, now that cloth is woven wide enough to make the sheet without the seam. When I was seven I entered a public school, and my education in sewing was thereafter neglected. I have, nevertheless, found no difficulty in sewing for myself and for other people, when I have had time, and I can think of no one among my friends who is suffering from this want of instruction in sewing in the schools of the olden time.

I can also speak from experience with regard to hiring sewing done. As a matter of duty I now hire all my sewing, and I have never paid more than twelve dollars for having a dress made. If I had time to assist in the work, it would not cost more than half that sum. No one can sympathize more fully than I with the many unsuccessful applicants for places as teachers, and I have felt called upon many times, at the risk of wounding sensitive hearts, to dissuade young ladies from attempting to teach. But it does not seem to me that, because some girls who do not possess the requisite qualifications for the business desire to become teachers, we have any right to curtail the slight amount of intellectual culture allowed them in our schools, any more than we have a right to say, that, as many young men desire to become ministers, who are not by nature fitted for that profession, *all* young men shall learn to build houses.

We have a Normal School for the special training of teachers; why not add to this schools for teaching advanced sewing and dressmaking to those who care to fit themselves to earn their living in that way, letting the acquisition of a special trade be optional with our girls rather than forced upon them at the expense of the little intellectual culture now afforded. For I earnestly maintain that the more crowding and hurrying we have, the less real culture and mental discipline we obtain.

I know that it is not always practicable to consult the wishes of the parents as to what shall be done in the schools; there would, as a general thing, be such a diversity of wishes and opinions that we could not possibly be governed by them; but when this circular came from the committee on sewing; I requested the girls in my first, second, and third classes to talk with their mothers and ascertain whether they wished to have sewing introduced. Every mother, without exception, was opposed to it, and so strongly opposed that several came to talk with me about it. One lady said, "I was just feeling very thankful that my daughter had got beyond the sewing, in school I want her to attend to her Arithmetic, Spelling, and Penmanship. She has time enough at home to sew." It seems to me that such a unanimous expression ought to be regarded.

Vermont University Papers.—No. I.

BY JAMES BUCKHAM.

LITERATURE AND EDUCATION.

Great influences in the physical, mental, or moral worlds are essential allies. All earthly motion is a miniature copy of the planetary system. Behold the careful eclipse or transit! See how slowly and cautiously the orbs cross each other's path! The great worlds sway on in space, above the curious science-gaze of man, to whom, if they should but graze, would be utter destruction. But there is an Almighty hand that holds each in its orbit, and moves all the atoms of creation in accordance. With this same sympathy and unity do the principles and laws which govern and prosper mankind work.

Did a musical chord ever strike you as the *secret* of God's incomprehensible government? It is the very labyrinth of symphony—its complexity of sound with sound in a chord, chord with chord in a symphony, symphony with symphony in a — mystery, a rich discord to our ears, which can only take in a disconnected part of it —that receives such a dazed compliment as God's music from our listening scientists. They are analyzing it, note by note; they take the strings, one by one, and twang them; but ere they have stretched their slow fingers to the next, the sweet sound of the first has died away, and the *mingled* melody is lost. Oh, that they and we might discover a faculty that would admit one of those grand *whole tones* of the Master! Words taken separately, with such wide pauses as should lose the idea embodied in their connection, have no meaning. Just so it is with God's music, rendered by Tyndall and Huxley:—they pick it out so falteringly that we forget the tune; they play only the air, and strike no chords—

"For God from many melodies chordeth Creation's harmony."

—To extricate ourselves from this boundless digression, and return to our sober subject:

Literature and education are influences which run hand in hand: they are, indeed, almost one body. The *heart* of the one feeds life-blood to the *muscles* of the other; the cultivated *voice* of education adds charm to the choice *thought* of literature. This is a perfect and twofold analogy, mental and physical; for the natural voice *does* put a thousand rich colors into the bare printed form of words, as well as is the medium of education the expression and, at the same time, enrichment of literature.

Bare, crude thought, eloquence in the ore, unsmoothed genius, are, indeed, independent of educational assistance. We see unlettered men who have real talent, but they seem to be working all the while against the grain; they are continually being set on edge, upon the supposed encroachments of culture; they are contrarily independent, almost spiteful. These men are like good laborers trying to mow with dull scythes. What they accomplish is rough and uneven, and is done with great effort. Education *beautifies* literature. Words are very difficult to combine in graceful shape; a fine idea may be made coarse by being bungled into poorly-fitting expression. Versatility is the secret of composition. A large stock of equivalent terms, with the subtle power of arrangement, is the chief wealth of author and linguist. Careless repetition of the same word in proximity is an absurdity that destroys the matter of the text or address. The clearest, most agreeable passages in all English literature are those which are played long and skillfully on *one string*, omitting no sharp or flat that can be melodiously drawn forth; chary of its sweetest tones, and interspersing them with delicious introductions; seeking out the uttermost variation of each simple tone, and almost making terse majors and minors dance to melody! Leigh Hunt is a perfect example of a delightful *educated gossiper*. What exquisite pages he abducts from a plethoric pig! How delicately he handles common-place subjects! From those which are worn threadbare he extracts a fine fabric that folds the mind in richest delight for dreamy hours. His touch induces forth from their retreat only those tinted butterfly-thoughts, which thicker-fingered writers crush, if they attempt to capture. Education has brought to him its thinnest leaves of gold, which can only adorn the gentlest brow. How different is his style from the hurly-burly, sphere-tossing, armed-*cap-à-pie* rush of Tyndall at the everlasting battlements of Christianity!

Education not only beautifies literature, but it *strengthens* it. There is a vast difference in real power between a *stump*-speech and a patriotic address in *Faneuil Hall*. And this difference does not depend necessarily upon the degree of genius, nor upon the theme. Just as soul-stirring and eloquent thoughts are *rough-hewn* for the mass by an intelligent, though uneducated, farmer or mechanic, as are *elegantly* outlined and neatly proportioned one to another by the cultivated lecturer. Themes are not the conditions of superiority;—many a hard-thinking backwoodsman has ideas that would ennoble the pages of the choicest author. Language is the condition of *ex*pression, but not of *im*pression. The secret voice in all being may be as distinctly heard by the ignorant child of Nature as by the learned sage—even more clearly and forcibly, I think, because of the very unguarded cloudlessness of his simple mind. You know the sudden impression that follows an unexpected occurrence or idea; how the whole being becomes impregnated with the abrupt flood of conviction or inspiration; how completely sovereign, for the moment, is the one thought over all relative considerations—that is, how the seed expands and works inside itself, before

sends up the sprout; thus it is that truth dwells in the uneducated mind, fermenting within its own compass, because it has not growing, expressive power. As another instance of the fact that ideas are not confined to the cultured or trained intellect, notice the wealth of crude beauty and undeveloped strength that is manifest in little children. What wondrous questions they can ask! what incomprehensible answers return to themselves! They plunge into the dark, deep waters of Natural Philosophy with laughter and splashes; they sail painted boats on the Dead Sea of Science; with no compass, they venture out of sight, and bring us strange tales of the great Unknown. May God grant the little navigators a glorious discovery! But when babyhood comes to the verge of words, taking here and there a bright one from the heap, how absurd and random are the copies they make of their ideas in ill-suited language! And then, when they come to knowledge, with its common-sense fruits, the engrafted fancies of their infancy wither upon its *dry* trunk.

Yes, ideas are universal; they are the common inheritance of mankind. Herein are all persons geniuses, and life a hot-bed of literature. But farther than this, one must, as it were, obtain an especial *license* from God to vend the common production to his fellows. This permission is the sum total of coveted talent. An author is no whit more gifted than you, my friend, only God gave him the instrumentality of expression, which, perhaps, He has denied you, because He did not consider it necessary to appoint more than one man to *express* what many men *feel*. Now, this theory reduces the estimate of genius very materially; it places it almost upon the level of an acquisition; and it is just this point that I have been trying to draw my subject down to, in order to insert my third heading, viz.: Literature is, in a great degree, an *acquisition* of education.

Behold the long line of poets, capturing the heights of imagination, A. D. 1875! What prolific Muse has given birth to such an overwhelming family? What bank does she draw upon to support the crusaders? Where is her armory for the host's equipment? Whence cometh this flock of newspapers that clouds the whole horizon? Surely, we can afford, pretty soon, to make old Mother Earth a paper cap! Mine eyes are blinded with the paint and ink that artists are spilling. In a short while we shall have a complete copy of the world, so that if she should fall into the sun, or slip away from us in some unaccountable way, we can remember just how she used to look, and await some triumph of art that shall repoise a substitute on the old axle, copied from her likeness!

Education is outdoing the chary Muse of old. She is printing an hundred words to the *one* of the scribe. Though, as yet, she has not quite eclipsed Raphael and Michael Angelo in *quality*, she certainly has in *quantity* of oil-painting.

Behold the perfection of Literature in Education! Behold the old prosy character of Education budding into the freshness of Literature! May the transition be rapid and sure.

The admirers of modern talent will not accuse us of choosing an ignoble competitor, if we desire them to weigh the merits of Mrs. Hutchinson, against those of Madame Roland. The English revolutionist did not, indeed, compose weekly pamphlets and addresses to the municipalities; because it was not the fashion in her days, to print everything that entered into the heads of the politicians. But she shut herself with her husband in the garrison with which he was intrusted, and shared his counsels as well as his hazards. When her husband was imprisoned on groundless suspicions, she labored without ceasing for his deliverance, confounded his oppressors by her eloquence and arguments, and after his decease dedicated herself to form his children to the example of his virtues, and drew up the memorial of his worth and of her own genius and affection.—*Jeffrey.*

Storm on Saugonnet.*

BY GEO. S. BURLEIGH.

Round and red in a golden haze
  Had the sun gone up from his eastern bed
  For days and days, and as round and red
The sun had gone down for days and days.

The windless hills were bathed in the gold
  Of their own autumnal atmosphere,—
  The thousand hues of the parting year
In their banners of glory mixed, fold on fold.

Round and red in the midnight sky
  The lone moon rode with never a star,—
  The bronzed right wheel of her noiseless car
With a broad tire girdling her throne on high.

Then came the storm with its signal drum,
  All night we heard on the eastern shore
  The steady booming and muffled roar
Of the great waves' tramp ere the winds had come!

They came with the morning! the lurid glow
  Of the sunrise into black ashes burned;
  The torn clouds whirled, overturned and turned,
Wrung till they streamed with a torrent's flow.

With the measured march of a mighty host
  The ground-swell came, with wave upon wave,
  On the red Saugonnet rocks that drave,
And scattered their foam over leagues of coast.

Out of the Infinite, up from the smoke
  Of the watery Gehenna the wild waves rose,
  Lashed into fury by invisible foes,
On the crags of the headland their fury broke.

Spectral and dim over sunk Cuttywow
  The white spray hung, but ye heard no shock,
  For the liquid thunder on red Wall Rock
Crushed out all sound with its deafening blow.

From the granite jaws of The Clump the foam
  Of a maniac wrath was drifted, white,
  Snowed on the blast with the snowy flight
Of the screaming gulls driven out from home.

In the swirl of the "Hopper" the waves were ground
  To impalpable dust; the Ridge Rock roared
  To the crash of a new Niagara, poured
Right *up the crags* with a slippery bound!

Over Brenton's Reef where the west hung black,
  O'er the cloudy bar of the Cormorant Rocks,
  The white seas hurried in huddling flocks
With the wolf-winds howling along their track.

They came and went in a wavering mist,
  The phantoms that hung on the skirts of the blast;
  While the nearer Cliff his defiance cast;
Maddening the seas with his granite fist.

Far inland the moan of the tempest told
  What war was waged on the crumbling crags,
  How the charging billows were torn on jags
Of the Island Cliff as they backward rolled.

But the terrible grandeur no soul could guess,
  As we, who were drenched in the pitiless spray,
  Deafened and stunned by the maniac play
Of a power sublime for its awfulness.

But the calm soul rose dilated and grand
  With the vasty war that could make no jar,
  On the adamant shield of God's "Thus Far,"
For the Storm lay cradled in God's right hand!

* Saugonnet, or Soggonnet, early spellings of what is now Seaconnet, is near the southeastern point of the State of Rhode Island, a bit of coast guarded by outstanding rocks and the abrupt cliff of West Island. East and west, from Cuttywow to Brenton's Reef, you see the breakers whiten with every storm. Wall Rock, The Clump, Ridge Rock, and the Hopper, are among the homely names by which the fishermen know the several rocks along the shore.

Brown University as an Educator of Teachers.

The recent appointment of the Rev. Dr. Murray, of New York, to the chair of Rhetoric and English Literature at Princeton College, New Jersey, has suggested a somewhat careful analysis of the nature and extent of Brown University's direct contribution to the teacher's profession in our country.

An article published in the *Providence Journal* under date of February 9th, gives a list of the graduates of the college who have been presidents or professors either in their own alma mater or in other colleges. It would be impossible, within the limits of this article, to give the list in full, or even to specify those whose name and fame have become national. It must suffice to mention here and there one who will be recognized as a leader in his department. First in this list should stand the name of William Rogers, the first student of the college, who subsequently was a noted divine, and also filled with great success the chair of Oratory and Belles Lettres in the College of Philadelphia, and then in the University of Pennsylvania. Jonathan Maxcy, of the class of 1787, was successively president of his alma mater, Union College, New York, and the College of South Carolina. Henry Wheaton, of the class of 1802, was lecturer on Civil and International Law at Harvard College, and his teachings in that branch of jurisprudence are authority to this day. Gaspar Adams, of the class of 1815, was first Professor of Mathematics and Natural Philosophy at Brown, then president of the College of South Carolina, and finally Professor of Ethics at West Point. Horace Mann, class of 1819, was the great advocate of public schools, and Massachusetts, to-day in the forefront of the educational arena, can trace back to his labors as secretary of the Board of Education the source of many of her chief excellences. Alden March, a graduate of the Medical School, class of 1820, as president of the Medical College at Albany, N. Y., developed to a remarkable degree the surgical talent of the medical profession. Edwards A. Park, class of 1826, at first professor of Moral and Intellectual Philosophy at Amherst and now senior professor of the Theological School at Andover, is known as a most eminent Christian teacher. Sears, Caswell, and Robinson, successively presidents of their alma mater, are recognized as among the foremost teachers of the age. Profs. Gammel, Chase, Lincoln, and Greene need only to be mentioned to call forth the acknowledgment of their eminent abilities in the line of their vocation. Champlin of Waterville, Samson of Columbia, Dodge of Madison, Boyce, of the Southern Baptist Theological Seminary, South Carolina, Angell of Michigan, and Magill of Swarthmore, are names synonymous with a ripe culture, a remarkable power of imparting instruction, and a rare executive ability.

Without going further with our specification, it may be said, in brief, that a careful examination of the triennial catalogue shows the names of one hundred and twelve graduates of Brown University who have been or are now presidents and professors in various institutions of learning located in twenty-four States of the Union. Were we to include all school commissioners and superintendents of public schools, tutors and instructors, principals of grammar schools, high schools, and academies, the list would be increased fourfold. Who can estimate the influence for good which these scholars and divines, some of them the most prominent educators which the country has produced, have exerted, and are now exerting, upon society and the world?

But this is only a part of the lesson taught by a study of the triennial catalogue. The entire number of graduates, it appears, is 2,540, of whom 1,396 are living. Of this entire number, 654, or a little more than one-fourth, have been ordained as ministers of the gospel. Nineteen of the graduates have been honored with a seat in the United States Senate; 40 have served as Representatives in Congress; 25 have been elected governors and lieutenant-governors of States; 30 of the graduates have been honored with the position of judge or chief-justice of the supreme court in the various States; upwards of 100 have received the degree of Doctor in Divinity, and more than half that number the degree of Doctor of Laws; and not a few have attained to eminence as diplomatists, generals, orators, authors, journalists, merchants, manufacturers, and artisans. Surely an ancient and flourishing institution of learning like Brown University is a mighty power, the influence of which goes on widening and extending down to the end of time. Little did the pious and eloquent Manning, when toiling single-handed and alone in the little town of Warren, giving instruction for many weary months to but one solitary college student, realize that the acorn there planted, amid discouragement, and dif-

ficulties, and opposition even, would flourish and become a mighty oak. Let the history of the past, and the proud record which the university has made in the first century of its existence, fill the hearts of its friends with gratitude, and encourage them to renewed exertions for its prosperity and growth in the future.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Natural History in our Public Schools.

BY PROFESSOR SANBORN TENNEY, WILLIAMS COLLEGE.

That the elements of the varions departments of Natural History should be taught in all the Public Schools of our country, I have long believed and long advocated. And I suppose that this position or this doctrine is generally accepted by the best educators of to-day; and therefore time need not now be spent in arguing at length for the introduction of the studies of Natural History into our schools.

If anything need now to be said on this point, we may briefly refer to the reasons why the elements of Natural History should be taught in our public schools.

I. *The objects of the material world are naturally interesting to children and youth, and therefore they are well adapted to arrest and hold their attention; and, as at the same time they are inexhaustible in forms, structures, properties, and qualities, they are the instrumentalities or means by which the perceptive faculties can be best developed and trained.*

Yes, the pebbles and shells upon the beach, the crystals in the cavities of the rocks, the flowers of the meadow and fields, the fishes in the streams and the turtles upon the banks, the insects and birds of the air, the flocks and herds upon the hillsides, and the beasts of the forests, all are full of interest to every child and youth, who has ordinary mental capacity, and who has not had his mental activity crippled, and his perceptive faculties blunted, by false processes of teaching.

II. *The proper study of the elements of the various departments of Natural History, prepares the pupil for more earnest and more successful work in all other branches of study;* for it not only sharpens the perceptive faculties, and quickens the whole mind, but it stores the mind with a knowledge of facts which will never change, and which will ever serve as a basis for, and at the same time an illustration of, all future study in every department. Nay, many of the simple facts in Natural History may be, and should be, observed by the child even before he learns to read and to spell; and the more he is required to do in observing, the more readily he will learn his reading and his spelling. And if we could make the child's own observations of natural objects a basis both of his reading and spelling, we should see results which we now seldom witness in our schoolrooms, and which would fully vindicate the process of teaching here suggested.

III. *The elements of Natural History, in its various departments, should be taught in all of our schools, because the education thus prepared for. and to a certain extent thus secured, is of the highest importance when considered from what is generally understood as the practical point of view.*

Every physical necessity and want of Man is supplied, and every physical comfort and every physical enjoyment of Man comes directly or indirectly from the material world; and therefore no subject, of mere human study and learning, can be of greater practical importance than that which embraces the consideration of those things upon which his very existence depends. Nay, the food which we eat, the hat on our head, the shoes on our feet, the coat on our back, every substance which enters into the structure of our dwellings, all come from the objects which Natural History considers, and with which this science makes her votaries acquainted. And there are scores and hundreds of objects—minerals, plants, and animals—in the material world to-day, in addition to those we now use, which are waiting to serve us and bless us, when they have been fully studied, and all their properties pointed out; and some of these objects may be made, will be made to bless human society, by those who are properly taught in the elements of Natural History in our public schools to-day.

No, language can hardly exaggerate the importance of Natural History studies, and the importance of teaching the elements of these studies, early, even to children in the primary schools, as well as to those in the schools of higher grades.

And I have not alluded, by name, to the fact that all the great problems relative to supplying the world with glass, and all grades of earthenware — with coal and iron—with lead and tin and copper—with gold and silver and precious stones—with grain for bread—with food-fish from the streams and the lakes, and even from the ocean itself—with the flesh of fowl and of cattle — are connected to-day, most intimately, with Natural History studies; and will be more so with every increasing year, with every added million to the population of the earth, and with every real, or imaginary physical want.

Nor have I alluded to the fact that in every country, our own as well as others, millions upon millions of dollars worth of grain are destroyed by insects, every year, both in the fields and in the granary, and that, if this annual destruction ever ceases, as it probably will cease, or at least be much abated, it will be mainly through remedies or preventives which will come from a more extensive knowledge of the insect tribes; and the boy who is catching and studyiug butterflies and other insects to-day, may become the man, who through his knowledge of Natural History, shall save to the farmers of this great nation, millions of bushels of grain in a single year—and perhaps a nation from want, and even from famine itself.

What one man can do who has been trained in the elements of Natural History, and thus led to the careful study of Nature, is well illustrated by what has been done by such a man as Linnæus, or such a man as Pasteur, and such as many others who might be named, and whose history has already been written, and with whose valuable labors we are already familiar.

Many will perhaps remember that it is recorded that when the King of Sweden saw the ship-timber in the royal dock-yard going to decay and destruction, he consulted Linnæus, hoping through him to learn the cause of the destruction, and also a remedy or preventive; and the King was not disappointed as to what he would know. Linnæus traced the destruction of the timbers to insects, learned their instincts and habits, and by directing the King to have the timbers sunk beneath the water at a certain season of the year, when these insects are abroad in the winged state, and when they lay their eggs, he enabled him to prevent further waste. And who can tell the millions of dollars that have been saved by maritime nations by this simple direction which Linnæus gave to the King of Sweden! And it was Linnæus, who had studied the nature and habits of plants, who first taught the nations how to resist the encroachments of the sea, by merely sowing a certain species of beach-grass (*Arundo arenaria*), which served to cover the sands and bind them in their places—and to this day Holland and other nations of the earth have profited by his teaching.

A few years ago, when the silk-culture of France was crippled and apparently in danger of being wholly annihilated by the disease of the silk-worm, known as *Pébrine*, when France had lost by this malady more than two hundred millions of dollars, the French Government invoked the aid of Pasteur, a student of nature, hoping thereby to learn both the true nature of the disease and a remedy or a preventive; and the aid was not invoked in vain. This eminent student, after long, patient, and exhausting labor, pointed out the true nature and cause of the disease, and also devised a method of extirpating the disease; and thus he has saved, directly and indirectly, millions of dollars which we can hardly estimate, and has brought comfort into the household of every laborer in France, as well as untold wealth into the hands of the land-holders and the manufacturers. And all this done, and all this saved, I say, by one man, a careful student of nature, and just such a one as should be growing up in every schoolroom in our country to-day; and just such as will grow up, in numbers, when we give due attention to those studies which will best fit the pupils for the work which they will have to to do for themselves, and for their ocuntry.

We may not only claim for the study of Natural History all we have now claimed; but we may add, that, while the elementary facts are adapted to interest the child, and are specially adapted for use in developing and training his perceptive faculties; and while the study of the facts of Natural History lead to great practical results this science also affords opportunity, when studied exhaustively, for the most profound study in which the human mind can engage.

Natural History, when studied exhaustively, is not—as I fear that some persons suppose—the mere looking at minerals, rocks, plants, and animals, in a sort of general way; but it is a critical examination of minerals and rocks, and the crust of the earth, the form and structure of minerals, plants, and animals, their properties and characteristics, and as regards plants and animals, their habits, modes of reproduction, development, and growth, their relations to one another, to the solid earth itself, their distribution on the land and in the waters, their distribution in the different climates of the earfh, and especially their relations to Man, and to civilized society—and, lastly, a searching inquiry into the modes of origin of all these things.

Yes, the study of Natural History, as a science, is something more than a mere learning of facts as so many separate things—although observation and the learning of facts are the absolutely neeessary first steps to be taken; it is also the tracing out the origin, and the relations, and full significance of every fact that falls under the observation. And the mental processes involved in such study are *essentially the same*, and the mental discipline at least as great, as in the study of the Classics themselves.

The true student of Natural History soon learns that there is no such thing as an isolated fact in the material world. Each fact connects itself with another, and all are necessary to a perfect whole.

To study facts of nature separately is one thing; to study them in their true relations is quite another thing. In the one case the student is learning the alphabet; in the other he is reading the sublimest truths which that alphabet can be used to express.

So far as we study the facts of nature in their natural relations, and understand their true significance, so far do we become acquainted with the thoughts of the Author of Nature before creation began; for Nature is but a full and tangible expression of thoughts which existed in the Divine Mind before the foundation of the world.

(To be continued.)

AT Hamburg, the longest day has seventeen hours, and the shortest seven; at Stockholm, eighteen and a half hours, and five and a half; at St. Petersburg, nineteen, and five; at Finland, twenty-one and a half, and two and a half. At Wandorbus, in Norway, the day lasts from the 21st of May to the 2d of July, the sun not getting below the horizon for the whole time, but skimming along very close to it in the north. At Spitzbergen the longest day lasts three months and a half.

Primary Department.

Edited by MRS. MARY P. COLBURN, Boston.

Devotional Exercises in Primary Schools.

NECESSITY.

The question has often been asked by teachers, "How far shall devotional exercises be carried in our schools?" The rules of the school committee are very stringent on this subject, limiting them to the reading of a chapter each morning, and the repeating of the "Lord's Prayer" by the teacher. The same rule applies to all grades, from the entering primary to the graduating high school classes. It is possible that a comprehensive view was not taken when the rule was made, but so it stands in our books to-day; certainly nobody could find fault with the amount required! But a little thought will teach us that that hardly covers the ground; for, while it is a recognition of the fact that some thought should be given to high and holy things, it yet gives to scholars so little time that it is no wonder they grow up, so to speak, with absolutely no knowledge of the Scriptures,—for a chapter read from the Bible, while it is very sweet and precious to some, to a little child is as Greek. What can his infantile mind take in of it all? absolutely nothing! and in addition to its being meaningless to him, it becomes distasteful as well, and about all the idea he will get from such daily exercise is that *he's rather glad there isn't more of it!* Since the famous discussion, some years ago, which resulted in forbidding the teacher to require the "Lord's Prayer" from the pupils, but to repeat it herself, there has been a falling off, and the exercise is merely nominal, scarcely filling five minutes.

I do not speak with reference to the upper grades of schools, for the scholars there have many means of obtaining religious training and knowledge, and it is true their many studies crowd and press to the expulsion of what doesn't seem so urgent; but in the primary schools the case is different—*this* school is the place of all others where the principles of the Bible should gather strength.

DUTY.

The little ones may go to church Sunday after Sunday, but, alas! the service is all for the grown people, and some of it so abstruse, oftentimes, that all even of *them* do not take it in; they may go, and doubtless do, to the Sabbath school, but an hour a week, with all the preliminaries of the service taken out, can do little, comparatively; while in too many homes the name of God is never heard except in blasphemy! Cannot the teacher, then, in her school, present the golden truths to the little heathen who come under her daily care—as truly heathen as any on whom the sun shines? *Ought* she not as a duty, for the performance of which she is answerable to the Most High? There is no need of running across any creed or doctrine: the simple, sweet stories of the Blessed Book, with the moral which points them all, are all-sufficient.

THE INFLUENCE.

I propose to lay before you a plan matured years ago, which, while it has had the greatest success in the desired direction, has never yet been questioned by any element with which it has come in contact. It is better than "rules" for the little ones to follow: it serves as discipline as well, and those pests of the teacher, absence and tardiness, are materially lessened. Besides, the minds of the little fellows are so impressible—retaining, at such a susceptible age, whatever of good or evil is presented, that it seems to me the influence should all point one way, with whatever auxiliary is at command; and we find our greatest help in the interest with which we are able to encompass the stories of which the Bible is full.

THE PLAN.

The first exercise consists of the 23d Psalm repeated by the children who are intelligent upon it, having been told of David and his Songs, and understanding its simple language. Then the Lord's Prayer, to which they all respond the *Amen*. After this there follows, during the coming weeks, a familiar talk, first on the New Testament, and afterwards as many of the Old Testament stories as come in their order within the term time. The story of Jesus and his disciples uses about three months, divided up as it is—a whole conversation being devoted to one miracle or event in his life. The children are exceedingly interested in them, and the rapt attention and glistening eyes are the sweetest reward. Thus, a story one morning, and the next a questioning on the most minute details, to which an intelligent answering on their part is the price of another story, which they never fail to get. The application of the moral of the story to their every-day life is often very prominent. Their thinking powers are brought into action, and, though they often give laughable answers, nobody would say they were irreverent.

ILLUSTRATIONS.

I will give you a little anecdote here, illustrative of the impression received, and showing the social status of the little answerer. You know, of course, that the *home* language is the exponent of each, and all their thoughts and elegance of expression is not a part of it always!

The story of Eli, the priest, had been told them one morning, with the account of Hannah's coming up to the Tabernacle to him with her griefs and grievances—the chief of which was that the other wife was so hard-hearted towards her—and assuring them of her goodness through it all; then followed, of course, the advent of Samuel and his dedication. All this they listened to with the most profound interest, taking it in with an attention which would be meat and drink to many a minister. They had all day in which to digest it, and the next morning came the questioning. Among them were the following, "Was Hannah good?" "Yes!" unanimously. "Was she happy?" "No"—as decidedly. "How did that happen?—we are told that those who are good shall be happy." Up spoke the little fellow who had reasoned it all out, "*The other old woman* SARSED *her*"! Though very startling in its homeliness, yet, according to *his* vernacular, it was the truest thing he could say, and what is quite remarkable, the answer did not elicit the ghost of a smile from the others; the whole thing was a very weighty one to them, and they, no doubt, had been turning the matter over in their little minds and come to the conclusion that he had but expressed their views on the subject. Be that as it may, no honeyed eloquence could have covered the ground better!

Of another order was the reply given by a dear little fellow who had been listening intently to the story of Jacob and his family, and of course, his two wives. On being asked if Jacob was a good man, the little eyes looked an affirmative even stronger than the lips spoke it. "Has your father got two wives?" "No"—wonderingly. "Would it be right for him to have?" "No"—again. "How, then, could Jacob have two?" After a moments' thought came this, "*Because Jesus hadn't come to tell him he mustn't!*" I should like to know if years of study and bundles of volumes could have furnished a truer answer.

They had one morning been listening to the story of Noah and its dismal accompaniments, and the point at issue was, that grateful hearts are mindful of the blessings they receive, and it was very desirable that they should recognize the hand of God in every thing. So, then, the history of the demanded sacrifice had been given, also an outline of Noah's building the ark and being saved in it, till it came to their coming out after the waters had receded. After bringing their interest to this point, the story ceased for that day. The next morning, after a little talk, they were asked what they thought was the first thing Noah did when he came from his prison and saw the green earth so beautiful and fresh, hoping they would think of the thank-offering offered up. But, no—one of the brightest-eyed, panting for the opportunity to speak, rendered himself thus: "*I think he went to rolling in the grass.*" Blessed child! could anything, to a *boy*, be a greater expression of joy and gladness.

I could go on *ad infinitum* giving anecdotes connected with this subject, but they would all only prove how it brings out the thinking powers and reasoning faculties of the children to converse with them freely and familiarly. No raised hands are required in this exercise, as they are in every other, but each is perfectly free to express what he thinks the instant the thought is born.

Heating Apparatus.

It is an alarming fact that, during the last few weeks, a large number of school-houses, churches, and other buildings, have taken fire from some defect in the heating apparatus. This ought not to have been. There has been gross ignorance or carelessness somewhere. Furnaces and stoves can be so arranged, that with due care and vigilance all possibility of fire can be prevented.

It is a great mistake to suppose that air cannot be so heated as to set wood on fire, at any great distance. There have been numberless instances in which wood, when thoroughly dried, has been set on fire by heated air alone, thirty and forty feet from the place where it was generated. Any one disposed to question this can be furnished with ocular demonstration of the fact.

It is time that the public were fully aroused to the very great danger with which they are threatened. No furnace should be set without a space of, at least, two feet from the wood above or around it, and this should be protected with plastering on iron lathes, or by something that is equivalent. Care should also be taken that there be not any openings around the edges of this covering, that sparks can possibly be drawn between this covering and the wood. Smoke-pipes and hot-air pipes should also be protected by being made double, with a space of several inches between them for the air to circulate, or by some covering between them and the wood. No building is safe when hot air, radiating from a furnace, smoke-pipe, or hot-air-pipe, comes in direct contact with wood. The heat may not always be intense enough to set the wood on fire, but the wood becomes so thoroughly dried as to catch like tinder from any spark that may come from the fire.

It is incumbent, at the present time, upon all whose duty it is to look after the warming of buildings, to make a thorough examination into every kind of heating apparatus now in use. L.

Automatic Regulation of Heat.

Mr. A. W. Sprague, of Wollaston, recently read a paper before the School of Arts, Boston, upon automatic heat and ventilation. He regards "back check" dampers for regulating heat in stoves and furnaces as a prime cause of disease in our homes and schools. By these checks the anthracite gases are thrown out to poison the air of our school-houses and dwellings. An automatic damper for regulating the heat, controlled by the rooms warmed, was exhibited. By this the furnace draft is controlled by a power independent of the direct heat of the furnace, the damper opening and closing by a variation of only two degrees in the room. The ventilators of rooms are made to open and close in the same way, by changes in the heat, as was shown by an operative model. By this device the temperature of rooms may be maintained uniformly, at any desired degree, the heat watching itself, dispensing with forgetful domestics, and insuring a healthy atmosphere.

— One great truth fully comprehended, expands and educates the mind infinitely more than a knowledge of fifty little, unimportant particulars.

— The definition of wit is only this: that it is a propriety of thoughts and words; or in other times, thoughts and words adapted to the subject.—*Dryden.*

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Boston, Mass., Feb. 27, 1875.

THERE is a difference of opinion among the college presidents of New England as to the relative value of public high schools and endowed academies as preparatory schools for colleges. On the one hand it is claimed that they stand equally meritorious in the honors achieved by the graduates of each in the college studies, and on the other it is strongly asserted that the academies, by a more strict attention to the classics, secure for their graduates a more thorough preparatory training.

THE true secret of success in the management of our schools, as well as in all educational efforts, is found in the interest felt and manifested by *the people.* When *parents* express an earnest desire to have good schools, and sympathize with the teachers in their work; when they demand suitable persons for school committees, the best teachers, and generous provision for the schools, failure, or even partial success, is hardly possible. It is the *indifference* of parents, the inactivity of those who should be interested, that neutralizes the efforts of good teachers and makes poor, worthless ones self-satisfied when they accomplish nothing, or only evil. Every indication that the people of any neighborhood or town are taking a lively interest in educational matters affords fresh encouragement to hope for the "good time coming" as near at hand.

These remarks are prompted by information from various quarters, showing that the people find both entertainment and instruction from exercises of a literary character, in which the school-children, teachers, and citizens participate. What more rational methods can be devised for spending pleasantly and profitably the long evenings of winter? If not so elaborate and learned as professional lecturers might present, these performances are all the more valuable because they come from "*home talent.*"

THE Legislature of New Hampshire, in 1870, passed an enabling act by means of which any town may at any time abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, lands, apparatus, and other property owned and used for school purposes, which such districts might lawfully sell or convey. The leading features of this act are:—

1st, It abolishes the sub-division of towns into school districts.

2d, It makes of the entire town one school district. The town thus becomes a unit for school purposes; the school buildings are owned by the town; the town repairs and builds all school-houses.

3d, It establishes and maintains in the different neighborhoods such schools as the good of the neighborhood requires. It does not imply that all the children in town must attend one school.

4th, It simplifies the management of the schools, and places them under the control of one set of officers. Thus it tends to secure that system and uniformity of instruction and management so much desired.

5th, It enables the board of education to establish a town High School, free to all scholars prepared to enter it.

6th, It secures a more economical and judicious expenditure of the public school fund.

7th, It equalizes the advantages of the schools among all parts of the town.

The act has been adopted in several towns, with the most satisfactory results, and thus the State is ridding itself of one of the most cumbrous and useless parts of its school machinery.

In Rhode Island the old district system of school management is gradually giving place to the town plan, to the great satisfaction of the people and the improvement of the schools. The district system has outlived its usefulness, and the sooner it is displaced by a better method of general school control and supervision, the more fortunate it will be for the efficient working of our schools.

The Students' "Hilarity" at Dublin.

In the earlier years of the college regattas at Lake Quinsigamond, certain newspaper correspondents were fond of describing and grossly exaggerating the pranks of the college boys who generally gathered at the Bay State House, at Worcester. Overdrawn as these pictures of disorder and student-hilarity were, the truth in the case was sometimes bad enough, and furnished no very flattering idea of college training in the "polite arts." But even the reports of the most imaginative correspondents show a degree of absolute refinement compared with the account of the proceedings of the students at the University of Dublin, on the recent "nomination day." It is true, as was well stated by the Dublin correspondent of the London *Standard*, that to the University of Dublin, of all the Irish constituencies, has been continued the privilege of holding the time-honored "nomination" ceremony as the initiative of the election of her representative, but such a fact hardly furnishes a reason for the scenes alluded to. These nominations—even in days when "burning questions" were unheard of, and when Trinity College, pursuing the even tenor of its way, undistracted by schemes of reform—were always the saturnalia of the students, who, in defiance of dean and proctor, gave free play to the wildest "exuberance of animal spirits."

As soon as the proceedings opened, on this occasion, according to the correspondent above quoted, a period of tumult, and turmoil, and confusion began, which lasted for over two hours, and of which it would be almost impossible to give in print an accurate notion. There was nothing vicious nor, perhaps, ill-natured in the whole affair; no desire to be coarse nor personally offensive. But the blowing of bugles, whistles, cows' horns, trumpets, maimed as to quality of note, but vigorous in pitch, reproducing the wild serenade of midnight cats and the bleating of an unweaned calf—all blended with the noise of clappers of wood and cymbals of brass; with the shouts of two or three hundred vigorous throats, and the hissing, flying smoke, and cannonade of dozens of exploding crackers, which bounded through the house, shot sometimes half-way to the ceiling, and then landed in the middle of a group of the friends of a candidate, and dispersed them in fright. When Dr. Burnside spoke he was for a time very well heard; but when a speaker continued too long the listeners lost patience, and the clamor was redoubled. Dr. Trail also was tolerably well heard, but as the time advanced with the speaker the youthful audience grew utterly impatient, and in the case of Mr. Miller they were apparently influenced by other feelings than those of impatience. Thus neither Mr. Gibson nor Mr. Miller were heard two feet from where they stood. A magpie was fluttered in the face of the latter, and was flaunted about several times before his turn for speaking arrived. Huge sticks were moved in the air, sou'wester' hats were hurled to the roof, and the crowd jostled and shouted in their smoking-caps and college caps, and, indeed, in two or three cases, in their night-caps. At one time the students climbled over every obstacle, mounted the tables on the platform, until both tables and chairs came down with a crash under the weight, and then the invaders flourished the legs of broken chairs and tables over their heads. An additional comic element was supplied by the appearance in the hall of a celebrated Dublin character, Mr. Barnes, a barrister of very eccentric character, who was introduced by some of the students in a handcart, and made a most discursive speech on sanitary matters and education, the value of his own time, and many other subjects, winning more attention and applause from the undergraduates than the speakers on the platform. His admirers afterwards carried him out into College-green, and after marching with him round the statue of King William, deposited him in his carriage.

"Nothing New."

There is a pretty large class of individuals in every calling who know it all. They ridicule every attempt made by their co-laborers to look further into either the science of the occupation or to improve in methods of work. If they do, perchance, attend a professional meeting, or look into a journal of a professional character, their estimate of either or both is summed up in the wise saying, "*Nothing new.*" In the teachers' vocation—we do not yet call ita profession—the number is shamefully large who look with hardly less than contempt upon teachers' institutes, conventions, and other meetings, and special educational journals,—because they find "nothing new" in them. Those who think them worthy of attention, feeling them a necessity as well as a pleasant thing, are looked upon as either simple-minded, or sneeringly spoken of as having some "axe to grind."

Well, these words will not reach this class, so great in their own wisdom, seeing, always, that there is "nothing new in the world,"—for they will not be found reading the journal; there is "nothing new" to be had from it, so it will not pay to spend their precious time upon it.

Leaving out of sight, then, our brothers and sisters of the superior order, let us look a little to ourselves who *do* believe in teachers' gatherings and teachers' journals, to see whether we are not just a little tainted with this feeling, or, at least, if we do not, in a measure, misapprehend the *kind* of benefit to be derived from the sources named.

Ought we to expect much that is *new* from the efforts of even the best minds in the search for truths before undiscovered? Have not the underlying principles and facts of education been enunciated in many forms centuries ago? Some new methods of applying these principles are opening to us from time to time, and new adaptations of facts and methods often result from our changeful habits of life. But little, indeed, is it that we get that is absolutely *new* from all the conventions or all the teachers' journals of any one year. Even an

Agassiz spends the full years of a life-time in bringing to the knowledge of the world one or two new facts in science. The discovery of one law of motion is sufficient to immortalize the philosopher who does it. How often, then, can we reasonably look for a new thing in the principles of our teaching-work?

It is not the learning of new things that is chiefly to benefit us as teachers, but rather the frequent and constant enunciation of that which is old; the presentation of principles, truths, of methods and ways which good teachers have used from time immemorial. To make these things of practical use to us in our teaching, we must be constantly impressed with them; otherwise they rest in our minds like dusty books upon the shelves of an unused library. We have often resolved to use, and have put into very beneficial practice, things which we have read or heard,—but which we *knew* just as well before,—simply because the new presentation of them has reminded us of their importance. Our knowledge of principles, and of the best methods of doing, need to be taken down from the lumber-rooms of our brain, and to be magnetized by the sympathetic action of other brains that bring their batteries to bear upon us. That is the way that the work of the world goes on. Two clouds apart are very tame affairs, but let them meet, and how the old oak splinters.

We knew that Mathematics was a good discipline for the mind; we knew just the method of teaching which Mr. A. presented in his lecture or paper; but often as we listened to his forcible presentation of the matter, we went to the work with rejuvenated vigor. We are strengthened in what we teach, and in our ways of teaching, by meeting in print an article which urges upon others just what we are doing. We feel complimented by this approval. We need to strengthen each other by this mutual support afforded by every practicable means of communication. The varied hints and suggestions which are presented to us through the channels of educational journals and teachers' conventions are calling to the front the reserved forces and materials of our minds which, otherwise, might have slumbered in forgetfulness.

We should read educational journals and attend educational meetings for the same reason that people read papers and go to meetings of other kinds,—to get sympathy, to be strengthened where they are weak, to displace apathy with enthusiasm, to add the testimony of other witnesses to their own, possibly to get "something new." Most people, even those in good health, need some tonics to keep their vitality active. So we need mental tonics derived from the sources we have indicated to keep our mental powers and acquisitions in efficient operation. *

Good for Canvassers.

We commend the following form to school officers and teachers who are ready to canvass for a first-class school journal. It is brief, pointed, practical, and full of business, and had its designed and desired effect in one district, in a New England city. We want 20,000 subscribers, and the wide-awake teachers in and out of New England willsoon secure them for us, if we mistake not the signs of the times:

All teachers who take any interest in their profession, and wish to see it more highly appreciated by the community in general, and especially all who have asked or intend to ask for an increase of salaries, are expected to *subscribe for* and *read* the NEW ENGLAND JOURNAL OF EDUCATION for the ensuing year; terms on edtl. page. This is now the only Educational Journal in New England, and if it is not supported by the teachers, we shall have little to say in reply to the charge already made, "that teachers are loud in their calls for more pay, but are never seen at a teachers' convention if held in vacation, and only a very small proportion of the whole number ever read an educational work." Let all in this district do what they can to remove this stigma from the teachers' name.

Read, ponder, and SUBSCRIBE.

— A college for the education of Jewish Rabbis is to be established by the Prussian government.

Return of Professor Marsh's Expedition.

Professor Marsh returned to New Haven, December 12th, after an absence of two months in the West. The object of the present expedition was to examine a remarkable locality of fossils, discovered during the past summer in the Bad Lands, south of the Black Hills. The explorations were very successful, notwithstanding extremely cold weather and the continued hostility of the Sioux Indians. The latter refused to allow the expedition to cross White River, but a reluctant consent was at last obtained. They afterward stopped the party on the way to the Bad Lands, attempted a night attack on their camp, and otherwise molested them, but the accompanying escort of United States troops proved sufficient for protection. The fossil deposits explored were mainly of Miocene age, and although quite limited in extent, proved to be rich beyond expectation. Nearly two tons of fossil bones were collected, most of them rare specimens, and many unknown to science. Among the most interesting remains found were several species of gigantic *Brontotheridæ*, nearly as large as elephants. At one point these bones were heaped together in such numbers as to indicate that the animals lived in herds, and had been washed into this ancient lake by a freshet. Successful explorations were made, also, in the Pliocene strata of the same region. All the collections secured go to Yale College, and will soon be described by Professor Marsh. —American Journal of Science and Arts.

Boston Society of Natural History.

GENERAL MEETING, WEDNESDAY, FEBRUARY 17.

The meeting was called to order by President Bouvè, who, after the minutes of the last meeting had been read and approved, gave the floor to Dr. S. Kneeland, of the Institute of Technology.

Dr. Kneeland gave a very interesting account of his visit to the Geysers of Iceland, in August, 1874. At a previous meeting of the Society he had given an account of his visit to the famous Vale of Thingvalla, the meeting place of the ancient Icelandic Parliament, and his trip to some of the most interesting and difficult volcanoes. Both the former lecture and the one this evening were amply illustrated by means of the large views thrown upon a screen in the rear of the speaker. The Doctor's party visited the Geysers at the same time that the Royal Excursion from Denmark was present. The presence of royalty in so wild and uninviting a country as Iceland, is to be accounted for by the fact that the Icelanders were celebrating the Millennial anniversary of the settlement of their island by the Northmen. Although the island of Iceland seems to be the scene of the most dissimilar forces—Arctic cold conjoined to the fiercest volcanic heat, amply justifying the proverb of the inhabitants that "God made the rest of the world but the devil made Iceland"—the inhabitants seem to be inspired with feelings of the warmest love and patriotism for their gloomy land of rock, snow, and fire. Their one thousandth anniversary was celebrated, then, with the greatest enthusiasm.

The plain containing the Geysers is situated some forty miles from the Vale of Thingvalla. The company passed one of the more respectable Icelandic forests, consisting of birches with trunks attaining the size of one's wrist, as a maximum. The combined influence of heat and cold seems to be rapidly denuding Iceland of the scanty vegetation she ever possessed. The whole country, with few exceptions, is a waste of dark volcanic rocks piled in the most jagged and irregular forms possible, cut by deep ravines, and covered here and there by fields of snow and ice. Treacherous bogs and headlong torrents rushing from the flanks of huge mountains, complete the description. After crossing a rapid torrent 150 feet in width, flowing in a very shallow although powerful stream, by the only bridge to be found in Iceland, a submerged wooden platform pinned firmly to the lava on either side, the party arrived at the large verdant plain, in whose lowest part the largest of the Geysers are situated. Various jets of steam issuing from the cracks in the lava are seen on the outer rim of the large saucer-shaped cavity in which the Geysers are situated. The whole plain seems to be honey-combed with geysers of various sizes, ages, and conditions. The most prominent are the Great Geyser and the Strokr, or *churn*, as the name signifies. No one of the geysers was in actual eruption at the time of the visit. The geysers seems to consist of a very large saucer-like cavity of silicious tufa, built up by the gradual deposition of silica from the water. From the center of this saucer-like cavity a vertical pipe extends down for many feet, communicating with the heated waters and steam pent up within the bowels of the earth. The volcanic agency in Iceland seems to be somewhat less active than it was years ago. The eruptions, both from geysers and volcanoes, seem to have sensibly diminished both in power and frequency since the earliest historic mention of them. Many of the geysers, for example, have apparently lost their eruptive force, and now present the appearance of large basins of hot water filling the saucer-like bowls made by the depositions of this silica held in solution in the hot waters. Such geysers sometimes have a raised center of boiling water, but the force does not send the stream high into the air. This seems to be the condition of many of the most famous geysers even now. The diameter of the Great Geyser basin is about 60 feet; its central pipe is 10 feet in diameter and 70 feet in depth. The pipe is beautifully smooth, its aperture is some five feet below the surface of the basin when filled with water. This pool is usually full of hot water except for a short time after an eruption, when it is not only emptied, but the water is even taken from the central pipe to the depth of several feet. Loud noises like the booming of artillery are heard below the ground just before an eruption. When the Geyser has gathered its energies a volume of steam followed by one of hot water is sent 100 feet or more into the air. The Great Geyser obstinately refused to exhibit its power either before the royal party from Denmark or the Republican one from America. With another Geyser of great note, on account of its highly irritable disposition, the Great Strokr or churn, the party were favored by an exhibition of its power. The Strokr differs from the Great Geyser in structure, chiefly in the fact of having a very narrow pipe. If this pipe is closed up by stones and sods, or in other words, if the safety valve is closed, the most terrific explosion follows, sending clouds of steam, sods, and stones, and a column of hot water 100 feet into the air. The commotion continued as long as any of the sods fell back into the pipe, the whole eruption lasting some ten minutes.

The temperature of the surface-water of the geysers is some 180°, but upon lowering a thermometer into the pipe a boiling temperature is reached at the depth of a few feet. The hot water is utilized by excursionists for cooking purposes, etc. Here a royal chamberlain could be seen discussing his lunch just cooked in the Geyser water, while on the other side a Danish professor was making his toilet, using the hot water to facilitate the operation of shaving. The lecturer showed the base use to which the highly irascible Strokr was put during the visit of Captain Forbes, of the United States Navy. The gallant captain conceived the idea of having a meal cooked by the Strokr. The problem seemed to be how to utilize the heated water and yet retain the food. The captain divested himself of his coarse, colored, outside flannel shirt, tied a breast of mutton into the body of the shirt, and stuffed a raw grouse into each sleeve. It was then rammed into the Strokr with sods, etc. In due time the Geyser responded, sending sods, shirt, steam, and water 100 feet into the air, in the shape of a huge fountain. The shirt was at last recovered, little injured by its warm experience; the mutton done to a turn, although the grouse were boiled to rags. The geyser water seems to contain sulphuretted hydrogen in quite perceptible quantities, rather injuring the flavor of the tea made with it. The water is most beautifully clear and transparent as was shown by a bottle full exhibited; upon allowing the air to enter the bottle, however, silica would be deposited, forming a hydrated silica known as Geyserite. Vegetable substances are often thickly incrusted with this mineral. A mineral called Palagonite seems to be the source from which the geyserite is derived. This is in the main a silicate of alumina, with some iron, lime, etc. The action of the heated water upon the Palagonite seems to set free a portion of the silica, which is afterwards deposited at the surface of the geyser basin as the so-called geyserite. Specimens of the latter mineral were shown having peculiar ripple marks, precisely similar to those seen in many of the ancient sandstones of the Connecticut Valley. Clays colored by oxides of iron also result from the action of hot water on the trachyte and other volcanic rocks in the vicinity of lavas.

An account of the structure and transformation of Eumaeus Atala, a beautiful blue-and-black butterfly from the West Indies, was next given by Mr. S. H. Scudder.

An article respecting Physics and Biology, discussed in regard to their mutual relations, was read by Dr. Winslow.

President Bouvè showed a fine specimen of quite a rare mineral called Samarskite, from North Carolina. The first specimens of the mineral were brought from the Ural Mountains. Some eight or ten years ago a small piece was found in the drift of North Carolina. Since then Col. Wilcox has obtained and exhibited a number of fine specimens found by him in massive forms, filling pockets in the rocks. The mineral has been regarded as a very rare one indeed. Its specific gravity is quite great between 5—6; its hardness also between 5—6; color blackish-brown. Its chemical composition is not so fully known as desirable, but it seems to be composed of some of the more rare elements, as columbium, uraniun, ythnium, etc., with iron, manganese, etc.

The examination of two Indian skeletons, obtained by Mr. Trouvelot from Westport, near Fall River, Mass., closed the exercises of the evening. Several graves were found side by side; and the bodies of those graves opened seemed to be covered by bark. Alternate layers of pebbles and red gravel covered the body. From the fact that two small pieces of iron were found in the graves, and the manner in which the bodies were lying, Professor Putnam was of the opinion that they were of comparatively recent date.

THE mind requires not, like an earthern vessel, to be kept full; convenient food and aliment only will inflame it with a desire of knowledge and an ardent love of truth.—*Plutarch.*

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

A Sermon for Young Folks.

Don't ever go hunting for pleasures;
They cannot be found thus, I know;
Nor yet fall a-digging for treasures,
Unless with the spade and the hoe!

The bee has to work for the honey;
The drone has no right to the food;
And he who has not earned his money,
Will get from his money no good.

The ant builds her house by her labor;
The squirrel looks out for his mast;
And he who depends on his neighbor
Will never have friends, first or last.

In short 'tis no better than thieving,
Though thief is a hard name to call;
Good things to be always receiving,
And never to give back at all.

And do not put off till to-morrow
The thing that you ought to do now;
But first set the share to your furrow,
And then put your hand to the plough.

Occasional Exercises for the School-room.

BY MARY H. LEONARD.

Among the "School Entertainments" of many schools may be found exercises not intended for public days, but which are both entertaining and profitable to the pupils themselves, because they awaken mental activity and yet give variety to the routine of school work. I remember the pleasure which some of us took in a simple exercise given by one of my early teachers. Several words were given to us, whose meanings seemed unrelated, and we were told to construct a good reasonable sentence embodying these words. It gave us no new knowledge, that I know of, but it did do something to awaken in us ingenuity and quickness of thought.

Of course the great value of the school-work depends on the regular daily lessons, and much time cannot be given to exercises like this. But, although no one could live upon cake compounded wholly of spices, yet this furnishes no argument for the entire absence of spice in our cookery. Anything which makes the school agreeable and pleasant, if it is not out of harmony with the work of the school and so pernicious to it, must be helpful. In many schools it is customary to give one school session of each week or each fortnight to exercises of a varied character. Some of these call out the very best thought of many of our teachers. If they could be written out and published, other schools and other teachers could sometimes get great help from them.

In one school of my acquaintance, one of the hours of a "Wednesday afternoon" was profitably spent in writing telegraphic dispatches. When written, they were read, and the teacher showed the scholars which were the best, because most concise and comprehensive.

In some of our upper village-schools, it is possible to awaken thought and develop expression among the older pupils by school discussions. The ordinary school recitations give some opportunity from these, but sometimes it is not easy to take time enough for the recitation. The success of a discussion must depend largely on the subject which is chosen. That must be within the child's comprehension, and something in which he feels an interest. What kind of animal is the best pet, and why? Do we enjoy a pleasure most when looking forward to it, or when looking back upon it? What kinds of substances are suitable for our clothing, and what qualities make them suitable? Which are pleasanter, Summer sports or Winter sports? Which of my studies is the easiest, and why? Do we get more pleasure from seeing or hearing? Which is the more intelligent animal, the horse or the dog? These, and questions like these, appeal to the experience of most school-children.

Suppose a class has just finished studying the Geography of the United States, and that each child has been asked to select a city, and study about it so that he can describe it. One of them begins: "I know a city in one of the Southern States. It is not on the seacoast, but is on a large river. If you were there, you would see many ships and boats lying in the river; and on the wharfs and near the river, you would see a great many bales of cotton piled together." Here the class would begin to look intelligent, and as the pupil goes on to say, "You would probably see some hogsheads of sugar and molasses, and perhaps hear some of the people speaking French," nearly all of the hands would be raised, and many voices would be ready to exclaim, "It is New Orleans."

Or, let each of the class select a short journey within the limits of the United States, and tell what he would be likely to see in taking that journey, showing on the map what route he would take and describing all objects of interest. If some of the class can describe journeys that they have actually taken, the interest of the exercise will be increased.

With very little children the exercises must be much simpler. Suppose you ask the children one day to bring into school something that is *beautiful*,—a stone, a toy, a flower,—anything that they think very pretty, and to be ready to tell you why they like it. Then talk with the children about these things, and see if you do not suggest and develop some ideas of beauty that those children will never forget.

Or, ask each child to come prepared with a question beginning with "Why." Why is there dew at evening? Why does smoke go up the chimney? Why is there snow in winter, but only rain in summer? When the questions are given, write them on the slate, and tell the children to think for a little while, and see if they can answer any of them. Those that are not answered at once, may be left for the children to think of or to ask their friends about; and at last, those that the children do not answer, the teacher may answer, *if she can.* But if the teacher is often obliged to say that she cannot answer these questions, it will not harm the children to let them know that there are stores of knowledge which their teacher has not yet learned, or which human wisdom has not yet found out.

One of the pleasantest mental excitements that I have ever seen or tried with boys or girls, from twelve to fifteen years old, is in the form of Biography by question and answer. One of the children thinks of a character in history with whom all are probably somewhat familiar, and the others are in turn allowed to ask questions, which he must, so far as he can, truthfully answer. "Is it a man or woman?" "A man." "Of modern or ancient times?" "Modern." "Of America or some other country?" "America." "Is he living?" "No." "Has he been long dead?" "Not very long." "Was he a general?" "No." "A statesman?" "No." "A writer?" "Yes." "Did he write poetry?" "No." "Did he write about science?" "Yes." "Was he a professor of something?" "Yes." Here the hands begin to come up, and some one asks, "Was it Agassiz?" "Yes."

The exercise may be among Bible characters. "Is it a man or woman?" "A woman." "Does the Old or the New Testament tell about her?" "In the Old." "Was she a queen?" "No." "A prophetess?" "No." "Did she live before or after King David's time?" "After." Here comes a pause for a moment. At last some one says, "Did she live while Solomon was alive?" "Yes." "Did she ever see him?" "Yes." "Was it the mother of the living baby that was brought before the King?" "Yes."

A similar exercise can be used as a Geography lesson. Some one says, "I have thought of a city of the United States." "Is it in the northern or the southern part?" "In the southern." "Is it a seaport?" "Yes." "Has it very much commerce?" "No, not very much." "Is it noted for its history?" "Yes." "Is it a noted battle-field?" "No." "Is it an old city?" "Yes." "Jamestown?" "No: I told you that it is a seaport; and Jamestown is not a city." "Is it St. Augustine?" "Yes." I have known children to be so much interested by this that they would beg often to be allowed to play "that game of "question and answer."

In another article the writer will suggest some plays for the school-room; little games that, being conducive to mental activity and a healthy condition of mind, may prove useful aids to the real work of the school.

Bryant on His Birthday.

We praise not now the poet's art,
The rounded beauty of his song;
Who weighs him from his life apart
Must do his nobler nature wrong.

Not for the eye, familiar grown
With charms to common sight denied,—
The marvellous gift he shares alone
With him who walked on Rydal-side;

Not for rapt hymn nor woodland lay,
Too grave for smiles, too sweet for tears;
We speak his praise who wears to-day
The glory of his seventy years.

When Peace brings Freedom in her train,
Let happy lips his songs release;
His life is now his noblest strain,
His manhood better than his verse!

Thank God! his hand on Nature's keys
Its cunning keeps at life's full span;
But, dimmed and dwarfed, in times like these,
The poet seems beside the man!

So be it! let the garlands die,
The singer's wreath, the painter's meed,
Let our names perish, if thereby
Our country may be saved and freed!

JOHN G. WHITTIER.

A Carbonized Tree.

In the bottom of the main shaft of the Virginia City Coal Company, El Dorado cañon, Lyon County, has been encountered the trunk of a large tree four feet in diameter—a lone relic of an ancient and extinct forest. Where cut through by the shaft, this old tree is found to be perfectly carbonized, turned into coal. Outside the old log is completely crusted with iron pyrites, many of which are so bright that the crystals shine like diamonds. These crystals also extend into the body of the log, filling what were once cracks or windshakes, and even forming clusters about what once was the heart of the tree. This relic of an old-time forest lies far below the two veins of coal the company are about to open. The finding of this old trunk is evidence that the country was at some time, ages ago, covered by a forest of large trees: though the native timber growth, when the country was first visited by the whites, and as far back as the traditions of the Indians extend, was but a scrubby species of nut pine. A few miles from the shaft in which this carbonized tree was found are to be seen on the surface the petrified remains of many large trees. The water lines on the hills show that the whole country was filled with lakes, and the petrified trees lying here and there on the surface of the ground probably floated out on the water of the extinct lakes, and finally sank to the bottom in the places where they are now found. —Virginia Enterprise.

LEARNING gives us a fuller conviction of the imperfections of our nature: which, one would think, might dispose us to modesty, for the more that a man knows the readier he discovers his ignorance.—*Jeremy Collier.*

Department of Mathematics.

Edited by PROF. E. T. QUIMBY, Hanover, N. H.

[Teachers, and others interested in this Department, are respectfully invited to contribute by proposing questions or problems, by solutions of proposed problems, or by illustrating methods of teaching, etc., etc.]

We have received several problems, which we shall be happy to publish as soon as we receive the names of those who send them. These names are not desired for publication, but we wish to be able, if necessary, to correspond with all those who furnish communications for this department.

Mathematical Studies.

Not having received the looked-for communications for this department, we have found it necessary to commence a review of our mathematical studies to prepare ourselves for the responsibility that is upon us. We commenced with Arithmetic. Taking from a shelf containing some dozen different text-books on this subject the one which had the newest and most attractive outside, we set down to a study long since laid aside. We got on very well through Notation, and Numeration, and even Addition gave us very little trouble; but when we came to Subtraction we found that what we learned in Adams's good old book (good, as we thought then), must be at once unlearned. We are now told that 5 from 7 leaves 7, and not 2 as was once supposed. The fact is, there was not a particle of true philosophy in that old book that we esteemed so highly. Any body, now that the philosophy of the thing has been set forth, can see that what you take from, is left behind; hence, if I take 5 apples from 7 apples, that means that the 7 apples are left, and there must have been 11 apples in all. If there is any body so unappreciative as to think that such an expression being used by all English-speaking people, educated and uneducated, would thus become proper, as established by usage, the sooner he gets over that notion the better. If a father says, "Johnny, run out to the shed and bring me a few sticks of wood from that pile on the north side," Johnny immediately replies, "Where shall I get the wood? You see, if I bring some wood *from the pile*, I must, of course, *leave the pile there*. Perhaps if you had been in the Arithmetic class to-day, while we were reciting in subtraction, you would have said, "Bring me some wood *of that pile*, or *from what is left of that pile* after getting what I take away."

But, seriously, is this the kind of ——— (we leave room for the word that suits you best) to put before a child just beginning to learn the relations of numbers? How long before we shall all cease to say, in subtracting, 2 from 4, 2; 3 from 7, 4; and the like? It seems to us that many of our recent book-makers have spent most of their strength in waging war on certain forms of expression which they have deemed illogical, while they could not for a moment think that any wrong idea was conveyed by the language. The one just referred to is one of these. No one ever mistook the meaning of "5 *from* 7," or thought that the remainder would be 7.

In the same book in Multiplication we find exception taken to the common expression, "3 *times* 4 *are* 12." It is said if you take 4 apples 3 times, there are only 4 apples in all. We are told we should say we take 3 fours. Of this we would say, in the first place, we see no possible ground for the criticism, even in the most literal construction. We direct some one to take 4 apples from a basket. He does it. We now say take 3 times 4 apples, or 4 apples 3 times, from the basket. He cannot take the same 4 apples each time without putting them back twice, and that he was not told to do; but by taking a different 4 each time we claim he would be obeying the most strict interpretation of the order. But suppose it has something illogical when thus strictly analyzed, it still has the sanction of usage, and conveys a definite idea, and is not liable to misconstruction. Why then waste time in a mere war upon words that everybody uses and will use in spite of all we can say, when there is so much of real value to be learned in this beginning of the pupil's mathematical studies? Whatever words or expressions convey erroneous ideas we will join in the warfare against; and there are some such even in the "*good old Adams*," and they have not yet been corrected in these modern hypercritical days. If we get on well in our Arithmetical studies we may speak of them further.

Problems.

PROBLEM III.—Let the radius vector of a spiral make a revolution and a half; then pass a curved surface through the locus of the spiral perpendicular to its plane, and place a light at the pole. Required the equation of the spiral when the rays of light are most focalized at the mouth of the spiral.—W. C. Caldwell, *Waco University, Texas, in Ed. Notes and Queries.*

PROBLEM IV.—A grocer cut off a segment of a cheese and found it took one-sixth of the circumference. The piece cut off weighed $1\frac{1}{2}$ pounds. How much of the circumference would he have taken if he had cut out the piece in the form of a wedge, making two cuts from the center; and what was the weight of the cheese? A. Q. J.

PROBLEM V.—What length of string will be required to wind spirally around a conical stick 15 inches in diameter at the base and 25 feet long, passing around the stick once in 3 feet and 4 inches? A. Q. J.

Fanciful Etymologies.

Isaac, *eyes-ache*, indicative of a painful disease of the eyes, eventually causing blindness.—*Unknown source.*

Immanuel, *in the man* [*Christ Jesus*] *you* [*may become*] *well*, i. e., cured of moral infirmities.—*Dea. Brown.*

It would seem hardly needful to say that these words are transferred from the Hebrew, not translated.

Eleven, *one left* [*after ten*]. Twelve, *two left* [*after ten*].—*Greenleaf's National Arithmetic.*

Leven and *lve* of *eleven* and *twelve* have nothing more to do with *leave*, than has *Isaac* with *eyes-ache*. Together with Lat. *decem*, Ger. *zehn*, and the word for *ten* in the other Indo-European languages, they are transmuted, and abraded, and dialectically varying forms of one ground-form, which may be assumed to have been *dakamta*, and which certainly was not a simple primitive word. The same lapse of *d* of the ground-form to *l* is seen in two correspondents of the English *tongue*, namely, the Lithuanian, and the Latin *lingua* as compared with the earlier Lat. *dingua*.

News, a combination of the initials of *North*, *East*, *West*, *South*, the quarters whence news come.—*The Newspapers.*

News came from the Latin *novus* through the Norman French.

Whig, a combination of the initials of *We Hope In God*, the motto of the original Whig party.—*The Newspapers.*

It is rather an abbreviation of *Whiggamor*, a term said to have been originally applied in Scotland to such as drove horses, from their using the word *wiggam* in driving. In the 17th century it was imposed on those who adhered to the Presbyterian cause in Scotland. After the famous *Whiggamor Inroad* of 1648, all who opposed the court came in contempt to be called *Whiggs*.

Sincere, *sine* + *cera*, 'without wax,' i. e., clear.—See Webster.

Doubtless the first syllable is a variation from *sam*, the ground-form of the words for *one* in the Indo-European languages. Nearly the same form occurs in *simplex*, one-fold. In *sincere* the *m* lapsed to *n* through the influence of the contiguous consonant. Of the significance of the other elements of *sincere*, I suppose that not anything positive can yet be affirmed.

Æsculapius, *skele* + *epios*, i. e., he that makes the legs and the entire body sound and free from pain.—*Herodian.*

Sct. *Kapâlas*—Grk. *kephale*—Lat. *caput*—Eng. *head*, *ka-pâla-s*, i. e. 'what a protector'! "The natural office of the skull could hardly be better characterized."—*Pictet.*

These are specimens of the variety that has made etymology a derision. Happily it is gaining a scientific basis; and though it will never be able to answer all curious questions, it has learned in a good measure to distinguish the certain from the hypothetical, and has already accummulated sterling results. I. D.

STATE DEPARTMENTS.

Maine.

State Editor, HON. WARREN JOHNSON, Augusta.

Portland.—The following are the last Grammar school statistics:

North Grammar School.

	Boys.	Girls.	Total.
Pupils enrolled,	227	171	398
Average number for the term,	206	147	353
Average attendance,	199	143	342
Percentage of attendance,	.97	.97	.97
Number of teachers,			8
Number of pupils per teacher,			50

Park Street Grammar School.

	Boys.
Whole number of pupils enrolled,	183
Average number belonging for the term,	168
Average attendance,	162
Percentage of attendance,	96
Number of teachers,	4
Number of pupils per teacher,	42

Fourth Grammar School.

Whole number of pupils enrolled,	236
Average number belonging for the term,	208
Average attendance,	202
Number not absent during the term,	42

West Grammar School.

Whole number of pupils enrolled,	97
Average number belonging for the term,	87
Average attendance,	81
Percentage of attendance,	93
Number of teachers,	3

High School. — The semi-annual examination of the High School took place Friday morning, February 12. At the close, Hon. G. F. Talbot made a few brief remarks, expressing the satisfaction that the examination and deportment of the school had given him and his associates. There was a very good attendance of the parents and friends of the pupils. The following are the statistics for the term:

	Boys.	Girls.	Total.
Pupils enrolled,	177	239	416
Average number for the term,	173	233	406
Average attendance,	170	228	398
Percentage of attendance,	.98	.98	.98
Not absent during the term,	68	96	164
Average scholarship,	8.455	9.217	8.891
Number of days in term,			120

The scale of marking is 0 to 10. 9 to 10 inclusive indicates excellent scholarship. 8 to 9 indicates good scholarship. 7 to 8 indicates fair scholarship. Pupils whose average value of recitations is less than 7 will not be advanced.

Bucksport.—The closing exercises of the winter term of the East Maine Conference Seminary took place Monday evening, Feb. 11, according to the following programme: Music, "Forgive and Forget" (chorus); Duet, Rondo from Lucrezia Borgia, by L. E. Bacon and G. G. Weld; Original declamation, Early Impressions, by H. H. Higgins, Ellsworth; Select Reading, Mary S. Higgins, Bucksport; Original declamation, The Bible in our Public Schools, by W. P. Allen, Bangor; Song, "Wanted, a Governess," by M. E. Bridgham; Original declamation, The President's Salary, by E. C. Bennett, Verona; Recitation, by Emma M. Foye, Wiscasset; Original declamation, Worth of Eloquence, by W. C. Sturtevant, Bangor; Song, "A Merry Whistle"; Original declamation, Value of Truthfulness, by M. F. Bridgham, Columbia; Essay, by Alice B. Gardner, Bucksport; Essay, by Alzena M. Ramsdell, Harrington; Original declamation, True Glory of a Nation, by H. A. Wing, Mattawamkeag; Music, Farewell Chorus.

The present term has been a very successful one. The principal, Rev. George Forsyth, continues to grow in popularity. To those wishing a thorough education this school offers as good inducements as any in the State. Eighty students have been in attendance this session. A much larger number is expected for the Spring quarter, which begins March 3d.

Belfast.—An exhibition last Saturday evening, Feb. 16, at City Point, closed the winter term of ten weeks, which has been under the instruction of J. W. Lang, of Brooks. There was a good attendance, and the exhibition consisted of declamations, dialogues, recitations, and a two-act drama, entitled "Down by the Sea," passed off finely, and was a success. At the close of the school the scholars presented Mr. Lang with a very valuable gold pen and holder, and as a memento of this pleasant and profitable term of school.

The Bridgton Normal School Bill.—The postponement of the Bridgton Normal School bill in the House, the 16th, was a surprise to its friends. The Cumberland and Oxford delegations supported the bill nearly unanimously, and a portion of the York delegation favored it. Mr. Stone, of Bridgton, did himself great credit in his advocacy of the measure, though he was not supported as he should have been.

Tremont.—The school in District No. 8 is going on successfully under the tuition of H. M. Estabrooke, of Linneus, a mem-

ber of the Junior class, Maine State College. This is his second term at that place, and although the school is not large, the scholars are making good progress. Mrs. E. Atherton, of this town, is meeting with success at No. 11, and Mr. B. F. Atherton, of Mt. Desert, is having a good school at No. 12.

HEAD OF THE TIDE.—Our school is prospering finely the present season, with Mr. Frank Harriman and Miss Gracie Hollis for teachers.

A Juvenile Temple to be called the "Home Circle," has been organized, by Mr. M. J. Dow, of Brooks. Here, as in many other places, a Temple can be made the means of doing much good. There are plenty of children, and they seem pleased with it. W. H. Walton and others have taken quite an interest in the matter, and we hope it may prove a success.

— The educational effort at the prison, under the charge of Mr. D. J. Stannett, proves very successful. Many convicts who three months ago could neither read, write, or cypher, can now do all. This is the more strange as Mr. Stannett sees each convict but once or twice a week and then in the evening. Its influence on the discipline of the prison is very great.

— The school on East Ridge, Sherman, closed Friday, Feb. 19th, after two terms of two months each. Mr. Wentworth has done himself credit, and made himself many friends.

— The High School at Patten commenced last Monday, and about 90 scholars are in attendance—the largest number ever in this school.

— The Free High School at Dalton commenced Feb. 8th, with A. B. Wilder as principal.

New Hampshire.

STATE EDITOR, PROF. J. E. VOSE, Francestown.

MANCHESTER has forty-seven schools with seventy teachers. During the month of January the average attendance was 1,184; whole number of scholars registered 2,577. The low average arises from the fact that the schools have been much broken up by sickness.

Mr. Andrew M. Heath, of Epsom, has been put in charge of the 'Squog Grammar School. Mr. Heath is an experienced teacher about 40 years of age, was adjutant of the 12th N. H. Vols., and since the war has been teaching in Illinois and New Hampshire.

PORTSMOUTH.—One morning lately the teachers and pupils of the High School were favored with some very instructive remarks by James P. Bartlett, Esq., relating to his recent trip to the tropical regions. Mr. Bartlett visited Aspinwall and Panama, besides seeing Cuba and the Pacific Ocean. His account of the trip is intensely interesting, and the teachers who listened to him suggest that he have a more public hearing.

Misses Ann C. and Eliza M. Marshall were lately surprised with the present of an easy chair to the former and a purse of $105 to the latter by their old pupils. They have been teachers there for more than a quarter of a century.

The salaries of the primary teachers have just been increased $50.00 a year. The question of a public library seems just now to be agitating the people, and judging from the opposing correspondence in the papers, there are some men in that city who might be greatly benefited by such an institution.

Hon. Abner J. Phipps, of the Massachusetts Board, recently gave his lecture on "Pronunciation," before the Teachers' Association.

MERRIMACK.—The school buildings at Reed's Ferry, formerly occupied by the Granite State Cadets, is to be opened in the spring under the name of McGaw Normal School. The buildings and a $10,000 endowment were given for this purpose by the late Deacon McGaw. B. H. Weston, A.M., of Atkinson, is to be the principal. The school will be remembered as formerly quite flourishing under the charge of Professor Russell, the elocutionist. We trust it may speedily gain even more than its former success.

DERRY.—Pinkerton Academy, in charge of Mr. Homer P. Lewis, principal, and Miss Susan D. Bartley, preceptress, has lately taken a new departure in the introduction of weekly written examinations. Hereafter all admitted at the beginning of each term, including present members of the institution, must pass a satisfactory written examination in the studies required for admission to the different classes. Increased attention to school duties, and marked improvement in scholarship are already noticed.

CONCORD.—The winter term of the schools closed on the 26th ult. The attendance in some of the grades has been below the average of former years, owing to various prevailing epidemics. The High School has been singularly exempt from such interruption, and the average attendance has been fully equal to that of former winters.

Superintendent Allen, the board of education, and the teachers have worked heartily together to secure the best results, and it is believed that the work in the different schools has been attended with more than usual success.

NEWPORT.—Our stage was two minutes behind the train, the other day, and we "waited" in the High School. The principal, Mr. Hutchinson, and his assistants, Mrs. Rowell and Miss Bartlett, are doing a good work. There are 56 pupils in the High School proper. Mr. Hutchinson has only thirteen classes a day to hear, including Latin, Algebra, Astronomy, etc.! The Algebra class showed excellent drill. We trust the stranger is not to judge of the public spirit of Newport by the appearance of its High School building.

EFFINGHAM.—The library at this place has just been increased by two presents of valuable books, one of 57 volumes and the other of 300.

HILLSBOROUGH BRIDGE.—The spring term of the high school is under the control of Mr. Darius Steward, who was formerly a successful teacher there.

Miss Bell Morrill has a private school in the village.

WARNER.—Col. N. G. Ordway, of this town, has secured an appropriation from Congress for the establishment of a station of the United States Signal Service, on the top of Kearsarge.

MARLOW ACADEMY has a spring term in charge of Professor Hayward, the efficient superintendent of schools in Acworth. He is a good worker, there is an ample opening, and the school should be a good one.

WEST LEBANON.—The Public Library now numbers 500 volumes.

The singing school is in charge of T. B. Rice, of the Dartmouth Seniors.

The public schools, just closed, have been very successful: the higher grade, under the care of Mr. Charles Stevens, of Dartmouth College, the primary taught by Miss Mary Morris.

ENFIELD.—Miss Harris has just closed her sixth term in the village school, where she has had marked success from the first.

KEENE.—Several of the schools have been closed on account of sickness among the pupils or the teachers.

— Mark True, Esq., for many years a distinguished educator, died of paralysis at his home in Antrim, on the 12th inst., aged 59 years. We hope to give a brief sketch of his life at an early date, and shall be glad to receive any reminiscences from his friends.

Vermont.

STATE EDITOR, REV. H. T. FULLER, St. Johnsbury.

HON. EDWARD CONANT, State Superintendent of Education, has just visited schools in Enosburgh, Berkshire, Richford, and Georgia. Later in the season he expects to visit some of the larger towns in the State, but is now getting about as rapidly as possible in the farming towns while the winter schools are in session.

ST. ALBANS.—We glean the following facts in relation to the public schools of St. Albans:—The average attendance during the term was 528.06. This is an increase upon the attendance of the preceding term of 115.49$\frac{1}{2}$ or a little less than 28 per cent. This increase is shared by all the departments. Comparing the number of pupils registered, with the average attendance, we find the latter to be a little less than 77 per cent. of the former. This is a gain of 7 per cent. upon the preceding term. In the ungraded schools the average attendance per school was 19.10. The number of absences during the term was 7,276. This is an increase upon the number of the preceding term of 2,056, or a little more than 39 per cent. Of the 687 pupils registered 96 were without absent marks. There were 888 cases of tardiness during the term. This is an increase upon the preceding term of 429, or a little more than 93 per cent. There were 344 pupils who had no tardy marks.

CASTLETON.—The semi-annual graduating exercises at the Normal School were introduced by a sermon, Sunday, Feb. 7, preached by Rev. J. G. Johnson, of Rutland. On Monday evening there was a literary and artistic entertainment, prepared by students of the school; Tuesday was occupied with the examinations of the candidates for graduation, comprising four young ladies in the first course and one in the second course. Mr. Supt. Conant, and Judah Dana, A.M., of Rutland, special examiner for this school, assisted in the conduct of the examinations, and Tuesday evening Mr. Conant addressed the citizens of Castleton upon the characteristics of the educational system of Vermont and the influence of her Normal schools.

READING.—The annual prize reading and speaking contests among the pupils of the public schools in Reading, took place at the church in South Reading, on Monday evening, Feb. 8. The church was well filled by an appreciative audience, who watched with closest attention the different exercises. There was a sweepstakes prize in reading and in speaking, open to competition to those only who had previously taken prizes. Hiram Randall, twelve years old, won the prize in speaking, and Minnie C. Fay in reading.

PERSONAL.—Judah Dana, principal of the Rutland High School, has been appointed by Governor Peck school examiner for the first district of Vermont, *vice* A. E. Leavenworth, who resigned his appointment on becoming principal of the Randolph Normal School.

THE VOLCANO IN FAYSTON, of which so much has been said, proves not to be so much of a volcano. The State geologist, Dr. Cutting, has visited Bald Mountain, and makes the following report as the result of his investigation:

"The conical hill is on the north side of Bald Mountain, its north slope being some 300 feet, and its south slope half that distance. This hill is a mass of detached rock, with crevices, and overgrown with trees. These crevices are very deep. One of them, some six inches wide, is mostly covered by soil, and a growth of trees, bushes and the like. Some places are not so covered, and these are the volcanic holes—simply bits of the crevice not covered. The air in the crevices or caves is of course moist, and is cold in summer and warm in winter when considered in relation to the outside atmosphere. When this damp air comes out of the crevice or cave in winter, the moisture with which it is charged is condensed in vapor, and that is all there is to the 'volcano.' The temperature within the cave or crevice is 40 degrees above zero."

— Mr. H. H. Carpenter has sent in his resignation to the board of trustees of Franklin Academy, to take effect at the close of the term. The reason is understood to be that he does not wish to teach anywhere the coming spring. The school has been a successful one under his tuition.

— Royalton Academy re-opens February 24, under charge of Frederick Rustedt, A.B., principal.

— The spring term of St. Johnsbury Academy began Tuesday, February 2. Two hundred and twenty-five students were enrolled the first week.

— A school not twenty miles from Whitehall is presided over by a cross-eyed teacher. A few days ago he called out, "That boy I am looking at will step out on the floor." Immediately twenty-seven lads walked out in front of the astonished pedagogue.

— The Vermont Normal Schools have recently graduated 38 students. Of this number the school at Randolph furnished 28, that at Johnson 6, that at Castleton 4,

— In Hinesburgh, Middletown, and Waitsfield the town system is in operation and is so far a success. During the month of January Superintendent Conant lectured in seven counties and in eighteen different towns, besides visiting many schools.

— People praise Vermont scenery in summer. Why not look for the beautiful in winter? If any are disposed to do so let them not forget to visit Lunnenburgh and North Troy.

— Castleton has been distinguished for the manufacture of slate-pencils, but the factory is not now in operation. Who will cipher out the reason?

— The friends of Derby Academy are trying to secure an endowment for it. Right. Go ahead.

— Miss Ethel Persis Sherman, sophomore in the University of Vermont, is teaching the High School at Richford this winter with good success. She believes in paying her way, as the boys do.

— There are now ninety-two pupils enrolled with Randolph Normal School, and more are expected. The term promises to be pleasant and successful.

Massachusetts.

STATE EDITOR, PROF. B. F. TWEED, Charlestown.

BOSTON.—On Saturday evening last, Feb. 20th, fire was discovered in the Dwight Grammar School-house, Springfield street. It caught from a defective furnace flue and burned through the first floor, causing a damage of about $1,000.

Charlestown District.—Mr. Charles E. Daniels, for many years a member of the school committee, has received from the teachers of this section of the city a handsome Parian statuette of "Lady Godiva," as a testimonial of esteem.

CAMBRIDGE.—The salaries of the following teachers in the High School have each been increased $500: Mr. Wm. F. Bradbury, Hopkins Master of Classical Department, now receives $3,000; Messrs. John Orne, Jr., Theodore P. Adams, and Solon F. Whitney, sub-masters, $2,500 each.

Alvan Clarke, of this city, is about to make an immense telescope for the Austrian government, and is negotiating for the manufacture of one for the California University, to be given by James Lick.

SOMERVILLE.—The Somerville High School Association, assisted by the West Somerville Literary Association, gave a dramatic entertainment on the evening of the 22d, which was well attended and much enjoyed. The High School Association enacted the farce, "Peace and Quiet," and gave the trial scene from "The Merchant of Venice." The West Somerville Association gave the farce, "My Turn Next." Both organizations did well, and merited the applause which was liberally bestowed.

LAWRENCE.—Mr. Charles T. Lazell, master of the High School, who has been suffering some time from a pulmonary trouble, has been granted leave of absence for a couple of months and has gone to the warmer regions of the South to regain his health. Mr. Herbert S. Rice, the sub-master, takes charge of the school during his absence.

It is stated that the average of fiction taken out of the Lawrence Public Library is but sixty-one per cent: the lowest reported of any free public library thus far, and very creditable to a manufacturing city. Three thousand dollars will be spent for new books for the public library this year.

SALEM.—At the school committee meeting on the 15th inst., the salary of the principal truant officer was fixed at $600, and that of the second at $100; it was voted to dismiss the schools on the

26th, the centennial anniversary of Colonel Leslie's defeat near that city; and the special committee on the Bowditch School was instructed to fit up Lincoln Hall, in the upper story of that school-house, for the accommodation of the Primary School children of the district.

WALTHAM.—The annual report of the school committee has appeared. In it they state that more school accommodations are necessary, favor the study of drawing and music, desire additional action of the town as to truants, and call attention to the success of the winter evening-schools. The general school expenses for the coming year are estimated at $33,150.

NEWTON.—The City Council at their last meeting made appropriations of $385,000 for the ensuing year, of which the general appropriation for schools was $80,000; for industrial, and mechanical drawing, $1,500; for conveyance of pupils, $1,000; for incidentals, $1,000; for school incidentals, $13,000; for enlargement of High School building, $25,000; for Newton Free Library, $5,000; and for Newton Athenæms, $1,250.

HATFIELD.—The large school-house in the West Farms district of North Hatfield was burned last week. It caught from ashes put in a barrel by a small boy in the morning.

— A new feature is to be introduced in Williston Seminary next term, in the shape of prizes for excellence in athletic games, to be publicly contested, at or near the end of the term.

Rhode Island.

STATE EDITOR, HON. T. B. STOCKWELL, Providence.

PAWTUCKET.—The whole number of pupils registered in all the departments of the High Street school during the last term was 272, and the reports show that 52, or nearly one-fifth of the number, were perfect in attendance, and seven were absent only half-a-day. Percentage of attendance, 93. The teachers were as follows: Grammar, M. E. Parker; First Intermediate, Mary C. Fairman; Second Intermediate, Charlotte E. Steele; First Primary, Carrie Greene; Second Primary, Nellie E. Page.

At the Church Hill Grammar School, J. F. Kent, principal, ten of the pupils were perfect in attendance, and the percentage of attendance was 94. A good record.

Consolidation.—At a recent meeting of District No. 1, held Feb. 18, it was voted to transfer the district property to the town.

LONSDALE.—The whole number registered in the public schools during the past term, which closed Friday, Feb. 12, was 98. Average attendance, 64. Twenty-two of the whole number were perfect in attendance. Mr. Ralph H. Bowles, Jr., principal of the High and Grammar Department, has been assisted by Miss Florence L. Wilder, who has resigned to take a position in a school at North Adams, Mass. Miss Mary D. Bowen is teacher of the Intermediate Department; Miss Ella V. Spring and Miss M. E. Alverson are in the Primary Department.

FOSTER.—The two schools at the Center and Ponegansett, taught respectively by Miss Marcia Arnold and Mr. Bernard Arnold, united and gave an exhibition at the Town House on Saturday evening, Feb. 13th, for the purpose of raising funds for the purchase of books and apparatus. A large audience rewarded their labors, and the exhibition was very successful.

WARWICK.—The public school at Centreville, under the care of Mr. A. C. Whipple and Miss Lizzie Allen, closed its winter term Feb. 12th. The closing exercises were well attended, and gave good satisfaction.

WESTERLY.—The High School in this town, J. M. E. Drake, principal, gave an entertainment in the Elm Street Hall, on Tuesday evening, Feb. 16th. The programme was full, comprising songs, essays, declamations, dialogues, and tableaux, and the audience was large enough and appreciative enough to satisfy the most exacting. Home talent was found to be worthy of the highest commendation. The people of Westerly are determined that their school shall not suffer for lack of encouragement and material support.

Connecticut.

STATE EDITOR, ARIEL PARISH, A.M., New Haven.

Obituary--Death of Mr. Chauncey Harris.

Four times during the space of about one year have the ranks of the Hartford teachers been broken by the call of the Master. The principal of our High School; the president of our college; a most highly esteemed teacher of the Brown School; the accomplished principal of the South Grammar School, these all have closed their earthly labors within a remarkably brief period.

Chauncey Harris, Esq., the special subject of this notice, had for thirty-one years the control of the educational interests in the south part of the city; he commenced with a comparatively small school, and it has constantly increased in numbers until at the present time there are over three thousand scholars—the largest school in the city. Our brother Harris, the principal of this school, whose loss we mourn, was one of those rare men who, combining in an eminent degree those higher qualities which secure success, was favored beyond most men with a happy *tact* that enabled him to so concentrate and direct his energies as to secure the best possible results. He was a man of sterling judgment, quick perception, and fine sensibilities. He was always tender of the feelings of others, and seldom erred in his decisions; thus going in and out, for thirty-one years, before his thousands of scholars and his forty associate teachers, he grew in favor with all. Passing from room to room, almost daily, superintending the instruction in each, giving to one a suggestion, to another counsel, to a third a cheering word, and to a fourth the approving smile; all received him gladly, and felt strengthened and encouraged in their work by his visit. He was an eminently successful educator, and as such his loss will be felt by the entire State; but especially were his services recognized and appreciated by the members of his own district. His committee and the board of school visitors held him in the highest esteem. It was in the school-room that his highest and best traits of character appeared, as he labored with untiring patience, and indefatigable industry in developing and training the minds of his scholars. Here were his best efforts made, his hardest work done, his great successes attained. His example as a teacher is worthy the imitation of all. He always avoided everything like display. Only his most intimate friends are familiar with the generosity of his heart, his innumerable acts of kindness, and his constant readiness to do good unto others.

As a citizen he was one whose counsel was often sought, whose opinion was regarded as in the highest degree reliable, and he was esteemed and honored by all who knew him. As a Christian he enjoyed his Master's presence; he was aided by his Master's spirit in so controlling and governing his own that he thereby gained a supremacy over others, which gave him his great success as a man, a citizen, and a teacher. A. M.

HARTFORD, Feb. 20th, 1875.

WOLCOTTVILLE.—Secretary Northrop has just held two educational meetings here, and his address in the evening, on the new crisis in Europe, was full of valuable facts and awakened deep interest. He showed, very clearly, that while, in many respects, our schools are superior to European, there are some special excellences in their methods and studies, which it would be wisdom on our part to introduce. The necessity of a knowledge of drawing in order to the highest success of our mechanics, and that we may not be under the mortifying necessity of going abroad for men to do the nicest work on our finest buildings, was especially insisted on, and much satisfaction was expressed by the gentlemen, some of them, who superintend the multiform manufactories of this busy spot on the river.

PERMANENT TEACHERS.—At a local institute held by Secretary Northrop, in Mansfield, there were present three teachers, residents of that town, one of whom has taught forty-nine successive winters, whose pupils propose next year to celebrate his semi-centennial; another who is now teaching for his thirty-first winter in the same district; and another gentleman who has taught for every winter during the last forty years, except the five years of the late war. The oldest of the three, after nearly half a century's service, is young at heart and in vigorous health, keeps in cordial sympathy with the juvenile mind, and still delights in the work of the school-room. It was an interesting spectacle to see these veterans at a teachers' meeting, eager as the youngest to "brush up," as one of them said, and learn improved methods of instruction.

GROTON.—Jonathan Whipple, of Groton, the founder of the Whipple School for deaf mutes, died recently, at the age of eighty years. He was a Rogerine Quaker, and a man of remarkable intelligence and probity, though obstinate and eccentric to a degree. Universal peace was one of his hobbies, and he was one of the organizers of the society for its promotion.

FAIRFIELD.—The school-house at Mill Plain, in the town of Fairfield, was burned Wednesday night. It was insured for $2,000, and cost about $4,000. The fire originated from the furnace in the basement.

Colleges.

DARTMOUTH COLLEGE.

Alexander Wiswall, '73, on the 13th inst., at Hanover, married to Miss Lottie Haynes.

Rooms have been fitted up at Carter's for wanderers who lose their way at night.

Professor Young reached San Francisco, Cal., on Tuesday, the 16th. He telegraphed his family that he was coming *via* the Union Pacific. He will be expected at Hanover by the 25th.

Miss Moody, the youngest daughter of the late President Lord, is in a very critical condition from pneumonia, at her home in Hanover.

A convention of several choral societies, from towns in this vicinity, was held in the College Church, on the 17th inst., under the leadership of J. M. Perkins, with Miss C. E. Burgins, pianist, both of Lebanon. Morning and afternoon sessions were held, closing with a concert in the evening. Some fine music was furnished to a full house.

The following is a synopsis of the studies of the spring term in the Academical department: Seniors—Political Economy under Professor Noyes, Geology and Mineralogy under Professor Hitchcock. Juniors—Plato under Professor Proctor, Chemistry under Professor Diamond, Lectures on Physics from Professor Emerson, and Calculus under Professor Quimby, the last being optional with Greek. Sophomores—Tacitus under Professor Parker, Rhetoric under Professor Sanborn, Mechanics under Professor Quimby. Freshmen—Heroditus under Tutor Bradley, Cicero under Professor Lord, Geometry under Tutor Worthen.

There are 158 scholarships in the several departments for indigent students. The scholarships cover the expenses for tuition.

Gymnasium drill is required of the Sophomores and Freshmen four times weekly, being optional with the other classes. Three years ago it was required of all classes; but the gymnasium was new then.

About sixty board at Conant Hall this term; more are expected when the men who are out teaching return, which will be in about a week. They can accommodate one hundred and twenty-five there. It is managed by the college, using the products of the College farm, boarding at cost. Last term board cost $3.25 per week. A. H. K.

TUFTS COLLEGE (MASS.)

The presidency of Tufts College, at Medford, recently resigned by Dr. Miner, has been tendered to Israel Washburn, Jr., ex-governor of Maine and collector of the port of Portland, but he declines it. John P. Marshall, professor of Chemistry, Mineralogy, and Geology, has been appointed temporary president.

AMHERST COLLEGE.

The members of the faculty have voted that every student wishing to enter into boating shall make a separate request to them, and permission will be given or withheld, according to their own judgment.

MIDDLEBURY COLLEGE.

The Senior class are enjoying exceedingly Dr. Labaree's instruction in International Law.

The popular lecture of Prof. E. H. Higley, that has delighted all who have heard it, bears the title, "The Artful Dodger." The representative characters, real creations of Dickens, are set forth with wonderful clearness; the Artful Dodger is sharply outlined, and then held up as a type of the intellectual trickery of the present time.

F. D. Mussey, of the class of '69, who is making himself a good name as a journalist in connection with the *Cincinnati Times*, is to deliver the poem before the Associated Alumni at their annual meeting in July.

Rev. Dr. Henry Smith, of Lane Seminary, who was expected to give lectures on Intellectual Philosophy early in the college year, has delayed his course until the third term.

BOSTON UNIVERSITY.

Henry C. Sheldon, B.D., a graduate of Yale College, and of the School of Theology of Boston University, has been elected assistant-professor of Historical Theology in the latter institution. He is now in Germany, but enters on his duties in Boston next Fall.

YALE MEDICAL SCHOOL.

What a pity the people at large could not have heard Dr. Fuller's address to the graduating class, last week, on the difficulties, the follies, and the superstition of medicine. Sever young men received graduating diplomas.

— A university is to be built by the Jews of London, at a cost of $750,000.

— Rev. Edward B. Otheman, A.M., has been elected professor of Modern Languages in the South Carolina University.

— There are over 450 students at the new college for men and women in London.

— President Chadbourne, of Williams College, has recovered from his long and almost hopeless illness.

— At a recent examination at the College of Brazil, Rio de Janeiro, an American girl won the gold medal.

— The spring term of the State College at Orono, Me., opened with a large attendance of students.

— Each class in Bowdoin College (Brunswick, Me.), is to put a fine boat on the river, and it is the intention to practice for a grand regatta, to be held next Commencement.

— Professor Gibson, B.A., of Albert College, Bellville, Canada, has been appointed a Fellow of the Geographical Society of London, England, and a Fellow of the Botanical Society, Edinburgh.

— Harvard has a living graduate of the last century in the person of Horace Binney, the Nestor of the Philadelphia bar, who recently celebrated his 95th birth-day.

— Dr. Frederic R. Marvin has been unanimously elected president of the New York Free Medical College for Women, to fill the vacancy occasioned by the resignation of Hon. J. V. C. Smith, M.D.

— The annual report of Harvard College shows a yearly income and outlay of about $200,000. President Eliot laments the fact that less than one-third of the applicants for admission come from the public schools.

— Some wealthy gentleman of Syracuse has contributed $20,000 to the Syracuse University. He will also endow a professorship in the near future, which will bring his subscription up to $70,000. He is as yet incog.

New Publications.

On Teaching: Its Ends and Means. By Henry Calderwood, LL.D., F.R.S. New York: G. P. Putnam's Sons; 1875.

Dr. O. W. Holmes, as part of his advice in matters of dress, says:

> "One single precept might the whole condense—
> Be sure your tailor is a man of sense."

No one questions the logic of the Doctor; for if the man who makes your clothing acts with judgment, knowing his business, you have the advantage of his information, in the set and service of what you wear. Books upon the subject of teaching in especial particulars, or in general, will from time to time be printed, and each of them, in technicalities, may be of avail. But the main argumentative question in making choice of a teacher is this, viz.: Is he an educated gentleman? If yes, his education and his gentlemanly courtesy will be transmitted to the pupil, and set rules for guidance are not for him.

The little book before us deals with straight-laced facts that a wise teacher will appreciate, but has no practical bearing upon our system not already understood. There is much talk in it about the strap or "*tawse*," which may be interesting in Edinburg. Mr. Calderwood uses "speciality," repeating the word. Specialty is not a good word, euphonically considered, but "speciality" is obsolete. While this little book might be read and regarded pleasantly by many teachers, those among us whom we prize have lived all its best suggestions, and, minus a little of its stately rhetoric, have taught their pupils of rules set down and given reasons for enforcing them. Some of the words are spelled in the old-time way—unfa*vour*able and har*boure*d. The book is printed well by some one of the thousand "printers to her Majesty."

General Sketch of History. By Edward A. Freeman, D.C.L. *History of England.* By Edith Thompson; edited by Edward A. Freeman. New York: Henry Holt & Co.

These books are the two volumes first issued of the set of eight (perhaps more) intended as the manuals of a historical course for schools. The first-named is a kind of cyclopedia in miniature of general historic facts. The last is an abridgment of anybody's England, the object of the book being to present in brief, and in handiest form, for those who would read of England something of the kings and queens, from Edward to Victoria inclusive. Of course, such books are useful, and have good purpose. The pupil will be induced, by becoming interested in these minor works or compends, to be studential, and by and by the full-grown histories of Macaulay and others will claim his serious attention. These very proper books are issued in very neat style for popular low prices.

"The Island of Fire." By Rev. P. C. Headley, author of "Life of the Empress Josephine." Boston: Lee & Shepard.

The author has given us, in his quite attractive style, an account of the entire Icelandic history, from its accidental discovery by Naddod, a famous sea-rover, in 860, down to the literary productions of the present day. The account of its discovery is as follows: "Sixteen years after the battle of Canuna, this pirate spread his sails for the Faroe Islands. Suddenly a terrible gale struck the brave navigator's vessel, and swept it along the path of the storm. In vain the helm was grasped by a strong, untrembling hand: the bark drifted away upon unknown waters. With the returning calm, he caught sight of lofty summits, and sought a landing-place among the foam-lashed rocks at their feet. Ascending a height, he gazed upon the drear landscape, to find a human form or habitation. In vain his anxious eye scanned the horizon of snow mantling the mountains and falling down their rugged sides beyond the view. He hastened to the beach, and reëmbarking, called the new country Snae-land, or Snow-land."

Iceland is in many respects one of the most interesting parts of the world, not only in its physical features, but also in its history and the character of its inhabitants. Its most distinguishing feature consists in its lofty mountains, most of which are active volcanoes. Only a few sections along the coast are inhabitable, or in any degree capable of cultivation, and even there hardly any apparent traces of vegetation are visible.

The most remarkable characteristic of the people is that, necessarily poor as they have been and are, they should have cultivated poetry and other departments of literature with such great success; yet possessed as they were with love for their cause, and having adapted themselves to the situation—thereby having a thorough knowledge of the work in hand—as might be expected, they advanced to their present enviable position.

The religion is distinctively Protestant. When we consider all the hardships that that nation has passed through—its annihilating volcanic eruptions, its pestilences peculiar to that locality, sweeping away at one time two-thirds of its population—and that they have endured, and have not wavered in their religious belief, it is undoubtedly a great lesson to us whonever have known of hardships more severe than being compelled, under most favorable circumstances, to "earn our own bread by the sweat of our faces," uninterrupted. We must say with the old unfriendly Danes, that "God made the world, but the Devil made Iceland." And yet nowhere is the mighty power and tender care of God more visible, or does the history of a people possess more singular interest, than among the great solitudes and scattered, happy homes of Iceland.

Philosophic Reviews: Darwin Answered; or, Evolution a Myth. Geometrical Dissertation. Notes on Definitions. By Lawrence S. Benson. New York: James S. Burnton; 1875.

Having attempted to banish the *reductio ad absurdum* from Geometry, and having proved to his own satisfaction that the area of a circle is exactly three times the square of the radius, Mr. Benson now attacks Charles Darwin, Herbert Spencer, and their theory of evolution.

L. J. Marcy, 1340 Chestnut street, Philadelphia, Pa., has published a fifth edition of "The Sciopticon Manual," of 180 pages, explaining his new Magic Lantern and Light, including magic lantern optics, experiments, photographing and coloring slides, etc. He also publishes a priced catalogue of Magic Lantern Slides, illustrated and classified.

Copartnership.—Messrs. Joseph L. Taintor, Chas. N. Taintor, and Charles E. Merrill, as general partners, and John E. Gillette, as special partner, have formed a limited copartnership, under the firm-name of Taintor Brothers & Co., for the purpose of conducting a general publishing business, and have succeeded to the business heretofore conducted by the firms of Taintor & Co. and Taintor Bros.

Scribner for March, and all the year. The present number will be read with much interest, by both old and young. It contains a great variety of most entertaining matter, adapted to all tastes, with over 30 illustrations.

Old and New.—In the number for March Col. Fowle describes the siege and capture of Fort Fisher. It gives in a short poem the remarkable passage of the Ausable, and continues Anthony Trollope's serial of "The Way we Live Now." "The Boston Public Schools" are written up by one who knows whereof he affirms.

Lippincott's Magazine opens with a thrilling account of Piotrowski's escape from Russian banishment, and Paper No. I. of Australian Scenes and Adventures, both illustrated. Our scientific friends will read "Munich a Pest City," and "A Scientific Life," with much interest. The poetry of the number is usually good.

The Bibliotheca Sacra for January presents a rich diversity of interesting topics handled by able writers. The first article is a recapitulation, by ex-President Hill, of the Sources of Religious Knowledge, in a clear, popular method and style. Next is given No. IV. of Rev. Dr. W. M. Thomson's articles on the Natural Basis of our Spiritual Language, treating particularly of religious types and symbols. Dr. Thomson's studies of Syrian scenes and life give his illustrations of the foundation and significance of biblical figures a peculiar freshness and authority. Prof. Ezra P. Gould, of Newton Theological Seminary, next exhibits the New Testament use of *sarx*. In article IV. Rev. Henry S. Burrage gives an interesting biographical sketch of Heinrich August Wilhelm Meyer, with notice of his writings. Prof. J. E. Wells, of Woodstock, Ontario, then discusses the Physical Value of Prayer, elaborately refuting the three leading objections to the truth. Rev. Calvin E. Park, of West Boxford, Mass,, in the longest article of the number, writes on certain erroneous theories of the significance of sacrifice. The federal theory of Dr. Sykes, the gift theory of Portall, and the worship theory of Maurice, are particularly examined. Professor Lacroix, of the Ohio Wesleyan University, presents a summary of the views of Rothe on the limitations of divine foreknowledge—a fatal fallacy in whose reasoning we find in the assumption that what he calls the discretionarily free cannot in the nature of the case be foreknown. It seems rather presumptuous to prescribe such limitations to Omniscience; certainly the right to assume a limitation in the infinite mind to the mode of knowing to which the human mind is restricted, will not be very readily conceded by opponents. An interesting exposition of Matthew ii 39—he shall be called a Nazarine—follows by Dr. Biêsênthal, a celebrated Rabbinical scholar, retranslated from a Jewish-Christian monthly. Professor Smyth briefly recites what is known and conjectured about Pudens, named in Paul's second letter to Timothy. Rev. Daniel T. Fiske, of Newburyport, Mass., reviews Dr. Bushnell's Forgiveness and Law. Notes on the new theory of the Exodus by Pasha Brugsch, by Dr. Joseph P. Thomson, of Berlin, and notices of recent publications close the number.

Opinions of Educators

AS TO THE WORK AND MERITS OF OUR JOURNAL.

As one officially connected, in one way or another, with our public school system, I have often regretted the inevitable feebleness of our State educational periodicals. The teachers, being preoccupied with their work in school, cannot give their freshest hours to their editorial work, and the need of some concentrated effort had become very clear. I am glad that the *New England Journal of Education* begins its career so auspiciously.—Thos. Wentworth Higginson, *Chair. B'd of Exam's of the R. I. Normal School.*

I have been pleased with the plan which gave rise to the *New England Journal of Education*, ever since its discussion at North Adams. Numbers one and two have more than met my expectations. These *alone* are worth the cost of the journal for three months. Of my eighteen teachers, *fifteen* subscribed for it, and are enjoying it very much. I commend it to all educators and parents. Such articles as "How to Study History," "Coöperation of Parents with Teachers," "How to Teach Composition," and Dr. Mayo's paper on "Truthfulness in the School-room," cannot fail to interest and instruct every person who reads them. The influences of such writings will be breathed into our school-room, and hosts of children will be elevated thereby.—D. S. Farnham, *Master of the Mason School, Newton Center, Mass.*

I am greatly interested in the success of your journal, and the numbers already received give promise of a brilliant career.—R. G. Hibbard, *Prof. of Elocution, Wesleyan Univ., Middletown, Conn.*

The first number of your journal has been received, and I am frank to say that I think it is the nearest approach yet made to the real needs of our schoolmaster army. The idea of *the weekly* is the great one in this enterprise, though the combined interest of so many leading educators in New England will insure its success and give it character and merit. I would like to have it generally circulated in Wisconsin, but particularly in Milwaukee.—S. R. Winchell, *Princ. High School, and Ed. and Pub. of Public Sch. Record, Milwaukee, Wis.*

I am a New England man, was educated in N. H., am much pleased with the journal, think it will accomplish good results.—W. F. Harriman, *Co. Supt. of Schools, Cherokee, Cherokee Co., Iowa.*

Your first number is capital—a rouser! I think it will be so regarded. Go ahead. Never work more better started, or more heartily sustained.—Hiram Orcutt, *Princ. Tilden's Ladies' Seminary, West Lebanon, N. H.*

NEW ENGLAND

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American Institute of Instruction.—The next annual meeting of the American Institute of Instruction will be held in Providence, R. I., July 7th, 8th, and 9th, 1875. The local committee of arrangements will spare no pains to secure good accommodations, and make the meeting profitable and pleasant.

The death of Robert S. Davis, of Boston, removes from business circles one of the oldest, most reliable, and successful of the book publishers of New England. He has been connected with the book trade for over forty years, and is well known as the publisher for a generation of Greenleaf's Mathematical works. His life fully merits the strong testimonials of respect and esteem which the press and his business associates so universally have accorded to him.

The General Assembly of Rhode Island has under consideration a bill to establish and aid free libraries in the several towns of that State.

Mr. Albro E. Chase, of the Portland High School, and the recent editor of the *Maine Journal of Education*, accepts the State Editorship of the New England for Maine, in place of Hon. Warren Johnson, who assumed the position temporarily. We have excused Mr. Johnson only on the ground of his arduous State labors, to which he is devoting all of his time and strength; and we shall welcome Mr. Chase, whose ability and experience in school affairs abundantly qualify him for the place.

Maine.—The following exhibits the school-work of the legislature, just adjourned:

School Legislation.—Acts have been passed authorizing the cities of Portland and Bangor to choose school committees of seven; in the former the same are to be elected as are aldermen, with the mayor chairman *ex officio*, who are to choose a superintendent, and in the latter the committee are to be elected by the city council; an act authorizing towns by vote in town meetings to distribute 20 per cent. of school moneys to small districts, instead of 10 per cent. The free high-school law has been amended so that towns having free high schools, which desire to do so, can draw their State money twice a year. An act was also passed providing for the appraisal of district property by towns which have abolished the district system. An act has also been passed requiring parents and guardians to send children, between 9 and 15 years of age, to some school twelve weeks in a year, under certain conditions, but no penalty is attached for neglect. Teachers' institutes have been abolished. Three important bills respecting the distribution of school money and returns were referred to the next legislature.

Milton as an Educator.

BY REV. PHILLIPS BROOKS, BOSTON.

[Read before the Massachusetts Teachers' Association, Dec. 29, 1874.]

The subject of which I wish to speak to you belongs to the *History of Education*. That is a region into which any student may enter without being an intruder—and I begin by saying how desirable it seems to me that those who are training themselves, or who are being trained for teachers should study, as it is not usual for them to study now, the history of education. No man to-day can practice any of the higher arts to the best effect unless he knows the history of that art. Our life becomes extemporised and fragmentary unless each man taking up his work in the world, not merely attaches his work to the work of those who went before him and begins where they left off, but also knows something of the way in which his art came to reach the point at which he finds it, and so is able to make the labor which he adds, a part of one consistent and intelligible progress. We want to know the blunders men have made that we may not make them over again; we want to know the grounds of the partial successes which they have achieved that we may help to carry forward their successes towards their full result. Let me remind you what are some of the values that belong to the study of the history of education. First, there is the great general value of experience. To know what other men have done in the department where you have been set to work will make it unnecessary that you should go over again what they have already done. The student of the history of education finds, to his great surprise, that many of the educational ideas of his own time, which seem to him all fresh and new, were found out long ago, were used awhile and then were lost again, only to be rediscovered at this later day. A wiser study of educational history would have made this rediscovery unnecessary, and so saved time and strength. If every generation has to begin and prove over again that two times two is four, what generation will ever get beyond the proof that ten times ten is 100? And then again, to know how different studies came to be introduced would often throw great light upon the values of those studies. There can be no doubt that many studies have been introduced legitimately, for reasons which were very strong, but which were temporary, and then have remained like ghosts haunting our schools long after their living necessity had died away. It is always hard to get any study out of our schools when it is once in. Each teacher learning it as a boy, is naturally ready to teach it as a man. As John Locke says, "It is no wonder if those who make the fashion suit it to what they have, and not to what their pupils want." Here surely is the key to a great deal of the conservatism and traditionalism of our teaching, and the surest way to break it down, and to get rid of it, would be such a wise study of the history of education, by those who are to teach, as should show them how the studies which they find in school came there, and so help them to judge whether those studies are to be dropped as temporary necessities which have been outgrown, or to be kept forever because they are forever useful.

Think, if you will, what light the history of education would throw upon the violently debated question of the value of methods of classical training. Was ever question so stupidly discussed as that has been? It has been debated as if it had no history. But everybody who thinks about it, sees at once that the strong hold which our methods of teaching the Latin and Greek languages has upon our schools, comes in large part from the length of time for which they have held their ground. They come to us from mediæval times. But when we go back to see what first gave them their prominence we find, to quote the words of one of the noblest of educational historians, that "in the middle ages Latin was made the ground-work of education not for the beauty of its classical literature, nor because the study of a dead language was the best mental gymnastic or the only means of acquiring a masterly freedom in the use of living tongues, but because it was the language of educated men throughout Western Europe, employed for public business, literature, philosophy, and science, above all in God's providence essential to the unity and therefore enforced by the authority of the western church." In other words, we are perpetuating a certain method of culture which was established for reasons which have long ago ceased to exist. The clear recognition of the change would not banish the classical language from our course of study, but it would liberate us in the methods of teaching them. It would set us free to teach them as if they are to be kept a part of the learning of mankind, they must come to be taught, not in the minute niceties of their grammar, but as the keys to rich literatures which the world cannot afford to lose.

But I only instance this as one chance illustration of the value of the history of education. I come now to what I want to make my subject for this lecture. I want to open with you one page of that history and see something of what is written there; I want to speak of the education, and especially of one great educator, of two centuries ago, and see if we can learn anything from him. I turn to that period with special instinct, not merely because it is the one which has most attracted my own study, but because it is one that so profoundly merits the study of us all. The Seventeenth century is really the first thoroughly modern century of English life. The Seventeenth-century Englishman is the earliest English being whom we of the Nineteenth century can easily and perfectly understand. It is not so in the century before. The men and women of the Tudor times are different and distant from us. They are as little modern in their character as in their dress and houses. But with the opening of the Seventeenth century, almost suddenly, almost taking us by surprise, we come on men whom we can comprehend—whose whole look is familiar to us—who does not feel the difference between Cardinal Wolsey and Cromwell in this regard. One is all mediæval and the other is all modern. Eliot, Hampden, Pym, Laud, Falkland,—all the men of the civil wars, whether they were Royalists or Puritans, have this new intelligibleness. We have evidently crossed the line and are in our own land. They are hardly farther from us, in some respects they are not so far from us of New England as the men of the last century, the men of our own Revolution. If history were taught among us as it ought to be, I think you will agree with me that there is no period of all the history of the world that ought to be taught to our New England youth more fully than that which is most like our own, and most intelligible to us, and the richest in seeds of fruits which we behold to-day, the Seventeenth century in England.

Now in the midst of this great century there stands forth in England one picturesque and typical man. The strongest ages do thus incorporate their life in some one strong representative, and hold him up before the world to tell their story. And the most typical man of

English Seventeenth-century life was John Milton. I am drawn to him because of his connection with the history of education, which I shall speak of by-and-by. But before I can speak of that, I must remind you of how in general Milton embodied in his life all those characteristics which make the Seventeenth century strong and positive in history as we look back upon it. Not even Cromwell so largely embodied all its qualities. "He was," as Professor Seely strongly says, "the most cultivated man of his time, perhaps, we might say the most cultivated man that ever lived in England," but his culture was all of that best sort which humanizes instead of unhumanizing its subject, and makes him more and not less a representative and specimen of the time in which he lives. Milton was born in 1608, on the 9th of December, at a quarter past 6 in the morning, at the Spread Eagle in Bread Street, in London, where his father was a prosperous scrivener. That father had been disinherited by *his* father because he had become a Protestant and a Bible had been found in his chamber; already there was protest and reform in the blood. He entered at Christ College at Cambridge when he was 15 years old, and left before his course was finished in some sort of mysterious disgrace. One of the endless discussions of his biographers is whether he was flogged in college. Dr. Johnson, who does not like Milton, declares he was, but it seems doubtful—still he might have been, for flogging in the colleges was not yet obsolete, and there was that soul in the audacious schoolboy which always brings the schoolboy's body into peril. But he left college, and in a few years went abroad upon that European journey which is almost a prominent event in English literary history. Before he went, he had already written Comus and Lycidas, the Allegro and Penseroso. Upon the Continent he saw great men, and they made much of him. In Paris he saw Grotius; in Florence, the imprisoned Gallileo; in Rome, the Cardinal Barberini. He made friendships that lasted all his life, and he filled his mind full of knowledge. But just as he was planning to go on to Sicily and Greece, the news of the civil war at home came to him, and, Englishman that he was, he hurried home. Just with the same spirit with which so many of our young men, who seemed lost in the fascination of foreign study, turned at the earliest drum-beat of our war and hurried home, that the war might not fight itself through without them; so Milton turned and left beloved Italy behind him and hurried home to give the Parliament and the Commonwealth the help of his pen, and, if they needed that, of his sword too. Here he became at once the champion of the popular cause. He laid poetry aside, and for the next twenty years the press teemed with his pamphlets. He wrote against the bishops, against royalty, against the church. He plead for the freedom of printing, for the right of rebellion, and, having his own home-reasons for turning his thoughts that way, for the liberty of divorce. After a while he was Cromwell's Latin secretary, and gave the great Protector his best praises and best help. So things went on, with Milton's heart and pen always in the very thick of them, until Oliver died, and then the melancholy Restoration came. The great champion of liberty became silent and escaped the penalties of all the past years, nobody has ever been able to make out just how. He was blind now, and getting old. But Paradise Lost was yet to be written before he could have liberty to die. It was written in silence, and the world hardly took more note when it was published that it does when the sun rises. Then came the Paradise Regained, and then the Samson Agonistes, the last great outcry of his passionate heart, and then at last on Sunday, the 8th of November, 1674, he died in peace and was buried in the chancel of St. Giles, Cripplesgate, where probably his bones are lying still.

He was the most typical Englishman of the most typical and strongest English time. And this might interest any one who had red English blood running in his veins, but he especially belongs to us—he has his place here among those who are interested in education, because this typical Englishman was a schoolmaster, and one of the most thoughtful and suggestive reasoners on education that the English race ever produced. He is near enough to us to let us understand him, but he is far away from us to let us look at him with something of romantic feeling, as we think of the greatest of Englishmen sitting with a dozen boys about him, not merely teaching them, but reasoning about their teaching, looking over their heads and seeing the distant visions of the perfect education of the future, as true a poet when he sat in the teacher's chair as when before his organ he chanted lofty hymns and told the story of eternities. It came about in this way. Milton returning from Italy, when the civil war broke out, found in his father's house two children of his widowed sister, Mrs. Philips, Edward and John, and he began to teach them. Soon other boys, sons of his friends, came in, and his last biographer, Mr. Massen, who has left little for any one coming after him to learn of Milton, has gathered up, in all, traces of twenty or thirty youths who at one time or other were the great master's pupils. The school was always in the teacher's house, first in Aldersgate street, where it was what his pupil Philips describes as "a garden house at the end of an entry"—a quiet spot no doubt, with a little plot of ground, up a sleepy court, in what is now the very heart of "streaming London's central road;" and then afterwards in a house in what was called Barbican, where, when he was once settled, his pupil writes, "The house looked like a house of the muses, though the access of scholars was not great." It certainly seems not very inspiring. Philips tries hard to show that his uncle never was a common teacher. "Possibly his proceeding thus far in the education of youth," he says, "may have been the occasion of some of his adversaries calling him pedagogue and schoolmaster, when, as it is well known, he never set up for a public school to teach all the young fry of a parish, but only was willing to impart his learning and knowledge to relations and to the sons of some gentlemen that were his intimate friends." And Dr. Johnson, churchman and Loyalist, who never liked the great Independent and Rebel says of his school, that "From this wonder-working academy I do not know that there ever proceeded any man very eminent for knowledge." But still the fact remains, that Milton had his school and really taught it, that he wrote a Latin accidence, that he planned from time to time a scheme of a great school, that the strong hand that wrote the Samson flogged his pupils till they roared, and the genius that conceived the Paradise Lost knew nothing unworthy or incongruous in the schoolroom drudgery.

Just think of being Milton's scholar! Every art slips down into technicalities and loses its first inspiring principles. It cannot keep the grandeur of *ideas*. What technical skill the great teacher of Aldersgate street may have had, what discipline he kept, how he managed his markings and rankings we cannot know; but at least we are sure that in that dingy room, with the dingy London roses blooming outside the window, the *ideas* of teaching, the *ends* of scholarship, the *principles* of education never were forgotten or lost out of sight.

No doubt we should see and feel this for ourselves if it were possible for us to open the old schoolroom door and go in and sit down among the scholars where the great master, waxing dimmer of sight and getting on towards stony blindness every day, should not discover us. But this we cannot do, and so we are glad that we can turn away from the mere mention of Milton's actual school-teaching which is so unsatisfying, and find that he has written down for us what he thought and believed about school-teaching in his famous tract on *Education*. There was in Milton's time in London a well-known gentleman by the name of Samuel Hartlib. He was the son of a Polish merchant, who had married an English lady and settled himself in England. He seems to have had a fresh, bright, kindly mind. Everybody knew him; he interested himself in everything that was live and good. He talked with everybody who had anything to say. Every great city has such men—we know such men in ours. This gentleman had often talked with the great schoolmaster about education, and was very much interested in what Milton said; and he had begged Milton often, as they sat together talking, to write down what he was saying, so that it might not be lost. The busy Milton at last complied, and the result is that we have a dozen pages of his stately prose in which he pictures his ideal of school-teaching, and gives us, it is safe to say, a prospectus of philosophic education within which almost all the progress of our modern schools has been included, and which it is very far yet from outgrowing. Surely it will be interesting to look at his ideas in the light of modern developments. I know how often practical teachers are impatient of new theories. They do not love to listen to a mere philosopher, who sits in his study and tells them what a school ought to be. But remember, Milton's ideas were not wholly theories. He had seen some practice. And remember, too, that if the teacher's art be in any high sense an art at all, it must have a philosophy behind it. If we would not allow it to sink into a mere set of rules, and depend for its success on certain mere tricks or knacks, it must forever refresh itself out of the fountain of first principles and inspire itself with the contemplation of even unattainable ideals.

[To be concluded next week.]

Excess of Brain Development in the Young.

BY F. C. CLARK, M.D.

The subject of School Hygiene has, of late, been receiving the attention it has so long demanded, and, very properly, at the hands of the medical faculty. At the last meeting of the Rhode Island medical society, held in Providence in December, the committee, previously appointed to make a report in regard to the health of our public schools, and the advantages of the present system of education, reported fully upon the subject. Dr. Newell, chairman of the committee, in connection with the report, drew up the following resolutions, which were unanimously adopted and are to be made the special subject for discussion at the next meeting of the society in March:

WHEREAS, Although the present school system has een brought to a high degree of completeness in intellectual culture, and to an exalted position of which its friends and the community may well be proud; yet, entertaining for its welfare a profound interest, and viewing it as we do from a physical standpoint, and believing that in the haste for intellectual culture the physical is too much neglected; that the nervous system is developed to the omission of other portions of the body, thus giving rise to a long train of ills and producing an unsymmetrical and distorted organization in the young, entirely unfitted for the stern duties of life; therefore

Resolved, First—That physical culture is of primary importance in our public schools, and that gymnastic exercise should be made a part of our school system.

Second—That the "Kindergarten system" should be engrafted upon our public school system.

Third—That the school buildings should not exceed two stories in height.

Fourth—That three hundred cubic feet of space and twenty-five square feet of floor space should be the minimum for each child in a school-room in connection with good ventilation.

Fifth—That proper warmth and pure air are of the first importance, and should be considered before ornamentation.

Sixth—That scholars should not maintain the same position more than half an hour at a time.

Seventh—That two short sessions daily, are better than one long one.

Eighth—That no child should be admitted in our public schools as now conducted, under seven years of age.

Ninth—That under twelve years of age, three hours a day, and for twelve and over, four hours a day is sufficiently long confinement to mental culture.

Tenth—That study out of school should not usually be permitted.

Eleventh—That all incentives to emulation should be used cautiously, especially with girls.

Twelfth—That the "Half-Time System" should be introduced into our public schools.

Copies of these resolutions have been very widely circulated in newspapers and otherwise, and they seem also to deserve a place in an educational journal. Besides, they so well express the defects of the modern system of education, and the desirable changes to be made that comment upon them seems hardly necessary.

But yet, one or two considerations in regard to this overcrowding of the young and growing mind it is

hoped may not appear out of place here. Indeed, any advantages of the present system of education should be duly considered and rightly estimated. Treasure enough, certainly, has been spent already upon the common schools, and unless the returns in some form to the State, balance the expenditure, the outlay is a dead loss.

And first, let the present system of educating be considered from a physiological point of view. It is a never-varying law of Nature that one faculty alone can be developed only at the expense of another; the mind at the expense of the physical organization; and the contrary.

Generally speaking, life may be divided into three periods: the first of youth; the second of maturity, or where the system undergoes changes without loss of tissue; that is—a maintainance of tissue metamorphosis; and lastly, the decline of life, or the period of decay. The first may be characterized as a period of development; the second of activity; and the last of relaxation. Each of these periods may again be sub-divided into three others, of which sleep constitutes a third of life; labor another, and rest another. Nature makes these laws unalterable, and any attempt to disobey them is to force nature beyond its regular course; and thus to overturn the existing state of affairs, which implies a gradual, if not a rapid, extinction of the race.

Hot-house plants thrive in direct ratio of the artificial relations and conditions to the natural. Any attempt to disturb these relations at once becomes detrimental to the growth of the plant.

Many anthropologists tell us that the attempts at European colonization are every day proving to be failures. The average number of children born to a parent is now only three, whereas the average number formerly was from eight to ten. Unless the American stock be maintained by constant renewals from the European, none of the former productiveness can be attained. Emigrants, so soon as they become established in this country, fall into the ways of the American Anglo-Saxon. We soon note in them the same defects which are so apparent in those of Puritanic descent. Therefore, unless a stronger physical organization be given to the coming race, the colonization of America will as signally fail as it has done in Australia and in other European colonies.

The growing child, therefore, must have exercise. The child is now in the period of growth, where the mind develops gradually and in proportion to the body. The brain which determines the phenomena of mind must be nourished as much as the rest of the animal economy. A child of tender years, especially, should never have tasks forced upon him which will interfere with this growth. It is only with increasing years that it is necessary to increase the tasks; anxiety about studies should never at this period of life be permitted; else we have a frail physical organization, a precocious and short-lived human being. Not only are the physiological functions impaired, but the mind itself is weakened. If strength is lost by the great intellectuality achieved, how many years are taken from the period of growth, or how much sooner is maturity reached?

History furnishes us with thousands of facts to prove that little or nothing of great importance is done in the first twenty-five years of life. Nature at this time seems to reserve her favors, to bestow only at a time when the just balance between loss and removal of tissue is complete. Whether in science, philosophy, or literature, the palm is always obtained by men of mature age. Even men of the greatest genius date the establishment of their fame after the age of thirty. Milton was over fifty when he wrote the "Paradise Lost"; Bacon was in middle age when he published his great work on philosophy. Mr. Darwin was seventy years of age when he wrote the "Descent of Man."

It is not intended to overlook anything in earlier life which may give promise of future excellence. But it is desired to show that the powers of the intellect are never fully established, as a rule, till after the first twenty-five years of life; that is, not until the system has *ceased growing*.

Therefore, to insist upon studies ill-proportioned to age, circumstances, and conditions, is to cripple rather than develop. And these tasks required many times of children of tender years, are most of them forgotten ere the child reaches maturity. Principles only are retained in their minds. Even when great intellectuality is gained at the the expense of health and happiness, the child on reaching maturity, in nine cases out of ten, will follow his favorite pursuit were it in direct opposition to his previous training; and never use one-tenth of what he was forced to commit to memory twenty or twenty-five years previously.

Hence, in concluding, the mind of the child is to be educated, his faculties are to be *led out*, developed, according to the growth and strength of the system. Principles alone can be taught with advantage, and these only so far as the development of the *brain substance* will admit. If individual tasks and preferences are rightly directed, we may dispense with much labor and ponderous masses of disassociated facts.

To the Graduates of '67, Prov. High School.

Fill up the cup of Memory,
  And drain the draught that fills it,
Ere yet the Demon of To-day
  O'erturns the glass and spills it.

Leave Wine, the Mocker, to the lips
  That love its double measure,
For bitter dregs succeed the draught
  Of momentary pleasure.

We find a finer quickener here,
  Which sends the warm blood thrilling
With thoughts of other days, when we
  The pupil's seats were filling.

We sailed a placid mill-pond then,
  By guarding hills half hidden;
No mad waves lashed a stubborn shore,
  No tempest raged unbidden.

The flakes that flecked our little lake
  Were lilies, wisdom's flowers.
Our teacher-helmsman steered us there,
  And bade us make them ours.

But still we knew the time must come
  When easy days were over,
And each must take the helm himself—
  On wider seas a rover.

We sail no mirror mill-pond now,
  With glassy shores and edges;
With haunts the nervous pickerel loves,
  And shallows, lined with sedges.

No lily petals fleck with white
  These rolling waves we're crossing;
But foam-caps phosphorescent, are
  Their heaving tops up-tossing.

The early morn is left behind,
  But castles fancy-builded
Still ride the clouds before our eyes,
  By richest sun-light gilded.

Then lower them not to solid earth,
  The shock their walls would shatter,
Their shining domes would melt away,
  Their beauties all would scatter;

But build the solid earth to them.
  Then climb the hill and enter,
And so you find the true ideal
  In which your longings center.

Then forward all,* with courage true,
  No backward footsteps taking,*
To where the setting sun's red thirst
  The western waves are slaking;

Still find we in such memories
  And thoughts within us stirring,
A stimulant to truer lives,
  To nobler action spurring.

Then fill the cup of Memory,
  And drain the draught that fills it,
Ere yet the Demon of To-day
  O'erturns the glass and spills it.

A GRAD. OF '67.

* Class mottoes: *Ἀεὶ πρόσω*;—*Nulla vestigia retrorsum.*

A Reminiscence.

I have often thought that I would, for the sake of others similarly situated, write a brief account of certain portions of my early life. The personal nature of such a sketch has hitherto deterred me, but I somehow feel that readers will forgive this feature of my article if, independent of it, they may find anything useful.

So far as I have been able to learn, my toys were unique. In the summer of 1852 I was left, by a distressing accident, in the sole care of my father. A severe shock to the nervous system left me for a long time an invalid, querulous and difficult to amuse. The rough games of other boys I could not enter into, and I was mostly confined to the house.

Although heart-broken and ill, my father taxed his powers of invention for my amusement. In the twilight of winter we used to repeat poetry together, and I learned much in this way. Gray, Byron, Coleridge, Shakspeare, Beattie, Marlow, Campbell, and Spenser were our favorites. When the oil-lamps were lighted (for in those days we had no others), my father used to read to me from the German. The Niebelungen Lied, Undine, Rubesal, thus became familiar to me. I knew the Hartz Mountains as well as my own Highlands, and had long talks with gnomes and cobolds. It was at this time, too, that I was introduced to Scott's novels, the old English Ballads, and the stories of King Arthur. My father was a naturalist, and in the summer time, when my strength would allow, I was the sole companion of his walks. To him every stone and flower had an interest, and he had the power of investing them with a charm which others felt as well as himself. His was the true object-teaching—a constant appeal to Nature to show us her wonder and beauty. I did not know that I was learning a lesson, as the lesson was never a task. A walk with this kind friend was a holiday. He never told me anything to strain my faith, and I believed in him implicitly.

But what I wish most to speak of are the toys he made for me. After reading the tales of Scott and the legends of Robin Hood and Arthur, or the chronicles of mediæval history, I had an impulse to act out what I saw. Perceiving this desire, my father hunted the library for volumes that would illustrate what I was reading. He then copied the historic or imagined figures of knights and ladies, reducing or enlarging them to a common standard. He then allowed me to select the colors of the costume, when he would complete the shading. These images were then pasted on to stiff card-board, and cut out with a knife. Fastened to a block they would stand in any desired position. Many of them were historically correct, being drawn from such books as Merrick's Ancient Armor. I thus became familiar with heraldry, and was often led to inquire into the history of the individual and his time. I regret to say that I knew more of English History then than now, but I find that it comes back to me easily.

With these images, of which I had perhaps two hundred, I used to organize tournaments and wage mighty wars. I had blocks to build castles, bits of glass edged about with lichen and moss for lakes or rivers, and trees made like the figures themselves. Every scene of which I read was enacted. Where the strategy of the hero failed, my own was called into play, and mighty rescues planned and ingenuous escapes constructed. Secret passages abounded in my castles. The court scenes were gorgeous in the extreme. I never see any of these pictures now in any book, without a return to the old time. Many of the images themselves I still possess.

Some may object that I lived in an atmosphere of romance. Perhaps so; but is not that better than an atmosphere of sin and idleness? My rough amusements came later when rugged health returned. I am the very last one to condemn such amusements. I suspect a boy who, in his holidays, cannot kick up his heels in a green field. But for an invalid this was not possible; the usual routine of study was impracticable, and something else had to be inaugurated. A kindly devotion hit upon just the thing for the occasion. We hope other children may be amused and instructed in as innocent a way.

W. W. B.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

The April Eclipse.

Another total eclipse of the sun will occur on the 6th of April. Mr. Hind, as quoted by *Nature*, says: "Although the course of the central line of this eclipse is mainly a sea-track, yet in its passage from the Nicobar Islands, in the Bay of Bengal, to Siam, better opportunities for the observation of totality will be afforded than are likely to be again offered before the close of the present century." At Kaikul, in the island of Camorta, Nicobars, the total eclipse will continue 4 minutes 27 seconds. Bangkok, Siam, lies a little north of the central line; the total eclipse will there continue 3 minutes 54 seconds. Mr. Hind has made two independent direct calculations for the Siamese capital, one based on Hansen's tables, used in the English Nautical Almanac, and the other on Peirce's tables, used in the American Ephemeris. These results differ from each other *only 24 seconds* in the time of the beginning of the eclipse, and the track of the central line has about five minutes greater latitude by the American tables than that given by the Hansen tables.

The King of Siam has addressed an invitation to the English Royal and Astronomical Societies, asking them to "appoint men of science to observe the total eclipse of April next," and stating that he "will be happy to consider them as his private guests during their visit, and will take on himself their entertainment and provide them with transport for themselves and their instruments from Bangkok to the station selected by them, and back again, and will erect such temporary buildings as are required for them and their assistants." The Council of the Royal Society have been promised a grant of £1,000 from the English government in aid of the undertaking, and are making preparations to accept the polite and generous invitation of the King of Siam.

In 1860 photographs of the eclipsed sun were first taken, and the red prominences were shown to belong to the atmosphere of the sun. In 1868 the spectroscope was used, and the solar prominences were found to consist of glowing gas. It was also shown that outside of the bright disk (photosphere) of the sun is a layer of glowing hydrogen, which has been called the chromosphere; and that the prominences are portions of this chromosphere which have been thrown up from it. Soon after the eclipse of 1868, it was found that with the spectroscope the chromosphere and prominences can be observed without waiting for an eclipse. Since that time much study has been bestowed upon this lower portion of the sun's atmosphere, especially in the clear air of Italy and of the Rocky Mountains. It is found to consist of incandescent gases and vapors, not all mixed up together, as we might expect from the terrestrial law of the diffusion of gases, but with the lightest generally at the top. Into the layer of glowing hydrogen are frequently injected from below magnesium, calcium, sodium, and, more rarely, iron and the other heavy metals.

But there is a halo of light, called the corona, seen outside of the chromosphere in a total eclipse. It was photographed in the American eclipse of 1869; also in the eclipses of 1870 and 1871; but its true nature has not been fully established. The inner part of the corona is, no doubt, a portion of the sun's atmosphere lying above the chromosphere. It is uncertain whether the outer portion of the corona properly belongs to the sun's atmosphere. No means have yet been found for examining this corona, except during the few minutes of a total eclipse of the sun; hence the necessity for the expedition of 1875. The observations for which the English Royal Society have obtained an appropriation "will be limited to photographing the spectra of the chromosphere and coronal atmosphere."

The following extract from the London *Times* gives some fresh information upon this subject:

"The laboratory experiments proved that, in the case of any one metal present in the sun, the metal behaves exactly the same in the sun's atmosphere as it does when driven into vapor by the passage of the electric current between the carbon poles of an electric lamp. At the greatest distance from the poles the spectrum of the vapor is the simplest (single-lined), in the core of the arc it is complex (many-lined). Now, in the case of some of the elements present in the sun, we have a spectrum as complete as that we get in the core of the arc, in others only a line or two, so far as we know at present. In fact, we have hydrogen and the metals of the alkalis and alkaline earths and the metals of the iron class with almost complete spectra on the one hand, and on the other only a few lines indicating the presence of such metals as zinc and lead.

"Nor is this all. A most diligent search has been made for metals of the tungsten, antimony, silver, and gold classes among the metals, and entirely without success. Dealing, however, with the metals the record of which is most obvious in the solar spectrum, hydrogen, magnesium, calcium, sodium, and the metals of the iron group, the order we have given is not only the order in which they would be met by a body entering into the solar atmosphere, but it is the order of the old atomic weights. Further, although it is true that at present we do not know much about the spectra of the stars, we do know that the stars with the simplest spectra are stars which only give clear indications of hydrogen, or hydrogen and magnesium, or hydrogen, magnesium, sodium, and so on. A star as it gets gradually older may apparently give us a spectrum belonging to a gradually increasing depth of the solar atmosphere as it exists at this moment.

"So far we have said nothing about metalloids; that is, those elementary bodies, such as oxygen, carbon, nitrogen, sulphur, and the like, which make up more than half of the parts of our planet most easily got at. Of metalloids in the chromosphere none have been detected, but a year ago a paper was presented to the Royal Society pointing out that their record would appear not to be entirely absent from the solar spectrum; in fact, that we have exactly such a record as we should expect if this large class of bodies existed in a comparatively cool part of the atmosphere at some height above the hotter lower strata. It was also shown that, granting this, we could explain the various classes of stars in the heavens by supposing that as a star got older and colder the metalloids were enabled to exist lower down in the atmosphere, and thus to change the character of the spectra of stars bright and hot into that associated with those which are dim and possibly colder, until at last the metalloidal rain, so to speak, falling on the metals below, gives the material of a future crust. It will be seen, then, that the work since 1871 has been assuming more and more a chemical character, and associated with this are physical questions of the greatest interest, not only bearing on the kinetic theory of gases, but which may eventually help us to follow more intelligently than we can now the matter of a nebula till it forms part of the cooled crust of a planet.

"The present line of inquiry, then, is to determine the chemical nature of a section of the sun's atmosphere reaching from the photosphere to the extreme limit of the corona, some hundreds of thousands of miles away. This with the old conditions of observations, would have been a hopeless task to accomplish. But, side by side with the results to which we have drawn attention, new methods of investigation have been introduced, and among these the development of spectrum photography deserves first mention. The spectrum of the corona can now be photographed with the same ease as the prominences were photographed in 1860, and if such photographs can be obtained, it is certain that the work of four minutes will in all probability be more valuable than laboratory work extending over as many years. But even spectrum photography would not have been applicable under the best conditions unless side by side with it an instrument had been introduced which is destined to effect a great revolution in astronomical observation.

THE SIDEROSTAT.

In the Siderostat we have an instrument, suggested by Hooke and perfected by Foucault, which enables us to do away with telescope stands and their equatorial mountings altogether. This is effected by moving a large, perfectly plain mirror in front of the object-glass of a telescope, the telescope itself being horizontal and at rest. This arrangement permits of spectroscopes and photographic apparatus being attached to the eye-piece end of the telescope of even greater dimensions than the telescope itself. The special and novel method of attack to which Mr. De la Rue referred as having been suggested to the Council of the Royal Society can now be guessed by our readers; and unless we have missed the mark altogether, it should now be seen that the work of the proposed expedition of this year is the fruit and crown of the work begun in 1860 and carried on by the English and other civilized Governments since that time."

Encke's Comet.

This comet is soon to make us another visit. It will reach its perihelion on the 13th of April, but will be nearest the earth on the night of the 3d and 4th of May. At this latter date it may be a bright object for the observatories of the southern hemisphere. Mr. Hind has stated that there could be no doubt of its visibility before the February moon should interfere, and that it will probably be observed, in the latitute of London, to the end of the first week in April.

It will be remembered that this is a telescopic comet, remarkable for its short period of revolution, which is only three and one-third years. It has, however, sometimes been seen with the naked eye, shining as a star of the fifth magnitude. It has generally appeared without any tail; but on rare occasions it has presented a faint luminous brush, extending, in one case, at least, both towards and from the sun. It has already been of use in determining more accurately the mass of Mercury and of Jupiter. From its movements Professor Encke concluded that there must be a resisting medium filling the interplanetary spaces, though this resistance is not appreciable beyond the orbit of Venus. According to Professor Loomis, this is "the only body at present known which requires us to admit the existence of a resisting medium."

Notes.

— The erection of a national monument to Baron Liebig has been proposed, and will soon be carried out. The idea has met with an enthusiastic reception from all sides, and contributions, not a few of them coming from America, have been collected for that purpose from every part of the globe.

— Birmingham, England, has erected a statue of Priestley at the approach to the Birmingham and Midland Institute. It will be remembered that although Priestley discovered oxygen in 1774, Scheele also made the same discovery independently, a few months later. It will also be remembered that Priestley removed to America in 1794, settled in Pennsylvania, and died in this country in 1804.

— A subscription list has been opened in Stockholm for the purpose of erecting a monument to Scheele, whose discoveries gave such a powerful impulse to the advancement of chemical science in the eighteenth century.

— Dr. Wm. F. Channing recently presented to the Providence Franklin Society a glass tube which was once the property of Priestley. It appears to have belonged to a Woulfe's bottle; but it is much more massive than any now in use, the glass being very thick. Dr. Channing received the tube, some thirty years ago, from Professor Hare, the latter having received it from his predecessor, a relative of Priestley.

— A ship recently sailed from Glasgow with a consignment of salmon ova, designed for the waters of New Zealand. A quarter of a million of eggs were taken from large, living salmon, and after proper preparation, according to the "piscicultural plan," were carefully packed in an ice-house arranged for the purpose.

— Another ship also recently sailed from Great Britain for New Zealand, having on board 1,130 living birds, —goldfinches, hedge-sparrows, linnets, partridges, blackbirds, thrushes, starlings, etc. They are expected to keep down the insects which ravage the crops of the farmers of New Zealand.

Department of Language.

Edited by H. R. GREENE, A.M., Worcester, Mass.

Points in Grammar.

In the last number we spoke of several useless rules of Syntax. We proceed to mention a few more:

RULE X.

"An Article, Adjective, or a Participle belongs to the noun or pronoun to which it relates."

This rule is *valueless*. If it says anything more than that the Article, Adjective, and Participle *qualify the nouns and pronouns which they qualify*, we cannot tell what the additional meaning is.

NOTE III.

"An Adjective or a Participle is sometimes used absolutely after a participle on an infinitive."

Ex.—The way to be *happy* is to be *good*.

This note is of no value. No mistakes in grammar could ever occur here.

RULE XI.

"A Finite verb must agree with its subject in person and number."

This rule implies the possibility of error in the use of *all finite verb-forms*, when, as a matter of fact, mistakes are possible in the case of only the *third person, present indicative* of verbs generally, and the indicative forms *am, are, is, was* and *were* of the verb *to be*. The pupil is required to be on his guard against *thousands* of verb-forms, when he need be cautioned only in the case of the very few above mentioned. The rule should *point* out the *real difficulties* in the management of the verb, and not *create a thousand purely imaginary ones!*

RULE XII.

"An Infinitive depends on the word which it limits, or which leads to its use."

This rule is of no *practical use* whatever, and hence is mere lumber.

RULE XIV.

"A Preposition shows the relation of an object to some other word on which the adjunct depends."

Useless.

RULE XV.

"A Conjunction connects words, phrases, clauses, or sentences."

Useless.

RULE XXI.

"An Interjection has no grammatical connection with other words."

Useless.

NOTE VI.

"A Conjunctive adverb joins a modifying clause or phrase to some other word."

Useless.

NOTE VII.

'Sometimes an adverb modifies a phrase, or a clause; and some

adverbs of addition, exclusion, emphasis, or quantity, may relate to any part of a sentence."

Useless.

NOTE VIII.

"An adverb is sometimes used independently."

Useless.

All these rules and notes are, so far as the *real end of grammar* is concerned, simply worthless. I have taken them from a grammar which is largely used in New England. All grammars, however, have substantially the same. They differ somewhat, in different text-books, in point of phraseology; they do not differ much in the amount of useless matter by which they are all alike characterized.

We say, then, let all this *imaginary* grammar be rejected. In the first place we have no time for it, as a part of *grammar;* in the second place, it is not only useless, it is a *dead weight* upon the progress of the pupil. Cautioned with reference to a hundred difficulties which are only *imaginary*, he knows not where to find the *real* ones, and consequently makes little or no progress in mastering them. Hence the result, in *this* method of study, is precisely what we might anticipate: almost nobody finds either pleasure or profit as an equivalent for all the weary hours expended upon the study of English Grammar. "My English Grammar has been of no *practical* service to me whatever," is the constant remark of every body.

Questions in Orthoepy.

In the common New England pronunciation the vowel sound in the words *bare, care, dare, rare, there*, etc., *fair, lair, stair*, etc., *there, where*, is the same in quality with that of *a* in *ban, can, Dan, ran, sham*, etc., but protracted. But Webster, Worcester, Russell, and the other orthoepists do not recognize this sound, but assign another, quite as much perverted from the original. Have we cause, therefore, to abandon our pronunciation?

In the common New England pronunciation the vowel sound in the words *bone, boat, colt, coat, dolt, home, moult, none, road, rogue, smoke, spoke, stone, throat, toad, whole*, and twice as many more, is distinct. But the orthoepists tell us that the proper vowel sound is the same as that of *o* in note in all these words except *none*, which should be pronounced *nŭn*. May we not retain the sound which propably comes nearest the original *o*, in the few words in which it is still left to us?

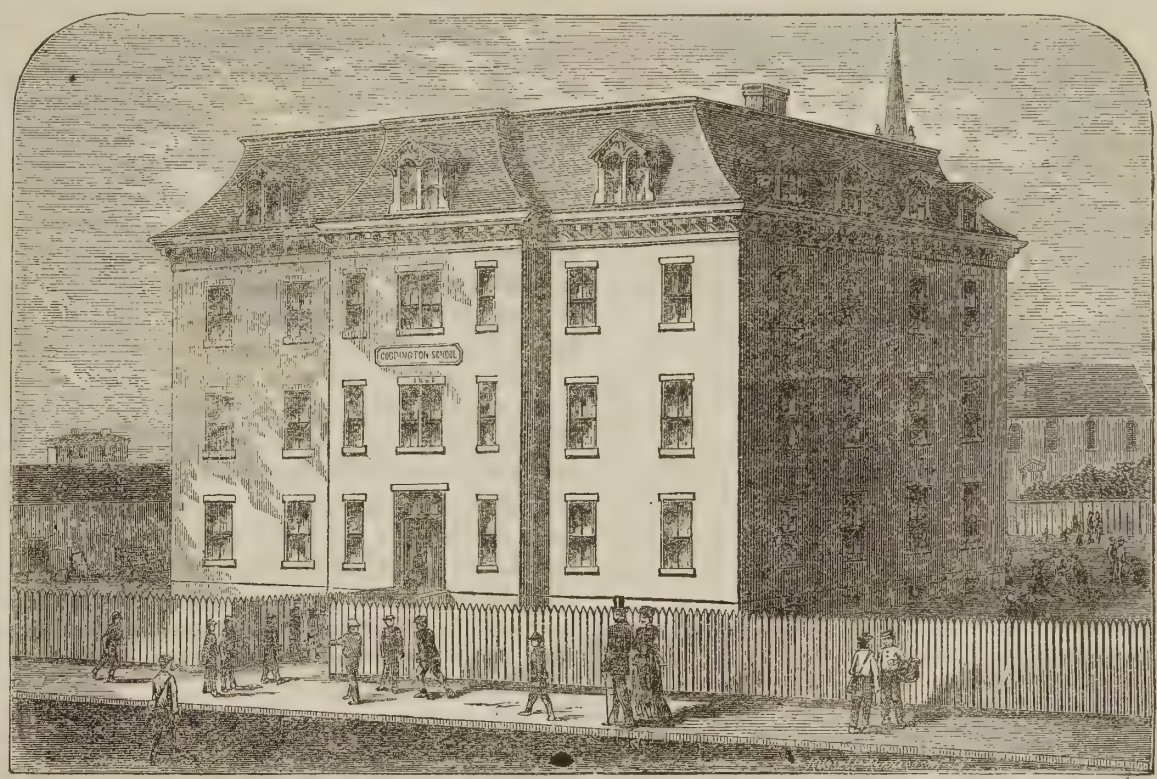
In the common New England pronunciation the sound of *u* in *due, duty, lucid, lunatic, tune, institute*, and a great many other words, is the same as in *rue, rule, truth*. But the orthoepists instruct us to give it, instead of the transmitted pure sound, quite another and a corrupt sound. Some of us rejoice in words and significations transmitted by our fathers from the cultivated language of the Elizabethan age, but obsolete generally: why should spoken forms of words of the same age and authority be discreditable to us? I. D.

SELF EDUCATION. — Learning that is acquired at school is but the beginning of our education. It is the theory without the practice of the requirements and duties of life. It is after leaving school that we are to commence the most important part of education—self education—the applying of what others have taught us —the carrying out of what others have begun for us— to our own self-improvement. It is then in reality that education begins, for whatever a man learns himself he always knows better than that which he learns from others; not that we should disregard the help or advice of others, for it becomes us to use all the aid and facilities we can command, but we should set ourselves to work upon ourselves, to be independent. When we are young our food was provided for us; but even then we ate and digested it for ourselves; now we must not only do this, but we must earn it also and acquire it ourselves, and so in understanding and knowledge become men.

The Coddington School-house, Newport, R. I.

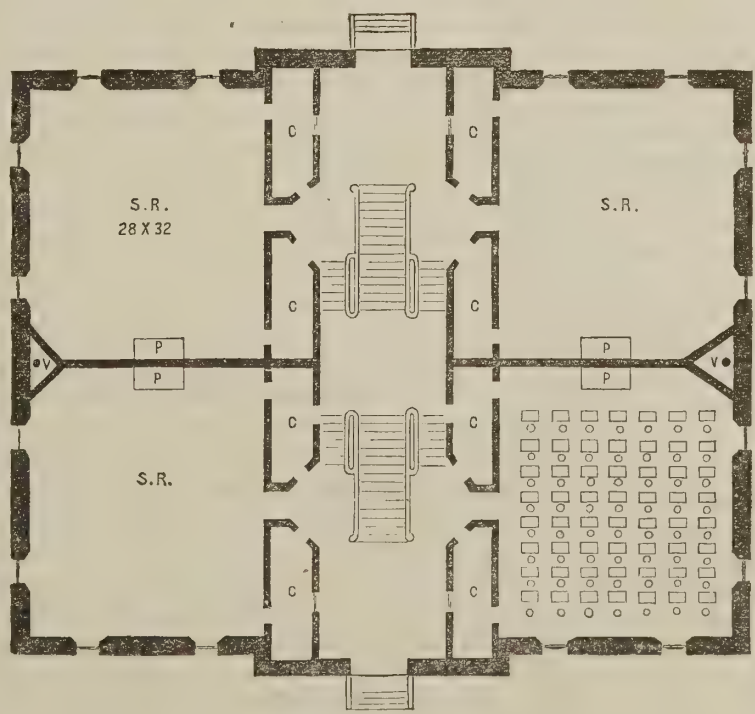
This building was named in honor of William Coddington, who bought the island of Rhode Island, then called Aquidneck, from the Indians, and was afterwards the first Governor of the Rhode Island Colony.

The extreme dimensions of the building are 85 feet on the front by 73 in depth. The wings are 68 feet in depth, there being a central projection in front and rear of two feet six inches. The foundation walls are of stone, well bounded, and laid in mortar, with an average thickness a little exceeding two feet. There is a cellar under the entire building with an average depth of eight feet. The water-table, window and door-caps, and window-sills are of brown stone. The sills, steps, and buttresses at the entrance to the building, front and rear, are of granite. The walls are of Danvers pressed brick. The building is three stories high, with a French roof. On each of these floors are four school-rooms, each 28 by 32 feet in size, and 13 feet in the clear. Each school-room is provided with two clothes-rooms, as shown in the plate. The boys' clothes-rooms are lighted from the hall, and are 14 feet in length by 5 in width. The girls' clothes rooms are lighted by an outside window, and also from the hall, and are 16 feet in length by 5 in width. The stairways are substantial and well arranged. The landing above the first half flight, as represented on the ground plan, is 11 by 14 feet in size. Every provision is secured for ready egress from the building in case of fire or accident.



The blackboards are of hard finish, and extend entirely around each room. The floors, window casings, and wainscot, throughout the building, are of yellow pine. The inside doors are of ash, and swing both ways, closing without noise. The front doors are of pine, and are so arranged that as one enters the building, the right-hand door opens outward. Each room is furnished with fifty-six single desks and chairs. The room above is finished without partitions, as a hall for exhibitions and other school purposes. It is fifteen feet in the clear, and is accessible by two distinct stair-cases.

Ample provision has been made for ventilation. Two large triangular chambers, a section of each of which contains something more than twenty square feet, extend from the basement to the galvanized iron chimney-tops in which they terminate. Registers at the top and bottom of each room, open into one of these chambers. The iron smoke-pipes and the hot-air pipes from the furnaces pass through these compartments. The temperature within them is thus sufficiently raised to produce and constantly maintain a strong upward current. The cold air is thus drawn from the bottom of the rooms, the registers at the top being opened only when the heat is too great. The practical operation of of this system has fully realized anticipations.



PLAN OF FIRST FLOOR.

The building is heated by furnaces, four in number. The hot-air pipes are carried through the ventilators, instead of passing through the clothes-rooms, as first intended. Each furnace heats a tier of rooms.

WE should not consider even those sciences which have no actual practical application in themselves, as without value, if they sharpen and train the intellect.—*Lord Bacon.*

THE common fluency of speech in many men and most women, is owing to a scarcity of matter, and a scarcity of words; for whoever is a master of language, and hath a mind full of ideas, will be apt in speaking to hesitate upon the choice of both.—*Swift.*

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Boston, Mass., March 6, 1875.

IT is a rather amusing commentary on the use of the "Queen's English," that the London *Standard*, in commenting on the recent address of the throne, says: "Though the character of a royal speech is so much fixed by custom that no very striking difference is made by a change of ministers, yet a Tory Ministry shows its deepest respect for the Sovereign by putting into her mouth no doubtful grammar, no silly sentiment, no high-flown nonsense."

JAMES M. BARNARD, Esq., of Boston, treasurer of the "Teachers and Pupil's Fund," a branch of the Agassiz Memorial, writes us that there is reason to believe that the entire $300,000 which was needed for the Memorial is received. This is a great event in the history of the education of the country. With this money, and the means previously obtained, the museum at Cambridge will be placed on an excellent foundation. What we may call the advanced sciences, the original investigations in Zoölogy, can be pursued there; through the marine schools at Penikese it will be brought to bear upon the public schools of the country. We have therefore the two essential factors of a perfect system of education—all this the work of one man, Louis Agassiz, the Teacher. In order that it may be seen how extensive the influence of the school at Penikese will be, we give the names of the States from which the students at Penikese last summer came: Maine 3, Massachusetts 15, Connecticut 2, New York 7, New Jersey 2, Ohio 3, Indiana 1, Illinois 2, Kentucky 1, Wisconsin 6, Missouri 3; Kansas 1, Canada 1, unknown 1; total 48.

THE discussion of the proposition to omit German from the studies pursued in the public schools is continued in New York. At the last meeting of the School Board, a petition against the proposed action was presented to the Central Organization of the German Houseowner's Association. The Germans declared that to exclude their language from the studies in the public schools, on the ground of economy, was simply ridiculous, the entire annual cost being, as we recently showed, only about $45,000. This, it was claimed, was "an insignificant sum for such a purpose." The claim that German is a foreign language is met by the argument that America has no language that ought to called national; English was imported and adopted, and that language could not be called foreign which was spoken by a fifth part of the population of the city. It was urged, as an argument in favor of maintaining the study, that it had been said by Charles Francis Adams that the only man competent to write the history of the United States was Carl Schurz, and that Professor Meitzer, of Berlin, had written the best English grammar ever published. It was claimed, further, that language is not a barrier against nationality, as appears in contemporary history. Switzerland is thoroughly Swiss, and yet there are three different languages spoken in that republic. The Belgians all are French, and they would fight to the death rather than owe allegiance to France, and so with Germans in America; in feeling and language they are Germans, in everything else they are Americans. On the other hand, the argument against maintaining its study were repeated, and it was contended that it was impossible and unwise to make this special provision for any particular nationality or foreign language; the English language was the great medium of communication in the commerce of the world, and for the enlightenment of the students in all the advanced questions of the time, and it was unnecessary to seek to Germanize the public schools of the city. The board adjourned without action on the subject, other than to recommit.

SANITARY REFORM is the subject of a wider and deeper interest and discussion in England, at the present time, than at any previous period during recent years. The *Post* suggests that instead of an "unwieldy conference," like the one recently held at Birmingham, that local meetings should be held frequently in different parts of the country, so that the medical authorities in each district might meet to discuss the questions with reference to their own districts. We are glad to notice that the whole subject of School Hygiene is under discussion by the highest authorities of England and America, and in this connection it is well to note the recent important action of the Philadelphia Social Science Association.

Two circulars have been issued, one addressed to the principals of the public schools in that city, the other to the local boards of school directors, requesting the appointment of a competent medical man to pursue the investigation of the hygienic conditions of the schools and the scholars. The first is arranged in seventeen questions, bearing upon the number of scholars and their distribution in rooms, the means of ventilation, the arrangement of light, the condition of the eyes of the pupils, the desks and seats in use, the general health of the school, and the average temperature of the rooms. The second is intended to be answered by a physician, and the questions, thirteen in number, are more technical—as to the average number of cubic feet to each pupil, the sensible condition of the air, the sufficiency of light, the system of ventilation, the appearance of the scholars, the kind of desks in use, and the cleanliness of drains, cellars, and privies. If the returns to these circulars are full and complete, the amount of information obtained will be very great, as the city of Philadelphia has four hundred public schools and one hundred thousand pupils. In order to attract attention to this inquiry, the Philadelphia Social Science Association will hold a meeting, at which Dr. Castle, an ophthalmotologist of recognized skill, will read a paper on diseases of the eye peculiar to schools, illustrated by diagrams and drawings. It is proper to add that the Philadelphia Board of Education has instituted these inquiries, which were first made at the suggestion of Dr. Lincoln of the American Social Science Association.

WE commend to the attention of our readers the following sensible remarks from the School Report of the committee of Concord, Mass.:

"It seems as if the whole tendency of our times, the whole advice of our educational men and journals, and the great desire of parents, was to take out of education anything which looked like hard work; to enable our children to get an education vicariously by somebody else's work and study. You must begin with kindergartens. All the early primers and reading books must be adorned with the prettiest pictures, as sugar-plums to sweeten that bitter pill—knowledge. If a study comes hard to a child, straightway father or mother must petition that he give up that special study. The committees and guardians of youth are warned that a few hours' study—an amazingly few hours' study in most cases! five days in the week, two-thirds of the year, is making a complete wreck of all the constitutions of all our boys and girls. Perhaps so. For ourselves we believe the exact contrary. We believe that any reasonable amount of study, any amount which is required by the school committees of Massachusetts towns, is a positive advantage to the health. We send our children to school, or ought to send them there to learn to work with their own minds, to work not in a haphazard way, or simply when they feel like it, but when they ought to work, and regularly."

The Late Robert S. Davis.

MEETING OF THE BOOK TRADE.

A meeting of booksellers and publishers was held Wednesday, at Messrs. Brewer & Tileston's, in relation to the decease of their associate, the late Robert S. Davis. Osmyn Brewster was chosen chairman, and W. H. Dennett, secretary. A committee on resolutions was appointed, consisting of Dr. T. M. Brewer, Charles A. B. Shepard, and S. T. Nichols, and after remarks by Messrs. Crocker, Dennett, and others, the following resolutions were passed:

Whereas, It has pleased the Great Disposer of human events to take from among us another of our respected associates and fellow publishers, Robert S. Davis, for so many years well known and appreciated in this community as an enterprising and successful publisher of educational works, and has, in His own good time, recalled him in the ripeness of his years, and in the full maturity of his work, from earthly responsibilities to other, and we trust, higher duties, therefore,

Resolved, That we, the publishers of Boston, have heard with deep regret of the departure from among us of our former companion and friend, and that, while we may miss the intercourse that has so long and so pleasantly subsisted between the departed and ourselves, and while his death has created in our ranks a marked and important void, we recognize in this event a father's hand; and, remembering that our departed friend has been permitted a long and prosperous life, and has been garnered like a ripened sheaf, we bow in submission to the will of Him who doeth all things well.

Resnlved, That we tender to the family of the deceased the sincere expression of our sympathy in their bereavement, knowing that he who has been pleased to take from them a beloved husband and father will be very nigh to them in their loneliness and will sustain them with a Father's arm.

Resolved, That we will close our several places of business during the hours devoted to the funeral services of our departed brother, and will consult the wishes of his family in regard to our attendance at the same.

Messrs. Dr. Brewer, J. L. Shorey, William Lee, and A. L. Graves were appointed a committee to attend the funeral.

SIR CHARLES LYELL, the eminent English geologist, was buried with appropriate honors in Westminster Abbey, on Sunday, Feb. 28, by the side of "rare Ben Johnson.

☞ SPECIAL NOTICE TO SUBSCRIBERS TO THE MAINE JOURNAL OF EDUCATION.—Having bought out and merged into this the *Maine Journal of Education*, we commence this week to send our paper to each of its subscribers. (1) As the publishers of the *Maine Journal* sent to all its subscribers *until ordered discontinued*, we shall extend to them the same courtesy. (2) If paid before April 1, the price to the end of the year will be $2.50, *the postage being prepaid by us*, or if any wish the back numbers from January 1, 1875, it will be $3.00. (3) *All who have paid for the Maine Journal for* 1875 will receive this paper until August 1, 1875. The subscription price of this being double that of the *Maine Journal*, it will be sent half the time for which payment has been made for that. By remitting $1.00 extra this month, they will be credited paid to January 1, 1876. (4) Should any not desire our journal they will please notify us at once by postal card. We advise every one to try it for one month at least, and then if it should not for any reason be wanted, remit 25 cents and order its discontinuance.

The State Normal Art School and the Massachusetts Art Teachers' Association.

Whatever may be thought of the extensive movement brought about in this Commonwealth by the persons so prominently interested in the advancement of Industrial Art education, one thing is very certain, viz.: that the Massachusetts Art School and the Massachusetts Art Teachers' Association are doing an immense educational service for the two hundred students, now laboring day and night, in the buildings devoted to their use in Pemberton square.

In framing his programme of work to be done for the State diplomas to be issued to graduates, the State Director of Art Education, Professor Walter Smith, evidently intended that no school in the world should have a wider or a better range of studies, and no students, anywhere, be better fitted for art teachers.

The following list of diploma works will indicate to the readers of this journal what it means to be a student in the State Normal Art School:

List of Diploma Drawings for First Year's Course, or Diploma A. (Size 15 by 21½ inches). To be done during the course of study, and handed in for permission to be examined.

INSTRUMENTAL DRAWING.

1. A sheet of Geometrical Problems.
2. Do. Perspective Problems.
3. Do. Orthographic Projection.
4. Do. Isometric Projection.
5. Do. Details of Building Construction.
6. Do. Machine Drawing.
7. Do. Projection of Shadows.

FREEHAND DRAWING.

8. A sheet of Model Drawing, in pencil outline.
9. Do. do. shaded in chalk.
10. Do. do. shaded in sepia, Indian ink, or neutral tint.
11. A sheet of Model Drawing, rubbed or stumped.
12. An Outline Drawing of ornament, from the cast, in pencil.
13. Do. do foliage, from nature.
14. An Outline Drawing of the human figure, from the flat.
15. Do. do. animal form from the cast.
16. Do. do. a piece of furniture, chair, table, etc.
17. A Shaded Drawing in chalk, or ornament, from the cast.
18. Do. do. sepia or Indian ink, do.
19. An original design to fill a geometric form, from a plant.
20. A design for a wall-paper, carpet, or any common object.
21. A specimen lesson in blackboard and dictation drawing.
22. A Painting in water color of a flower, from copy.
23. Analysis of styles of historical ornament.
24. Botanical analysis of a plant, for the purpose of designs.

List of Diploma Drawings for Second Years' Course, Section B. (Size 15 by 21½ inches). To be done during the Course of Study, and handed in for permission to be examined.

PAINTING IN WATER COLORS.

1. Flower and foliage, from nature, without background.
2. Fruit, and still life, from nature, with background.
3. Landscape Painting, from an approved example.
4. Landscape Painting, to include a building, from nature.
5. Study of draped human figure, from nature.
6. Bones, muscles, and monochrome study of antique figure, from cast. [Three drawings.]

PAINTING IN TEMPERA.

1. Study of ornament, or arabesque, in color.
2. Design for wall, or ceiling decoration.
3. Antique figure, in monochrome, from bas-relief.

PAINTING IN OIL.

1. Study in monochrome, from cast, of human figure.
2. Study of a head, from nature, life-size.
3. Landscape, from an approved example.
4. Study of a head, from an approved example.
5. Group, as a study of composition and color, to include metal, glass, and drapery.
6. Study of drapery, from an arranged subject.

INDUSTRIAL DESIGN.

1. Design for a sculptured ornament, in stone or marble.
2. Do. a work in cast iron—as a grate, railing, etc.
3. Do. a piece of furniture in wood, enriched by carving.
4. Do. an encaustic tile.
5. Do. a gas bracket, or gaselier, in brass or bronze.
6. Do. a porcelain breakfast or dinner service,—plate, cup and saucer, ewer, and cream pitcher.
7. Do. a cotton print, for a dress.
8. Do. an oil cloth, carpet, or drugget.
9. Do. a damask table cloth, or window curtain.
10. Do. a lace curtain.
11. Do. an ice pitcher, in silver, engraved.
12. Do. a glass goblet.
13. Do. a fan, worked in color, on white satin.
14. Do. a book cover, stamped in leather.
15. Do. a diploma for the Normal Art School.
16. Do. a paper hanging.
17. Do. a frescoed ceiling, and wall panels.

The student is to produce five designs, selected from the above list. One manufactured article made from the student's design, and used for industrial purposes, will be required from each student. Any branch of industry may be selected for this application of design, and the work will be accepted or rejected on consideration of the merits of the design only, not for its technical merits or defects of manufacture. Accepted works will be retained, to form a record of the direct influence of the School on Industrial Art.

In this connection we are pleased to inform our readers that the Committee on Public Lands gave a second hearing on Thursday, February 25th last, to the members of the Board of Education and others interested in obtaining a grant of land from the State, on Dartmouth street, near the Museum of Fine Arts, as a site for the proposed school of art.

The arguments in favor of the grant were expressed by the Rev. Phillips Brooks, Dr. Miner, Hon. Joseph White, Mr. Allen, Dr. Wright, Mr. Wm. B. Merrill, Messrs. Walter Smith and C. C. Perkins. The bill, after passing both houses, was referred to the Committee on Public Lands, and is now in its hands.

The present condition of the State Normal Art School, which is suffering for proper accommodations, was strongly urged upon the committee, and great advantages, certain to accrue to the manufacturing interests of the State by the establishment of an art school, properly lighted and equipped with all desirable means of study, were pointed out. The lot asked for was recommended as especially desirable on account of its vicinage to the Museum of Fine Arts, where the students will find casts, reproductions, vases, tapestries, textile fabrics, etc., at their disposition for purposes of study.

In conclusion, a few words must be said about the body of students now attendieg the school known as the Massachusetts Art Teachers' Association, a partial list of whose officers is here given:

President—Rev. Phillips Brooks.
Vice President—Charles A. Barry.
Treasurer—E. Rose.
Auditor—A. H. Berry.
Recording Secretary—W. T. Meek.
Corresponding Secretary—William Briggs.
Librarian—Helen J. Merritt.

The objects of the association are the general advancement of art education in America, by means of lectures, readings, exhibitions of drawings, paintings, etc., and publications, and the promotion of social intercourse among members. The names of sixty teachers of Drawing and art students are already upon the books of the secretary, and every member is expected to deliver at least one lecture to students upon some subject related to the school studies.

New Publications.

ZOÖLOGICAL, MINERALOGICAL, AND GEOOLGICAL CHARTS: Systematically arranged by C. Gilbert Wheeler, professor in the University of Chicago.

NATURAL HISTORY PRIMER; or, Outlines of Descriptive Mineralogy, Paleontology, and Zoölogy, especially intended to accompany Wheeler's Natural History Charts. 94 pp. Chicago: S. J. Wheeler; 1874.

Five charts are included in this series: one for Mammals, one for Birds, one for Reptiles and Fishes, one for Invertebrates, and one for Minerals and Fossils. The book is "respectfully dedicated to teachers and students throughout the land, especially to those who are co-workers in the efforts now making in behalf of the 'New Education,' in which Natural Science is to have her proper position and influence."

The illustrations of the animal kingdom are very well executed. The use of colors not only attracts the eye and fixes the attention, but gives a much more accurate and lasting impression than any mere verbal description can do. If our memory is not at fault, these zoölogical charts are exact copies of atlases used in Germany; or, perhaps, the German charts themselves, with an American imprint. It is well for pupils to learn something about the most important animals found in other parts of the world; but they should make an especial study of the animals which they are likely to see in their own country. For this reason, we should prefer to see our own fauna more fully represented in these charts.

As regards the illustrations of the mineral kingdom, the author states that "this is the first attempt, either here or in Europe, to exhibit not only the crystalline form but also the color and lustre." Paleontology is not so fully represented as to be of much use in the study of Geology, and colors are of little service here. On this chart there are nearly 200 representations of minerals, in some of which color forms an important feature; but there are only nine fossil plants and twenty-five fossil animals. A hasty glance shows only one figure which is distinctly stated to be drawn from a fossil found in North America. D. W. H.

These charts can be obtained at J. M. Hammett's, 37 Brattle street, Boston.

MANUAL OF EDUCATION: A Brief History of the Rhode Island Institute of Instruction, including a synopsis of annual and other meetings, list of officers and members, together with the Constitution and Charter. By the Rev. Edwin Martin Stone, Providence. Providence Press Co. printers; 1872.

Among the many services in the cause of education performed by the Rev. Mr. Stone, during a residence of nearly thirty years in the city of Providence, none will be more valued by educators than the writing of the history of the Rhode Island Institute of Instruction. No one was better fitted by personal interest and experience to write this volume than he who has been an active member of the Institute nearly all the time since its organization. This manual contains a brief history of the progress of education from the formation of the Colony to the present time, and presents many new and interesting facts not generally known or understood. As the Institute had its origin during the revival of educational interest in the commissionership of the Hon. Henry Barnard, the historian very properly describes the condition of schools at that time, and shows the progress of the educational work under the several successive commissioners. It also contains a valuable history of the Institute proper, a list of its officers and members, a special notice of each of its one hundred meetings, the papers read, the lectures, the discussions, and a multitude of other items of great interest and value to Rhode Island teachers and friends of the cause. This little volume should have a place in the library of every Rhode Island teacher and all who are interested in the Institute and its remarkable history, will secure it for reading and for future reference. As the edition is a limited one, those who apply early at the office of the Commissioner of Public Schools will be able to obtain a copy. Its price, 75 cents and its intrinsic value should sell the edition very rapidly.

THE UNIVERSAL SCHOOL RECORD. By William E. Buck, principal of Ash-st. School, Manchester, N.H.

It appears that the work, though recently improved, has been in use for more than a year, and is now adopted in two or three cities. It is the pioneer of the arrangement for writing pupils' names but once a term. The Year and Term Book are each complete in themselves, so that it is not necessary to transfer results from one book to another. The Term Book has forms for recording attendance, deportment, and scholarship, which, as the author suggests in a foot-note, may be used equally well as a class-book for recording daily scholarship. The Year Book has forms for recording attendance and scholarship. The Record claims for itself such a classification and presentation of a pupil's results in scholarship, as will enable one in authority readily to determine the question of promotion. Another novelty is the arrangement *in columns* of all numbers to be added for finding averages and other results. The accompanying circular bears flattering testimony from leading educators, to the labor and time-saving arrangement of the work, which its merits seem to deserve. Price of the Term Book, 30 cents per copy; four copies for $1.00. Price of Year Book, 60 cents per copy; two copies for $1.00.

MR. N. H. WHITTEMORE, of Boston is our authorized general subscription agent for the NEW ENGLAND JOURNAL OF EDUCATION. His success in teaching and in business, his ability and integrity will commend him to the favor, and entitle him to the confidence of all. With his gentlemanly manner, the JOURNAL OF EDUCATION and its agent will be welcomed by the friends of education in and out of New England. Mr. Whittemore is also authorized to make contracts for advertising in our columns.

DEPARTMENT OF
Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Preparations for Acting.

BY MRS. J. H. MORSE.

I never happened to know a boy or girl who did not like to play at Acting Charades. Of all the games they get up, that seems to be the one of which they never tire. Having had much experience in the preparation of such things, I will offer a few suggestions that may be helpful to others in arranging things.

In the first place, I have learned that the fewer things we get about the better. Decide, first, what you want, then get it; but don't collect all your material about you to begin with. Perhaps it would add to your interest in doing with as few preparations as possible, if you knew that in Shakspeare's time scarcely any scenery or stage-apparatus was used. A simple screen was placed at the back of the stage, and all the exits and entrances were made from either side of it. When the performers wished to represent a scene in Rome, or Florence, or any particular city, they hung a placard, with the name of the place printed upon it, against the screen; and the only change they made was to change the placard. It has been wondered at, that, such being the case, Shakspeare described his scenes so vividly that in reading them one fancies the actual place before him. But it is thought by some that, having no artificial scene to describe, there was nothing to stand in his way as a barrier or limit to his imagination, and he therefore did describe actual places as they were, and not as they might be represented. Then, too, as the audience had nothing but the screen and placard to look at, it was necessary to make the picture as vivid as possible to them, by making the descriptions clear and beautiful. This is why most of us would rather read Shakspeare's plays than see them acted, unless they be put upon the stage particularly well. You must think about this for yourselves when you read those wonderful plays.

In planning for a play, you will learn a great deal ,if you listen to the suggestions, not only of people older and more experienced than you are, but of your comrades, and even the youngest of them. I have taught, from time to time, at least a hundred children to act different parts, and, by keeping my ears open to their criticisms and childish interpretations of them, I have often made some of the best points. If you want to teach a part to a child, do not show him how to do it by doing it yourself and calling upon him to mimic you. Make him *understand* the character you wish him to assume, then he will do it in his own original way. Once I taught a little girl to play the part of "The Marchioness," a poor, neglected, abused child, whom Dickens tells about in his "Old Curiosity Shop." I wanted her to act the scene where Miss Sally Brass feeds her. At first she did it very stiffly, and I thought I could not teach her to say any of her speeches naturally. "Think, little Mary," I said, at last, "how hungry you are! Why! that Miss Sally Brass is so cross and treats you so badly that you are afraid every minute she is going to fly at you and strike you. Then she is so stingy that you don't get half enough to eat, and you are nearly starved. When she asks you if you want any more meat, you are crazy to say 'yes,' for you feel as if you could eat it all, yet you are so afraid of her that you say 'no.' You say 'no' when you feel ready to seize every crumb she will give you, just as a half-starved dog would."

I did not repeat one of her speeches to her, you see; but when she went over the scene again, it was a different thing. On the evening when it was acted "Miss Sally" accidentally dropped a little mouthful of the meat on the floor. In an instant, when she turned her back, my little Mary scrambled down from her seat, seized it, put it into her mouth with a snap, and scrambled back again. How the audience laughed!

So, when you act, however old or young you are, you can do it best by giving your mind to trying to understand your part, and doing it without imitating any body, not even Booth or Jefferson. Get all the help you can in understanding it, and let yourself be criticised thoroughly at the rehearsals, but don't mimic.

I will now write out a simple little proverb for you, which may help you to think of other and better ones for yourselves. Suppose we take

"IT NEVER RAINS BUT IT POURS."

You will need for this a table, with two or three books, and a work-basket on it. Have in the basket a pair of scissors, needle, and thread, and a little piece of rag suitable to be tied around a finger. A chair by the table and some means of entering the room at the back. If there are no doors or piazza windows, put up the kitchen clothes-horse, with a drugget or something hung over it. You will need three boys and two girls to play my proverb. The characters are Matthew, a gardener, Robert, George, Ellen, Susy. Enter Ellen, with her satchel, ready for school. She puts the satchel on the table, and, while she is tying her hat, is repeating the lesson she has been studying.

Ellen,—William the Conqueror—conquered England and ascended the throne in the year 1066—reigned until 1087. 1066—1087. I'm sure I shan't forget that. Now I know my lessons perfectly, and it is a whole hour too early for school. I shall have time to go to Cousin Bessy's and get the story-book she promised me. O how glad I am! (*Picks up her books and is about to start, when George gives a howl outside, and enters holding his fingers.*)

George.—O dear! O dear! I've jammed my finger! What shall I do?

Ellen. (*Putting down her books.*)—Let me see it.

George. (*Fretfully.*)—It won't do any good. You can't do anything. I believe it's broken.

Ellen—Let me see it; it can't hurt you to show it to me, and maybe I *can* do something. Why! (*as he shows it her*) it has a great splinter in it. At least, I can take that out.

George—You'll hurt me!

Ellen.—Suppose I do—can't you bear a little pain for the sake of being cured? You'd never make a soldier.

George.—Yes, I would, too. I'm going to be a soldier and have a whole army of my own, like General Washington. Here! (*hold-out his finger to her.*) You may take it out, if you like, and see if I make a single sound now. Ow! Ow! (*at the first prick*). That hurts—I told you it would.

Ellen. (*Laughing*).—I thought you weren't going to make a sound. I told you you'd never make a soldier! A general! Why! you couldn't even be a drummer-boy. Think of the drummer-boy Aunt Phebe knew in the hospital during the war.*

George. (*Holding out his finger again.*)—What about him. Tell me, and I *won't* move or squeal. I *won't*—see if I do.

Ellen. (*Working at his finger.*)—During a battle his thumb was struck by a bullet and broken. The surgeon set it and bound it in splints, which he had to wear for several weeks. When they were taken off it was discovered that the surgeon had done his work badly, and the boy's thumb was crooked. He showed it to Aunt Phebe and complained of it. She was very sorry for him, but tried to comfort him by saying that, at any rate, it was well at last, and he would not have to suffer with it any more. But he answered her indignantly and said: "Not suffer any more? Indeed, ma'am, but I will suffer! Do you think I'll have a thumb that I cannot use? I couldn't load a gun, or do anything with it so; and how do I know what I may be wanted for any time? No, ma'am, I won't stand that!" And off he went, leaving Aunt Phebe puzzled to know what he meant, until he returned in a little while, looking pale, and showed her his hand all bandaged up in splints again. "*Now*, ma'am," he said, tossing his head and smiling at her: "Now it is all right. I've been to another surgeon who knows his business better, and I got him to break my thumb and set it over again!"

George.—Break it over! Hurrah for him! He was plucky! Wasn't he?

Ellen. (*Tying a rag around his finger.*)—Indeed he was. There! That is done.

George.—I won't squeal at a splinter again, I can tell you. Thank you, Nelly. I'm going now. Jim Ferris promised to show me how to play a new figure at Jack-stones if I got to school early enough. I'll show you, to-night. Good-bye. (*Exit.*)

Ellen.—I'm afraid I can't stay very long at Cousin Bessy's now, unless I hurry. (*Is running out when Matthew, the gardner, enters in a flurry.*)

Mat.—Dear! Dear! It's good luck I found ye, Miss Ellen, indeed it is. I'm all in a stew, and I don't know anybody but yerself that'll help me out of it. It's all Nancy Perkins. She's the perseveringest, upstartest creetur!—

Ellen.—What has she done, Matthew?

Mat.—Well, ye see, Miss, she comes mincing up the garden walk one morning, just as I was a setting out them *few-shees*. An' she says to yer ma: "It's a fine day, Miss Raymond!" And yer ma—

Ellen.—No matter about that, Matthew, because I'm in a hurry; tell me what she has done now.

Mat.—Why! She's done nothing; except she comes and wants to see yer ma, and I tells her yer pa and ma's both in Boston for a spell, and it's you is keeping house. And then she turns right round upon me about the *few-shees*. She said yer ma said she could have some, and *I* say they ain't anyways fit to cut yet, and it'd be only some cold, good-for-nothing, hard-hearted skrimp of a man, without a spark o' feeling, or poetry in his natur', as could go and cut the tender, young things now, afore their prime,

Ellen. (*Moving to the door.*)—O well! I'll speak to Nancy myself and see if she won't be satisfied this morning with some of that red honeysuckle and some roses. She can have those, can't she?

Mat.—Yes, miss, and welcome. (*Exit Ellen.*) And bless yer bright eyes that's always seeing a way to set things straight and put people to rights. But how ye'll ever put Nancy to rights this morning is more 'n I know, for she's that cross-grained that her very nose looks as if it twisted her round the wrong way. (*Looking out at the door.*) There she is now, talking to Miss Ellen, and —yes—no—yes, she is actiwally a-smiling! (*Enter Susy at the other door.*)

Susy. (*Calling.*)—Nelly! Nelly! O Mat, is that you? Where is Nelly?

Mat.—She's out in the garden, coaxing Miss Perkins out o' the path o' wickedness and bad intentions right into the road to virtue. I'm going to meet her on it and reward her with a bunch o' roses. I'll tell Miss Ellen ye're axing for her, miss. (*Exit Mat.*)

Susy.—Such a scratch and tumble! (*Holding up her gown, which is torn.*) I thought Bruno was going to bite my head right off,—he ran at me so,—and eat me up, just as the wolf ate Red-Riding-Hood. (*Enter Ellen.*) Nelly! Bruno chased me into a bush and, see, I tore my dress and—O dear! Maria says there isn't another one ironed for me, and—

Ellen. (*Examining the rent.*)—Poor little sister! Bruno is very naughty to frighten you so, but I'm sure he would not hurt you for the world. (*Getting needle and thread from the work-basket.*) Come here and I will mend it for you in two minutes. (*Sits down on the chair and begins to sew the gown. Enter Robert.*)

Rob.—I say, Nell, I can't find my geography. Have you seen it?

Ellen.—Yes, I picked it up from the grass last evening. There it is, on the table.

Rob.—So it is. I remember just where I flung it down. You're a trump, Nell. I meant to come back and get it, but Tom Jewett came out with his new kite, and we had such a time hoisting it! She rode beautifully, though, when she was fairly up at last! You ought to have seen her! We're going to hoist her now, before school; don't you want to come and see us? It's such fun.

Ellen.—Yes. (*Jumping up*). Your dress is mended, Susy. Now run to school, unless you want to come with me and see the kite hoisted.

Susy.—No, I'd rather go to school. (*Kissing Ellen.*) You're *so* good, Nelly. When I'm big enough, I'll make you a beautiful green satin dress, with blue and yellow flowers all over it. (*Runs off.*)

Rob.—Now come, Nell, or we won't have time. O bother! Here comes Mat, and of course he wants you.

Ellen.—Well—go on without me. I'll follow you. (*Exit Rob.*) What can Matthew want now! (*Enter Matthew.*)

Mat.—O Miss Ellen, come quick! Bruno—he's chased Miss Perkins right in among the cabbages, and she's nigh fainting away with fright! (*Ellen starts to follow him. Enter George, out of breath.*)

George.—Nelly! Nelly! Do come! I've run all the way for you. Little Jo Ferris has hurt his foot, and he won't let anybody touch it but you. (*Ellen turns to follow George. Enter Susy.*)

Susy.—O Nelly! Miss Clarkson wants you right off. Farmer Dobson's cross dog has got into the school-room, and he's frightening the little girls most into fits. He minds you, if you speak to him. Do come! (*Enter Robert.*)

Rob.—Come quick, Nell! (*Seizing her hand and pulling her.*) The boys have got into a fuss with Squire Town, and if you don't come and settle it, there'll be the biggest row—

Mat.—O Miss Ellen, come to Miss Perkins.

George.—No! no! come to Jo Ferris.

Susy. (*Pulling at her dress.*)—No—come to Farmer Dobson's dog.

Rob.—Bother everybody! Come to the Squire.

All.—Come with me.

Ellen.—Dear! Dear! Which way shall I go? Was there ever such a morning! First one thing, then another, and then a dozen at once! (*Taking Susy's hand.*) I'll go with you first, little Susy, and then to the others as fast as the storm will let me, for I am sure it is as true of accidents as it is of the weather—that IT NEVER RAINS BUT IT POURS!

(*Curtain falls.*)

* This is a true story.

'Tis education forms the common mind;
Just as the twig is bent the tree's inclined.—*Pope*.

Washington Correspondence.

WASHINGTON, D. C., March 1, 1875.

The Education Report for 1874.

General Eaton, the Commissioner of Education, informs us that his report for 1874 will soon go to the printer, and that he does not know what publicity Congress will give it; that is, how many copies it will order to be printed for the use of the office and the two houses. The admirable report for 1873, though universally conceded to be the most valuable educational publication of last year in the world, was only printed to the number of 5,000, of which only 2,500 are really available for use by the Commissioner for distribution to the educators and officials who coöperated with him in its preparation. The memorial of the committee of the National Superintendents, to which I alluded in my letter of Feb. 9th, "hits the nail on the head" when it says that what is necessary is "the distribution directly by the Bureau of at least 10,000 copies of its annual reports each year among school-officers and those specially interested in the work of education."

Libraries in the United States.

I was talking to General Eaton the other day, when the subject of libraries was touched, and he gave me an opportunity to examine the material in progress of preparation for a circular of information on this subject. The Bureau of Education has the statistics of about 2,700 libraries (not private) of 1,000 vols. or more in the United States. Several valuable articles by the best librarians in the country have already been received, and several others have been promised. In this work as in others, this office is hampered by the want of funds. If completed, it will be a *vade mecum* for librarians, such as no other country can show, but I am afraid that it must be abandoned for the present unless funds can be provided by Congress for its completion.

National Appropriation for the Centennial.

In his recent message to Congress, the President forwarded the estimates made by the several Executive Departments of the federal government and the Smithsonian Institution, of funds necessary for the proper illustration, at the Centennial, of the great interests confided to them. The house-committee on appropriations have reported, in section 4 of the "sundry civil service appropriation bill," for 1875–76, the sum of $505,000 for this purpose, instead of $971,000 as recommended.

This is almost insulting to the executive departments, under the peculiar circumstances of the case. After a very careful, an almost judicial, estimate of the inevitably necessary expenses, made by persons specially appointed by the cabinet, the appropriation committee has recommended about 65 per cent. of the amount so laboriously ascertained. This action means one of several things. Either the committee do not believe that the executive commissioners have told the truth, or it knows better than they do what is necessary for the purpose, or it is afraid of spending so much money. This last consideration is very contemptible when one remembers what other countries have done for exhibitions not held within their own borders.

For example, in behalf of the Paris *Exposition Universelle* of 1867 Great Britain appropriated in gold $600,000, Egypt $300,000, Prussia $150,000, Italy $165,000, Austria $200,000, and even the United States expended more than $140,000. For the benefit of their exhibitors at the Vienna *Weltausstellung* of 1873, the following sums were appropriated by the countries mentioned: German Empire, $750,000; France, $300,000; Great Britain, $100,000; Italy, $200,000; Japan, $150,000; Turkey, $500,000; Egypt, $500,000; Belgium, $100,000; Greece, $30,000; and the United States, $200,000. The Austro-Hungarian authorities appropriated $3,000,000 for their exhibition of 1873; the French government for that of 1867, $ Why, even Canada has appropriated $250,000 for our Centennial, and Japan has followed with $200,000, both in gold Think of $500,000 in currency as an adequate sum for the illustration of our Indian ethnology, our public land survey, of our education, of our mechanical inventions, our currency, coast-survey, light-houses, post-offices, agricultural productions; our National Museum, our fortifications, cannon, military hospitals, ships, navy yards, etc.! Is it not pitiful?

C. R. A. W.

THE AGASSIZ MEMORIAL.—A table showing the amounts contributed and the number of contributors to the "Teachers' and Pupils' Fund" of the Agassiz Memorial from all sources to date:

	No. Contributors, chiefly estimated.	Amts. given.		No. Contributors, chiefly estimated.	Amts. given.
Maine,	743	$83 90	Amts. bro't up,	33,364	$5,240 94
New Hampshire,	526	64 00	Ohio,	4,200	174 25
Vermont,	163	18 76	Indiana,	214	33 35
Massachusetts,	10,941	2,555 07	Michigan,	1,755	172 04
Rhode Island,	459	140 05	Illinois,	30,380	1,982 54
Connecticut,	227	54 36	Wisconsin,	2,376	226 04
New York,	6,590	1,106 97	Minnesota,	1,166	114 67
New Jersey,	650	216 99	Iowa,	919	71 25
Pennsylvania,	500	108 81	Missouri,	10,975	882 79
Maryland,	12,600	815 33	Kansas,	315	45 00
Delaware,	25	19 00	Nebraska,	59	12 75
Dist. of Columbia,	2	25 00	Colorado,	390	66 25
Virginia,	30	5 00	Nevada,	290	60 00
West Virginia,	195	25 45	California,		47 50
North Carolina,	2	2 00	Texas,	1	2 00
South Carolina,	1	25	England,	2	34 16
			Unknown,		27 31
Carried forward,	33,364	$5,240 94	Totals,	86,696	$9,192 74

— About twenty thousand children are taught drawing in the Baltimore public schools.

STATE DEPARTMENTS.

Maine.

THE MAINE JOURNAL OF EDUCATION presents itself at the beginning of this month under a new name, but still there will be found as much of interest to Maine readers as ever. Many reasons have induced the proprietors of the *Maine Journal* to unite with this journal. There will be no need at this time, however, of presenting to the reader an account of the birth, childhood, and youth of the *Maine Journal*. In years it had not attained its majority, but in the good that it has accomplished and in the influence that it has exerted upon the educational policy of the State it has at least shown none of the symptons which are usually found in the wayward, undisciplined, untaught boy of the age of ten. If it has failed in any of its duties it has been entirely from the want of talent in him who has been its editor for the past eighteen months. Many thanks must be given to those who have given their time and compositions to the support of the *Journal*. If more of the teachers of Maine had made use of the magazine it would have been better for them and better for the journal. Thanks are also due to those who have labored earnestly in other ways to make the journal financially a success. To those who have in no way aided the journal either by thought, pen, or act; who have, on the other hand, made use of other publications to express their thoughts; who have preferred to extend their patronage upon the other journals, and who have sinned in many other ways no thanks are to be given. To those teachers who consider that "anything in our occupation" is beneath notice, nothing can be said, simply for the reason that they won't see it and it will be lost.

In congratulating ourselves upon the thought that from our shoulders has rolled the burden, and that instead of one poorly paid, hard-to-be-sustained journal there arises out of the ashes so powerful a journal as this one will be, we are not willing to admit that the influence of this paper would be such as one published in Maine and sustained by the subscriptions of the four thousand teachers of that State. But since this cannot be, the best thing to be done is to make one journal and make it such as an ideal journal should be.

THE NEW ENGLAND JOURNAL OF EDUCATION will complete to the entire satisfaction of every one, the contracts existing between the subscribers to and publishers of the *Maine Journal of Education*. They will receive all the unpaid subscriptions since January 1, 1875. All those who are indebted to the *Maine Journal* for that periodical previously to the 1st of last January, will send the same to B. Thurston, or A. E. Chase, Portland, Me., and receive a receipt therefor.

And now, reader, the most important thing of all is to give this journal your cordial support. Remember that it comes to you every week; that it will bring to you each Saturday the news of New England's position on schools and the school questions of the day. You cannot fail to find each week something that will entertain and interest you.

If you found your old journal interesting, this cannot fail to be doubly interesting, because it has many more times the ability to conduct it than had the old journal. It will bring afresh the news and so place it before you that you will know who are your fellow teachers and what they are doing. It is almost beyond a doubt, but that every one of the old subscribers will continue the support which they have so generously given hitherto, and the more interested they become the greater will be the increase in the circulation of the NEW ENGLAND JOURNAL OF EDUCATION.

ALBRO E. CHASE.

WATERVILLE.—Prof. M. C. Fernald, of the State College, Orono, gave a lecture before the State Board of Agriculture, upon "The influence of education on labor," asserting that profitable labor requires intelligence, that ignorant labor is always poorly paid, barely obtaining the necessaries of life. At one of the Lowell mills, with its 1,200 operatives, only 45 were unable to read and write, and their wages were 27 per cent. less than the others. Another mill had among its operatives 150 girls who had been teachers, whose compensation was 15 per cent. higher than the average, and 40 above those who could only make their mark. Educated labor and skilled labor differ; centuries ago the skilled artisans of the East made cotton cloth—to-day a single Yankee girl manufactures as much as 3,000 of their descendents are able to do. Capital is the accumulation of skilled labor; before you can add to it, the wages of labor and skill must be paid. Educated labor belongs to both classes, includes both labor and skill. Mind enters into every effort of the hand, and controls its results. All agricultural and mechanical employments requiring skill should be considered liberal professions. It is complained that education leads men out of industrial pursuits; it is not so generally, as the statistics of industrial institutions show a large percentage of their graduates still engaged in them. All the advantages derived from these institutions belong to women as well as men, and through them they will be enabled to take the places of many classes of men who belong elsewhere.

AUBURN.—The people of Auburn seem to be waking up somewhat in the matter of schools. The grammar schools closed this week, and it was my pleasure to be present at the examination. Text-books were laid aside, and the questions were made entirely practical. For instance, a dry goods dealer proposed that a class should tell him how much it would cost to carpet a room 16 feet long, 14 feet wide, *and 12 feet high*—the carpeting to be ¾ yard wide and to cost $1.00 per yard. Another asked the cost of plastering the same room; and others proposed other examples involving different principles. All were performed promptly, showing they had been taught something besides books. Map-drawing was a special feature in the study of geography; and story-telling and description took the place of composition.

Unless we very much mistake present indications, "the powers that be" in Auburn will be blind to the best interests of all concerned, if they do not retain the services of Mr. Small, the present efficient superintendent of schools; for, judging from the testimony of those parents who have taken sufficient interest to express an opinion and the unanimous voice of teachers and scholars, he seems indeed "the right man in the right place."

— The public schools of Rockland will close on Saturday, March 6.

— A gentleman drove a span of horses on the ice across Bucksport Ferry on the 13th ult., with a load of young ladies for the Normal School at Castine. When those young ladies leave the normal, they will bear with them a stock of solid information that will make them a heavier load to carry.

— The normal school at Castine opened last week with an entering class of 36, and a total attendance of about 110, and more are expected.

— The spring term of the Farmington Normal School commenced Tuesday, 23d ult. The new class is one of the best that ever entered the school.

— The spring term of the Eaton School, at Norridgewock, will begin on the 29th of March. This school enjoys an excellent reputation, for both discipline and instruction, standing second to none in the State.

New Hampshire.

MANCHESTER.—The annual report for 1874 is just issued by J. G. Edgerly, Superintendent of Public Instruction, and M. P. Hall, of the school board. The population of the city is about 25,000. Number of pupils enrolled, 3,757; average number, 2,409; average daily attendance, 2,305; actual attendance, fall term, 2,800. Total expenditure, $84,088, including $29,150 for new buildings, and $3,892 for repairs. Cost for teaching per scholar, high school, $17.51; day schools, $15.28; total cost in day schools, $21.18. Scholars in evening schools, 300; cost per scholar, $10.50. School buildings, 22; rooms, 75; teachers, 69; value of school property, $310,000.

The High School is in a very efficient condition,—Albert W. Bacheler, principal, with four assistants; average attendance, 185; total, fall term, 227. Intermediate school, Herbert W. Lull, principal, pupils 45. Training School, Nancy S. Burton, principal, pupils 165. Grammar Schools: Franklin Street, Daniel A. Clifford, principal, three assistants, pupils 184; Lincoln Street, Sylvester Brown, principal, three assistants, pupils 297; Ash Street, William E. Buck, principal, three assistants, pupils 215; Spring Street, Josie A. Bosher, principal, one assistant, pupils 69; Piscataquay, Andrew W. Heath, principal, two assistants, pupils 125; Amoskeag, Emma A. H. Brown, principal, pupils 31. Teacher of Music, Jason J. Kimball.

The report ignores the highfalutin common-places too often found in such documents, and is both sensible and practical. It recommends expenditure for repairs, etc., through its school board, who know what is needed, rather than through the city council as at present; advises the seasonable purchase of new school lots; suggests the establishment of half-time schools for children working in the mills; rather approves of furnishing text-books at the public expense; and speaks strongly in favor of more written work, composition in schools—an important point, by the way, in which Manchester is probably far ahead of every other town in the State, and is hardly surpassed in the country.

J. B. Clarke, Esq., of the *Mirror*, offered last year $40 in prizes for declamation and reading in the High School, with such favorable results that the liberal offer is renewed for another year. The ventilation and heating of the rooms is complained of, though the committee can only "recommend" repairs. "*Rooms have been visited where the escaping (coal) gas was thick enough to be tasted*"! And that in Manchester!

In a manufacturing city like Manchester, the question of truancy is one of the worst to deal with. The truant officer has brought in about fifty non-attendants during the year, but it is estimated that "there remain 200 to 300 who have been without a day's schooling in the whole year." There are 1,500 pupils in the Catholic parochial school, and the remarkable fact is brought out that 88 per cent. of the truants arrested are from these schools.

"When a truant from these schools, who had been frequently arrested, was placed in a public school, he soon ceased to trouble the officer, and was a constant attendant so long as he was permitted to remain. Many such scholars have been transferred to the public schools, usually to remain but a short time. *Invariably such children are less proficient than others of the same age.* Generally they are placed there by choice of their parents, for the express reason that the public schools are better; and usually it is with regret of child and parent that they are compelled to return.

These facts are very suggestive. The law knows no difference between the public and private school; it assumes their advan-

tages and benefits to be equal. But, if in practice they prove to be unequal, shall the law compel the child to attend the inferior school? There are, in fact, two systems of schools existing in this city, instead of public and private schools in the same system. In the one, children are growing up in prejudice of the other. United, they would promote harmony, community of interest, and national unity; separate, they perpetuate the distinctions, and animosities of race and sect."

Facts and considerations like these ought to be quoted all over the land, and preserved by every thoughtful citizen.

Other important items might be noticed if we had space, not the least of which is Superintendent Edgerly's admirable examination questions for the year, appended to the report. Promotions are made twice a year, based on the results of monthly written examinations.

CLAREMONT.—The Fiske Free Library, established by Samuel P. Fiske during the past two years, entirely at his expense, now contains some twenty-five hundred volumes. The town has agreed to find suitable rooms for the library, and to keep the books well bound. Some five years ago Mr. and Mrs. Fiske gave to the Stevens High School a valuable set of philosophical apparatus, thus handsomely supplementing the gift of the brother.

DOVER.—They had a written examination in one of the schools the other day. Topic, Principal Battles of Burgoyne's Invasion. Here is one of the answers: "The principal battle was at Bennington. Arnold *see* them coming and *says* to his companion, 'We must beat them to-day or Molly Stark's a widow'." The teacher who sends this is reminded of A. Ward's putting down the rebellion if it "took all his wife's relations."

LEBANON.—The Mechanic and Agricultural Society gave a rousing levee lately to establish a library; net proceeds, $223.

Miss Francis Dana, teacher of vocal music at Tilden Seminary, met with a brilliant reception at the late convention of Connecticut River Valley Musical Union.

Vermont.

BURLINGTON.—The city of Burlington was incorporated in 1865, with a population of about 6,953. The census of 1870 revealed a population of 14,387, showing a gain in five years of over one hundred per cent. The present population of the city is estimated at between 17,000 and 18,000.

During the last ten years many public edifices have been erected, among which are the High School building at a cost of $30,000, the Adams Grammar School building at an expense, with the land, of nearly $20,000, and the Pomeroy Grammar School at a cost of about $18,000. The building formerly used as a court house, situated on the easterly side of the City Hall Park, has meantime been purchased by the city, thoroughly renovated, painted, and repaired, all at a cost of some $15,000, and is now devoted to the use of the Fletcher Free Library, an institution founded by Mrs. Mary L. Fletcher and Miss Mary M. Fletcher, upon a liberal foundation, and destined to become one of the most valued of our public institutions. It will be opened to the public the present year.

Through the liberality of the friends of the University of Vermont, an art gallery has been erected, connected with the library of that institution, and now contains a choice collection of art treasures.

The "Home for Destitute Children," an institution located about two miles south of the City Hall, has been very considerably extended and enlarged, and the area of its good work is daily becoming more widely extended. This philanthropy from very small beginnings has now a property valued at over $20,000, supported entirely by individual efforts, and it has never been a State or municipal beneficiary.

BROOKFIELD.—Under the direction of the town superintendent, Mr. A. S. Allis, the several schools in town met at the Second Congregational church on Saturday, January 20, for a general public examination. Nearly all the scholars in town were present, and the occasion proved one of great interest, both to those who participated and those who listened.

CABOT.—The teachers of this town, under the direction of the town superintendent, have, during the winter, been holding a series of educational meetings, when the largest audience-room in the village has usually been crowded.

WATERBURY.—Twenty of the Reform School boys were sent home last week. This was done in accordance with a resolution of the trustees to reduce the number of inmates of the institution, and to keep it, for a time, within smaller limits. The boys were all out to church on Sabbath last, for the first time since the fire, and, as they were all in new suits, they presented a fine appearance.

BRANDON.—The reading club of this town entertained, a few evenings ago, the Orwell reading club, and the twain together furnished a rare literary entertainment, after which supper was served in the basement of the Town Hall.

MILTON.—The graded school district have voted to build a new school-house, on a new site, situated off from the principal thoroughfares.

PERSONAL.—State Superintendent Conant, is still engaged in addressing the people of different towns in the State on the subject of education. Not a little interest has been aroused by his efforts, and teachers' meetings and town examinations of schools are becoming quite frequent.

We are glad to learn that President Buckham, who has been reported seriously ill, has, with the exception of a slight cold, been in his usual health. We trust that for a long time he may be spared any interruption of work.

Professor Collier, of the Agricultural College at Burlington, in traveling by stage from Johnson to Fairfax, a few days ago, was severely injured by an overturned coach, but is now reported as rapidly recovering.

Miss Alice Guernsey, of the Randolph Normal School, read a poem at the Woman's State Temperance Convention at Montpelier, February 17.

Massachusetts.

BOSTON.—The school committee hold their next regular monthly meeting on Tuesday evening, March 19. These meetings are open to the public, the galleries being at the service of visitors.

A portrait of Professor B. F. Tweed, superintendent of the Charlestown schools, by Darius Cobb, is on exhibition at Williams & Everett's.

The annual commencement of the Boston Dental College took place at Wesleyan Hall, 36 Bromfield street, on Tuesday evening last (2d inst.)

The committee on the new City Charter has nearly completed its work, and all that is now required is a revision of the work done upon and changes made in the charter. In addition to the changes already reported, the committee have fixed the term of the mayoralty at two years, the board of aldermen two years, the common council one year, and the school committee four years. The number of aldermen will remain the same as at present. There will be two councilmen and two members of the school board from each ward. The powers of school examiners is lessened by the provision that no teacher shall be removed or discharged without the sanction of the school board.

Robert S. Davis, publisher of the well-known Greenleaf's Arithmetics, died last week.

WESTBORO.—There are 333 lads in the State Reform School. In the two advanced classes 41 out of 60 could not write when sent to the school. All now receive regular and careful instruction. Arrangements have been made for some "Practical Talks," which cannot fail to afford them much instruction and pleasure. By the invitation of a member of the board of trustees, Thomas Gaffield, of Boston, will give a practical and familiar "Talk on Glass," W. A. Hovey upon "Coal," S. Dana Hayes, State assayer, upon "Four Useful Metals—Iron, Copper, Silver, Gold;" each using specimens and illustrations; and other names may be announced.

MELROSE.—Hon. D. W. Gooch having requested Dr. John L. Sullivan, of Malden, J. O. Morris, sub-master of the English High School, Boston, and Professor Edward Johnson, of Lynn, to act as a committee to select, by competitive examination, a candidate for the military academy at West Point from the Fifth Massachusetts Congressional District, the committee fixed Saturday, the 20th, as the day for the examination. Twenty-two candidates appeared, only eleven of whom completed the examination, and Milton Brett, of Malden, secured the appointment.

The Catholic youth of this town have been organized into a total abstinence association, and are to be known as the Loyola Temperance Cadets.

WOBURN.—The graduates of the Woburn High School have formed an association, and elected for President, Everett A. Thompson, '66; vice-presidents, C. G. Grammer, '70, and J. W. Robinson, '68; secretary, Miss V. Robinson, '68; treasurer, J. L. Fowle, '66; directors, the president, the secretary, G. A. Blaney, '70, Mrs. A. J. Parker, '55, and Miss E. Davis, '74. They will hold their first annual reunion on March 26. John B. Richardson, of Amherst, was appointed orator for that occasion, and Mrs. George J. Pindar, poetess.

WORCESTER.—Mr. Samuel V. Stone, long known as the secretary of the school board, died suddenly of heart disease, on Thursday, the 25th ult., at the age of 56. He had been secretary of the school board since January 2, 1866, and he was also a member from 1864 to 1873. He was universally esteemed and had held many offices of trust.

NEWTON.—At the regular meeting of the school committee, J. B. Annetts, C. O. Davis, R. L. Hinds, Charles Hinckley, Otis Atherton, F. E. Tucker, F. E. Hinds, were appointed truant officers, with a salary of $20.00 and expenses.

LUNENBURG.—C. L. Heywood, superintendent of the Fitchburg railroad company, a native of this town, has presented the town with a cabinet organ for each school district.

FALL RIVER.—The school committee recommend that the Senior class in the high school appear in American calico on the day of graduation, instead of in costly dresses, as has been the custom.

LEXINGTON.—Out of $63,280, the town spent last year for schools $12,759,34, and for its public library $517.20.

ANDOVER.—The schools the past year have cost $9,818, besides $831 expended on school-houses.

EASTHAMPTON.—A very satisfactory musical exhibition was given last week by the pupils of the public schools.

STONEHAM.—A free sewing school has been opened by ladies connected with the Union Club.

IPSWICH.—The Ipswich Female Seminary is now a half-century old, having been erected in 1825.

— There are 209 high schools in this State, and 69 incorporated academies.

— Wm. Henry Dutton, junior partner of the Boston *Evening Transcript*, died Sunday night, after a lingering illness.

Rhode Island.

MEETING OF TOWN SUPERINTENDENTS.—The regular quarterly meeting of the superintendents of the towns of this State will be held at the commissioner's office at 10 o'clock A. M., on March 8th. A variety of topics will be presented for discussion, and it is hoped there will be a full attendance.

PROVIDENCE.—On Thursday of last week occurred the annual visit of the members of the general assembly to the Reform School. The present number of inmates is: boys, 162; girls, 35; out in situations, sentence unexpired, boys, 21; girls, 6; making the whole number on the books 224. Besides these there are others whose terms of commitment have not expired, but who having been in situations long enough to demonstrate their steadiness, are crossed off the books, and yet are liable to come back to stay the remainder of their terms at any time—making the total really under supervision of the institution not far from 600. Whole number committed since the school opened, Nov. 1, 1850, boys, 1,825; girls, 417; total, 2,242; whole number of deaths during the existence of the school, 13; net cost per capita for the past year, $122, of which the State pays $104, and the city of Providence the balance. Much attention has been directed to this school recently, by the report of the board of female visitors, which reflected somewhat strongly upon the management of the school. A report made to the assembly by the trustees of the school during the past week, together with this recent visit of the members of the legislature, have shown that the school is in excellent condition, that both boys and girls are well cared for, and provided with good facilities for acquiring a common school education and developing habits of neatness, order, and industry.

At the last meeting of the school committee thirty-two members were present. Messrs. W. B. Beach and Joshua M. Addeman, the newly-appointed members of the committee to fill vacancies from the Seventh Ward, appeared and were duly qualified by the mayor.

The quarterly report of the superintendent of public schools, Rev. Daniel Leach, was presented, read, and received. The general condition of the schools was reported as being unusually good, though the severity of the weather and consequent sickness has largely increased the percentage of absence.

The evening schools are reported to be better attended than ever before, and the interest awakened in the pupils is in excess of that of any previous winter. The registry of the school of the city is as follows, viz: one High School, with 389 pupils; eleven Grammar schools, with 2,890 pupils; thirty-two Intermediate schools, with 3,273 pupils; and thirty-nine Primary schools, with 4,728 pupils; giving a total of 11,280 pupils in all of the schools.

Quite a large portion of the superintendent's report is devoted to a discussion of the various styles of criticism and comment to which the public schools and their teachers are apt to be subjected at the present time. It contains many wholesome truths to which we hope to call attention at some future time.

The committee on qualifications submitted a report that they have appointed Thomas S. Gladding temporary assistant in the boys' department of the High School; M. Emily Cushing, principal of Thayer Street Intermediate School, in place of Miss Hunt, resigned; and Sarah A. Allen, principal of Thayer Street Primary School, in place of Miss Cushing, promoted.

The committee on text-books reported the introduction of Swinton's Outlines of the World's History into the High School, which report was read and received.

The vacancy on the committee on qualifications, caused by the removal from the seventh ward of Mr. Amos M. Bowen, has been filled by the appointment of Hon. Joshua M. Addeman.

The executive committee was authorized to consider the expediency of notifying the different schools and the parents of the scholars, on days when, from the inclemency of the weather, it was desirable to hold but one session of school, by a single stroke of the fire-alarm bell at half-past 11 o'clock.

CUMBERLAND.—Some parties whose moral education, to say nothing of any other, has been sadly neglected, broke into the school house in District No. 12, on Monday night, Feb. 22. They found several dollars in the teacher's desk, which was probably the object of their search. This fact should serve to render teachers cautious about making their desks the place of deposit for their funds. Sometimes, as perhaps in this case, the temptation to those cognizant of the fact becomes too strong to be resisted.

PAWTUCKET.—Miss Ella C. Sanders, a graduate of the last

class at the Normal School, has taken the school in the district lying just north of the city line. Miss S. enters upon her work after a thorough course of study and special training, accompanied with considerable experience.

LITTLE COMPTON.—The winter term of the school in District No. 2, Clarence A. Tompkins, teacher, closed last week. The success of the school is reported as very good. Many of the other schools in the town will close the present week.

STILLWATER.—Mrs. Lilly B. Mowry reports the names of 16 pupils who have not been absent during the term ending Feb. 5, 1875. Good.

Connecticut.

NEW HAVEN.—The office of principal of the Fair Street Training School, in this city, recently made vacant by the lamented death of Miss Butts, has been filled by the board of education, by the election of Miss Reugene L. Young, at a salary of $900, to fill the position. Miss Young has had many years of successful experience in the Eaton School, both in the lower and higher departments. This appointment is one eminently "fit to be made."

Mrs. Breen, in charge of the highest room in the Woolsey Grammar School, recently met with a serious accident in falling, while getting out of a sleigh. She will be detained from duty some weeks. Her place is temporarily filled by Miss Gibson, of the same school.

The Sheffield Scientific School at Yale College has been presented, by Mr. William Wallace, of Ansonia, with one of the largest magnets in the world—one weighing half a ton, and which can lift 20 times its own weight.

Presidents Porter, of Yale, and Cummings, of Wesleyan University, at Middletown, are members of the board of trustees of the college for young women, which Mr. Durant is now building at Wesllesley, near Boston.

A young lady reciting English grammar was requested to name the plural of sheep. "Lambs," was the ready reply.

WINDHAM COUNTY has been regarded by many as the "banner" county of the State, for the active interest which both the teachers and people have manifested in the improvement of their public schools. Until we hear from other quarters of more zealous and thorough work than that done by the Killingly Association, their reputation must remain intact. The record of their last monthly meeting is given below:

The Killingly Educational Association holds a monthly meeting. The first exercise of the last session was the reading of a very interesting and scholarly paper by Truman W. Greenslitt, upon Punctuation. Simple subtraction was explained by Mary Ames, in a lucid lesson, in which she placed two examples on the blackboard, showing the two processes of performing the operation and the two methods of proof.

S. B. Frost read a paper descriptive of the origin, history, and associations of words, especially to that class of words connected in their origin with the sense of taste.

An exercise by Mrs. Potter, illustrative of her system of teaching form and size, was given. She found the oral teaching of the form or size of familiar objects to greatly interest the children, and aided in forming correct habits of observation and judgment.

The last feature of the session was a written spelling exercise, in which all present took part.

One need only to look in upon this body of progressive teachers to be convinced that the youth of our town are better taught than in preceding years, and surely the monthly meetings of this association will do much to prepare for and stimulate to a still higher standard of teaching.

GLASTONBURY.—During the winter about a dozen weekly entertainments have been provided by the teachers and pupils of the academy, with an occasional lecture from some gentleman of the village. The old-fashioned spelling match, the presentation of some historical or scientific subject by the principal, with music by the pupils, have given great satisfaction to the citizens, who have assembled in large numbers every week. One of the Hartford papers recently furnished the following paragraph:

The Glastenbury academy is in a very flourishing condition, under the charge of Mr. Parish, of New Haven. Mr. Parish, assisted by Miss Scudder and Mr. William S. Williams, has been giving our citizens a weekly literary entertainment, which has been enjoyed very much by those who have attended. The Hon. Francis Gillette gave us his lecture on the "Immortality of Animals." The president of the academy, the Rev. Dr. Rankin, has also favored us with his personal reminiscences of the "Under Ground Railroad," in which he has had a large experience.

SECRETARY NORTHROP is holding educational meetings in the towns about the State. Notwithstanding the severity of the winter and difficulty of locomotion, large numbers assemble and great enthusiasm is everywhere awakened. The exercises in each town occupy a single day and evening. During the day, teachers and pupils, with members of the school committee, assemble to receive instruction specially adapted to the duties of the school-room. In the evening the people come together to listen to a lecture relating o the general subject of education. The interest which has been created by these meetings in every part of the State indicates that they are producing valuable results.

Meetings have recently been held by Mr. Northrop, accompanied by Rev. J. C. Bodwell, of Hartford, in Wolcottville, Watertown, and Harwinton. Appointments are made for others in Montville, Waterford, Sterling, Voluntown, Scotland, and Manchester.

COLUMBIA.—A few weeks ago a "farmers' club" in this town (Tolland county), held a meeting to discuss matters pertaining to their vocation. To increase the interest of the occasion, the various pupils of the schools were invited to take part, and interspersed with the speeches of the members were declamations, vocal and instrumental music. Is not this suggestive of a remedy to prevent the depopulation of the country towns, by the rush of boys to the city where they can find enjoyment in scenes of excitement and, perchance, dissipation? Home-life must be made attractive, if the boys and girls are to be kept on the paternal acres.

Colleges.

WESLEYAN UNIVERSITY.

Professor Hibbard's reputation as an elocutionist is increasing, if we may judge from the number of calls to furnish entertainments which he receives.

The contestants for the Rich prize have been announced; they are R. E. Bisbee, A. H. Herrick, W. C. Kellogg, T. R. Kneil, M. M. Parker, C. A. Waldo.

Candidates for special honors are industriously "cramming up." The idea of Special Honors is a good one. Many students have a predilection for certain courses of study, and would like to pursue a course of collateral reading on the same subjects. By entering for a special honor in that course, they not only secure valuable advice and assistance from the faculty in relation to extra reading, but they get full credit for the extra knowledge which they acquire. If we may judge from the amount of work which has been prescribed for candidates, the honors where bestowed will be an index of real proficiency.

The college clock has been very erratic of late; wise men are searching for the cause thereof, and when found it is reasonable to suppose it will be removed. In the meantime, we have meantime.

The marks for last term have appeared, and have excited the usual amount of wonder, surprise, and chagrin. Men who have unexpectedly received good marks, are more than ever convinced that they are geniuses, and are glad that at last the faculty have found it out; while those who have received unusually small marks are surprised that college faculties should be composed of men of so little discrimination, and with such a tendency to favoritism. One week will work wonders in taking the new-born conceit out of the one, and the pique out of the other.

The Connecticut Valley Agricultural Institute met in Judd Hall, Wednesday, February 24. Lectures were delivered by Hon. Levi Stockbridge, of Massachusetts Agricultural College, and Hon. Richard Goodman, of Massachusetts. A report was read from the committee which had been appointed to consider the advisability of establishing agricultural experiment stations in Connecticut. The committee were strongly in favor of having such stations. Professor Atwater then stated that several hundred dollars had already been subscribed to pay for the analysis of soils and fertilizers, and that such analyses were now being made in the laboratory of our own college, and at the Sheffield Scientific School at New Haven.

If an experiment station is to be established in this State, we can think of no place which offers better facilities than Middletown. We have a laboratory furnished with all the appliances for making accurate analyses, and Professor Atwater is not only an enthusiastic student of Agricultural Chemistry, and thoroughly in love with the work, but he has probably a more extended knowledge of the methods of conducting such investigations than any man in the country, having spent several years in connection with one of these experiment stations in Germany, where they have attained the greatest degree of success, and devoted nearly a lifetime to perfecting himself upon every branch of the subject.

The Agricultural Institute was attended by a great number of intelligent, active men, and it was to be expected that subjects of importance to the welfare of mankind would be discussed. We attended; but what was our disgust to find that the whole session was devoted to a discussion upon the best method of raising *tobacco*. Has it then come to pass that if intelligent men would serve the devil, they must meet together in solemn conclave to discuss how to do it the best? It is especially surprising that a college professor should lend his influence by lecturing upon the best way to raise tobacco, and to preserve all its poisonous properties unimpaired, as did Professor Stockbridge, of Amherst.

The 22d of February was celebrated as usual, with the exception of the artillery performance by the Freshmen, which those gentlemen wisely omitted. The exercises in the evening were listened to by an unusually large and attentive audience. The oration was entitled, "The Influence of Washington upon the World," and was delivered by M. V. Simpson, of Philadelphia. It was a finely written article, and in this respect was probably superior to anything of the kind yet delivered in the chapel. In addition to the oration it has been customary to have extracts from Washington's Farewell read by a member of the Junior class, but C. E. Davis, of Webster, Mass., the reader elect, wisely substituted a declamation entitled Charles Phillips' "America." Although Mr. Davis was suffering from a severe cold, he rendered it with his usual energy and success. The music by the Franklin Quartette was equal to the occasion.

DARTMOUTH COLLEGE.

A large number of the alumni have expressed themselves as opposed to the inter-collegiate literary contests.

The following are the studies of the classes in the Scientific department at present: Seniors — Physics in French under Professor Emerson, Geology under Professor Hitchcock, Practical Mineralogy under Professor Fletcher. Second Class — French under Professor Ruggles, Chemistry under Professor Diamond, Political Economy under Professor Noyes. Third Class—Calculus under Professor Sherman, French under Professor Prud'homme, Isometric Drawing under Professor Hardy. Fourth Class — Drawing under Professor Sherman, Greek History under Professor Proctor, Geometry under Professor Sherman.

Candidates for admission to the Scientific department will be required hereafter to pass an examination in all of plane Geometry, and Olney's School Algebra or an equivalent.

By act of the last New Hampshire Legislature students are deprived of the right of voting in Hanover. This is regarded by students and faculty as flagrantly unjust.

BROWN UNIVERSITY.

A meeting of the Philadelphia Alumni Association was held Jan. 21st, at the residence of Wm. Bucknell. The association voted to found a scholarship of $1,500, under the following liberal conditions: 1st—That the scholarship be not confined to candidates for any one calling, or to the members of any one denomination. 2d—That it be conferred on the basis of high attainments, mental and moral, and be (so far as practicable) open to competition, so that the possession of the scholarship shall testify to the qualifications of the possessor, and that it be limited to the members of the two higher classes. 3d—That it be known as "The Philadelphia Alumni Scholarship." 4th—That the subscription be opened to alumni and friends of education at large. 5th—That single donations and annual subscriptions be received, and as soon as paid in, they be lodged with the treasurer of Brown University to be kept intact and allowed to accumulate until the total shall amount to $1,500. Certainly these conditions do credit to the Philadelphia alumni.

William Bucknell, Esq., also signified his intention to found a scholarship of the value of $1,000.

Charles Matteson, the new associate justice, is a graduate of Brown in the class of 1861.

In the next Congress, Brown will be represented by Senator Anthony, of Rhode Island, and Representatives S. S. Cox, of New York, and Julian Hartridge, of Georgia.

The *Brunonian* editors for the present term are as follows: From the Senior class, Albert D. Bosson, Chelsea, Mass,; Frank W. Purinton, Providence, R. I.; and R. Eugene Walker Warner, N. H.; from the Junior class, Clarkson A. Collins, Clark's Falls, Conn.; George E. Horr, Newark, N. J.; and William C. Joslin, Webster, Mass.

The fund for the erection of a fire-proof library building now amounts to over $75,000.

For the first time in many years, there is a class in Calculus. Prof. Greene instructs in this branch. He has about fifteen pupils

The Seniors objected this year to the payment of the customary fee of $25 for graduation, on the ground that the catalogue made no mention of such an expense. They petitioned the board to relieve them from the payment; but the petition was not granted The class finally consented to pay, but appointed a committee to petition the corporation, at its next meeting, to abolish the tax.

The *Providence Journal* lately published a list of one hundred and ten graduates of Brown who either are, or have been, presidents and professors in various institutions of learning.

We clip the following story (which we know to be true) from the *Brunonian*:

A GOOD JOKE ON SOMEBODY.—As one of our professors was taking the train for Worcester, some time since, a young man entered the car, and depositing his luggage by the side of the professor, requested him to keep an eye on it till he should return. Before the train started he came in, and after taking his seat, remarked that he was a college student from Dartmouth, belonged to the ——— fraternity, and had been up to visit some friends at Brown. A conversation ensued, in which the young man proceeded to dilate at some length upon the advantages which he supposed Dartmouth to possess over Brown. He expressed his opinions in regard to President Robinson without reserve, and finally having learned that the professor of Astronomy at Brown was named Greene, the man who wrote the Grammar and Analysis (which he freely criticised), he observed with some emphasis that he didn't believe he could come up to their professor in that branch.

During this conversation the student had been in blissful ignorance as to the name of his companion. The dialogue closed somewhat as follows: *St.*—Perhaps you are a college graduate yourself? *Prof.*—Yes, sir. *St.*—May I ask from what college? *Prof.*—I had the honor of graduating from Brown, some years ago. *St.*—May be you're connected with the college now? *Prof.*—Yes, I am, somewhat. *St.*—Professor? *Prof.*—Yes, sir. *St.*—What department do you have? *Prof.*—I endeavor to teach astronomy. *Scene.*—Consternation of young man; intense amusement of professor.

MISCELLANY.

— Coal is still the prime source of anxiety. In Europe the coal area in square miles stands approximately thus: Great Britain, 5,500; France, 1,000; Saarbruck, 900; Belgium, 500; Bohemia, 400; Westphalia, 350; Spain, 200; Ireland, 150; Russia, 100. The British possessions occupy 7,000. The United States 200,000. But possession is one thing and value by accessibility another. Great Britain commands the sea-board, and holds available coal, ironstone, and limestone in juxtaposition, besides countless appliances, which is scarcely the case elsewhere; so that, let labor-value fluctuate as it may, her furnaces will of necessity hold their own against the world for a long time to come. The world's yield of coal is about 200,000,000 tons annually.

— The last census returns shows the existence of more trades among women than one would suppose possible. Besides women farmers, there are 45 female stock herders, 5 barbers, 24 dentists, 2 hostlers, 3 professional hunters and trappers, 5 lawyers, 535 physicians, 97 clergywomen, 7 sextons, 10 canal women, 195 draywomen, 1 pilot, 4 gas stokers, 33 gunsmiths, 7 gunpowder makers, 16 ship riggers, with a large number of artisans, mechanics, inventors, telegraph operators, and teachers of navigatlon.

— Since the great library at Alexandria was burned, Egypt has had no great collection of books. Now, however, the Khedive is searching the mosques and monasteries of his dominions for manuscripts to form a library at Cairo. He is said to have obtained thirty different manuscripts of the Koran, and among them one computed to be one thousand one hundred and fifty years old.

Since the Fire.

A fine water-color drawing of the interior of the clothing-house of Messrs. Macullar, Williams & Parker, of this city, recently placed on exhibition in the counting-room of the store, must create no little astonishment in those unfamiliar with the vast extent of the building and its business. The most careless observer is at once struck with the importance of its internal resources so vividly and accurately portrayed, and wonders how it happens he has been in ignorance so long. The drawing represents each floor from Washington street to Hawley street, a depth of two hundred and twenty-five feet, and numbers five stories in all. In this instance the roof has not been lifted for curious eyes, but the whole side of the building is exposed, giving a clever and proportionate view of the interior of each department, from roof to subcellar. Habituated as the Bostonian may be to the elegance of the marble frontage and the magnificence of the salesroom, he can only realize the magnitude and system of the business that furnishes work to hundreds of people, and him with the best of goods at no exorbitant prices, by just such a picture, or by personal inspection. But rather let him visit each of these departments, to appreciate one of the most interesting features in Boston trade, and to better understand the enterprise of a firm that has quietly and honorably held its own through twenty-eight years' association.

Since the great fire, which swept everything away save the indomitable will and energy of the proprietors, the utmost perfection of building has risen on the old ground, and, for a year now, the machinery has been running as smoothly as of yore. As the visitor ascends from story to story, that year and a half's interregnum seems to him an ugly dream, though perhaps the courage and patience that terrible lesson taught the sufferers was worth all it cost them. For, if there is a grain of truth in that unhappy old moral concerning the sweet uses of adversity, we should say they had been proved true to the letter, in their case, at least. The public, prone to take things for granted, after admiring this new and better building, and finding it a pleasant thing to buy one's clothes in a palace, thinks no more about it, and remains ignorant of the main features of the business, simply because they are out of sight. We pay the public the compliment of believing it would like to be informed of how one of the largest and most substantial clothing-houses in the world looks with the curtain, or, rather, the side of the wall, rolled up. The building itself is unsurpassed in beauty, in this country, and no European city can pit its "shops" against this great emporium, fnrnished with every convenience known to modern art and building science. The street floor, or grand salesroom, is two hundred feet in length, and divided by rows of corinthian columns of fluted ash. Richly-carved staircases and counting rooms occupy the centre of the floor, which presents throughout the entire length a vista of fine architectural effects. The front of the store is devoted to the departments of ready-made clothing and gentlemen's furnishing goods. Then come the offices and counting-rooms, facing on the open "square," and separating these departments from the rear of the store, where piece goods are shown, and orders taken for garments to be made by measure. The luxurious comfort of the counting-rooms makes a pleasure of business, and they might really be considered, in point of finish, as an index of the thorough style throughout the building, for employer and employe fare alike as regards light, warmth, and perfect ventilation; but this is well-known ground, and it is not until one reaches the next story that he begins to touch on the unknown points of interest. The architectural division of the building into two huge towers at the second story floods the departments with light, and gives a variety of rooms that is bewildering to the sight-seer. The second story at the rear contains the wholesale department for piece goods, and a private counting-room. Many a woman would consider herself fortunate to possess a boudoir as tasteful and cheerful as this delightful room. Its furniture is all of ash, matching the wood-work, and the carpet is composed of shades of green and ash, harmonizing with that beautiful wood. A blazing coal fire brightens all this comfort, and aids the cares of business with its bright companionship. The visitor, however, has to leave this charming way-station on the road to fortune, and, opening a door, he finds himself on the iron staircase leading from Hawley street to the topmost story. Four or five hundred employees pass daily up and down this winding and fire-proof stair, and we have paid no heed to this little world behind that marble wall which covers the very bone and sinew of this immense business within its splendid mask! This little world comes and goes day in and day out, and the Washington street pedestrian knows nothing of it, save in the results of its labors. Who runs the vast machine that feeds the salesroom below is a mystery unsolvable, except one takes the trouble to ascend these winding-stairs, and looks into the workshops where garments are made to order. No sewing-machines are used here, and the aspect iof the girls sitting in groups plying their needles is exceptionally pleasant. Their intelligent faces and nimble fingers destroy forever the vision of the overworked sewing-girl, and it seems to us toil could not be lighter or surroundings brighter and healthier.

The iron bridge connecting these workrooms with those for the ready-made work on Washington street is one of the curiosities of modern invention. It is, of course, fire-proof, and renders accidents from that source simply impossible. A fire, however, could not occur. Stand-pipes run through each story, and hose at every landing would flood the building at an instant's notice. Seeing all these enforced precautions, one is inclined to laugh at the seething furnaces, after all, as futile elements of destruction. The ready-made clothing (manufacturing) department occupies the two upper stories of the Washington street building, each room containing no less than five thousand square feet, and they exhibit a remarkable phase of business capacity and well-trained labor. In these workrooms the visitor will not fail to moralize, comparing their pure ventilation and modern improvements with the dark tales of miserable homes and starvation prices that have been almost inseparable from this branch of the trade. Sewing assumes a new interest when its skilled labor commands the best of wages. In the dullest of times, Macullar, Williams & Parker have never reduced the number of their employes, but retained them, in the belief that a conscientious and skillful workwoman was deserving of every such consideration. In doing so much for the health aud convenience of their employes, the firm has set an example to all humanity. Many of these girls bring their dinners, and do not have to leave the building all day. With a view to this, ovens, purposely constructed for keeping their food warm, were built in the steam furnaces.

People interested in machinery should not fail to look into the engine-room of the steam elevator; but machinery and steam-pipes encompass one on every side, and hydraulics is a story not to be told out of school. Enough that the visitor sees with awe, and hears with alarm, this huge creature that "goes on forever," doing its quota of work. Leaving the cutting and trimming departments, we ascend to the fourth story, where stand two rows of sewing-machines worked by steam. Machine work is only used in such parts of the manufactures as experience has proved it to be superior to hand labor.

The girls sit calmly at them, gently holding their work while it gallops under the magic needles, using no strength, and apparently unconscious of the din that prevents the unaccustomed spectator from even thinking. We fancied we knew all about sewing-machines till now; but steam is an "attachment" devoutly to be prayed for, if women must sew, and hereafter we shall loathe a treadle. Bright-looking girls are finishing off work in the next room, while others are pressing and preparing the pieces for these machines. It seems so easy, and so much like play, that we are forced to wonder what grievances or trials can be hiddeu in this human gathering, when its physical interests are so well cared for by its employers. If these reflections accompany the visitor to this high region, they will not desert him when he goes down to the fourth story of the Washington-street building.

At the front of the building is situated the white-vest room and the cuttting-out room of the ready-made clothing department. The first is a specialty of the house, and a gem in its way. The floor is polished, the tables and chairs are polished; the lady-like girls, some fifteen in number, are certainly polished; and every article in the room is a miracle of freshness and neatness. Summer and winter this manufacture of white vests goes on, and when one learns that 15,000 of them are made there in a year, a faint idea is obtained of the popularity of that article of dress throughout the country, and the constant employment of these girls. The proprietors may well be satisfied with this special attraction, for it is a very bright little corner of the establishment, and one not easily overlooked or forgotten. Descending another flight, the visitor reaches the large wholesale department for the exhibition of ready-made clothing. It is an elegant room, corresponding in architectural style with the spacious store beneath. Make no foolish calculations as you see these tables and ashen chests loaded with apparel, for a season will melt them all away. These thousands of coats and trousers are as nothing compared with man's necessity for dress, and they come up, are cut down, and wither away in one stern glance of fashion. If these manufacturing departments are interesting from their wonderful system, those below the street are no less so. The basement is on a level with Hawley street, but declines several feet below the Washington-street sidewalk. It is an immense department, where the goods are received directly from the mauufacturers, and where each bale is scanned and measured before being cut into pieces for the upstairs consumption. The sub-cellar would delight any good housekeeper, for the same perfection of systematic order reigns here as everywhere else. Even the catch-all, with its boxes of workroom sweepings is "clean enough to eat from." The well and pump-room is a combination of modern science and good old-fashioned ways, very gratifying to see in a place of this importance. Owing to this well, the firm is able to save about 3,000 or 4,000 gallons of Cochituate water every day, and it fears neither drought nor shutting-off in the future, for the spring is so high and of such volume, it often overflows its basin. Here, also, is the pump for the standpipes and the engines belonging to the steam-furnaces. Two immense boilers engross the remaining space, and with them end the nineteen distinctive departments contained in the building. It will be seen by this brief sketch on what a large scale the making and selling of clothing is carried on, and how superficial one's knowledge must be unless a tour is made of each separate room. Bells and speaking-tubes connect all the departments, and the night-watchman who goes on his rounds every hour has the regularity of his visits recorded by an automatic telegraph with a terrible accuracy should he neglect his duty. Clocks regulated by an automatic time-keeper in the basement are conspicuous in every room, and the acme of consideration for one's curiosity, to say the least, is reached in the dial that marks the way of the wind. These are a few of the conveniences attached to the building, but the same exact and careful regard that prompts them controls the minutest link in this intricate chain. Macullar, Williams & Parker must look with no little pride on their position, for they are able to turn, literally, their house inside out to the public gaze, and send distant friends and customers a capital interior view of every department of their splendid establishment.—"JAY," *in Sat. Eve. Gazette.*

Publisher's Notes.

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The Legislatures of Massachusetts and Rhode Island have under consideration the subject of the exemption of the property of religious and educational institutions from taxation.

The readers of "Social Pressure," and the many other social, political, and philosophical essays of Sir Arthur Helps, will regret to learn of his death, at London, on Sunday, March 8. He moved among the highest circles in English society, and his influence through his life and writings has been powerful in favor of all true reform.

Congress has raised the Territory of Colorado to the dignity of a State, with Denver as the capital. The new State is the thirty-eighth in the order of admission, and the Union lacks only one of trebling the "Old Thirteen" during the first century of its existence. There is time, however, to add the one more before we celebrate our national birth-day in 1876, and New Mexico may have the honor of an enrollment in the ranks before that date.

The Joint Committees on Education in the Rhode Island Legislature have reported in favor of the purchase of the High School estate, in Providence, for the use of the State Normal School, at a cost not to exceed $40,000. The location is a central one, in a quiet neighborhood, and the buildings could be easily refitted to the uses of the Normal School. The plan proposed is practical, feasible, and inexpensive, and meets with favor among the friends of the school.

Elementary instruction in Ireland assumes a position of importance in proportion as the difficulties in the way of success are realized by the home government. In discussing the matter, the London *Standard* remarks that the Presbyterians have been from the first consistent supporters of mixed education, while the Roman Catholic clergy refuse to appoint to their schools any teacher trained in the model schools; and thus condemn the children of five-sixths of Ireland to inefficient instruction. Again, it asserts the majority of the Irish Church clergy refuse to connect themselves at all with the National Board, because it does not provide denominational training schools. It is not very easy to see how such jarring pretensions can be reconciled. But in the meantime it is sadly certain that elementary education in Ireland is deplorably backward, and that its backwardness aggravates the poverty of the country and leaves the people a prey to agitators and conspirators.

Citizens of Champaign and Urbana, Ill., during the past year contributed a fund of nearly $2,500 for the purchase of works of art, for a fine art gallery for the University. With this fund there was purchased in Europe by Dr. Gregory, President of the University, a magnificent set of casts of celebrated statuary, antique and modern, including the great group of the Laocoön, the Apollo Belvidere, the Venus de Milo, the Fawn of Praxiteles, the Wounded Amazon, the Antinous, the Discabolus, Diana de Gabies, the Slave, Moses and Penseur of Michael Angelo, and many other statues in full size or reductions, with busts, bas-reliefs, alto reliefs, medallions, etc., in all nearly four hundred separate pieces. Besides these, the collection includes nearly five hundred engravings and large photographs taken from the originals of the great master-pieces of painting, and of celebrated places and buildings. A beautiful hall of nearly sixty by eighty feet has been fitted up for this gallery. The collection is one of the most beautiful and complete of any in America. Its chief value, however, is in the aid and inspiration it is already lending to the drawing-classes, the school of architecture, and indeed to all departments of the University.

Now that the excitement in China, growing out of the anticipated war on the Formosa question, is ended, the Chinese government is devoting considerable attention to the internal affairs of the kingdom, including educational matters. The late Emperor before his untimely death, had turned student himself, and was endeavoring to comprehend the problem of government. A writer in the *Börsen Zeitung* says that the Emperor had already begun the study of English and German, with the help of interpreters educated in Europe, and made great progress in learning German, for which purpose he daily took lessons for several hours of a young Japanese who became thoroughly acquainted with the language while residing in Germany. The *Pall Mall Gazette*, in a long leader devoted to Chinese affairs, severely criticises the management of naval and military affairs in the kingdom, but remarks that it is gratifying to know that in other directions the Chinese are engaged in industrial enterprises well calculated to enlighten them, as well as to develop the resources of the country.

In a recent statement of the present condition of education in the English army, compared with that existing in 1858, General Sir John Adye shows that in that year twenty per cent. of the soldiers then serving could neither read nor write, and nineteen per cent. were able to read but not write, making 39 out of every 100 with scarcely any education. In 1873 there were only six per cent. who could neither read nor write, and five per cent. who could read but not write, making eleven per cent. who had received little or no education. "This," as Sir John observed, "showed a decrease of twenty-eight per cent. of ignorance in fifteen years." The *Pall Mall Gazette* believes that so rapid an advance of education among the class of her Majesty's subjects that finds its way into the ranks of the army will, no doubt, "afford intense satisfaction to those who believe that education, and education alone, is capable of doing everything for us." Unfortunately, however, it does not appear that desertions are less frequent, but that, on the contrary, they increase in frequency, while in other respects the *morale* of the army has not improved in proportion to the increase of education.

Milton as an Educator.

BY REV. PHILLIPS BROOKS, BOSTON.

[Concluded from last week.]

This leads us to a brief sketch of the main thoughts which this essay of the great Englishman contains. I am surprised when I enumerate them to see how thoroughly they are the thoughts which all our modern education has tried to realize. Here they are fully conceived in the rich mind of the representative man of two centuries ago. That is the value of his treatise in the history of education.

Milton's ideas, then, about education are really reducible to three great ideas, which may be thus named: *naturalness, practicalness, nobleness.* These are the three first necessities of education which he is always trying to apply—and what has modern education done more than this?

1. First, let us see what he makes of *naturalness.* His whole tract was a protest. He was always a protester as every enthusiast and idealist must be. Education, as he found it, was unnatural. It was all *a priori* and deductive. Not yet had the Baconian methods invaded the schoolrooms of his land. Milton raises his voice in behalf of an education that should read its rules in the *nature* of the scholars who are taught. See what some of the illustrations are. He pleads for the study of the *concrete* as necessarily previous to the study of the abstract. "I deem it to be an old error of universities," he says, "not well recovered from the scholastick grossness of barbarous ages, that instead of beginning with arts most easie, *and these be such as are most obvious to the sence*, they present their young unmatriculated novices at first coming with the most intellective abstractions of logick and metaphysicks," and he goes on to show how such an unnatural beginning leads either to an ambitious and mercenary or ignorantly zealous divinity, or to "the trade of law grounded on the promising and pleasing thoughts of litigious terms, fat contention and flowing fees," or to a statecraft with "souls unprincipled in vertue and true generous breeding." Again, he believes thoroughly that the right knowledge rightfully given, is a joy and not a disgust to the mind that receives it. "I doubt not but ye shall have more adoe to drive our dullest and laziest youth, our stocks and stalls from the infinite desire of such a happy nurture, than we have now to hale and drag our choicest and hopefullest wits to that asinine feast of sour thistles or brambles which is commonly set before them, as all the food and entertainment of their tenderest and most docible age." It was a time of good, strong, plain words, and Milton was a man of his time. Again, no apostle of the new education has ever more exalted *observation* as the organ and method of instruction. "I should not then be a persuader to them of studying much then, after two or three years they have well laid their grounds, but to ride out in companies with prudent and staid guides to all the quarters of the land; learning and observing all places of strength, all commodities of building and of soil, for towns and tillage, harbours and ports for trade. * * * These ways would try all their peculiar gifts of nature, and if there were any secret excellence among them would fetch it out." To learn the concrete before the abstract, to learn by appetite and not by compulsion, to learn as far as possible by observation and not by hearsay—tell me, have our schools so fully realized and accepted these great principles of learning, that we can hear them laid down clearly and absolutely by a teacher

of two centuries ago without surprise? Is our education so true to nature that we can help wondering to see how he believed in the necessity of *naturalness?*

2. The second characteristic of all Milton's ideas of education was its *practicalness.* This stands out in his very definition of education. "I call therefore a compleat and generous education that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both private and publick, of peace and war." It is Miltonic in its comprehensiveness, but it is altogether practical. As his education must issue from the *nature* of man, so it must come home to the *use* of man. Again, see the illustrations. He has no patience with the teaching of language for its own sake. All that folly, still prevalent among us, which begins to teach a boy Latin and Greek not as if it aimed to introduce him to two noble literatures, but as if it intended to make him a grammarian and philologian, so busying itself at once with all the niceties of grammar, all this he could not bear. "Though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only." *Things and not words* was the watchword of the seventeenth century and, once more Milton was a man of his time. In all his treatment of the languages we want to remember that Latin was still a tongue of *use.* Was not this very Milton, Latin secretary to the Protector? Another idea of his was that boys should learn their Greek and Latin by reading books which were themselves manuals of science, and so seek *language* only in seeking something farther on, the knowledge of the *things* of which the world was made. Cato, Varro, and Columella, Celsus, Pliny, and Solinus, Hesiod, Theocritus, Aratus, "and the usual part of Virgil." These are the books from which boys were to learn their Greek and Latin. We may not think the plan a good one, but at least it indicates the *practical* character of all his scheme. He claims strongly that English boys ought to be educated in England, and would only let them travel when they have come to "three or four and twenty years of age." "Nor shall we then need the monsieurs of Paris to take our hopefull youth into their slight and prodigal custodies, and send them over back again transformed into mimics, apes, and kicshoes." When we read this we feel like crying out with Wordsworth, "Milton, thou shouldst be living at this hour." Would that he might preach this doctrine to our American fathers and mothers. I must not dwell on other of his practical ideas, but they are many. He would employ experts to teach the several arts, "procure as oft as shall be needful, the helpful experiences of hunters, fowlers, fishermen, shepherds, gardners, apothecaries, and in the other sciences, architects, engineers, mariners, anatomists, who doubtless would be ready some for reward and some to favor such a hopeful seminary." His rules for exercise would satisfy the most eager champion of physical culture. Everywhere it is the *man*, the *citizen* he wants to make. Mere aimless scholarship will not content him.

3. The *third* of the pervading ideas of Milton's education, I called *nobleness.* We are struck instantly with the lofty tone that breathes through all. "Enflamed with the study of learning and the admiration of Virtue," so sounds his royal phrase. "Infusing into their young breasts such an ingenuous and noble ardour, as would not fail to make many of them renowned and matchless men," so he declares his purpose. It was a noble age; enthusiasm was in the air. Marston Moor, and Naseby were fresh household words. Puritanism, which Carlyle calls "the last of all our heroisms," was at its best. And Milton's heart and soul was in it all. Besides, he was a poet; and a poetic elevation, a constant sense of all the deeper meanings and loftier purposes of human life, was in all he thought and said. While he was musing the fire burned, and then he spake. In days like ours when there is so much to make us fear, in all the high development of education, a certain decay of nobleness, a certain prosaical minuteness, a certain *sordidness*, a certain dry economy—in our days, when the highest culture is distrustful of enthusiasm, when eloquence is not in favor in our schools, when the average teacher is more afraid of exuberance than of dryness in his pupil, when a sort of aridity is felt upon our fields of education—in such a time there is nothing better for us to study than the *nobleness* which the poet-teacher always flung like an atmosphere about all his thoughts on the true training of the young. "Stirred up with high hopes of living to be brave men and worthy patriots, dear to God and famous to all ages"—those are his words about his imaginary scholars. If they seem strange and sentimental to us of this later century, it is well for us to ask whether we have not lost something that made them real and natural to him. Of the methods of Milton's noble education I must not speak at length. The school-house that he dreams of is a "spatious house and ground about it fit for an academy." There his scholars were to make their home up to the limit of their general education. They were to be taught "the exact use of their weapon, to guard and to strike safely with edge or point." So to be kept "healthy, nimble, strong, and well in breath, as the likeliest means to make them grow large and tall, and to inspire them with a gallant and fearless courage." In the Puritan's scheme there is no mention of any of the fine arts but one. Their times of rest between labors and before meat were to be "taken up in recreating and composing their travailed spirits with the solemn and divine harmonies of music heard or learnt — either while the skillful organist plies his grave and fancied descant in lofty fugues or the whole symphony, with artful and unimaginable touches, ardour, and grace, the well-studied chords of some choice composer; sometimes the lute or soft organ stop waiting on elegant voices either to religious, martial, or civil ditties." And after meat music again to "assist and cherish nature in her first concoction." Then again, they are "to be reduced in their nightward studies wherewith they close the dayes work under the determinate sentence of David, or Solomon, or the Evanges and Apostolic Scriptures." We may not think it well to have our scholars rest and digest to organ notes, but these are only touches which show the effort after nobleness, the moral and poetic loftiness which fills the master's whole idea. And over all and under all there is that love of responsible liberty which was the passion of his soul.

Naturalness, practicalness, nobleness, these are the words that characterize this ideal education. The whole plan is pitched upon the highest key. The ease with which he talks of vast achievements takes our breath away, and has made many educators and critics turn away from this remarkable tract with something almost like contempt. Milton talks of how "Some other day might be taught them the rules of Arithmetic and the elements of Geometry *even playing.*" And again he says that "either now or before this they may have easily learnt *at any odd hour* the Italian tongue." Political economy and a few Greek Tragedies are thrown in as mere trifles. It is not a scheme to be perfectly carried out in any ordinary high school, with average teachers and average scholars. Indeed, it is not a scheme to be perfectly carried out anywhere by anybody. Milton himself believes that "this is not a bow for any man to shoot in that counts himself a teacher, but will require sinews almost equal to those which Homer gave Ulysses." But where the special methods fail the spirit still survives, and is what we want in our education now, as much as Milton saw that it was wanted then.

It is interesting to see how certain of the problems that are uppermost among us did not trouble the speculations of our philosopher then at all. They had not loomed up into sight. In that *religious* age, the question of religious and secular education was not mooted. Education was presumedly and necessarily religious. The Bible was the first of school books. "After evening repast till bed-time their thoughts will be best taken up in the easie grounds of religion and the story of scripture." In that *Puritan* age art education had not taken the place in the schools which it is only now venturing to claim. The fine arts were prostituted to court influence, and the relations of art to industry had scarcly been at all explained. In that *masculine* age the question of woman's education was unknown. The Salic law still ruled in letters. A few great ladies of the previous century had shone as scholars. Roger Ascham—a man whom every student of the history of English education knows full well, and whom every teacher ought to know—had written almost a hundred years before, his exquisite account of Lady Jane Grey's scholarship and delight in learning; but Milton never talks except of boys. He was a man's man in a man's time. The higher education of all women and coëducation still were to slumber for two centuries before a higher civilization and a deeper social life should make them the problems of the time.

So there was much with with he did not deal; but by the spirit of which his tract is full, these questions which were not yet born must find at last settlement. We have seen how broad his spirit was. His principles are universal. It is a fact which ought to interest every educator, from the teacher of babies to the presidents of colleges, that the great philosophers, what we may call the ruling minds of the last four centuries of English thought, have all given us treatises on education, and nothing could more let us into the different lives of those strangely different centuries than those pictures of the education of their time. In the Sixteenth century we have Francis Bacon's second book of the advancement of learning. In the Seventeenth century we have John Milton with his tract on education. Really belonging to the Eighteenth century we have John Locke, "On Education," too, and in our own Nineteenth century it would be hard to find a more characteristic book than Herbert Spencer's treatise on the same great subject. Bacon protests against narrow mediævalism, and pleads for larger views of usefulness and what is useful. Milton we have already heard. Locke rebels against the old tyranny of grammar teaching, and believes (brave idealist that he is!) that virtue can be taught at school. Herbert Spencer sings the praises of Natural Science, and demands a discipline more in harmony with the constant laws of human nature. In every age each philosopher tells essentially the same story and feels essentially the same needs. Naturalness, practicalness, nobleness are always becoming clouded, always in danger of being lost. And if they *are* lost, *just so far* as they are lost education withers, becomes small, special, formal—ceases to represent and train our time, and lays no strong foundations for the times to come.

It is for me to leave it to you who listen to me, the teachers of schools, men and women who know what education is among us, to judge where these first principles of education stand to-day. With them education ripens or withers. They have been the anxiety of philosophers always; they must be your anxiety now, and you must know how they are prospering in the midst of all the hubbub of experiments and theories. But for myself, certain impressions come very strongly out of the study in which we have been engaged. I am struck with the simplicity of the problems of education at the bottom. They seem to change, but always they are the same;—they all come at last to these first principles in every age, and I am impressed again with their *difficulty.* The simple is always the difficult. Reduce every problem to its fundamental principle, and then for the first time you stand face to face with its difficulty. Then you see how hard it is. When we see that that over which the philosophers have puzzled in every age has been in every age the same, then we realize that it must be no child's question to be settled in a flippant hour. And yet again, it makes education seem more *human.* I cannot think of it as an art, a technical and separate

thing, when I see how the great human minds have always pondered it. Clearly, the more we are true men and women the more worthy we shall be to deal with it.

And once again, before I close, I urge the need of more study of the history of education. Poor, extemporized things our schools would be without our great Seventeenth century educator, and men like him must not be strangers to us. Our normal scholars must not be allowed to think that education began with their teachers, or their fathers. The teacher must work out of the inspiration of a world-long past.

And through it all, as we read it, we shall trace these lines—the craving for naturalness, and practicalness, and nobleness. They are nothing new, but they can never be too old. Through the grey pavement of the streets of Venice run two threads of white marble, by which the traveler, lost in the intricacy of the mighty city, cannot fail to find his way to the Rialto, where the center of the city's business lies; so through all education run these three threads, which he who follows patiently shall come at last to where truth is most truly and richly taught and learned.

Prof. Quimby's Lectures on English Grammar.

MR. EDITOR,—*Dear Sir*:—I noticed, recently, in the "Reports of the New Hampshire Board of Education," an article reported from Professor Quimby's lectures on English Grammar; and, with some of the statements I was well pleased, thinking them very correct, consequently they need no comment. Others (probably in consequence of my inability to comprehend the profound thoughts of the author) I do not consider accord with the common usage of literary men, and still others that do not accord with the principles of *good* common sense.

The first statement which I will notice is this: "Snow, you say, is a common noun. The definition is,—A common noun is a name that can be applied to any one of a class of objects. Is snow such a name? What are the individual objects comprising the class?" In answer to the last question I will say that our papers state that we have had *sixteen* snows thus far, this year, and I should think that number would make quite a respectable class. Again, we have a *fine* snow, a *coarse* snow, a *light* snow, a *heavy* snow, and snows of various shades of color; if *snow* in these several cases is *not* a common noun, please tell us what it *is*, and we will consider our knowledge of grammar on the increase. Another definition to a common noun is, A general name; and, if snow has not been sufficiently general this winter to entitle it to be called a common noun, I should not know how to classify it.

Second, "An affirmative is said to be in the indicative mode, but *I can go* is called potential, though it is a distinct affirmation." But may not a verb be in the *potential* indicative, or the *potential* subjunctive, without inconsistency? We have participles, participial adjectives, and participial nouns, each partaking of the nature or form of two parts of speech. Why, then, may not a verb, in its mode, combine, in part, the meaning of *two* modes? And then he continues, "In the sentence (*I can go*), can is the predicating verb and go is in the infinitive; but he does not tell us how to parse them. He also says, "To go" is not in the infinitive mode; that *to* is a preposition and *go* is in the infinitive, but gives no rules for construction.

But, the most absurd statement is, "*I have done my work* is to be analyzed the same as *I have my work done*." This is "Young America" full fledged. Old America could stand up and say, "I *have* done my work," and all would know, definitely, what he meant; but "Young America," in his spotless kids, stands up and says, "*I* have my work done, sir; I do not soil my dainty hands in doing it"; and, if I understand the Professor, he is trying to prove that he says the same thing that one of our noble ancestors would have said, when, in conscious dignity of his manhood, he says, "*I have done my work.*" When I read this sentence, I said to myself, surely we have fallen upon those times alluded to by Cato in the Roman senate, when he says: "*Jampridem equidem nos vera rerum vocabula amisimus;* which in plain English means, we have lost the *true meaning* of words. I give a pupil a problem. Presently I say, Amariah, "have you done" your problem? "I 'have it done,' sir," is the reply. That does not answer my question. "HAVE YOU DONE" *your problem?* I told you, sir, "I had it done." "Who did it for you?" With much hesitation he replies, Nehemiah. Now, if literary men argue sincerely, that "I have done my work" means just the same as "I have my work done," and thus pervert language, I think we had better go back to gestures, signs, pictures, and hieroglyphics, and try to construct some medium of communication that will convey some *definite idea.*

The professor's criticism on language reminded me of an incident in my early life. One of my associates was very ill. His physician, after many wise expressions and a critical examination of the case, said to him: "I must *first* tear you *all to pieces*, and then build you up." In after years he told me that what the Doctor said he must do *first* he did to *perfection*, but the last part *he never did.* And, it seems to me that Professor Q. has done very much the same thing with our language, in the passages quoted, as the Doctor did with my early associate in regard to his physical health.

I have made these suggestions hoping that some of the bright luminaries living in the latter part of this enlightened nineteenth century may throw some light upon the subject. I want the *reasons* and the *rules*, then I can understand. D. C.

Religious Instruction in English and Welsh School-Board Schools.

The British Education Department some time ago issued a circular in obedience to an order of the House of Commons, asking for information from all the school boards of England and Wales established up to the 1st of August, 1874, as to the rules in force regarding religious observances and religious instruction in their schools. The replies which have been received are of considerable interest, as showing the different ways in which the Act of 1870 has been carried out in this particular. Answers are scheduled from 479 boards; others, to the number of 278, are recorded as having made no regulations on the subject. Nearly one-half of the Welsh cases—that is to say, 65 out of 140—fall within the latter description. This is probably to be attributed in most cases either to the recent election of the boards, or to having no board schools under their control. This latter reason accounts for the absence of any response from many of the boards. The majority of the boards appear to have framed their regulations on the model of a resolution passed by the School Board for London, in effect as follows: That the Bible shall be read in the schools, with such explanations and instructions in the principles of morality and religion as are suited to the capacities of children; provided always that no attempt be made to attach the children to any particular denomination; and that in the case of any particular school the board would consider any application by managers, parents, or ratepayers of the district that the school should be excepted from the operation, in whole or in part, of the resolution. The board made provision for the use of prayers and hymns at the time allowed by the Act of 1870, leaving the arrangements for such religious observances to the discretion of the teacher and managers in each case. In the London metropolitan board schools "the observances" are concluded by 9.15 in the morning, Bible instruction being given either between 9.15 and 9.45, or between 11.30 and noon. Another regulation made by the London Board has also been widely adopted—namely, that which provides for the separate instruction in secular subjects during the time of the religious teaching or observances of any child who is withdrawn from the latter by his parent or guardian. General regard is expressed for a rigid adherence to the "conscience clause" and the "Cowper-Temple clause" of Mr. Forster's Act. The clause which Mr. Cowper-Temple introduced into the bill stipulated that no religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in a rate-aided school. But this does not appear to be universally acted upon, for while in some districts the Bible is merely read without note or comment, we find such boards as Cockermouth and Caister-next-Yarmouth, in which the Lord's Prayer, the Ten Commandments, and the Apostles' Creed are taught; while at Bowness, Cumberland, instruction is given in the Church of England Catechism.

The reply from Birmingham is worthy of remark. "The school board make no provision either for religious instruction or for any form of religious worship. In buildings erected by them opportunity is given to voluntary teachers to give religious instruction, and to conduct any form of religious service they please. The teachers, who must not be board teachers, pay rent to the board for the use of the buildings." For this purpose the schools are open three-quarters of an hour on two mornings in the week. The principle here laid down scarcely differs from that adopted in some other places, except in the provision that board teachers may not give religious instruction. The elaborate schemes adopted by Wolverhampton and Manchester are identical. Attaching great importance to the value of religious knowledge on the part of teachers and scholars alike, these boards prescribe a graduated course of oral teaching and the committing to memory of portions of the Bible, with suitable exercises in writing and raading.

Both Manchester and Wolverhampton are conspicuous in the short list of boards who, while maintaining schools of their own, pay fees on behalf of children at voluntary schools In this way the former have annually expended an average sum exceding £1,800. The Liverpool Board appears to be the only one which sanctions the Douai verson of the Bible. This is done where Roman Catholic children are the majority, or are sufficiently numerous to be entitled to separate religious instruction. When a school is transferred under the powers of the principal Act, a clause is frequently inserted in the deed of transfer reserving the use of the school premises by others than the board, with a view to the holding of Bible classes within certain specified hours. On this principle we find that at Great and Little Abington, Cambridge, religious instruction according to the principles of the Church of England is given before each morning meeting of the school. Similar arrangements have been made at other places. Bowness, Cumberland, where the Church Catechism is taught, differs essentially from the cases just cited, in that there the Catechism is taught under the auspices of the board, whereas, in the other parishes the school premises are not in the hands of the board while Church lessons are being given. The districts where the board of instruction is stated to be purely secular number twenty-six. In one of the two board schools at Conwil Caio, Carmarthen, no instruction is given of any other nature than secular, while at Gelligaer, Glamorgan, a like system is adopted for three out of the six board schools.

The Present Opportunity to Teach United States History.

The present is a time of passing interest to every true American citizen. Each day is the centennial anniversary of the welding of some link in that chain of events which led to the emancipation and confederation of these United States. The mind involuntarily goes back a century, and dwells amid the stirring events then occuring on this coast. To-day we [illegible] to see

the British troops march to and fro through Boston's streets; we hear the drums beat, and experience the feelings that must have dwelt in the breasts of our patriot fathers one hundred years ago. The schoolboy glories in the story of his ancestor's spirit, when their boyish sports were disturbed by the overbearing militia. In a few days, Lexington Green, Concord, and Bunker Hill will seem to present a reënactment of the glorious scenes of one hundred years ago. A little while longer, and the fourth day of July will be more replete with emotional interest than it has been since it first began to be an anniversary day. It is indeed a time of *daily* centennial anniversaries.

Now, since these are days so full of historic interest to Americans of all ages, cannot the teacher here discover an opportunity to teach United States History in such a manner as to make it pastime instead of labor? What child or young person is there who does not take delight in recollecting that a year ago to-day he was experiencing a certain pleasure, or where is the one who wouldn't be all attention, if told that a hundred years ago this hour some great historical event was taking place? I regret that I myself am so ignorant of historical facts as to be unable to give a pertinent illustration for what I wish to communicate, but take the following for an example:

A hundred years ago to-day was begun by British troops the building of a certain fort in Boston. Tell the children this; let them view the spot, if possible, and they will be only too anxious to find out all they can about that fort and its history. Of course, a comparatively few can have the advantage of visiting such a place, but maps will be found, in most cases, to serve nearly as well as actual visits.

Thus, each day, in a short general exercise, take up the study of the event which the day commemorates. Let the children find out all they can about it themselves, and when they have given what facts they have learned, add such profitable information as you may be able. In this way, it seems that children can acquire a thorough knowledge of the details and order of those events which led to the founding of this republic. And not only will the child's historical and geographical knowledge be increased, but an impetus will be given to a proper development of his imaginative powers, for he will have in his mind a picture of each one of these events. And surely there will be within him a growth of the spirit of true patriotism. But a few cautions must be observed in this teaching.

First, be careful not to develop hard feelings against our mother country. Let the children know that the English government and people of to-day, are not what they were a hundred years ago. Teach them to render all the honor and reverence due the grand old country of our parentage. Do everything possible to prevent a return of that spirit between Americans and English which characterized public sentiment for so long a time, and whose traces, I grieve to say, are not yet wholly obliterated.

Second, don't teach *military* history, to the neglect of *civil*. This is, and has ever been, a great fault in the teaching of national history. Ask any scholar of our present schools to tell you a few important facts in the history of the United States, and he will immediately begin:—"Revolutionary War, War of 1812, Mexican War, and War of the Rebellion." You'll find that it's only *war* that is remembered, or thought worth remembering. Our children are not, and never have been, sufficiently taught our country's *civil* history, and this fact is painfully evident in the limited knowledge of past legislation possessed by those whom we choose to govern us, to say nothing of the warfare-loving spirit which such a training engenders. It has been truly said that History repeats itself, and reasoning from this, we rightly infer that the man who is familiar with past legislation will make a good legislator, since he will find his knowledge a just criterion for the settlement of present civil questions. Indeed, it is but a few days since we were called to witness, in a masterly speech delivered in our National Senate, pertinent references to precedents authorizing the action of certain ones at the scene of the Southwestern troubles.

Seeing, then, the need of a little knowledge of *civil* history, is it not evident that this also can be taught as above? For example, supposing the Continental Congress was in session a hundred years ago. Then the study would be: What were the questions discussed and decisions made to-day, and to-day, and so on? Thus, with that mixture of the martial element which the day commemorates, the child will learn not only civil and military history, but principles of government, and the love of the great and good men whose words and deeds founded this republic.

This principle of learning history by studying the events which each day commemorates, is, of course, universal in its application, but it seems to be most apposite of adaptation to the present opportunity of gaining a definite knowledge of the foundation of that government which men have ceased to denominate "The Great Experiment."

A Suggestion to Invalid Students.

BY REV. EDWIN S. WILLIAMS, BRAINARD, MINN.

It would be a blessing to any invalid student to come and spend two or three years in a Northwestern college, even if he did not complete his course there, but should return to his chosen Alma Mater to graduate. I know the horror which this statement will occasion—the dread of leaving fascinating societies, congenial chums, famous old literary centers, the complete equipments of the best endowed schools, the songs and frolics, and all that "college world" which holds such mysterious charm. Leave all these for a "one-horse Western college!" I seem to hear more than one enthusiastic collegian say, with disgust. Let me give a hint or two of compensations, beside the undoubted gain in health. I will not dwell on the absolute gloriousness and exquisiteness this matchless climate seems to have to those in whom it develops abundant health. Nor will I glorify the prairies, and wax enthusiastic over grouse and trout, deer, and other game abundant and tempting. These are an old story to me, almost a "pioneer," yet ever kept in mind by the glad enthusiasm of new-comers who have followed their own letters to me here, and taken new leases of life and usefulness.

It is worth a great deal to help make a college in a new State. The early students share in the glory of the founders and builders, and have an *esprit du corps* for the whole institution quite equal to the intense class-feeling of the old colleges. Granted the possible scholarly finish is not so fine: the practical knowledge gained, the enthusiasm and *push* developed, the grappling power acquired, the learning how to take hold and make new things go—these developments are specially valuable to young men nurtured in the old East. If they tend to develop conceit, despondent sufferers will admit a little conceit to be a healthy prescription for a morbid invalid. Time and contact with life will surely regulate it.

Again, the intimate personal association with superior men is very valuable. The presidents and professors of the best Western colleges are the scholars from the East developed by large and noble work with practical heroes and enthusiasts. Meeting a few young men in their class-rooms, they love them as brothers. They have time to teach and magnetize them; they pour out fair stores of learning and whole tides of manhood. The earlier classes of students from Western colleges have taken rank East and West far higher than the mere grade of their examination papers would have indicated. I mean no disrespect to those beloved and honored veterans surrounded by so many hundreds of young men, that they can touch but few of them out of the class-room in a course of years. Nor am I in the least disloyal to "Mother Yale." God bless her! Yet I deem it a duty to tell any student who suffers as I did, and may find health as I have, that leaving New England mournfully, and bearing a hand in building up such a college as Ripon or Carleton, he will find the glowing enthusiasm of President Merriman, and the model teaching and balanced character of President Strong, with the self-sacrificing and noble assistants, such forces in after life that they will always rejoice in them. My wider conviction is that it would benefit others than invalids to touch the society of the stirring West, broaden them for work either East or West, be as valuable as it is for Western-bred men to go and touch the cultivated East. If a few of the young men and women who are slipping out from the older colleges of New England, by reason of sickness, would come to the junior and senior classes of that beloved college at Northfield, I am sure the trustees would not thank me half so heartily as the young men and young women themselves.

An Old MS.

[The following are extracts from a copy of an old MS. in the possession of A. M. Harrison, Esq., U. S. Coast Survey, Plymouth, Mass. The original was copied from a draft of the "Laws and Ordinances of Harvard College," by Thomas Danforth, Treasurer H. C., 1668, an ancestor of Mr. Harrison's wife. The periods denote breaks in the MS.—ED.]

THE

LAWES AND ORD'CS

OF

HARVARD COLLEDGE,

Aggreed upon by the Overseers and Corporation of the Saide Colledge,

ANNO DOMI 1665.

Vera copia, as attests, T. D., *Record'.*

COLLEGE LAWES.

Admission of Students.

WHEN any schollar can read and understand Tully, Virgil, or any classical or ordinary Authors, and readily make, speak and write, true Latine in Prose, and hath skil in making verse, and is completely grounded in Greek, so as to construe and parse in the Greek Testament, Isocrates, Minor Poets, etc., having withal meet Testimony of his Towardliness, He shal be capable of his Admission into Colledge. . . . . (For Latine Grammar and Prose. Greek. Towardliness.)

Every one must consider ye maine end of his studyes, viz. His Knowledge of God and Jesus Christ, And answerably to lead a sober, honest and godly life. (Honesty.)

Every one shall soe exercise Himself in reading the scriptures twice a Day, as to be ready to give an account of his proficiency in theme, and of his observations of Languages and Logick, and Divine Truths unto his tutor, of whatsoever standing he be, seeing the entrance of the Word gives Light. Ps. 119, v. 15. (Reading ye scriptures.)

No schollar shal goe out of his chamber without a Gown, Cloak, or Coat; and every one everywhere shal were modest and sober Habits, without strange, ruffianlike, or new-fangled fashions, without all lavish Dress, or excess of Apparel whatseover, nor shal any wear Gold or Silver or j . . . without the just perm . . . . . cident, nor shal it . . . to wear Long Haire, Locks, Foretops, Curlings, Crispings, Partings, or Powdrings of ye Haire . . . or shal any without the like reason take Tobacco; or bring, or suffer to be brought, into his chamber strong-beer, strong-water, or other inebriating Drink, to the intent that all excesse may be . . . . . (Decency Apparel. Tobacco and Strong Drink.)

No Student shal, upon any pretence wh soever, seeke the company, familiarity, or acquaintance of Persons of unjust or Dissolute life. . . . . (Concerning choice of Company.)

Every undergraduate shal be called by his surname, except he be ye Son of a Nobleman, a Knights oldest Son, or a Fellow-Commoner. (How Undergraduates to be called.)

Every Fellow-Commoner shal bring a piece of silver plate . . . to ye value of 3lb. at least, which he may have the use of while he shal abide at the College; and shal leave it to the Propriety of the College when he departeth from it. (Fellow-Commoners to leave plate wth ye Coll.)

—*Harvard Advocate.*

Primary Department.

Edited by MRS. MARY P. COLBURN, Boston.

[It is earnestly hoped that any who feel an interest in this most vital department of school education, will avail themselves of the opportunity the JOURNAL offers in this direction, to make any suggestions on Primary work, or contribute of their various experiences for the benefit of the young teacher. All such are invited, most cordially, to address Mrs. M. P. COLBURN, South Boston.]

Discipline.

"What shall we do with our little charge now the bright eyes and restless limbs range before us?" If you are one of a large family at home, you can recall to your mind daily instances of how mother does, and numberless times, too, doubtless, when you devoutly wished you hadn't happened to be the *oldest*, so that it fell to your lot to carry out practically the home discipline. If your lot has been cast alone as sole scion of the house, then perhaps you can remember nothing but a general yielding to your wishes on most points. Be that as it may, you may well take a long breath and wonder if *all* these dear little fellows are as gentle as you were, or as despotic, as the case may be!

But though the *home* is your greatest auxiliary, and the memories of your own may be very tender, yet the work that lies before you now is as diverse from that as two things any can well be. You have all kinds to deal with, grave and gay—bashful and bold—bright and dull—noisy and quiet—in fact, an incongruity of elements as numerous as the children themselves.

Though they have a wholesome regard for the teacher now, looking upon her as a being dropped from the clouds, or, perhaps, arisen out of some blackness, to their little perceptions, like another and a fearful world, according to the temperament and degree of culture of the individual,—yet time wears away such impressions, and a certain familiarity comes to bear on the daily intercourse. So then, the reins you hold must be sufficiently firm without chafing, and those scores of little fellows must be made to feel, to their complete subordination, the ruling spirit. This once established among them, everything is smooth—but how shall it be brought about?

COMFORT.

First, then, you must be sure the children are comfortable,—and right here comes a suggestion I should like to make to the builders of school furniture. I have felt for a long time, that the seats to which our scholars are doomed so despotically for such little eternities as even a few minutes of restraint seems to be to them, might be, and ought to be, more comfortable. A perfectly horizontal plane is not what we like ourselves, neither is it on the principle which accords the most of ease and comfort to a sitting posture. Our "comfort" chairs incline back, even in the seat. I don't mean rocking and lounging chairs merely, but a perfect *easy* chair shows a front-elevation of at least one or two inches over the back elevation; in other words, the hind legs are very perceptibly shorter than the front ones, thus relieving the spine by insensibly insisting upon its rest. It does not make you *lazy* to be *easy*, neither will it the little fellow who has to sit there; and I would respectfully suggest that the pretty little seats in our primary school-rooms be surrendered to this one item of comfort.

EXERCISE.

A certain amount of exercise is absolutely necessary—necessary for health and indispensable as a means of discipline. I have been in schools where the poor little sufferers were compelled to sit like so many mummies, with hands and feet according to line and plummet, with the light of gladness all gone from their eyes, and looking as if their heaven would come when the hands of the clock wore round to 12 M.!

As children grow older and their experience of school life enlarges, they will naturally fall into its routine of general demands; but these new comers are like raw recruits, very ignorant and very fearful. Don't require them to do much in the inactive line; give them free and full exercise of all their limbs—not to scrape feet for very mischief, or endanger necks by twisting them round to the next behind—but let them take the longest way round to reach their seats; give them frequent errands to other parts of the room, or to each other; give them liberty to swing their arms naturally, not the stereotyped clasping of the hands together behind as they walk, thus throwing the shoulders up and the head forward, making them permanently ungraceful, if nothing more serious; let them, or require them to, put their two feet firmly to the floor, and not insist upon the tip-toeing, which at least *looks* very uncomfortable; have short and frequent recitations, insisting upon strict attention during the lesson; grant a variety of diversions of various character, all of which shall tend to instruction, etc. The multitude of exercises which are useful and instructive as well is almost infinite, and in just hinting at the above I have by no means exhausted the catalogue. In the future, other means of discipline will be treated.

M. P. C.

Department of Mathematics.

Edited by PROF. E. T. QUIMBY, Hanover, N. H.

[Teachers, and others interested in this Department, are respectfully invited to contribute by proposing questions or problems, by solutions of proposed problems, or by illustrating methods of teaching, etc., etc.]

"A. Q. J." inquires in relation to problem V., in No. 3 of the JOURNAL: "Can this, and similar problems, be solved by Arithmetic, and if so, how?" To answer this question it will be needful to define precisely "*Arithmetic.*" That done, we shall no donbt find the answer not difficult.

The science of Mathematics has for its object the determination of the measure of unknown quantities by their relations to known quantities on which they depend. A proposition requiring such determination of unknown quantities is called a problem, and the process by which these quantities are found is the solution of the problem. The solution of every problem consists of three distinct operations, and only three, however easy or difficult it may be. These are as follows:

1. The discovery of those relations between the quantities involved, by which the unknown depend upon the known.

2. The separation of the unknown from the known quantities, so that the former may be found explicitly in terms of the latter.

3. The application of the formula thus obtained to any particular case, by substitution of the numerical values of the known quantities.

To explain more fully these three steps, let us take a simple illustration. Let it be required to find the perpendicular of a right-angled triangle when the hypothenuse (5) and base (4) are given. By the study of Geometry we learn that the square of the hypothenuse is equal to the sum of the squares of the other sides. This accomplishes the first step, and if we are acquainted with the notation of Algebra, we may put $h =$ the hypothenuse, $b =$ the base, and $x =$ the perpendicular, and write:

$$h^2 = b^2 + x^2.$$

We might, therefore, have defined the first of the three operations by saying:

It is the formation of the equation or equations expressing the relations of the quantities involved. The number of independent equations must equal the number of unknown quantities.

Having found the relation expressed by the equation above, we proceed to find *explicitly* the value of the unknown quantity in terms of the known. This we do easily without the aid of our algebraic notation, and find that the perpendicular is equal to the square root of the difference of the squares of the hypothenuse and base. Or, if we make use of this notation, we simply transform the equation thus:

$$h^2 + b^2 = x^2$$
$$x^2 = h^2 - b^2$$
$$x = (h^2 - b^2)$$

This we call the solution of the equation, and is the peculiar province of Algebra. In fact, Algebra may be defined as that branch of Mathematics which treats of the solution of equations.

The third step is the substitution of the numbers, by squaring 4 and 5, subtracting, and taking the square root of the remainder. This is the peculiar and *only* province of Arithmetic, and Arithmetic may be defined as the branch of Mathematics which treats of the substitution of numbers in algebraic formulas. The substitution of these numbers may be made in the equation before it is solved, and in some cases must be so made, as when the equation is of a higher degree than we are able to solve in a general manner. We may also be able to carry through the second part of the solution without the use of the algebraic notation, yet the work is no less algebraic than if we made use of the language of Algebra. We see, therefore, that of the three operations in the solution of every problem, Algebra and Arithmetic each claims one, while the first is accomplished by the aid of Geometry, Trigonometry, Astronomy, Mechanics, or whatever branch of Mathematics may treat of the relations of the quantities involved. We should answer, then, that *no problem can be solved by Arithmetic alone;* but *every problem* can be solved without the use of the algebraic notation, if one is able to carry in his mind the relations of the quantities, though most problems would furnish too great difficulty for ordinary minds without the help of something equivalent to this notation. The problem referred to requires the use of Geometry, Trigonometry, Algebra, and Arithmetic.

THANKS to "G. W. B." for his kind words for the JOURNAL, and his interest in the Mathematical department. Before we publish his solution of Problems I. and II., will he review them, and furnish the proof that a line through the center of gravity of the trapezoid parallel to its bases will divide it into parts equal in area? The same will apply to the other solution. We wish, also, to say of Problem II., that it was intended to restrict it by using only two dividing lines, intersecting each other of course.

MR. EDITOR:—I send you the following, hoping some one will point out the fallacy in the reasoning, if there is any. M.

Smith is chasing Jones, who is 1000 rods ahead. S. runs ten times as fast as J. Now, while S. runs 1000 rods, J. runs 100; while S. runs that 100 rods, J. runs 10; while S. runs that 10 rods, J. runs 1 rod; while S. runs that 1 rod, J. runs one-tenth; while S. runs that one-tenth of a rod, J. runs one-hundredth of a rod,—J still a little ahead, you perceive, and so on to infinity. Therefore Smith can never catch Jones.

The fallacy lies in the application of the words "so on to infinity." The *running* would go on in that way only a very brief *finite* time, and not to *infinity*. You may go on *talking about it* as above as long as you please, but meantime Smith has gone by Jones, and the latter becomes the pursuer.—[ED.

CRAFTY MEN contemn studies; simple men admire them; wise men use them; for they teach not their own use; that is a wisdom without them, and won by observation. Read not to contradict, nor to believe, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. Reading maketh a full man, conference a ready man, and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, have a present wit; and if he read little, have much cunning to seem to know that he doth not. Histories make men wise, poets witty, the mathematics subtle, natural philosophy deep, morals grave, logic and rhetoric able to contend.—*Lord Bacon.*

IT is a thing to be wished that every one would study the life of some great man distinguished by employments to which himself may be destined by Providence. —*Du Fresnoy.*

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Boston, Mass., March 13, 1875.

IT is gratifying to know that U. S. Commissioner Eaton has in preparation a report upon the libraries, public and private, in America, and it will probably show a most interesting exhibit for our country. Replying to the statement made the other day in the French National Assembly, by M. Laboulaye, that the great schools of Paris are almost destitute of libraries, the *Bibliographie de la France* mentions the following as the actual condition of things. The Ecole de Droit has a library of about 11,000 volumes, but the room in which it is placed is of very small dimensions, and by no means well adapted for consultation by students. The Ecole de Médecine has a library of 32,000 volumes, well cared for and placed in a handsome room, capable of seating as many as 150 readers at a time. Adjoining it is the celebrated anatomical collection, known as the "Musée Orfila," occupying a suite of six rooms. The Collége de France, unfortunately, has no library. The Ecole des Mines has a library of about 7,000 volumes. Finally the library of the Ecole Normale Supérieure has a collection of 30,000 volumes, devoted to general literature, and another of 10,500 volumes, devoted exclusively to science. From this it would appear that the picture drawn by M. Laboulaye is over-charged.

"OLD-FASHIONED spelling schools" are the popular evening entertainments in New England just now, and from Eastport to Stamford old men and maidens, young men and children are engaged in the youthful amusement of "spelling up" and "spelling down," for prizes and for honors; and spelling books, dictionaries, and newspapers are ransacked from beginning to end for the toughest specimens of orthography. Never did gallant knights enter the lists for the honors of chivalry with more zeal, than do the graduates from spelling-books and grammars seek to be enrolled among the competitors in this literary contest for the victor's palm. Halls are crowded and doors are besieged with anxious and excited spectators, and dictionary-makers have a busy time in supplying the demand for prizes.

At Providence, R. I., the spelling mania is now raging with peculiar energy, and the present week has witnessed two of these bloodless contests, one on Tuesday evening, at Music Hall, presided over by Commissioner Stockwell, and open to all competitors, and the second a most remarkable trial of spelling strength between sixty picked men from the students of Brown University and an equal number of selected young ladies from among the pupils of the State Normal School. There were two elegant prizes, which the Boston *Globe* declared in advance would certainly be borne off by the young ladies, who would easily confuse their adversaries by their distracting glances, even if the collegians should be ungallant enough to attempt to outspell them.

THAT the Boston School Board is too large has long been apparent to the public; and it is a hopeful sign, as well as a gratifying fact, that a majority of the members feel that such is the case. The General Statutes provide that in the towns of the Commonwealth the school committee shall consist of any number of members divisible by three; but in the cities the number is fixed by the charter. By the annexation of Charlestown, Brighton, and West Roxbury, the number of members of the board in Boston has increased to one hundred and sixteen. The recent report of the board says that its experience for the last year has demonstrated that this number is too large for the prompt and efficient transaction of business. Not only has the business of the committee been often delayed by the accident of "no quorum," but the body is so unwieldy as to scatter the interest and reduce the responsibility of the members to a degree which seriously affects the welfare of the schools. Action required by the rules to be had at stated periods, has sometimes been delayed for months. The report says: "With the divided and diluted responsibilities of so large a body, it must necessarily be difficult to engage the attention of even a majority in all, or any considerable number, of the great variety of questions which come before the board. Measures of doubtful utility and expediency may be adopted or defeated because a majority do not care enough about them to examine into their practical value."

OUR suggestion, a few weeks ago, that teachers visit newspapers establishments and learn how the papers are made, has attracted no little attention. The newspapers themselves have approved it, and several teachers have expressed to us, by letter, the satisfaction derived from following the suggestion. One teacher, one of the ablest in New England, connected with a leading Normal school, writes: "I obeyed the instructions, and think I could give a lecture on paper from the rags up to bound books or daily newspapers." The live teachers, the successful teachers, are not those who rely solely on their previous education or the text-book in use for sources of that instruction which they are daily to impart to their pupils. The remark was made in our hearing, in relation to a Boston teacher, a few days ago, that "the hours between the opening and closing of each day's session are all that she devotes to her school." We do not need to visit that school to know that the highest success is not attained by the teacher. An occasional half-day spent in learning something, by personal examination, of the workings of a newspaper office, of a glass-factory, of a ship-yard, of a scythe shop, of a dye-house, or of almost any other industrial establishment, would furnish the observant and faithful teacher with a stock of information which would advantageously supplement the reading and study to which a portion, at least, of the out-of-school hours of every such teacher it devoted. There is, to be sure, nothing new in the idea, but its importance is such as to justify its frequent and emphatic reiteration.

Schools in Mexico.

Through the long years of insurrection and foreign and civil wars that have cursed Mexico, her educational interests have languished. The period of comparative peace and prosperity which she has enjoyed for the past few years has, however, been marked by a strong movement in favor of educating the masses. Something like a national system of education was begun a few years ago, but, naturally, the highest and most satisfactory results have not yet followed. The progress in this respect, however, is rapid, and our sister republic bids fair to soon establish her material prosperity in that great bulwark of a true democracy, education. In the City of Mexico there are now three classes of public schools, the primary, the preparatory, and the collegiate. There are sixty primary schools, forty-nine of which are supported by the city, and the balance by the general government. The schools are attended by 6,300 children, who are taught by sixty-five teachers, at a cost of $32,200 per annum. The primary schools are in session from 8 till 12 o'clock, and from 2 to 5 o'clock.

In addition to the elements of popular education, great attention is given to drawing, etiquette, etc., so that the Mexican children are compelled to cultivate attractive and graceful manners.

The preparatory college has accommodations for one thousand boys, and is attended by over seven hundred. The expense of those students who come from the country is $200 per annum. The course is five years, and embraces the usual collegiate studies, John Stuart Mill's Logic being a favorite text-book. This preparatory college sends the boys to colleges of jurisprudence, medicine, engineers, and agriculture, which are well supplied with all the appurtenances of similar first-class institutions. Beside these public schools there are hundreds of private educational institutions, the various trades organizations each having its own school. The Presbyterians, Methodists, and Episcopalians have flourishing mission schools in the Mexican capital.

Education in the Centennial Exhibition.

The great Centennial Exhibition is to take place. It is to be both national and international in character. It will be a World's Fair. All this may be counted as settled. Enough leading States have signified their concurrence to make it certain that all will coöperate. As early as December last, twenty-two foreign governments had signified their intention to participate, and the notes of preparation were heard in others. The president has again urged upon Congress the importance of lending some aid, and it is to be hoped his application may succeed. But whatever Congress may do, the exhibition is to take place, opening April 19, 1876, the anniversary of Lexington, and closing on the 19th of October, the anniversary of the surrender of Cornwallis at Yorktown.

It will be the largest and most complete exhibition of our arts, our resources, and our civilization, we have ever made. We have taken part in the World's Fairs held in Europe, in England, France, and Austria, and have won some prizes which have gratified our pride, and given us courage. But it was the almost unanimous opinion of the Americans who were present at these great European exhibitions, that our country was very meagerly and meanly represented, and that we did not fairly maintain the rank so often and so freely claimed by us as among the foremost of civilized peoples. But the excuses for our inferior display seemed plausible if not satisfactory. An ocean had to be traversed by our exhibitors, and American manufacturers had no pecuniary interest in the show sufficient to induce them to meet the trouble and expense. They had no hope to win a place in the European markets supplied with cheaper labor than theirs; and American inventors had more fears of piracies than hopes of patents. So we choked down our shame, and stoutly assured our critics that America could beat them if she would. But now the case will be all changed. We shall be on our own soil. A great central city, easily reached from all parts of the country, will be the scene of the contest. Our manufacturers, inventors, and capitalists will be

struggling to keep and extend their own home markets against all foreign traders.

The stimulation of a great national anniversary, the Centennial of our National Independence, will be upon us, and all our patriotism as well as our pride will impel the country to do its utmost.

OUR IDEAS AND INSTITUTIONS ARE ON TRIAL.

We have challenged the notice of the civilized world, and we have done it in the name and behalf of republican institutions. The scores of thousands of our countrymen who have poured annually along the highways of European travel have not stinted to vaunt the power and wealth of the great republic; and our emigration agents have spread broadcast the praises of the art-promoting, wealth-producing powers of American institutions.

The representatives and citizens of foreign nations will come by thousands and tens of thousands, to mark for themselves, with profound and sharp attention, the proofs we shall give of our real standing and advancement. Our country, our institutions, and our government will be on trial as they have never been till now—a trial, invited by ourselves, before the august tribunal of the nations. Not poor emigrants seeking a home, but the intelligent and cultivated people will visit this exhibition, and the presses of Europe will teem with their more or less calm and searching estimates of our condition, our arts, and our relative standing in the great family of civilized peoples.

AMERICAN EDUCATION.

Who does not see that in such an exhibition, American education must hold a most prominent place? Americans have gloried in the universal prevalence and high character of our systems of popular education. Our example has been quoted with approbation by European statesmen and journalists, and our leading institutions have been described by the European press. The magnificent donations made by private citizens for the founding of colleges and universities, have been told widely in the Old World, and have helped to increase the interest in our educational system. To make any small and inadequate exhibition of our school system will dishonor us and disappoint our friends. Thousands of spectators from the schools and universities of Europe will turn to this part of the exhibition with the keenest curiosity. No part of the display made by our country will be more eagerly looked for, or more critically examined. We cannot afford a failure here. If we are the intelligent, wisely-trained, self-governing people we have claimed to be, the style of people out of which a successful republic must be made, if our success in maintaining a free government is the result of our popular education—if indeed our people are superior to the masses of the old world monarchies, and our system of education is fit for a free people, this is the place to show it.

WHAT TO EXHIBIT.

We may trust to the well-known enterprise of our great publishers and manufacturers to make a full showing of the school books and apparatus for which our country is already famous. We have little to fear in this department either as to the extent of the exhibition or to its intrinsic merit. The school books of America will bear comparison with those of any other country. In the department of primary instruction we shall stand unrivaled; but our success in that of superior education is less certain. We must still, for a time perhaps, yield the palm to the old world in the text-books of the highest learning and in the finer apparatus of science.

The public spirit and honest pride of our various school boards, committees, and trustees will doubtless take good care to provide drawings and models of their elegant and costly school buildings. These were shown, to some extent, at Vienna. It will certainly be done to a grander extent and with a greater effectiveness here at home. Our school architecture will not shame us, though the styles of building may not always prove to be in the best taste. The elegance, magnificence, and commodiousness of our palatial school-houses will challenge admiration, if not full approval.

Our energetic Commissioner of Education, aided by a host of State, county, and city superintendents, will take care that the long lines of school reports filled with the astonishing figures which number the grand army of pupils, the hosts of teachers, and the princely expenditures, shall not be wanting. Nor ought they to be too modest in blazoning upon maps, charts and schemes, of the most magnificent dimensions, the grand sum totals of those statistics of our school work, with every form of illustration and analysis, so that the most careless and cursory visitor to the exhibition may catch the gigantic facts.

Nor must the press of the country be left ont. In the German School Department, at Vienna, the spectator saw spread out before him, rank upon rank, the splendid array of the newspapers of Germany. Let a similar exhibit be made here. The newspaper and periodical publications of the United States will not suffer from comparison with those of any other land. And to these should be added the books published in America. The real intelligence and intellectual activity of a country is best understood by the extent and character of the provisions required to satisfy its daily, weekly, and monthly hunger for the periodic issues of the press. The real fruitfulness of the American press has never been fairly and fully known. Let the great stream of American literature be shown in all its breadth and depth. But the most important part of the exhibition is yet to be mentioned. It is the show of actual results — the *specimens of the school work of the pupils.* Here lies our danger; and here, if active measures be not taken to prevent it, will be our failure. Some of us recollect the severe, but too just criticisms of the Austrian and other European papers upon this part of our exhibition in the Welt Austellung at Vienna. Our school-houses, school books, and apparatus were praised most generously, but when inquiry was made for the work of the American school-children, the show was so poor and meagre as to wholly discredit the richness of our facilities of instruction. The fruits evidently did not answer to the magnificence of the tree.

In the German and Austrian school departments one saw in abundance the practical proofs of their school-work. From the little models in clay, the drawings, writings, compositions, etc., of the primary schools, and even the Kindergartens, to the splendid work of the great polytechnic schools, everywhere the eye met these exhibitions of school-work, affording a proof that no skepticism could gainsay of the real scope and excellence of German education.

Let the committees who may have the Educational Department of the Centennial in charge see to it that timely notice be given to the schools of the country to participate. Let schools of all grades, from the district school to the university, be invited to show their work. A little ingenuity will serve to classify and prepare instructions for this exhibition. It should be full, embracing, as far as possible, every department of the work; it should be uniform in plan, so as to render comparison easy; it should be adequate, not the work of a few choice pupils, but of whole classes, that some idea may be gained of the general efficiency of the system. We cannot in this article attempt to outline, even, the scope of this exhibition. Its necessity and importance all must see.

HOW TO EXHIBIT.

There is an "art of putting things." The most rich and abundant exhibition may fail if badly arranged. A small one may please and impress, if managed with skill. No small responsibility will fall upon the men who shall be chosen to marshal into order this grand exposition of the education of our country. Our space will not allow even hints, if hints would serve any good end. One prime requisite should be imperatively demanded, viz.: large, ample space. The American Educational Department at Vienna was felt by many to be very near a failure, not so much from lack of material as from defective arrangement. It was cramped and crowded till it resembled a child's play-house, and all nobleness and grandeur of effect were lost. It will be madness to repeat this folly on our own soil.

Boston Society of Natural History.

GENERAL MEETING.

In the absence of the secretary, Mr. J. A. Allen, Mr. Emerton acted as secretary pro tem.

President Bouvè after the reading of the report of the last meeting, read the names of several gentlemen who were proposed for admission into the society as new members.

Dr. T. M. Brewer read a "List of the Birds of New England;" with comments. Dr. B. prefaced his reading of the catalogue by some statements in regard to the present lists of New England birds, which he thought were quite defective in a number of respects.

The labors of Professor Putnam in regard to the list of birds of Essex County; of Professor Verrill and Mr. Boardman, and of Mr. J. A. Allen, of Cambridge, were favorably noticed. The most recent list is that of Dr. Cones, United States Army. This list of birds comprises all the species believed to be found in New England, and is an exceedingly valuable one, but as it was issued seven years ago several species have been omitted, and some inserted as belonging to New England on insufficient testimony. Some 30 species of birds have been wrongfully given as belonging to New England. A large class of oceanic birds have been too hastily assumed as belonging to our fauna, from the mere fact that they have been occasionally seen upon our coasts. Unless such birds are found actually *breeding* within our limits, the mere fact that birds of such powers of flight, as some of the petrels and shearwaters, ought not to place them in a list of New England Birds. The same thing would be true of some of the more powerful and swift birds of prey, as some of the falcons, hawks, and owls.

Meleagris Gallo-pavo, or the wild turkey, should perhaps be retained in a list of New England birds, as it was once very common. It is, probably, now nearly if not quite extinct, although there is a possibility of the last of its race being captured in some part of the Green Mountain range.

Several birds are to be added to our list, having been observed by the best authorities. Other species still have been shot so near the boundaries of the States that it is in the highest degree probable that they may be taken nesting in our limits. Some discussion then followed in regard to the extinct species, Alca Impennis, or the great auk, which was once common, and in regard to Hybridism.

Mr. Ernest Ingersoll gave some notes on the Land Shells of the Rocky Monntains. The east slope of the Rocky Mountains were remarkably devoid of land shells—none being found. Several species were found near hot mineral springs near Grand River; some also near Blue River; and even high up, 7,000 feet, above the sea-level shells were collected. Several of these were new species. Some of the generalizations drawn from the observations of the party were that *altitude has little influence upon the distribution of shells*, as they are found as far up the mountains of Colorado as timber grows. Mountains, then, are by no means so formidable a barrier as they have been supposed to be. Shells belonging to fresh waters flourish much better in cold than in warm waters. There are no land shells south of South Colorado and Utah, which are found in Colorado. The desert proves a more effective barrier than the mountains. Some few species, however, may perhaps have followed the course of the Rio Grande.

Mr. J. A. Allen, who was announced to read a paper on the "Hares and Rabbits of America," being absent, Dr. Jackson next exhibited a curious malformation of the sternum of a turkey. The two laminæ of the sternum had apparently opened in such a way as to receive the intestine between them, so that quite a large cavity was formed. Dr. Jackson also exhibited another curious breast-bone, or sternum, of a large bird, thought to belong to the stork, heron, or crane family. The trachea of the bird made several turns upon itself in a cavity of the bone. This was thought to influence the voice of the bird, making it more loud and sonorous.

Mr. Willard exhibited a series of specimens of gold, silver, and tellurium ores from Colorado. The specimens were from the "Sunshine District," Boulder County, not very far from Boulder City. The ores were out of the great ore belt of that region, and hence are quite new. Some of the specimens were reported as being marvelously rich, some of them, picked specimens, assaying at the rate of $8,000 — $80,000 per ton. The tellurids of gold and silver have been regarded as of quite rare occurrence thus far, but were very abundant in this region. The tellurium gold and silver apparently form a somewhat unstable compound. A broad vein of the ore was mentioned where the upper part was so decomposed that the gold was set free from the compound in the form of very fine grains. Specimens of the latter class were shown, the whole mass being a compound of tellurids of gold and silver (hessite or sylvanite), and assenopyrite. The actual analysis of some of the specimens indicated 60 per cent. tellurium to 40 per cent. gold.

Dr. Winslow exhibited the skull of an ancient Peruvian, taken from one of the burial mounds of the "Temple of the Sun, Pachacamac, Peru, 1862. The burial mounds contained great numbers of bodies. Unlike the Egyptian mummies, they were in a very poor state of preservation for the most part, and were wrapped in cotton instead of linen shrouds. Copper and stone implements were found with the mummies in some cases. The head was bent upon the chest, and the knees drawn up. Some of the bones of an infant, accompanied by a large number of spindle-like objects, or spikes, covered with cotton yarn, from the same locality, were also shown. A well-preserved skull of an ancient Hawaiian was also presented to the Society, with a specimen of indurated clay, from Peru, containing impressions of leaves.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Mental Games for Children.

BY MISS MARY H. LEONARD.

To many of us who have grown up in large families of children, the quiet games of the long winter evenings, calling out trials of mental skill and quickness, have furnished the means of mental growth as well of great delight; but there are many children without companions at home, who never have this mental stimulus unless it is furnished them in some way at school. One of the never-failing pleasures of my childhood was the well-known game of "Crambo," in which each child writes on one slip of paper a question and on another a word. These are then gathered and distributed. When each player has received a question and a word, a certain length of time is given, in which he is required to answer the question in rhyme, using in the answer the word that was given to him. Those who never considered themselves rhymsters often develop a surprising quickness at it.

A more recent mental game takes the name of "Farmer Trot." This requires a pile of cards, each containing the name of some article. Farmer Trot asks the first player, "Where did you go trading?" The answer may be, "To a milliner's store." The next question, "What did you get there?" is answered by reading the first card of the pile, and may be "A barrel of sawdust." Immediately the player is required to tell some sufficient reason why a barrel of sawdust was in a milliner's store; and also what he is going to do with it: as, "There was sawdust there, because the milliner had been having an addition made to her building; and I shall give it to my father to pack with the ice in his ice-house. If the answer to the second question had chanced to be, "A yard of ribbon," or something that would naturally be found in a milliner's store, this player would have become Farmer Trot.

Another of the games calculated to awaken quickness of thought, is the well-known game of "Companion." The leader asks, "What is my thought like," and the various answers may be, "A pine-tree," "A cent," "A rose," etc. The leader then says, "I was thinking of an apple," and requires the players successively to think of some resemblance between an apple and a pine-tree, an apple and a cent. Thus, "An apple is like a pine-tree, because it grows." An apple is like a cent, because it is round, or because both are in my pocket." "An apple is like a rose, because it is sometimes red."

It would perhaps be hardly legitimate to take any of the time of a school session for games like these, but many a teacher in a country school, on a snowy winter's day, is obliged not only to "carry her dinner," but to provide some quiet entertainment indoors for the children who "stay at home."

I think a pleasant and profitable school exercise for young children might be made by placing before them some object, as a bell, and asking them to think of the qualities of the bell, and then to tell something that the bell is like, and why. It might be a good preparation for the study of rhetorical figures in later years.

It is possible that some may feel that the bringing of such things into the school-room will degrade it to the level of the play-room. I do not think that much time should be allowed for such things. The most important part of the school work is done by regular, faithful, systematic study. But we consider that physical work and physical play are both important in a child's education; and we make abundant provision for mental work, while the idea of mental play is almost wholly ignored.

Finally, is there any real difference between work and play, except that the play not being in the line of ordinarily required duty, the child finds in it more of enjoyment because more of freshness? I think that almost every teacher of much experience with children has found that she has sometimes been able greatly to increase the amount of hard, earnest work because she has been able to give it the semblance of play.

Anecdotes.

— Laughable mistakes are happening every day in in the experience of all of us; sometimes they reflect on the teacher, and more frequently on the pupil. A boy in the master's class was put to the blush the other day, in this wise. The teacher wrote upon the blackboard the phrase, "President Johnson and Congress were at variance." After a minute the boy, fresh from an unsuccessful search, asked of the teacher, "Would he please tell him where he should look for *variance?*"

— Another quite as funny was so good a joke on the teacher, that it has gone far and wide. Little incidents are continually occurring where an excellent opportunity offers itself for a lecture on some reform. Here the teacher saw, in the hands of a boy, a suspicious-looking piece of tinsel paper, such as comes around tobacco; and the use of the weed being on the increase among our boys, she seized the propitious moment, and in an instant there rushed through her brain whole folios of sermons, if they could have had expression. With the paper in her hand, she sternly demanded: "Is this yours?" "Yes, 'm." "Do you use what comes in such papers as these?" "Yes, 'm"—with an unquailing eye. "What is it?" then asked the teacher, bringing all things to a focus. "*Yeast*, ma 'am!"

M. B. C.

Department for Written Examinations.

Examination Papers—University of Vermont.

FOR ADMISSION TO FRESHMAN CLASS.

GEOGRAPHY.

1. Where is Vicksburg? Calcutta? Hecla? Staten Island? Falls of Montmorency?

2. Bound the State of Pennsylvania. Name its chief towns and rivers. What mountains in this State? What mines?

3. Whence do we obtain coffee, diamonds, india-rubber, rice, oranges, ivory?

4. How could you go by water from St. Petersburg to Sevastopol? From Burlington to Chicago?

5. Where are the sun's rays vertical on the 21st of December? What is then their northern limit?

ENGLISH GRAMMAR.

1. What noun forms their plural in *es?* Rules for plural of nouns ending in *y?* Plural of *handful, focus, Mary, Mr. Brown?*

2. Give a list of auxiliary verbs. Of defective verbs. Write a synopsis of *fly* in the third person singular.

3. Give the principal parts of *plead, lay, lie* (recline), *saw, bid, work, forbear.*

4. Correct the following sentences: What had I ought to do? I remember of hearing a report that you was ill. Genii denote aerial spirits. One may hear these kind of errors most every day.

5. Re-write in proper form, with points, capitals, etc., the following sentence: "*While* man exclaims see all things for my use see man for *mine replies* a pampered goose." Parse the words in italics.

ARITHMETIC: *Classical Division.*

1. Define Quantity, Number, Interest, Discount, Fraction.

2. Explain the Decimal Notation; show how it is extended to fractional numbers.

3. Meaning of Multiple. Find the least common multiple of 10, $25\frac{1}{4}$, $2\frac{1}{2}$, and 0.5.

4. How do you find Principal, given the Amount, Rate, and Time?

5. Divide 1.75 by $0.001\frac{3}{4}$.

6. Find the square root of 222784 by means of the prime factors of this number.

7. At what price must goods costing 25 cents per yard be marked, so that if sold at 10 per cent. below the price mark, there may be realized 10 per cent. advance on the original cost.

8. A square piece of land containing $\frac{2}{3}$ of an acre is divided into three parts as 1 : 3 : 4 by lines parallel to one side; find the breadth in yards of each part, also the length in feet of the boundary of the second part.

ALGEBRA: *Classical Division.*

1. Explain the notation by letters: state its advantages, and how it differs from the decimal notation.

2. Write two similar quantities in which shall appear the different forms of the exponent and the radical sign.

3. Explain Algebraic Sum, Algebraic Difference, and the process of Subtraction.

4. Derive a complete Rule for Multiplication of Monomials.

5. Divide $a^2 + a^{-2} + 1$ by $a^{-2} + a^{-1} + 1$.

6. Sum of $\frac{2}{x-y}$, $\frac{2}{y-z}$, $\frac{2}{z-x}$, and $\frac{\overline{x-y}^2 + \overline{y-z}^2 + \overline{z-x}^2}{(x-y)(y-z)(z-x)}$?

7. Reduce to simplest form, $\dfrac{x + \dfrac{y}{x + \dfrac{x}{y}}}{x - \dfrac{y}{1 - \dfrac{x}{y}}} \cdot (x^6 - y^6)$.

8. Solve the equation, $a\left(1 - \dfrac{1-x}{2a^2}\right) = x\left(a + \dfrac{1-(1-a)}{3a}\right)$.

ARITHMETIC: *Scientific Division.*

1. Define Factor, Denomination, Square Root, Power.

2. Explain Division of Fractions, both common and decimal.

3. A debt of $1,200, payable in two years, without interest, has what present value when money is worth 10 per cent.

4. A piece of work worth $194, is undertaken by A, B, and C; A can do it in 25 days, B in $31\frac{1}{4}$ days, C in 40 days; find time of all working together and each man's share of the sum earned.

5. Cube root of $30\frac{265}{512}$?

ALGEBRA: *Scientific Division.*

1. Make out a complete Rule for the Multiplication of Polynomials.

2. Divide $x^4 - x^{-4}$ by $x + x^{-1}$.

3. Reduce $\dfrac{1}{a - \dfrac{1}{1 - \dfrac{a-1}{1+a}}}$

4. Solve the equation $1.2\,x - \dfrac{0.18\,x - 0.05}{0.5} = \frac{2}{3}x + 8\frac{9}{10}$.

5. Solve $\left\{\begin{matrix} x+y=a \\ x+z=b \\ y+z=c \end{matrix}\right\}$ for x, y, and z, and verify.

6. Solve $\dfrac{10}{x} - \dfrac{14-2x}{x^2} = 2\frac{4}{9}$.

GEOMETRY: *Scientific Division.*

1. Define Angle, Trapezoid, Polygon, Similar Arcs, and illustrate each by diagram.

2. Prove that the diagonals of a parallelogram bisect each other.

3. Prove that angles at the center of a circle have the ratio of the corresponding arcs.

4. Find circumference and area of a circle 10 feet in diameter.

5. The rectangle contained by the sum and difference of two lines is equivalent to the difference of their squares. Prove it.

LATIN.

1. Decline *dea, deus, altare, domus.*

2. Give comparative and superlative neuter forms of *albus, parvus, bonus, similis.*

3. Write a synopsis of *ago*, and inflect *malo* in present and future indicative.

4. What cases follow *pareo, fungor, pœnitet, memini, defendo, sub, pro?*

5. Translate Cic. *in Cat.* IV. 8, from *Sed quid* to *voluntatis.*

6. Give the principal parts of *audet, potest, conferat.*

7. Force of *ce* in *hosce?* Of *per* in *perhorrescat?* Derivation of *fortunæ, voluntatis?*

8. Construction of *quid, conditione, defendendam?* Object of *conferat?* Why subjunctive? *Sit* why subjunctive?

9. Difference in meaning between *urbs* and *civitas? Quid commemoro* and *quid commemmorem?*

10. Translate Virg. *Aen.* V. 232—243.

11. Rewrite v. 235; mark the quantity of each syllable, the cæsural pause, and the division into feet.

12. Give the principal parts of *curro, porriciam, euntem.*

13. Construction of *ponto, æquora, sagitta, euntem?*

14. Usual prose word for *pelagi, candentem, divos?*

15. Who were the Nereids? Notus blows from what quarter?

16. Virgil was born where? Name of his patron? What was his first work? Most finished work?

17. Write in Latin:

Nothing is sweeter to man than fatherland and liberty.

The very slaves desire to defend the city from these men.

—[For vocabulary, see Cic. *in Cat.* IV. 8.]

[We omit the examination in Greek.—ED.]

Washington Correspondence.

WASHINGTON, D. C., March 10, 1875.

Schools in Jamaica.

The Commissioner of Education informs me that during the year 1874 the island of Jamaica had 500 elementary schools under the inspection of the school authorities, with an enrollment of 43,135 pupils, and an average number attending, 25,160; as the children of school-age, between 5 and 15 years, numbered 123,834, the enrollment is by no means a satisfactory one. These schools received £14,293 from the government, and collected about £6,087 for tuition fees. The school year has 45 weeks.

Schools in New Mexico.

While talking to General Eaton, he showed me a report just made at his request, by Hon. W. G. Ritch, secretary of New Mexico territory. When one remembers that five years ago there were no public schools, and no public demand for any, one of the good effects of the National Bureau of Education is obvious. General Eaton has steadily corresponded with every man in the territory who chose to write for information; documents have been sent there and the light let in on one of the most shamefully neglected portions of our country. Twenty years ago, four counties gave 37 votes in favor of public schools, and 5,016 against them. Now, in eleven out of the thirteen counties, there are 128 public schools, with 143 teachers, and 5,420 pupils; in 40 of these schools both English and Spanish are taught. There are also 31 private schools (in 21 of which both languages are taught), with 988 pupils; as well as 8 Pueblo Indian schools, with 10 teachers and 170 scholars. There are also 10 institutions for secondary instruction, with about 45 teachers and 400 scholars.

Close of the 43d Congress.

The long agony of an expiring Congress is over; and the 43d Congress is no more. Beginning with triumph, it has ended in humiliation. I cannot but think that it failed in its duty to the schools of the South in not passing some measure similar to Mr. George F. Hoar's bill. Your readers in the North can hardly imagine what a help it would have been to the struggling school systems of the Southern States. Even partizan fury must have been dumb before a work so beneficent and judicious as this would have been. But the chance is gone.

Among remarkable speeches made in which educational matters were alluded to, I must mention those made by the Democratic senator Gordon, of Georgia, and by the Republican senator Pease, of Mississippi; the first was remarkable for its avowal that the white people of the South had protected and encouraged the education of the negroes, and that they would continue to do so; Senator Pease made a very elaborate exhibit of the Southern situtation from his point of view, and presented interesting statistics and facts respecting the attitude and actions of both political parties toward free public instruction.

Appropriation for the Centennial.

The sum of $505,000, as recommended by the committee on appropriations, was voted by both Houses. Out of this the Board of Commissioners for the Executive Departments will probably have to spend $150,000 for a building, as the main exhibition building will not have room enough for all the private and State exhibitions; this is, all say, a very unfortunate provision of the law. The War office has $133,000, the Interior $115,000, the Navy $100,000, the Smithsonian Institution $67,000, the Agricultural $50,000, and the Post-office, Treasury, and the U. S. Fish Commission, $5,000 each. For shelving, stationery, postage, etc., $25,000 were appropriated.

The Education Report for 1874.

The friends of education will rejoice to learn that General Eaton succeeded in obtaining a concurrent resolution ordering the printing of 20,000 copies of the report for 1874, of which 10,000 copies will be distributed by the House of Representatives, and 5,000 copies each by the Senate and the Bureau of Education.

For this success, educators should specially thank the chairmen of the Senate and House committees on Printing, the Hon. Henry B. Anthony, of Rhode Island, and the Hon. William G. Donnan, of Iowa, to Hon. James Monroe, of Ohio, and to your fine old Bostonian, Maj. Ben Perley Poore. In curious contrast to the enthusiasm of these gentlemen, was the ungracious behavior of Senator Sherman, of Ohio, who has had the sulks ever since the abolition of the franking privilege, and who last year succeeded in muzzling the Executive Department most effectually by arguing, objecting to, and voting against printing adequate editions of departmental reports for the information of the public.

C. R. A. W.

— It is well known that many parts of Greece, and Palestine, and Asia Minor, which were once luxuriant in fertility, are now barren. The change is supposed to be owing to the loss of forests, which has lessened the amount of rain, and dried up the fountains and streams. In Egypt, the opening of canals, like the Suez Canal, the extension of railroads, and the planting of trees, have produced a double change of climate. Rains have become more frequent. Formerly, in Cairo there were only four or five rainy days a year; now the average number is twenty-one. In the Delta there were formerly about eight; now they average forty. This increase of rain has led to the cultivation of large areas of land formerly barren; and the gain amounts to twenty or thirty per cent., adding largely to productive wealth. Another change, not so agreeable, is in temperature. The rains bring cooler weather, and there are many days when fires are almost a necessity which were formerly unknown.

STATE DEPARTMENTS.

Maine.

MAINE endeavors to follow out the teachings of its motto. In the fall elections the cry is, "As goes Maine so goes the Union." In later years there has been a significance in the way that Maine has voted, and this idea has prevailed to such an extent that during the past winter the Legislature could not vote for the submission to the people of an amendment to the constitution permitting biennial elections. Not much assistance or thought for the educational interests of the State could be expected from an assembly of men whose chief aim and interest seemed to be in caring for their own political interest, above all others. Perhaps no more blame ought to be given to the last Legislature than to those of previous winters. Men of culture and ability, men who are known throughout the State as zealots in the cause of education, men who know, or ought to know, just the position of education, have found themselves in the minority, and have sometimes opposed the very measures which were proposed in accordance with their views and wishes. Each Legislature for many years has added to, and taken from, the laws of the State relating to education.

The position of Maine geographically is well known. Its size serves in many geographies as an excellent object for the use of comparison. Comparatively few, however, know of the many difficulties with which the cause of education has to contend. Maine at the present time is not in such a condition as to boldly hoist to the wind its pennant, bearing that well-known motto. Neither is the condition such that the flag should be strnck in absolute surrender; but rather that flag run to the masthead with the "union" down would declare to our friends that help we need, and help we must have, to save us from drifting upon the rocks and becoming a complete wreck. "What do you need?" Stability. For many years one thing after another has been tried, and before a fair trial of the given plan has been made, the plan has been abolished. In this way has fared the county superintendency, teachers' institutes, and others.

At the present time, except the laws necessary for working the machinery of the common schools, there are but two things, the free high school bill and compulsory education, to show any difference between Maine twenty years ago and at the present time. It must not be thought that all the teachers and all the schools of Maine are in the same old ruts of twenty years standing. They are not. In unison with the advance made by other States a corresponding advance has been made, but it has been done by the greatest exertion, often without any aid, but with the greatest opposition.

The question, in what way a settled definite policy can be brought before the Legislature, adopted, and let alone long enough to give it a fair trial, is one that should interest every educator in Maine. Many petitions were presented this year for the repeal of the free high-school bill. The friends of the measure this year were too strong, but how will it be next winter?

The only advance made was the passage of the compulsory law. And next winter, it is predicted that the law will be repealed. Many farmers assert that it improves certains soils to be idle for two years, and in that *learned* treatise on agriculture, Virgil recommends to plough and leave the surface exposed to the action of the elements. Would it not be well for a few years to have no laws in regard to schools, except such as may be necessary for proper returns? Then, when the people are ready to move, let them do so understandingly and unitedly, with the firm determination "to do or die."

PORTLAND.—The text of the bill under which this city enters upon a new era in its educational policy is as follows:

Be it enacted by the Senate and House of Representatives in Legislature assembled as follows:

SECTION 1. The school committee of the city of Portland shall consist of the mayor of said city, who shall be ex-officio chairman of the committee, and of seven other persons, one of whom shall be elected in each ward at the annual election for municipal officers, in the year of our Lord eighteen hundred and seventy-five, in the same manner that aldermen now are, and such person shall be a resident of the ward in which he is elected.

SEC. 2. At the first meeting said committee shall designate by lot three of their number who shall hold office for one year, and four of their number who shall hold office for two years, and certify such designation to the clerk of said city, to be by him recorded; and thereafter, at each annual municipal election in said city, a person shall be elected to fill the place of each one whose term expires, from the same ward as that of the member going out, in the same manner as hereinbefore provided, and hold office for two years. Whenever a vacancy shall occur in said board, the remaining members shall give immediate notice in writing of the fact to said city clerk, and the city counsel of said city shall thereupon, in joint convention, proceed to fill such vacancy by ballot, and the person residing in the ward in which the vacancy occurred receiving a majority of ballots of persons entitled to vote at such election, shall be declared elected, and hold office till the next annual spring election, when the unexpired term, if any, shall be filled by the election of a person from the ward where the vacancy occurred. The members of said committee, duly elected, shall meet and organize on the second Monday in March, or as soon thereafter as may be, at such time and place as the mayor shall appoint. A majority of the board shall constitute a quorum for the transaction of business.

SEC. 3. The said committee shall have all the power, and perform all the duties in regard to the care and management of the public schools of said city, which are now conferred and imposed upon superintending school committees by the laws of this State, except as otherwise provided in this act. They shall annually, and whenever there is a vacancy, elect a superintendent of schools for the current municipal year, who shall have the care and supervision of said public schools under their direction, and act as secretary of their board; they shall fix his salary at the time of his election, which shall not be increased during the year for which he is elected, except by consent of said city council, and may at any time dismiss him if they think it proper and expedient. They shall annually, as soon after the organization of their board as practicable, furnish to said city council an estimate in detail of the several sums required during the ensuing municipal year for the support of said public schools, and shall not increase the salaries of the superintendent and teachers, or any other expenditures, beyond the amounts specified therefor in such estimate, except by consent of said city council. No member of the committee shall receive any compensation for his services.

SEC. 4. All powers, obligations, and duties in regard to said public schools, not conferred and imposed upon said committee by the provisions of this act, shall be and are hereby vested in this city council of said city.

SEC. 5. All acts and parts of acts inconsistent with the provisions herein contained, as far as the city of Portland is concerned, are hereby repealed.

SEC. 6. This act shall take effect when approved.

The following were elected as the committee at the election held March 1: William Curtis, Melvin P. Frank, Esq., Rev. W. H. Shailer, Dr. J. H. Chadwick, Charles F. Libby, Esq., Rev. Thomas Hill, and Charles Forbes.

AUBURN.—There is a movement in Auburn which has taken form in the city council, to remove the present Edward Little High School building, and transmute the present high school grounds into a public park,

At a late meeting of the city council, the two boards could not agree on the salary to be established for the superintendent of schools, and the salary order was amended by striking out that item entirely, from the original order.

— Prof, F. A. Robinson, for many years a teacher in the Seminary at Kent's Hill, has purchased the popular boarding school at Goshen, N. Y., and has gone to enter upon his duties there.

— The two school districts at Hodgdon's Mills have consolidated and are to construct a school-house near their center, and have graded schools.

New Hampshire.

STATE SUPERINTENDENT'S REPORT.—Hon. D. G. Beede, in his portion of the Report lately issued, makes two important suggestions in regard to legislation which deserve attention.

First, as to the great inequality of educational privileges in different towns. Every town is required by law to raise a school tax equal to $350 on each dollar of its proportion of State tax. "Although this imposes equal *burdens* upon the tax-payers, it is far from affording equal *privileges* to each individual of the school population. While the average amount for each registered pupil is five dollars and twenty cents each, the town of Eaton has but one dollar and forty-six cents, and Windsor, Hooksett, Pelham, and others have each between eight and nine dollars for each pupil." In actual operation it is "the small and poorer districts that suffer, not only in the *length* of schools, but in quality of instruction. The parents become discouraged and indifferent, and hence the general apathy that pervades the scattered population of the State." The schools of the cities and some larger towns "are of as high a character, in instruction and discipline, in thoroughness and proficiency, as any in New England. They are under the control of intelligent and persevering boards of education, energetic superintendents, and are supported by parents who consider that money invested in the intelligence and morality of their children ultimately pays the largest dividend. Such communities need no fostering or compulsory legislation. But the rural portions of our State, the weak, discouraged, and indifferent parts of our population, need to be invigorated, encouraged, and aroused by public sympathy and material aid. No question of finance or public policy is of greater magnitude. No question so urgently demands the exercise of intelligent and beneficent legislation."

The second suggestion deserves to be acted upon *at once*, and we hope that active educators throughout the State will take hold of the matter and see if some practical results cannot be obtained. "Legislation should now encourage intercourse among the several grades of school officers; provide for associations, and require that towns and districts, by their officers, shall break away from that isolation which is at the present time so rapidly undermining our school interests, especially in the rural portions of our State; create, by law, town conventions of teachers, county associations of town superintendents, and State meetings of delegates from each county; make it obligatory upon teachers to attend teachers' institutes; in a word, to introduce the *social* element into all educational interests. By this, the weak will be strengthened, the indifferent will become interested, and the desponding will be encouraged; none will be injured, but *all* will be benefited." "No enactments relating to our schools can be productive of greater good. Very slight additional expense will be incurred; hence its practicability."

HOOKSETT.—The village schools have just closed "one of the most profitable terms ever in town." They have been for the past two years in charge of Miss Metta C. Davis, of Concord, and Jennie B. Abbott, of West Concord, in the primary department. A fine exhibition was given at the close of No. 2, under the care of Miss Rebecca George, of Manchester.

FISHERVILLE.—Rev. A. C. Hardy, late State Superintendent, is to take charge of Penacook Academy at the commencement of the Spring term. The school is to be conducted on an entirely new plan, understood to be as a Normal School. There is pressing need of six thoroughly endorsed Normal Schools in the State. Fisherville is a good place for one, and we wish the experiment an abundant success. But let us have *bona fide* Normal Schools, and not High Schools or Academies under the Normal flag. Professor Allen, who retires from the school, is an able teacher, and so far as we are informed has been very popular and successful in his administration.

NEWCASTLE.—At the close of the winter term of the Grammar

School, Mr. Locke, the teacher, received a reward for some of his hard work in the shape of a fine silver cake-basket from his pupils.

PORTSMOUTH.—At the Knights of Pythias Fair, the dictionary for the most popular teacher was voted to Stephen W. Clark, principal of the High School.

OXFORD has a newspaper correspondent with some astounding news: "The schools in this part of the town closed last week. There seems to be a difference of opinion in regard to schools, as well as other matters." (!)

HANCOCK. — The spring term of the lately organized High School opens with 60 students. The teachers, Will W. Stevens, and Mrs. J. G. Parker, are deservedly popular.

Vermont.

STOWE.—The winter term of the graded school closed Friday, February 26, with an exhibition in the evening at the town hall. The different assignments were well performed, and what with recitations, declamations, and music, it was a success.

C. L. Rich, principal, was the recipient of a gold pen from his scholars on the last day of his school. Rev. Mr. Hardy made the presentation speech.

Miss Ellen Kimball, teacher of the primary department here, leaves this month for Iowa, to continue her work as an educator. She is one of the best teachers in our county, and her departure is to be regretted.

MANCHESTER.—The last lecture of the course of the Philomatic fraternity of Burr & Burton Seminary was delivered Thursday evening, 26th ult., by Prof. Sanborn Tenney, of Williams College; subject, "Antiquity of the Earth." Although the weather and walking were very disagreeable, there was a good attendance, and all were deeply interested. The subject was treated in a very able and scholarly manner, and the lecture was considered one of the most attractive and instructive of the course.

The winter term of Burr & Burton Seminary closed Tuesday, March 2. The excellent reputation of the school continues to be well sustained. The term has been very prosperous, and the number of students large.

FAIRHAVEN.—At a special school meeting held on Friday evening, February 26, the act of the last Legislature establishing the Fairhaven graded school district was unanimously adopted. By this act three trustees are to be elected, instead of the prudential committee, as now required, said trustees to hold the office for the term of three years.

MIDDLEBURY.—H. M. Ladd, of Middlebury, in the middle class of the Theological department at Yale College, was awarded the "John A. Porter Prize" of 1874, for an essay on "The Madonna in Christian Art." This is a noble prize of $250; and it may be competed for by any member of any department of the college, pursuing a regular course for a degree, who shall have been a member for at least one academic year, prior to the time when the prize shall be awarded.

TOWNSHEND.—The winter schools have all closed but one, and most of them have had a successful term. The two departments of the village school have been taught by W. Scott Montgomery and Alice A. Ballou. Mr. Montgomery has taught the first department of the school for three successive winter terms with a constantly increasing success, and is now a very efficient teacher. Miss Ballou has had charge of the second department for three successive terms, and her pupils have made a steady and marked improvement under her management.

NEWPORT.—The winter term of the Newport Graded School closed February 23. The registers contain the names of 145 different scholars—44 in the higher department, 22 in the second, 39 in the third, and 40 in the primary. Average daily attendance in the first grade 36, in the second 17, in the third 30, and in the primary 20.

VERGENNES.—The Musical Union of this place gave an Old Forks' Concert, Tuesday evening, 2d inst., in School-house hall, under the direction of Mr. A. J. Phillips, of Burlington. The costumes were a novelty, and the rendering of the ancient melodies was fine; and both were highly appreciated by the audience.

BRATTLEBORO.—The Brattleboro school case, which came up for trial at the recent term of the Supreme Court at Newfane, was postponed in order that it may come before the full bench at Montpelier, next November. Meantime the Catholics, declining to accept the offer of the school committee to let their children return to the public schools, are raising money to erect a school building for the parish.

PERSONAL. — Prof. Albert J. Sanborn, formerly preceptor of Morrisville Academy, is principal of the Powers Institute in Bernardston, Mass. He has just closed a very successful winter's term, and opens the spring term with flattering prospects.

RUPERT.—E. J. Hyde, principal of Castleton Seminary, delivered a lecture before the Young Men's Christian Association on Monday evening, 1st inst. His subject was the "American Scholar."

BRADFORD.—The many friends of Mr. Thomas Martin, principal of the Academy, will regret to learn that he is confined to his room, with rheumatic fever.

CRAFTSBURY.—The spring term of the Craftsbury Academy commenced February 24, with fair prospects; W. W. Miles, preceptor.

LUDLOW.—Black River Academy opened February 23, with 113 students, in spite of snow drifts and belated trains.

NEWBURY.—The old bell is again ringing in Newbury Seminary, and calls about 100 scholars to prayers.

Massachusetts.

BOSTON.—The regular monthly meeting of the school committee was held on Tuesday evening of this week.

The committe on rules having reported in favor of the appointment of a vice-president of the board, the mayor often being necessarily absent, Wm. H. Learned, Jr., was elected to that office.

Assistant teachers for various schools were appointed and the quarterly reports were received. A committee of nine on the annual school festival was appointed. An order authorizing Professor Bowditch, of Harvard College, to ascertain the height and weight of the children in the public schools was passed.

The nomination of Mr. Geo. T. Wiggin as sub-master of the Lowell School again came up, and after discussing it at some length, the board voted to assign it for special consideration at the meeting of March 23, at 8.30 P. M.

S. M. Colcord has been elected president of the Massachusetts College of Pharmacy, and S. A. D. Shepard and G. F. H. Markoe secretaries.

Seven ladies graduated from the Boston University School of Medicine last week.

The late vote in the Massachusetts Legislature on woman suffrage stood, in the Senate 10 for and 27 against it; in the House 75 for and 120 against it.

CHELSEA.—The school committee held a private session last week. An appropriation for current expenses of the schools for the ensuing year, to the amount of $49,000, and for incidentals, $19,000 will be asked from the city council. The committee say that a new school-house is needed in the Carter district.

Miss Martha E. Dyer, was elected a teacher of the Williams School in place of Miss Noyes, transferred to the Shurtleff School.

BRIDGEWATER.—At the State Normal School the whole attendance, including teachers, is now upwards of 200.

LAWRENCE.—The experiment of having no schools on Saturdays is to be tried for a while.

LOWELL.—The free evening schools have just closed for the season. It is doubtful if they will be reopened next fall, as usual, the school committee having expressed the opinion in print that the cost is very disproportionate to the utility.

WILLIAMSBURG.—The appropriation for schools for the present year is $1,000 less than that of 1874.

The schools have just closed for a five weeks vacation.

NORTHAMPTON.—In one room in the Grammar School four teachers since September last have, one after another, been obliged to leave on account of sickness and the fifth in order is now in charge.

SOUTH HADLEY.—The schools have closed for a spring vacation, prize declamations by pupils of the High School in one of the churches being the final exercise.

CHELMSFORD.—The town has appropriated $5,500 for 1875, for school purposes, and voted to abolish its two high schools.

FALMOUTH.—This town has voted to raise $4,600 for school purposes this year.

WEST BRIDGEWATER.—The erection of the new Howard Seminary building has been contracted for. It is to be finished next November at a cost of $45,000.

PEMBROKE.—Fifteen hundred dollars has been appropriated for schools for the coming year.

EASTHAMPTON.—The schools and Williston Seminary have now entered upon their vacations. The seminary re-opens on March 18.

NANTUCKET.—Two ladies have been chosen on the school committee, one of them, Mrs. Judith J. (Derrick) Fish, a graduate of the Bridgewater Normal School.

NORFOLK.—The school committee in their report recommend an appropriation of $1,800 for the schools this year. Last year they cost $2,189.

Rhode Island.

PROVIDENCE.—*American Institute of Instruction.*—The invitation of the Rhode Island Institute to the American to hold its next annual meeting in Providence having been accepted, a meeting of the Executive Committee of the former body was held Saturday, March 6, to make arrangements. Quite a full meeting was held, and there was manifested on all sides a very general desire that the session of the Institute should be supported and sustained by a very general attendance on the part of our local teachers. The general management was put into the hands of a committee of twenty, which in turn was sub-divided into smaller committees, to which were assigned special duties. The general committee is as follows, viz.: D. W. Hoyt, president R. I. I. of I., president; G. W. Cole, recording secretary R. I. I. of I., secretary; Rev. D. Leach, Supt. of Schools, Providence; M. Lyon, president American Institute; T. B. Stockwell, Com. Public Schools; W. A. Mowry, Rev. J. C. Stockbridge, J. M. Hall, A. J. Manchester, O. B. Grant, J. M. Sawin, L. W. Russell, Geo. E. Church, B. V. Gallup, E. H. Howard, F. W. Wing, Miss Sarah E. Doyle, Miss Elizabeth J. Chase, Miss Elizabeth J. Cory, and Miss Julia A. Hall. The committee will proceed at once with the work before it, and report progress from time to time, so that all interested may know how the work progresses.

Spelling Schools.—The old-fashioned spelling-school has fairly taken this goodly city by storm. To be sure it lacks some of the features that were wont to make those occasions in the olden time red-letter days in the calendars of those who attended; but the *essential* elements of the institution are well preserved. The first one that occurred was some two or more weeks ago at one of our church vestries. The audience-room was crowded, and the number of contestants for the prize, Webster's Unabridged, was so large that it was evident at once that the popular vein had been struck. The enthusiasm created by this evening's experience at once led to arrangements for a trial on a much more comprehensive scale. Music Hall, the largest in the city, was engaged, an admission fee of fifteen and twenty-five cents was charged, and two prizes, a Webster and a Worcester, were offered. Tuesday evening, March 2d, the contest came off. More than two hundred appeared to participate, varying in age from ten years to forty, and of both sexes; while the hall was filled with an audience of more than two thousand of our best citizens. The exercises were in charge of Rev. H. W. Rugg, of the Church of the Mediator, and chairman of the school board; while the words were given out by Messrs. W. A. Mowry of this city, and S. A. Briggs, of Chicago.

The contest was a lively one, and resulted in giving the first prize to Miss L. W. Jackson, and the second to Miss E. J. Bates, both graduates of the Providence Grammar schools. The prizes were presented, with a few words, and the audience dispersed, having to all appearances enjoyed the second grand spelling match of the season.

RICHMOND AND CHARLESTOWN.—The teachers of these towns, some twenty-five or thirty in number, late last season organized a local Institute, and held one session the first of December, at Carolina. It was a very successful meeting in all respects, numbers, interest, enthusiasm, variety and character of exercises, and the effects have been manifested in a better class of schools throughout the two towns than they have ever had. Inspired by the success of their first effort, and longing for another awakening, they made arrangements for a second Institute on Thursday and Friday of last week. But, unfortunately, the appointed days were those favored with the severest snow-storm of the season. On Thursday traveling was almost impossible, and on Friday it was not much better in many localities. A few of the teachers living nearest to the place of meeting assembled on the latter day, and held what might be termed, perhaps, a teachers' conference, and in the afternoon the commissioner addressed a small audience of those who resided in the immediate vicinity, on general school matters. While it is to be deeply regretted that the elements were so unpropitious, it is equally certain that evidence of the character of the members of the Institute was given, sufficient to show that they will not be disheartened by such apparent disasters. It is to be hoped that many more towns in the State may follow their example and establish these local organizations.

EAST GREENWICH.—A day spent in this village by the commissioner gave him an opportunity of visiting the schools in the town, consisting of one each of the primary, second primary, intermediate, and grammar grades, and also of making a short call upon the academy. The schools were found to be doing well, and the teachers interested in the work. The academy, under its accomplished and energetic principal, Rev. F. D. Blakeslee, is gaining ground very rapidly, and with the ample facilities at its disposal Greenwich Academy need be second to none. The winter term closed March 5, for a vacation of two weeks. The closing exercises consisted of a quarterly concert of the musical department, under the direction of Professor Hastings, and a lecture by Rev. B. K. Pierce, editor of *Zion's Herald.*

PAWTUCKET.—At the recent town meeting it was voted that the town purchase the High Street Baptist church for a High School, and $2,000 were appropriated for alterations. By this action this town has conferred a great benefit upon its whole school system. Lack of suitable High School accommodations has for a long time been a serious hindrance to the best working of all the schools. We shall look for marked improvement hereafter.

NEWPORT.—The Coddington School-house was broken into and robbed of whatever was available, Sunday night, 7th inst. The thieves were caught.

The amended charter of the city provides that the whole School committee shall be elected annually, instead of one-third of the board as is now done.

WARREN.—The first Junior appointment of the class of 1876 in Trinity College, is given to Charles Edward Moore, of this town.

— Among the seven women graduating from the Medical School connected with the Boston University, was Mrs. Mary D. M. Matthews, of this city.

Connecticut.

THE CONNECTICUT SCHOOL JOURNAL—A CORRECTION.—Mr. D. P. Corbin, of Hartford, has called the attention of the editors of the late *Connecticut School Journal* to the incorrectness of the report, in the November number (1874) of his paper read before the State Teachers' Association in October. On account of the sub-division of the proceedings into sections with simultaneous exercises, the editor who compiled the account, had, as he stated at the time, to rely largely on the published statements of the regular reporters of the daily press. In the case of Mr. Corbin's remarks, the brief paragraph thus derived seems to have been almost wholly a misstatement. The editors of the *Connecticut School Journal* take this opportunity to make this correction, and of expressing their regret at the injustice unintentionally done to Mr. Corbin. This explanation has been delayed till this late day by the prolonged illness of the one who has had the matter in charge.

NEW HAVEN.—The Institute of Mining Engineers,—an association less known than it will be hereafter—held a meeting, a few days since, in the Sheffield Scientific School building, in this city. The attendance was large, and distinguished men of science were present from abroad, among whom were Dr. T. Sterry Hunt, of Boston; Alexander Holly, Bessamer steel engineer, of New York; Eckley B. Coxe, a coal owner of Wilksbarre, Pa.; Professor Eggleston, of Columbia College, N. Y.; E. Petchin, of Dunbar, Pa.; Professor Raymond, of Brooklyn, N. Y.; and Profs. Brush, Brewer, Lyman, and Silliman of Yale College.

President Raymond read a very interesting paper on the relative value of gold and silver from a period near the creation of the world to the present time.

Eben E. Alcott read a valuable paper on "The Ore Knob Copper Mine of North Carolina," which revealed immense copper deposits in the Appalachian range of mountains, especially that portion crossing the corners of Virginia, North Carolina, and Tennessee.

Very interesting statements were made by Professor Eggleston, of the School of Mines, of New York, on the "Metallurgy of Quicksilver in North Carolina."

Prof. W. P. Blake, of this city, read a paper on the "Provisions taken abroad for the material comfort of miners." A very full discussion of this subject took place, in which many striking facts were elicited. Mr. Coxe said he had tried to get up lectures, but found it difficult to get up anything interesting, as the men were so low in their education. One of his skilled workmen did not know the meaning of "selfish." The children in the anthracite regions are put to work very early in picking slate. Parents take it as a personal affront if the slate-picking bosses refuse to employ them. Night schools are important adjuncts to the work of training the people to a system of entertainments. Ignorance and whiskey drinking were great obstacles in the way of a profitable working of the mines. Mr. Whitney, of this city, was the first to start a system of houses for employes when he began the manufacture of fire-arms for the United States, at Whitneyville.

Over twenty papers were read on various subjects, relating chiefly to the mining of metals and coal. No one could listen to these discussions without being deeply impressed with the far-reaching and all-pervading power of science as affecting the material interests of this great country.

The board of health of New Haven are taking vigorous measures to guard the city against that fearful scourge, the small-pox, which, of late years, has become epidemic in many cities, and extended its ravages almost beyond control.

Free vaccination was offered to all persons disposed to receive it. Fifteen physicians were appointed to vaccinate all making application within their respective districts, at a given hour each day of the week. Over three thousand persons, mostly school children, presented themselves, and the work is not yet finished. The step has been taken as a precaution, not because of any unusual prevalence of the disease. A large number of the applicants, of course, come in for re-vaccination.

THOMPSONVILLE.—The primary schools are closing their winter term this week, with successful examinations; and the other schools will close two weeks later. Mr. Bryant, for a number of terms principal of the high school, will be retained, and but few changes of teachers will be likely to occur throughout the town.

NEW LONDON.—There is a wise custom in this city, which must greatly increase unity of action and the efficiency of the schools. The board of education meet the teachers of the city to discuss matters pertaining to the practical details of administration in the schools. Fortunate teachers, who can have such a guide and adviser as the Hon. Henry P. Haven.

STATE CENSUS.—The importance of a more frequent enumeration of the the population of a country growing so rapidly as ours, will be appreciated by all intelligent persons who are interested in noting the growth of various kinds of business, and who feel the need of more certaia data for estimating current events and prospects in the future. It is to be hoped that General Walker's suggestions which we here present will be heeded. "General Francis A. Walker, of Yale College, late superintendent of the United States census, has written a letter strongly advocating the proposed census under the auspices of the Rhode Island State government this year. He says that the censuses taken by the States half-way between those taken by the general government, every decade, are of the utmost value to the United States census officers, as showing the causes of the movements of the population. 'I am not an alarmist,' he says, 'and have no fear that our country is about to decline in wealth and population, or, indeed, that it will cease to grow in both elements of greatness; but my own observations and studies have convinced me that very powerful causes are at work among us, the effects of which ought to be as carefully and frequently measured and registered as possible."

CLINTON.—The Morgan School is prosperous, and doing its work well, numbering now on its roll about 275 pupils.

— In two or three of our exchanges we have recently seen the old croaking statement that we hear repeated occasionally in this section of country, though not as often as formerly to wit, that the fundamental studies—reading, spelling, arithmetic, etc.—were better taught forty years ago than now. We believe this is far from the truth; and to test the matter for this community we challenge any dozen persons in this place whose school-days closed forty years ago, to a friendly trial with a dozen youngsters from our graded school, not over twelve years of age, on the "fundamental studies." The boys would beat their grandfathers out of their boots. This declaring that "the former days were better than these," in educational matters, is far, very far from the truth.—*Windham County Transcript.*

Colleges.

DARTMOUTH COLLEGE.

President Smith preached in the College Church, Sunday, Feb. 21st.

Thursday, the 25th, was observed as a day of prayer for colleges.

Mrs. Moody, spoken of in our last, died on Thursday.

Professor Young reports that their expedition to observe the transit of Venus met with partial success, most of the day being cloudy. They were unable to use the spectroscope at all. Several photographs, however, were taken.

Changes have been made in the alumni department of *The Dartmouth*. H. F. Hill, of Concord, class of '67, assisted by G. C. Parkinson, of the Senior class, is to take charge of the department. Articles from alumni who graduated before '70 are to be directed to the former; since '70, to Mr. Parkinson.

The University crew is made up, and is now on regular drill in the gymnasium.

Professor Parker, ex-Senator Patterson, and Postmaster Field each send a son to St. Johnsbury Academy. That school stands the best at Dartmouth of any in this valley.

There is considerable religious interest among the students. Meetings are held each noon in one of the recitation rooms, and nearly every evening at some of the houses.

The Dartmouth Scientific Association gave Professor Young a reception on Friday evening, at the house of Mr. Hiram Hitchcock. We are glad to see him back again. He now takes the Juniors in Astronomy.

Fred Douglass spoke in the College Church on the evening of the 5th inst., on the political issues in this State. Little enthusiasm is shown by the students in the present election; as the State law now is students do not gain a residence here, so the New Hampshire men go home to vote, while those from Maine and Vermont sigh for those good old days when they could vote at home in September and here in March.

WESLEYAN UNIVERSITY.

Rev. E. B. Otheman, of '54, has been elected to the professorship of Modern Languages in Claflin University, Columbia, S. C.

Dr. Lindsay, of '40, has returned from his foreign tour and resumed his duties in Boston University.

W. H. Downs, of '75, has been elected acting-captain of the University crew. Quite a number of men are pursuing a systematic course of training under his direction.

Marsh, of '77, one of the best men on last years' crew, will not go to Saratoga this year.

James Nixon has been elected Musical Director for Class Day, in place of Maurice D. V. Church, who has left college.

Quite a number of students from all classes in college are preaching regularly every Sabbath. Although very hard work, it is better than canvassing, pecuniarily speaking. Some have been able to pay expenses, and even lay aside a few cents for a rainy day.

We clip the following from the *College Argus*: "Prof. W. O. Atwater is writing a series of paper in the *American Agriculturist*, which, with the editorials by Mr. Judd, are claimed to be the most practical articles on scientific agriculture in a style adapted to popular reading, which have yet appeared in this country."

The prizes for Junior Exhibition are given by Mr. G. H. Ferry, a trustee and patron of the college, not Terry as was stated two weeks ago.

The Sophomores having passed a brilliant examination in Blair's Rhetoric, take up Atwater's Logic this week.

The Sophomore hazing case which was adjourned over to this month's sitting of the superior court, will not come on as the docket is filled. By the time the law gets ready to take charge of it the chief actors in it will probably have long been established in the ministry.

The museum has been patronized quite extensively this winter, owing to the excellent sleighing which has brought pleasure parties of all kinds. On account of the extreme coldness of the apartment of curiosities their visits are usually very brief. We wonder if heat injures the specimens; we have heard that heat metamorphoses fossils, often completely ruining them; it is on this account that the evolution theory is so short of facts to substantiate it.

The plan which was inaugurated last year of doing away with annual reviews and examinations, and making the term examinations more rigid, gives excellent satisfaction to the siudents. We can now finish up a study at any time in the term, pass examination in it immediately, and be *done* with it. Written examinations are very rigid in theory, but sometimes the contrary in practice. We are pleased to be able to say that the *habit*—we will call it nothing worse—of unfairness in these examinations is falling into disrepute. Such things can be stopped by public sentiment, if not by vigilance on the part of the examiners. A. S. U.

AMHERST COLLEGE.

President Stearns, who has now been confined to his house for eight weeks, is able to ride out. . . . The Philharmonic Club, of Boston, gave a very good concert Thursday evening, March 6. Perhaps their selections were not the very best. They seemed to have mistaken their audience: not giving enough classic music. . . . . The old practice of Senior debates before the college has been resumed by Professor Neill. . . . James T. Field's lecture on "Wordsworth" was a treat. . . . The Freshmen, after mature deliberation, have decided on an ebony banger, a very pretty cane. . . . Brown, the mind-reader, created quite a sensation in the Senior recitation room, the other morning. . . . C. P. Mills, '74, was recently in town. . . . A rich copy of Guido's Magdalen was recently presented to the Art Gallery, by Jonathan French, of Boston. . . . An unusual number of students are sick this winter. . . . Prof. Julius Seelye gave a reception to the Senior class Tuesday evening, March 2d. . . . Professor Cheeney has been very sick for the last week. He is now out of danger.

Amherst has raised her standard of admission, which is now in some respects higher than that of Yale. There are now three hundred and thirty students in college, and the faculty do not wish the number to increase at present. The college has not accommodations for a larger number now, and, indeed, hardly for the present students. We have a deal of money, to be sure, but it is "tied up" for certain specified purposes, and while she has plenty in some departments, she suffers want in others. Until certain liberal endowments are made, she must continue to suffer.

The college crew has just been selected: M. A Goodnow ('76), stroke; W. White ('76), No. 2; H. A. Hull ('78), No. 3; F. E. Stout ('77), No. 4; G. H. Reed ('78), No. 5; F. L. Green ('76), bow.

Drs. Bigelow and Fish have decided that a case of malignant small-pox in college is only a mild form of the measles. Quiet is restored. F. A. H.

MIDDLEBURY COLLEGE.

"The Madonna in Christian Art," the Yale College University Prize Essay of 1874, has made its appearance in an elegant form, making a publication of over 90 pages. This John A. Porter University Prize was awarded to Henry M. Ladd, valedictorian of the class of '72, Middlebury College, now of the class of '75 in the Theological department of Yale College. The prize, which with certain limitations may be competed for by any member of any department of the college, keeps in memory a name which students of years ago at Delaware College, Brown University, as well as at Yale College, will recall with loving regard.

The Sheldon Academy, under the principalship of C. R. Turrill, '73, began its spring term March 3.

Books as a Means of Culture, is the title of Prof. E. Brainerd's popular lecture.

The day of prayer for colleges was observed with interest, as in years past, on the last Thursday of February.

— A school of design, having five evenings in the week and one each Saturday, is to be established immediately in Toledo by the trustees of the University of Arts and Trades. The term will last four months.

— For the encouragement of literature the King of the Belgians has founded, out of his own private funds, a prize of £1,000, to be given annually for the best work on historical, commercial, or artistic subjects, and once in four years foreign writers will be allowed to compete with native writers.

— There are 38 Agricultural colleges in the United States. There are 389 professors and assistants employed, and 3,917 students in attendance. Attention is given to the raising of thoroughbred stock in 21 of the colleges. In 15 of these colleges the students are engaged a portion of their time in labor on the farm.

— The standing committee of the Inter-Collegiate Literary Association have selected the following persons to act as trustees of all moneys that may accrue to the Association, and to take charge of the fellowship fund: Wm. C. Bryant (chairman), Howard Potter, John Jacob Astor, Cyrus W. Field, Charles O'Conor, James A. Raynor, and John A. Stewart.

New Publications.

HARKNESS' LATIN GRAMMAR. Revised edition. New York and Boston: D. Appleton & Co.

We have recently received from the press of the Appletons the revised edition of Professor Harkness' Latin Grammar, and are glad to unite with all classical teachers in extending to it the hearty greeting it so richly deserves.

The Orthography and Etymology, we observe, have received a careful recension, while the Syntax remains essentially the same. In Part First the most important addition is the introduction of a set of euphonic laws which underlie and control those numerous changes occurring in the process of word-formation and inflection. This imparts to this division of the work a more complete and scientific character.

Under Etymology two new features arrest at once our attention. First, the entire recast of the third, that most difficult of Latin declensions. The old classification, based upon the case-ending of the nominative, has been discarded, and one adopted which is based upon the stem-ending, according as it is a labial, dental, guttural, etc., or a vowel—a classification more natural and more practical withal.

A second feature, which extends not only through declension but through conjugations also, is the treatment of inflectional endings, by which a careful distinction is observed between the root or stem, which conveys the central idea, and the endings which express only the relations of that idea. Especially the capital treatment of the verb-analysis cannot fail to impart to both pupils and teachers new interest and instruction upon that subject. We have here the results of the very latest investigations of such men as Curtius and Corssen upon this subject, the Latin verb, one of the most difficult connected with Indo-European philology. Here all the elements of the most complex verb, as stem, connecting vowels, signs of voice, of mood, of tense, and personal endings are spread out before us, showing at a glance the whole etymological history of the Latin verb, so synthetic and consequently so intricate in its character To be sure, many important questions connected with this verb are still *in dubio*, upon which the doctors themselves are at variance; and Professor Harkness, as we learn from his paper upon the "*Latin Perfect*," before the last Philological Association, has in his own recent investigations arrived at conclusions which differ essentially from all others that have hitherto been advanced; yet we observe that none of these unsettled points find place in the grammar before us; nothing has been introduced which is not fully established and acknowledged by all the leaders in philology. In the discussion of this subject, as indeed throughout the entire work, the learned author has thrown in at the bottom of the page in fine print a considerable amount of exceedingly interesting material, not essential to the completeness of the work, and pertaining in this instance rather to comparative grammar, but yet very instructive as showing the genesis and history of the forms treated in the pages above, and how by subsequent decay they were reduced to their present condition. In this way there has been ingeniously inserted as foot-notes, all through the grammar, suggestions and explanations for the guidance of pupils and teachers, and occasionally thrown in a *morceau* of that rich feast which awaits us in the higher stages of linguistic studies.

While Professor Harkness has thus introduced into his new work some of the very latest results of comparative philology, he has not, however, sacrificed any of that practical character which constitutes the peculiar value of all the author's text-books. No one in this country, probably, comprehends more thoroughly the grounds occupied by the two leading schools of philologists in Germany,—no one is more intimately acquainted with their leaders,—no one enters more fully into sympathy with the views and theories of the advanced school, or feels a deeper interest in their most recent investigations, than Professor Harkness; and yet no one is more conservative as regards the introduction of any of these views or theories into text-books. While, as the preface sets forth, it has been his constant aim to secure for the learner the full benefit of all the *practical results* of the most recent researches in the field of philology *which may legitimately be brought within the sphere of the school*, yet he does not seem to believe, with some who have recently offered to us treatises upon this subject, that a Latin grammar for learners is the most fitting receptacle for all one knows, and thinks he knows, upon Latin, Greek, and comparative philology in general, but rigidly excludes everything, however valuable it may be, which is not essential and which may divert the attention from the one object in view—the attainment of a full and accurate knowledge of the language as found in the classical authors we are called upon to read in school and college.

Moreover, Professor Harkness seems to possess the peculiar and happy faculty of adapting himself to the wants of students in the arrangement of his subject-matter. The book before us, for example, presents a striking contrast to others which we have used for years, the authors of which are beyond all question among the best and soundest students of language that America has produced; yet we never take a class through these works, full of learning as they are, without wishing that the abundance of rich material there spread out before us might pass under the moulding and adapting influence of Professor Harkness' mind. The fact is, classical teachers will never rest satisfied until he does for them in his own chosen Greek what he has already accomplished in the Latin; and certainly no one has done more to render easy and attractive this language, which is one of the most difficult with which we are called upon to grapple and master in order to lay the foundations of a complete and liberal education.

A. W.

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N. E. JOURNAL OF EDUCATION, Boston, Mass.

NEW ENGLAND

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The educators of the East, the South, and the far West will be invited to meet the teachers of the Northwest at Minneapolis, Minn., at the next annual meeting of the National Educational Association, in August. Although the meeting in 1874 was held in Detroit, the Committee, by a large majority, have decided in favor of "going West," in order that the teachers of the country may witness the advancement made by so young and promising a State as Minnesota.

The London *School-board Chronicle* gravely informs its readers that "one-half of the Boston School Committee is now composed of women, and among them we find the names of Abby May, Lucia Peabody, who did so much for the kindergarten system in America; Mrs. Cheney, and Dr. Mary Safford Blake," This may be news to some of our readers. From the same paper we learn that the American correspondent of the Belgian Education League is Alexander Delmar, who is not an educator at all!

The African expeditions to which our London correspondent makes reference in his letter published this week, are those under the direction of English gentlemen. These investigations in the wilds of the practically unknown center of Africa will, as our correspondent remarks, cause material change to be made in the maps of the country. The fading away of the Mountains of the Moon, which, in the Atlases of our boyhood, made such a formidable appearance across the center of Africa, have been followed by a great shrinkage in the area of the Desert of Sahara, and what the result of future investigations may be it is impossible to foretell.

It is a matter of great satisfaction to us to know that the articles appearing as original matter in the New England are so highly appreciated by our readers and exchanges. We are glad to notice the good taste and judgment manifested by our friends of the press in reprinting our articles in part, or as a whole, in their columns, but we most graciously submit that the articles should be credited to the paper from which they are taken, as well as to the authors who write them. If we are in error in our notions of editorial courtesy and honesty, we hope to be set right by our brethren who understand the use of the scissors as well as the pen.

A Summer School of Geology, under the direction of the teachers of Geology of Harvard University, will be established in the neighborhood of Cumberland Gap, in Kentucky. The region is rich in material for study, abounding in sandstone and carboniferous strata, in the midst of the Appalachian range, affording great advantages for the study of dynamic Geology. Lectures and field-work in the richest and most romantic American scenery will occupy the time of the party from July 1 to Sept. 15, 1875. Instruction, camp-outfit, etc., will cost each student fifty dollars, while the cost of living will not exceed three dollars per week. The proposed plan suggests an admirable method of spending the summer vacation, and students and teachers may make the regions of the White Mountains, the Adirondacks, and the Alleghanies the places of resort, not only for relaxation and recuperation, but also for the wealth of natural phenomena which these regions will disclose to the students of nature.

The eighth annual meeting of the Massachusetts Association of Classical and High-School Teachers will be held in Boston, in the hall of the English High School, Bedford street, on Monday and Tuesday, April 9th and 10th, 1875. Papers will be read on the Metric System (10.30 a. m.), by W. F. Bradbury, Cambridge High School; The advantages of the Study of Greek (11.30), by ex-President Woolsey, Yale College; The object and best method of teaching Latin Composition (2 p. m.), by W. C. Collar, Roxbury Latin School; The pronunciation of Latin (3), by Prof. G. M. Lane, Harvard College; The method and extent of instruction in Latin Grammar in Secondary Schools (4), by E. G. Coy, Phillips Academy, Andover; Requirements for admission to College (evening, 7.30); Morals and Manners in School (Saturday, 9 a. m.), by Elbridge Smith, Dorchester High School: The Bible as a Text-book (10), by A. P. Peabody, D.D., Harvard College; The study of English Literature in connection with the study of Classic Literature (11). Item of business: The question of making this Association a New England Association will be considered.

"A Fair Chance for Girls"; or, A Word for American Women.*

DR. CLARKE'S BOOK AND MISS BRACKETT'S BOOK.

BY REV. J. R. HERRICK, S.T.D., SOUTH HADLEY, MASS.

If the aim of the author of "Sex in Education" was to awaken the public mind to the subject of which he treats, he has succeeded in this to a remarkable degree. But from his very positive and strongly expressed opinions, he would seem unwilling to have the public mind, once agitated, come to rest again till his view of female education is adopted. A just criticism of "Sex in Education" requires that we bring before us distinctly what he *does* teach, using for this purpose, when we may, his own words.

In Europe, Dr. Clarke is "always surprised by the red blood that fills and colors the faces of ladies and peasant girls; and always, on his return, equally surprised by crowds of pale, bloodless female faces, that suggest consumption, scrofula, anemia, and neuralgia." And he says that, "to a large extent, our present system of educating girls is the *cause* of this pallor and weakness." Though not affirmed to be the *only* cause, he declares "the educational methods of our schools and colleges" to be "*one* of the most important causes" —"to large extent *the* cause of the thousand ills that beset our American women" (p. 22). And he thinks he sees in "the pale, bloodless faces" of our women, a premonition that, in case our systems of education continue, in less than fifty years "the mothers in our republic must be drawn from trans-Atlantic homes"! (63.)

Wherefore he would sound a note of alarm because of attempts at the co-education of the sexes and the higher education of women, according to methods which he condemns, and which he says physiology will not allow. His aim, as stated in his introductory chapter, "is to call attention to the errors of physical training which have crept into and twined themselves about our ways of educating girls, both in public and private schools, and which now threaten to attain a larger development, and inflict a consequently greater injury, by their introduction into colleges and larger seminaries of learning that have adopted, or are planning to adopt, the co-education of the sexes." (24.)

The leading postulate of this book, implied when not expressed, is this: that girls, because of their peculiar physical organization, cannot be educated with boys, nor in the boys' way, without serious, if not fatal injury.

Doubtless, all would agree with its author that "for both sexes there is no exception to the law that their greatest power and largest attainment lie in the perfect development of their organizations," and endorse his sentiment: 'educate man for manhood—woman for womanhood—both for humanity'; and say with him that "in this lies the hope of the race." But how to *secure* the desired result—by what means woman may become, *as such*, all that she is capable of—this is the problem, and we still wait for its solution.

Few, if any, can be ignorant of the fact, that to women is given a "reproductive apparatus" peculiarly her own, and that this makes a demand on her physical system which nature, through that system, must—whether to her consciously or unconsciously—supply, in order both to general health and the normal action of her peculiar function. And probably most would accept the four conditions, stated at the end of the chapter "chiefly physiological," and according to our author demanded for giving girls "a fair chance" in education: "First, a sufficient supply of appropriate nutriment; secondly, a normal management of the catamenial function, including the building of the reproductive apparatus; thirdly, mental and physical work so apportioned that repair shall exceed waste, and a margin be left for general and sexual development; and fourthly, sufficient sleep."

But when he lays down the proposition, that woman is so constituted physically as to be capable of *only* rhythmic action—in plain prose, of only such effort as can be broken up once a month for two, three, or four days; that all her activities, mental and physical, must obey this law of "periodicity," and hence, that she cannot, as man, endure continuous study, if continuous effort of any kind—then he postulates that which, although uttered somewhat *ex cathedra*, many may think needs modification and may not be willing to accept in its full force until sustained by better proof than Dr. Clarke's induction affords. Undoubtedly it is his strong point, and, *if accepted*, as he holds it ought to be, would demand a reconstruction of our methods, or the girls could not have a fair chance in education.

The cases in the chapters "chiefly clinical," if they do not prove the author's theory, are so put as to produce a strong impression in its favor. They are not many, it is true; nor is it entirely evident that all the ailments so vividly depicted are due to continuous study, since cases equally distressing might be found among those who have not subjected their brain to the strain of a course of study adapted only to boys. But

* The following was prepared and read by appointment, September last, at Amherst, before the Hampshire East Association, as a review of Dr. Clarke's "Sex in Education." In October following the *Westminster Review* contained an article which, though more full, was written after much the same method, and making similar points of criticism. The attention of the present writer was first called to the *Westminster's* article in November, when he was surprised, as well as delighted, to find there views similar to his own, and similarly expressed.

the author would not have us think so; for after presenting them, he says: "These seven clinical observations are sufficient to illustrate the fact that our modern methods of education do not give the female organization a fair chance, but that they check development and invite weakness." (104.)

In confirmation of his own views, he quotes four other physicians, among them Dr. Mitchell, who says: "To-day the American woman is, to speak plainly, unfit for her duties as a woman. She is not fairly up to what nature asks of her as a wife and mother." In closing his chapters "chiefly clinical," Dr. Clarke does indeed say—and in justice to him his own words are quoted: "It is not asserted here that improper methods of study and a disregard of the reproductive apparatus and its functions during the educational life of girls, are the *sole* causes of female diseases; neither is it asserted that *all* the female graduates of our schools and colleges are pathological specimens. But it is asserted that the number of these graduates who have been permanently disabled to a greater or less degree, or fatally injured by these causes, is such as to excite the *gravest alarm*, and to demand the serious attention of the community." It needs to be well considered whether the facts bearing on the subject, when thoroughly collated, sustain the impression here given. But this vital point is reserved, that Dr. Clarke may apply his views to "the co-education of the sexes," for which, he says, "the preceding physiological and pathological data naturally open the way."

With as little circumlocution here as elsewhere, our trenchant author would have told us at once, that *identical* education means *studies in quality and quantity the same for boys and girls, and the same method for both—i. e.*, of continuous study, as at Mt. Holyoke and Vassar; *co-education* means *all this*, PLUS *the same regimen—i. e.*, girls and boys, or young women and young men, on the same seats and under the same instruction, as at Oberlin and Michigan. He says our girls' schools are "modeled after schools for boys," and that "it is against the co-education of the sexes, in this sense of identical co-education, that physiology protests; and it is this identity of education, the prominent characteristic of our American school system, that has produced the evils described in the clinical part of this essay, and that threatens to push the degradation of the female sex still further on." The identical education of the sexes has borne the fruit which we have pointed out. "This identical education will intensify the evils of separate identical co-education." It would seem, then, that it is not co-education *per se*, but *identical* education as well, that is meant. He has other words of earnest protest. "This identity of training is what many at the present day seem to be praying for and working for. Appropriate education of the two sexes, carried as far as possible, is a consummation most devoutly to be desired; identical education of the two sexes is a crime before God and humanity that physiology protests against, and that experience weeps over." (127.) "The inevitable results of it (perhaps intensified by co-education) have been shown in some of the cases we have narrated. The trial of it on a larger scale would only yield a larger number of degradations, weaknesses, and sacrifices of noble lives." One who can speak thus would seem to be thoroughly convinced that he is in the right, how ever others may be affected by what he says.

Now, if Dr. Clarke's argument is valid against co-education, it is also against *identical* education, the *American system* for educating girls. We shall therefore leave to others the discussion of co-education in itself considered. It must be confessed that the result of the experiment thus far has been more favorable than some lookers on supposed it could prove, and may weaken much some of the arguments usually urged against it. At the same time, there may be prudential considerations why old institutions, founded for one sex, and already large—especially if in a section of country where ample provision is made for the separate education of the other sex—will not adopt the new method and should not try the experiment. Had Dr. Clarke confined himself to this point, he might have had his own way without contradiction from us.

Or again, if he had pointed directly to *the evil* in our school system, that of requiring too much of girls and boys, between the ages of 15 and 18, and then demanding as the remedy not more than two-thirds of what is now expected during this formative period—he would have deserved, and should have, our warmest thanks. During these three years the boys need to lay in a stock of physical strength and vigor for future manhood, which can hardly be gained by them while their boyhood life is one uninterrupted strain of book discipline. Perhaps something might thus be done for both sexes to favor the propagation of a robust posterity. At any rate, it is hardly just, Adam like, to charge Eve with all the fault, while travelers might as well contrast American *men* with men abroad, as our women with women abroad.* If the girls do require less study than the boys, then let them have it. But boys would make better men, as well as girls better women, with less mental strain and more opportunity for physical development, before they reach the period of eighteen years, and the most important readjustment of our school system may be to meet this want. Pathological cases in abundance, sufficient to make out a strong case, might without doubt be found in and around Boston, where "the American school system" is about as rigorously pursued as anywhere.

But Dr. Clarke directs his zeal to the *higher* education of women. And the charge against American women—that they are pursuing a course tending to degeneracy, and to unfit them for propagating the race, is a very serious charge. It would seem that two points should be thoroughly proved before making it:—First, *Why* the number of American children is not larger? According to Dr. Gardner ("Conjugal Sins,") whose authority is probably as valuable as that of Dr. Clarke, it is rather a *disinclination* than an *impossibility* on the part of those who should rear them. It is grateful to hear that the author of "Sex in Education" has become acquainted with many honorable exceptions. Second, whether or not, the best, most highly educated women who marry, have as large families, as those who are brought up in abundance without a higher education, and then marry.

Miss Brackett says, that though the men may approve of Dr. Clarke's positions, "the women of largest experience condemn, denying his premises, disproving his clinical evidence by adding other facts, and protesting against his conclusions." Her book, besides her own, contains the utterances of ten women, some of them for many years teachers, some physicians, and all so situated that they should know whereof they affirm. Its induction of facts is also valuable, much more so than that of Dr. Clarke. For these reasons—as well as because it allows the women to speak for themselves about that which most highly concerns them—it is proposed to lay along side of Dr. Clarke's "Sex in Education," what they think of "A Fair Chance for Girls."† If it was "the manner of the Romans to allow the accused to meet their accuser face to face, and answer for themselves," the like privilege should be granted in this case.

In passing, it may be said of the book edited and prepared by Miss Brackett, that it is one of the best, and shows that women can treat their own education wisely and with ability. In point of candor and delicacy of expression, it by far surpasses that of Dr. Clarke, who comes near insulting American women, if not in his thoughts, at least in the expression of them. What he says of "the wives who are to be mothers, being drawn from trans-Atlantic homes," and "the German girls yoked to a cart," etc., and "the American girl yoked to a dictionary," etc., might serve to illustrate the point.

But to the *main* question at issue, *Is* woman so constituted that all her efforts must be broken and not continuous, and this to such extent that she *cannot* endure the method of study adapted to the other sex?

We may very properly note here, that though Dr. Clarke does make the caveat, he nevertheless *leaves the impression* that our method of education (in the restricted sense) is *the* cause of the weakness and physical degeneracy of which he complains as peculiar to American women, whereas we may well believe that improper diet, more improper dress, late hours, and the worse than follies of fashionable life, have vastly more to do with poor health among our women than hard study. Thus a superintendent of public schools, long in his profession, testifies: "It is *not* hard study that breaks down the health of our girls, but the circumstances under which they study, the demands of society and its thousand social follies, with all their excitements" (p. 199 of Miss B.'s book). Miss Stone says, that, while very few going out from Kalamazoo College were invalids, there was not one of these, so far as known to the writer, "whose case did not wear on the face of it decidedly other causes than persistent study" (202). In accordance with this view, Miss Brackett says: "We have only to see to it, day and night, that our girls are educated in proper ways of living, as regards food, clothing, sleep, and exercise, till we have created for them a second nature of fixed, correct physical habits—and we alone can do this—and the end is at hand" (93).

Again, it is not beneficial, but the reverse, to direct the mind to, and allow it to dwell upon, one's peculiar ailments. We know it to be morally injurious for the young to think much of their sexual development. This is not what is here intended. It is, likewise, physically injurious. If a well man were to keep thinking about his stomach and digestion for a month, he would need nothing more to bring on dyspepsia. And the first thing towards the cure of a dyspeptic, is to have him think of something besides digestion, and keep from him all reading about health. Dr. Clarke's would be a bad book for nervous women, young or old, and for those suffering from female complaints. *Perhaps* we should as surely raise up wives that could become mothers, if all the doctors who make these diseases a speciality, and all the books written about them, were thrown together into the sea! He was a wise physician who said to a lady, asking for a book, "Any book, madame, except those which concern the diseases of women." It may be said, and truly, that such a book is not intended for the sick, or for the young themselves, but for such as have the responsible care and training of them—parents and teachers. But the fact above stated, carries with it this kindred one, that, to *prevent* weakness and undesirable results, there is no period when, as a general rule, at least a moderate exercise of body and mind is not desirable. As one of their own number says, "The girls and women of to-day are encouraged to a morbid consciousness of sex." And it is better for the *body's* health, as well as that of the mind, to dissipate this sickly sentimentalism, by a proper activity of both body and mind.

This leads to another point about which intelligent *women* ought to be the best judges—viz.: that Dr. Clarke exaggerates the necessity of a monthly rest. (Miss) Dr. Jacobi, speaking for her sex, says: "We believe the exaggeration to be two-fold: first, in regard to the number of girls to whose health the menstrual period makes no sensible interruption; second, in regard to the duration of such interruption, among the majority of those who are indeed obliged to submit to it. Six, twelve, forty-eight hours is the outside limit," as to time, while not one-third of those about whom she had knowledge needed any cessation at all (263). If this

* Foreigners would make our *climate* largely responsible for the want of that robust appearance in which the most of them exult. See the *Westminster Review*.

† If any think it less appropriate than is here intimated, to place so much reliance on woman's judgment of herself, they can find, in the article of the *Westminster* eady alrreferred to, a much stronger statement of the propriety not only, but of the *need* also of doing this, if we would form a just conclusion—one quite in contrast with some expressed opinions.

is so, evidently it weakens *very much* Dr. Clarke's argument. And it would seem somewhat singular, that liberal nature should *not* provide, in some way, for that ceaseless activity of women which seems so unavoidable, not to suggest, that in days of old, when women, in happy unconsciousness of their peculiar organization, worked *all the time*, they were quite as well as they are likely to be when their days are numbered by the rhythm of conscious periodicity!

We now advance to this position—*that regular mental action, including the systematic discipline of the intellect, is healthful to the body.* As already said, *some* activity of body and mind is the best safeguard against "diseases of women"—which probably could be shown to be more abundant among the inactive than the active; it is also true that the health of young ladies *improves* under mental discipline, even according to "the American method." Miss Stone, of Kalamazoo, says, "that it was eating of the fruit of the tree of knowledge—'persistent brain-work' even—that furnished Dr. Clarke's cases 'chiefly clinical,' an experience in teaching, extending over forty years, would forbid me to believe." Vassar College "has received delicate pupils, whom she has sent out four years after strong and well; and it is the rule, that the health of the classes steadily improves from the freshman to the senior year." It is a well-known fact that men of intellect withstand disease much better than the uneducated; why should not the same be true of the other sex?

But we must test Dr. Clarke's leading assumption by further direct facts, reminding ourselves that no opinion or hypothesis, within the range of inductive reasoning, is of value if not supported by the facts which it professes to explain; and since the eminent physiologist has not given them, we turn, with thankfulness, to those which Miss Brackett has furnished. Indeed, the author of "Sex in Education" seems not altogether consistent with himself, for in one place he says: "The identical education of the sexes has borne the fruit which we have pointed out"; and again (while speaking of co-education), "The inevitable results of it have been shown in the cases that have been narrated. The trial of it on a larger scale would only yield a larger number of similar degradations." This certainly implies the induction quite sufficient to support the theory. But in another place we find these words: "Two or three generations, at least, of the female graduates of this sort of co-education must come and go, before any sufficient idea can be formed of the harvest it will yield"!! Is it to break the force of a counter-argument from facts, if one should be attempted? This were surely not the candor which ought to characterize an inductive philosopher.

Now, if the argument of "Sex in Education" is worth anything, it is valid against *identical* education, and against co-education as being, in its author's view, a more intense form of the evil. He indeed says: "Physiology condemns the identical, and pleads for the appropriate education of the sexes." It is the boys' way as applied to the girls, that he reprobates. This he calls the *American* method. It is therefore quite legitimate to question the facts and get the most reliable testimony possible, as to the *results* of this American method.

It is manifest that the girls, when put into the same course of study with the boys, fully equal them in scholarship — a point which probably would not be controverted. An editor who had favored the admission of young ladies to college, having learned that one of these took two prizes from her class in a single year, said he would advocate it no longer—*it was too hard upon the boys!*

But the vital point is, do the girls, when educated in the boys' way, *sustain* themselves *physically*, as well as they? Mount Holyoke and Vassar may serve as examples of "girls' schools" after the "American method" of *identical* education; Oberlin and Michigan for those of *co-education.* Michigan and Vassar have tried the experiment for a shorter period—we will hear them first. Michigan University gives the *attendance* of the young women the same as that of the young men; their scholarship higher, as 88 to 85, and says that "their *health* has been as good as that of their classmates." "That the ordinary brain-work required of the intelligent, ambitious students of Michigan University, if they are prepared in all respects for it, is conducive to health"—and that, so far as this university is concerned, "educating a girl in a boys' way has thus far been proven to be better than any girls' way yet discovered."

In turning to *Vassar*, we find as the result of first experience, "That the general desideratum for the higher education of women, is *regulation* authoritative, and peremptory"; and of the total experience, that "no one thing has done more to counteract the hereditary or acquired tendency of many young women to diseases peculiar to their age or sex, than the opportunity of pursuing, quietly and continuously, with a definite aim and certain purpose, well-arranged courses of study," (356). We find it also definitely stated, that of fifty-one who entered in good health, all but five graduated in as good health, if not better; and that of *forty-three* who entered—28 in *fair* and 15 in *delicate* health—all but 10 improved.

Oberlin College, which has tried the experiment nearly two generations, should be able to give valuable testimony: and what is it? As at Vassar, that many girls improve in health under the mental strain of identical and co-education; that their average attendance is about the same, and their standing as high; and that the percentage of deaths is not greater for the women than for the men. Of the facts gathered at Oberlin, Miss Johnston says: "If they have any bearing whatever upon this question, they go far towards proving that women are able, physically as well as intellectually, to meet the demands of any well-regulated college," (345).

At the beginning of 1868, *Mount Holyoke* could compare herself with the colleges for thirty years in respect to percentage of deaths, among the graduates, when she showed a *better* record than all the New England colleges except Williams. One man, who has written somewhat positively on the degradation of women, confessed himself, in view of the figures there presented, converted from his former view, so that now he might write with Dr. Hitchcock, of Amherst, in regard to the same statistics: "By these results we learn, that it becomes those to be careful who state that all female schools are injurious to the health of their students. For here is one which, in attainments of scholarship, general discipline, and religious culture, has ranked among the highest, and yet, its health-influence holds out better than gentlemen's schools of kindred grade." Amherst College and Mt. Holyoke Seminary are less than ten miles apart, the one on the north, the other on the south side of the Holyoke range. The location of both being favorable to health, it were not easy to see why one should have the pre-eminence over the other in this regard. From 1837 to 1867 the number of students and graduates in the two institutions did not greatly differ. But although for the last of the three decades the percentage of deaths among the Mt. Holyoke graduates was a trifle greater, yet for the 30 years together, it was almost *one per cent* LESS than at Amherst, while still, Amherst stands second, or next to Williams, in its health record. A fact may be mentioned here which is not always brought into the account—and its bearing is in favor of "the girls"; for suggesting it as bearing on the question, let the secretary of the American Education Society have the credit. It is this: that the boys do not enter on their higher course as early in life as the girls. "They have already passed through, or by, such diseases as are incidental to childhood and youth, and have, on an average, come to that age when death is uncommon," and yet there are as many deaths among them, if not more.

It would seem, then, would it not, that the blow aimed at the American method for the higher education of women—and which, while the hand is up, *seems* to threaten annihilation—loses much of its force, *when it falls upon the* FACTS *themselves, from which our practical judgment must be formed!*

A word more in regard to this higher education. American women — above all others, perhaps, and to their credit be it spoken—believe, and act upon the belief that, though it may be an honor and a joy to be mothers, they have, nevertheless — without waiting all their lives, or any part of them, for husbands — a mission, a work for themselves and for humanity, and they mean to fit themselves for it by the best possible education. Some think that they can best obtain what they desire by a course of education in our male colleges, while most would probably prefer the separate college or seminary, and if debarred the privilege, whichever may be their choice, it must be for some reason other than that so vigorously pressed by Dr. Clarke. And why need the oft-iterated word, *identical*, cause alarm, since no two colleges have the same course, and nearly all are adopting the elective method to a greater or less extent; and especially since we find that, when put to the test, young women come quite as near the identical course as the young men?

But how Dr. Clarke's off-and-on method *can* consist with any proper school discipline, it must puzzle the most experienced teachers to tell, or how the girls could have "a fair chance," by being subjected to this method it were not easy to see, having found their health actually promoted by that *continuous* discipline, which anything worthy the name of education requires!

Let the evil of too great pressure in childhood be removed—for the sake of the future men as well as women — and then we need not fear for the results of the American method, and we may say, with Miss Avery, of Vassar: "When women begin at 18 or 20 the earnest business of a collegiate course, for which they have slowly and thoroughly prepared while their physical organization was maturing in happy freedom, and when they give to this higher intellectual labor the strength and enthusiasm that are, of all the life, pre-eminent and most perfectly balanced, then we shall know what educated woman is, and learn her possible capabilities in all that works for the noblest humanity."

Red Snow.

Correspondents who desire further information upon this interesting subject are referred to an article by Dr. F. C. Clark, published in the March number of the *American Naturalist*, Salem, Mass. In answer to inquiries, we would say that the globules preserved in slides for the microscope—some of them, at least—retain their circular outline and red color.

In the article published in the third number of this journal, it was stated that both *protococcus nivalis* and *protococcus pluvialis* had been found in this country. It was also stated that these two species may, in some cases, have been confounded with each other. The specimens of the former which we had observed came from California; those of the latter from Newport, R. I. It is now thought by the microscopists of Providence, who are studying the matter, that the specimens from these two sources are indentical. Whether both are *p. nivalis*, or whether the snow-plant and the rainwater-plant are usually identical, we will not attempt to decide. European naturalists have studied *p. pluvialis*, and noted its changes in form and color, while *p. nivalis*, though often observed, is not so thoroughly known. We trust that the efforts to grow the Newport plant will prove successful, and that its changes may be fully noted.

The manner in which the *protococcus* is supposed to have been introduced into Newport is worthy of note. Hon. Samuel Powell, of that city, an accomplished microscopist, observed a red substance growing upon a stone fountain in his grounds. This he found, upon examination to be the *protococcus*. He can account for its presence there only by supposing that the germ was brought from Canada in a toy birch-bark canoe, which had been floating on the water in the stone basin.

D. W. H.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

The Microscope.

BY F. C. CLARK, M.D.

It is impossible to trace the early history of the microscope with any degree of accuracy or of satisfaction. But that magnifiers of the rudest kind were used long before we have any historical account of them, may be asserted without going beyond the bounds of reason.

Aristophanes, a Greek poet who flourished sometime during the fourth century before our era, is the first to speak of anything like magnifying glasses, which were called "burning spheres," and were sold at Athens. These were also used, undoubtedly, for magnifying purposes and reading; for nearly five hundred years later Seneca observes that the ancients employed "glass bubbles of water" to render minute and indistinct objects more easily seen. Perhaps, from this last fact, an earlier origin should be given to the invention of the spectacles than the generally accepted date (13th century, A. D.). Even for a long time after the commencement of the Christian era, lenses were of the rudest form. Bits of rock crystal were, for a very long period of time, the only lenses, or magnifying glasses, in general use. The glass "beads" and "spheres" were commonly used later.

These lenses were also employed as "burning glasses"; that is, for concentrating the rays of the sun, a practice still common among us. Perhaps the classical legend of Prometheus, who, contrary to the will of the gods, drew down fire from heaven, may have originated from his possessing one of these rare "burning glasses." The account is thus rendered very obscure, from the fondness of the ancients for explaining all natural phenomena not understood, by the intervention of the supernatural.

After these meagre accounts, we are brought face to face with the Dark Ages, when all is truly dark. Then the microscope is supposed to have been first invented; but if so, it became one of the lost arts until the time of the Reformation. The spectacles had now been invented some time, and were more elegantly mounted. The telescope, too, appeared; and a step in the right direction was made. Many have even supposed that the microscope, being so like the telescope, is in reality the telescope reversed. Yet the honor of inventing the compound microscope has been given to many. The first authority is Huygens, the Dutch mathematician, who gave the honor to Drebell, a countryman of his, some time in the latter part of the sixteenth century. The next who laid claim to the honor was F. Fontana, by birth a Neapolitan, about the year 1618. Borelli, however, declares that Jansen, the reputed inventor of the telescope, about thirty-one years before, invented the microscope (in 1621).

One other claimant still remains; and it is not at all improbable that he is the most entitled to the honor. This is no other than the distinguished GALILEO, who, according to his pupil, Viviani, was the real inventor. And yet, whoever may have been the first to invent the compound microscope, or whatever be the date of the invention, great honor is due to later experimenters. Malpighi, Leeuwenhoek, who, during the middle of the 17th century, on the discovery by Harvey of the circulation of the blood, were the first to demonstrate the "red corpuscles" of the blood by the aid of the microscope; Ellis, Hooke, Lieberkuhn, and other observers, must all be closely connected with the history of the microscope.

For some time after the invention of the compound microscope, the simple lens was employed. But it was at various times greatly improved. In later years it was mounted in a manner similar to the compound microscope of to-day. Compound lenses, of two or three placed in apposition (doublets and triplets), were an improvement of Dr. Wollaston. These acted as single lenses, but of course more powerfully. The union of four lenses was afterward suggested, and found greatly to increase the magnifying power of the simple microscope.

Sir David Brewster suggested the substitution of gems for the simple lenses of glass—as the ruby, garnet, and diamond. But although these were of greater power than the glass lenses, yet the expense was not warranted by the advantages gained. Many of these improvements were also made in the compound microscope.

The first microscope must have been, according to report, a most clumsy instrument. Its tube is described as being six feet in length, made of brass and gilded, supported upon brass pillars fashioned into the shape of dolphins, and these again resting upon a base of ebony. The tube has even reached the astonishing length of twenty feet. But as tubes so long were less serviceable, and less easily managed, they have been shortened at different times, until at the present day, we hardly see one over eight inches in length.

Fluid microscopes have also been employed. Water lenses were first made use of, and formed double-convex lenses. But owing to its low refractive and considerable dispersive power, other substances were used. Sulphuric acid, the balsams, oils, alcohol and turpentine varnish, have at various times been employed in the place of water, and with greater success. All these have a high refractive power, and make excellent lenses. The balsam of fir, when placed in very small quantities upon a circle of glass, and when thoroughly dry and kept free from dust, furnishes as good a lens as a glass doublet.

The compound achromatic refracting microscope is an invention of very recent date. Single microscopes with achromatic lenses were used for a long time ere they were adapted to the compound instrument. This form depends upon the laws of refraction; that is, we see a magnified image of another image, which is enlarged; while in the simple instrument there is only one enlargedimage. By the addition of an eye-piece, the chromatic aberration is obviated.

As late as 1820, the achromatic microscopes were very imperfect; and the objects seen were very obscure. After that time, improvements were made in France, England, and Germany. Mr. Tully was the first in England to produce an excellent instrument.

The subject of achromatism was now experimentally investigated by Sir John Herschel, Professor Airy, and others; and many theories were advanced. In 1839 Mr. Lister, of England, by collecting all the material advances, and testing theory by actual experiment, was able to bring to the notice of the scientific world an instrument nearly perfectly achromatic. He laid the foundation for all future improvements in achromatic lenses.

Miscroscopes have been divided into the *solar* and *lucernal*. The oxy-hydrogen microscope has taken the place of the solar to a large extent, being a more powerful source of illumination. The lucernal microscope is one in which a lamp is employed for purposes of illumination.

Sir Isaac Newton suggested the idea of the *reflecting* microscope. Here the rays of light from the object fall upon an inclined mirror, and are thence thrown upon a concave one, in which we see the image of the object reflected. These reflecting microscopes have given place to the achromatic refracting instrument, in which a greater number of rays are obtained.

The polarizing microscope is an invention of Sir David Brewster; but to-day it forms an attachment to the common microscope, and is a beautiful addition to possess.

The instruments themselves are so numerous, and of so elegant workmanship, each possessing peculiar advantages, that a selection is extremely difficult. But in every case, beauty and complexity should give way to simplicity of construction, and to the best defining power. The maker of the instrument is immaterial. The value of a microscope lies wholly in its objective, eye-piece, and adjustments. An excellent microscope may be made by using the advantages of different instruments for making one. Approved pieces of apparatus are often separately made by dealers to apply to old stands.

Since the rise of the natural sciences, the microscope has been of incalculable value. Life has been studied in a manner never before contemplated. Myriads of beings which had escaped attention, owing to their exceeding minuteness, are now studied with as much success as larger forms of life. In fact, the different tissues of animals are themselves microscopic; and before the invention of the modern instrument their character remained merely a matter of speculation.

Department of Language.

Edited by H. R. GREENE, A.M., Worcester, Mass.

What Should be Rejected from English Grammar.

I pointed out, in my last article, several rules of syntax, which, in one form or another, are found in all our grammars, but which are *practically useless*, and consequently should be *rejected*.

But the process of elimination must not end here. Why, I ask, should *English Analysis* be incorporated in English *Grammar?* There is really nothing more, in common, between English Grammar and English Analysis than there is between *Arithmetic* and *Algebra*. Indeed, Analysis holds much the same relation to Grammar proper that Algebra holds to Arithmetic. The end of Grammar confessedly is to teach how *to speak* and *to write* the English language correctly. The end of English Analysis is to instruct us in the *philosophy of the mechanism* of language. It is indeed a noble study, and well worthy the pupil's time. But it proposes an end entirely different from that contemplated by Grammar. Hence I say, one thing at a time, and the most *important* thing first. The pupil *must* have *Arithmetic*, and he *must* have Grammar. Algebra is good, excellent; English Analysis is good, excellent; but most of our pupils have not time for *both*. Give the pupil, then, what he *must* have, and let him *master* that before he engages in what is valuable indeed, but *not indispensable*

And this incorporation of English Analysis into Grammar is the more to be condemned because, in most books, it is *commingled everywhere* with purely *grammatical* discussions. It is precisely as if in our Arithmetics we should have under each section, first something about Arithmetic, and then something about Algebra. We should certainly say of text-books prepared on this plan: it is all very well for the pupil to know something of Algebra, but he must *first make sure of his Arithmetic*. Moreover, we should say, if indeed he should have time to master both, he will certainly accomplish both better, inasmuch as they contemplate different ends, by attending to them separately.

For the same reason it certainly would not be well to incorporate Geometry with Algebra, or Chemistry with Natural Philosophy, or Natural History with Botany.

So, we say, reject from the Grammar all discussions pertaining to English Analysis. Let the pupil understand that Grammar, and Grammar only, is to be first mastered; let him understand that he can neither speak nor write his own tongue *correcily* until he has thoroughly mastered the facts, rules, and principles which pertain to this *very work*.

He may indeed accomplish much in this way "*by rote*," but it is not safe to depend upon this. At any rate, the existence of text-books on Grammar, in whatever form, in all our schools, supposes that the pupil needs *this kind* of aid. Then I say, hold him to it, fast and firm; let not his attention be divided until the object sought is secured. Let him not contemplate his work, as he now does, as simply "*studying Grammar*,'

with little notion of the *exact thing* to be accomplished. Let him understand the *one thing* to be done, and compel him to pursue it. As every discussion should in some way be *directly helpful* to the end sought, so the pupil should be able to tell, in each case, *precisely how* a given rule, principle, or discussion helps him forward towards that end.

English Analysis and Rhetoric, and Logic are all very valuable, but all alike must be postponed until the elementary work is accomplished.

While the pupil is seeking to secure *correctness* in his language, give him, by all means, a *straight road.* Do not, when time is so precious, delay him with *empty talk*, or any talk, however wise, which is not directly to the purpose. When he is anxiously seeking for a *guide-board* and time is passing, do not, in mercy, point him to the *moon!* The moon, indeed, does have *something* to do with guide-boards; it makes them cast a shadow, but the *guide-board* is the thing that the traveler descries, and not *empty moonshine.*

Our Grammars should be guides, plain and direct, to correct writing and speaking. They are such, as a matter of fact, very much as a man would be a guide to us, if we desired to make a journey from Boston to Providence, in case he should direct us to proceed first to Portland, then to Montreal, then to Detroit, and thence by Chicago, Philadelphia, Baltimore, and New York to Providence, making frequent detours on this long route, likewise, to inspect the scenery, the mining districts, and the geology of the country. We should, of course, learn *many good things*, and likewise much that was not worth knowing, and finally reach our destination; but it would be almost a question whether, after such an experience, and after so much time expended, we should feel at all *sure* that we had reached the city we sought, and if so, might perhaps quite forget the real object of our visit.

Having considered thus what should be *rejected*, I shall consider in my next *what ought to have a place* in every truly helpful Grammar.

Queries.

Will the editor of the Department of Language give teachers some light upon the following points?

1. If the pupil is not taught the difference between common and proper nouns, how is he to know what nouns to write with initial capitals?

2. If the pupil is not taught the difference between transitive and intransitive verbs, how is he to understand the rule that the "five pronouns" "should take the objective case-form when used as the object of a *transitive verb?*

3. If the pupil is to be taught nothing respecting "the regimen of nouns," and if, "with the exception of the possessive form, they are without *case* inflections," how can he understand the rule that the "five pronouns" "should take the same case-form (1) as the *noun* with which they are used as *appositive*, (2) as the *subject* of a verb to which they refer as *predicate* when relating to the same person or thing"? D. W. H.

Answer to question 1. — Whether is it easier to say "A proper noun is the name of an individual object," and "Proper names should begin with a capital," or *the names of individual objects should begin with a capital.* The latter seems to me the shorter route to the end proposed, especially if we add to this the amount of time and attention required, on the part of the pupil, to notice and formally explain this division of nouns into proper and common some thousands of times in the course of his experience in parsing. Thus, "John is a *noun* because it is a name, it is a *proper* noun because it is a *particular* name," and all this to learn how to use *capitals!*

Answer to question 2.—Strike out the word "*transitive*" in the rule referred to—it should not have been inserted; thus, "They should take the objective case-form when *used as the object of a verb.*" Nothing whatever is gained by saying "*transitive* verb."

Answer to question 3. — One of the very few desirable things to be learned in grammar is the different constituents that may enter into the structure of a sentence, viz.: subject, object, predicate, appositive, etc. I designed to speak of this matter at length in a future paper. In the language referred to I had reference to the *case* "regimen of nouns."

We are most happy to insert the following from a correspondent:

Dear Sir:—The radical educators of to-day lose no opportunity to condemn the prevailing methods of instruction in our common schools; but in regard to Grammar particularly they hurl their heaviest thunderbolts. The prevailing methods are ridiculed not only through the columns of your most excellent journal, but also at teachers' conventions and institutes. Now we are not foes to advancement and reform, but on the contrary are friends to real progress; but continuous fault-finding and ridicule will not alone suffice for effecting a reform. Better methods must be suggested, and dealt with specifically, and not couched in too general terms.

So far as I have been able to ascertain, no method has been suggested to take the place of our text-books in English Grammar. Scholars must have books. They must learn to use books. When should they begin? I am a friend of object-teaching, but the average teacher is unable to employ that method; particularly in the ungraded schools. Will some of your correspondents who are authority on this question please inform us what is to be done, and how we are to meet the inquiries of our under teachers, "What shall we do?"

In reply to the above I would say, that, in a few articles to come, I shall fully answer the above, and shall hope to satisfy all the reasonable demands and remove all the difficulties of our correspondent. I agree with him perfectly that "scholars must have books," and I have also a method of procedure to suggest, though I, by no means, claim that *it is infallible.* The adverse criticism of the above correspondent may be a sufficient reason for inserting the following private note to myself from an eminent educator of Pennsylvania:

Dear Sir:—May I say to you that in English Grammar, judging from the articles in the N. E. Journal of Education, you are a man after my own heart. We have been working in the line suggested by you for a number of years. Go on in your good work. You put your points well, and the articles can but do good just where help is needed. *

It is encouraging to hear from an experienced and leading educator and superintendent of schools, views in sympathy with those I have expressed.

Old World Matters.

EDUCATIONAL NEWS FROM ACROSS THE OCEAN.

[*From our regular London Correspondent.*]

No. I.

London, Monday, March 1.

A DEMAND FOR PRACTICAL EDUCATION.

The discussion in relation to the management and course of instruction at the Royal School of Mines is continued with interest. An old Freiberg student makes a contribution to the discussion in the shape of a letter to the *Times*, in which he urges that more time and attention should be given to instruction in practical Geology, Metallurgy, Mining, etc. If there is to be any change in the course of study, he argues that it should consist in causing the students to devote the six summer months to practice, while the six winter months are retained for the theoretical and laboratory training. He says: "Let every student desiring to become an associate of the Royal School of Mines in the Geological division be compelled to pass two summers in learning field-work from one of the Government Geological Surveyors. Let every mining student be compelled to learn something of practical metal mining by spending six months at a metal mine; the following summer should be passed at a colliery; and a third summer might be devoted to field geology. Finally, let every metallurgical student be compelled to spend two summers at some smelting works. Of course this practical instruction might be dispensed with where pupils can produce satisfactory proof of having undergone it before entering the school."

Another correspondent of the *Times* takes exception to this view, and claims that it "argues a small acquaintance with teaching." He says that "efficient tuition requires a very high training in the art of teaching, and such tuition in Geology could be given far better by a carefully selected professor, like Von Cotta at Freiberg, who would accompany the pupils into the field, than by the surveyors of the Geological Survey." Besides he claims the necessity of giving such tuition would distract the attention of the surveyors from their own special duties and impede the progress of the survey, which would be a serious evil.

MATTERS AT THE UNIVERSITIES.

The Smith prizes at Cambridge University, annually awarded to the best proficients in Mathematics and Natural Philosophy, were this year presented to W. Burnside, B.A., of Pembroke, first prize; and to G. Chrystal, B.A., of St. Peters, second prize. Both these gentlemen give evidence of close study and excellent acquirements. Indeed, neither was first wrangler in the last mathematical tripos. This is only the sixth instance where men in their grade have attained the honor which they have reached. Mr. Burnside is a native of Blackheath, was educated at Christ's Hospital, and was formerly a scholar of St. John's, but migrated to Pembroke. Mr. Chrystal is a native of Aberdeenshire, and received his earlier education at Aberdeen Grammar School. Proceeding to Aberdeen University, he highly distinguished himself in Mathematics, obtaining the Simpson Mathematical Prize, the Arnott Prize for Experimental Physics, and the Fullarton Scholarship. At Glasgow University he was awarded the Ferguson Mathematical Scholarship. In 1870, he entered at St. Peter's College, Cambridge, where he obtained an open scholarship, and during his undergraduate career the prize given by the members for the University for the best English essay, the subject being "Wit and Humor as exhibited in English Poetry."

Among the University degrees awarded on the occasion of the three hundredth anniversary of the foundation of Leyden, several foreigners received the honors of the institution. Among them was Professor Newcomb of the United States.

PROSPECT OF IMPORTANT CHANGES IN THE MAPS OF AFRICA.

The exploring expeditions in Africa bid fair to add a great amount of information to that now possessed by geographical students. The old school Atlases will need a good deal of revision when the reports of these expeditions are published. At the recent meeting of the Royal Geographical Society, Sir Henry Rawlinson, who presided, presented the latest information from the scene of the explorations. At a previous meeting he had informed the Society that he had applied for and obtained the sanction of the Khedive to communicate to the Geographical Society the results of this great enterprise. It was gratifying to learn how heartily the Khedive had entered into the Society's views, for Col. Gordon had informed him that he had been ordered by that officer to send him duplicate copies of all his geographical works, one copy being for the Royal Geographical Society. Although it was wise not to be too sanguine in their expectations of events in a region so full of difficulty and uncertainty as Central Africa, yet he thought they might safely look forward to early and important intelligence from Colonel Gordon and his staff. After these opening remarks by Sir Henry Rawlinson, Dr. Mullens, secretary to the Foreign Missionary Society, read a paper on the geography of Madagascar. He described the island as very mountainous, but none of the mountains rose above a height of 9,000 feet. It was a rapidly rising country, and the people were generally peaceable and well conducted, "which in a great measure, no doubt, was owing to the goodness of the Queen, who had the well-being of her subjects truly at heart." In the course of the discussion which followed the reading, Dr. Spiller and Sir Bartle Frere bore testimony to the importance of Dr. Mullen's paper. Sir Bartle added that Madagascar was one of the most peopled islands in the world, and everything in connection with the Fauna and Flora of the island was most interesting. Sam Weller.

New England JOURNAL OF EDUCATION.

THE UNION OF THE

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THE CONNECTICUT SCHOOL JOURNAL,
AND **THE COLLEGE COURANT (Conn).**

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Roman Catholics in the Public School System.

We alluded in a late number of the JOURNAL to the hostile attitude assumed by the Roman Catholics to our public schools, and their evident determination to secure eventually a partition of the school funds in behalf of their own schools. Are the public aware that we have at least one suggestive example of a successful incorporation of their schools in the general public school system of one of our New York cities?

Something over a year ago the Board of Education of Poughkeepsie, feeling the need of larger school accommodations—which the Roman Catholics possessed in having two capacious buildings—the necessity of a more equal distribution of pupils in the different schools, a more uniform transfer of qualified pupils from the lower to the higher schools, and the better influence of a more general blending of all classes in the school systems, effected a transfer of the Roman Catholic school buildings to the board, at a nominal rent, and an incorporating of their schools into the city system, under the same general regulations which governed all the rest. The Roman Catholic clergy of the city, being men of an intelligent and liberal stamp, the plan met with no opposition, except from so-called Protestant sources; and that hinged quite extensively upon a sort of class hue-and-cry relative to "The Bible in the Public Schools," resulting, however, only in a temporary newspaper conflict, long since consigned to the "tomb of the Capulets."

The results, seemingly by the experience thus far, assured, are these: Schools Nos. 11 and 12, heretofore exclusively Roman Catholic, are now integral parts of the school system—are under the control of the board and in the direct charge of its sub-committees; their teachers are employed and paid by the board, new teachers being examined and appointed like those in the other schools; the text-books used are the same; the pupils are advanced to the grammar schools and the High School in the same way; the teachers—the *Sisters* as well as the others—have been members of the city Teachers' Institute, and its most regular and earnest attendants, as well as among the most anxious to seize upon improved methods of instruction; the Roman Catholic pupils are among the most ambitious to reach the High School, as well as the most orderly, manageable, and studious when there; and all this without any, so far, discoverable clash or complication.

As to any difficulties which might have been counted upon, they have been easily obviated. So far as any fear on the part of the Roman Catholics of the perversion of their children, it has disappeared under the desire to avail themselves of the common means of support; the securing of higher educational advantages; and the confidence that those rightly taught by other agencies in their religion, will in few cases worth retaining, be subverted in their faith. The question of religious instruction in the schools has been easily adjusted, by the simple requirements that all such instruction shall be given outside of the regular hours of school-session, and shall be wholly a matter of voluntary attention on the part of both teachers and pupils. And as to the preference of pupils for connection with schools Nos. 11 and 12; and the preference of those schools for teachers of the Roman Catholic faith, both have been provided for without trouble,—the former by constituting the city *one* school district, leaving *all* pupils free to attend the school of their choice, so long as there might be room for them in it; and the latter, by allowing those schools the teachers of their own choice, so long as the candidates *sustain themselves equally under examination*, and submit to the same system of appointment and abide by the common regulations, the same privilege being as freely accorded to the other schools which apply to the rest

From all this, there has resulted a better harmony between both classes in the schools, and a nearer approach to a unification of the school system. There has also been curiously developed the fact, that the supposed popular demand among so-called Protestants for "The Bible in the Schools," is rather fancied than not, only the merest fraction of the pupils being willing to remain in school for the religious exercises when made a voluntary matter, and held outside of the legal school-session. In other words, it appears to have been made clear, that there is no necessary barrier between Roman Catholics and Protestants in the public school system, and that both, *when simply left to themselves*, have more faith in the religious education of their children in the home and the church than in that of the public school.

GOETHE has the credit of saying:

> "Who understands no foreign tongue
> Knows nothing of his own."

Bu tin the warm discussions in New York and other places with reference to the study of German in the public schools, we do not remember that this argument has been advanced in favor of the modern languages in the courses of study. The following testimony of Supt. Rickoff, of Cleveland, confirms our own opinion that pupils will acquire the English language more easily when it is learned in connection with the German, French, or Italian. He says:

"The study of German was introduced into the Grammar and Primary schools of Cleveland in the Spring of 1870, since which time the number of pupils pursuing the study has increased from 600 to 5,000. The conclusion to which I come is, that though weighted with music, drawing, German, and with higher readers, the promotion or advancement of pupils has not been retarded, but accelerated rather, in those subjects which are justly regarded, as the specially appropriate studies of the commom schools, the examinations for promotions in reading, writing, arithmetic, English grammar, and geography being as stringent to-day as they were before the introduction of the additional branches above named. The question may be asked whether, if music, drawing, German, object lessons, etc., had not been introduced, and the skill of the teachers improved, would not the pupils have advanced more rapidly in the important branches, reading, writing, and arithmetic? I have, of course, no statistics which I might make a basis for reply, inasmuch as I should be compelled to make comparison between cities in which other conditions might be as widely different as they are in the matter of music, drawing, etc. In respect to the percentage of pupils in the higher grades, our schools are on aar with those of other cities, with the single exception of Cincinnati, where, as I showed in my annual report for the year ending June, 1871, the school attendance is considerably more regular than it is in St. Louis, Chicago, or Cleveland. In respect to standards of promotion they are certainly as high here as anywhere else."

THE *Pall Mall Gazette* states that the London Education Budget this year is less satisfactory than usual. The finance committee of the London School Board have had to declare a deficit of £33,834 on the balance of receipts and expenditure for the past year, and the estimate for the year ending March, 1876, including the replacement of this deficit, is £263,713, against £149,866 voted as the cost of schools up to March 25 of the present year. This adverse balance was explained by the finance committee, as being due to the fact that a very much larger number of schools were opened than was expected, so that a much larger number of children than had been anticipated twelve months ago had had to be provided for. Then the increase of schools had led to an increase of expenditure; the cost per head of education in the board schools had been more than was estimated; for in place of being 17*s.* 6*d.* a head net, it had proved to be £1 2*s.* 9*d.* net, and this was owing to the fact that "the board was doing its work in a most perfect manner, and having greater appliances, larger playgrounds, and paying larger salaries to teachers." The hope was expressed that as the board closed the small temporary schools and opened its larger schools, and the children became more regular, this expense would fall down somewhat, but it is claimed that the net cost of education will not be less than £1 a head.

Education at the Centennial Exhibition.

Baron von Schwarz-Senborn is, as he says, "an old exposition man," having been connected with all the European Expositions from Leipsic, in 1850, to Vienna, in 1873, and his words have a special value upon the approaching Centennial, at Philadelphia, in 1876. At the meeting of school superintendents, recently held in Washington, the Austrian Minister was present, and spoke of the educational advantages and influences of expositions:

You remember, gentlemen, there was an old European general by the name ol Montecuculi, who said that if you are preparing for war, and wish to become victors, you must have three necessary things: first, money; secondly, more money; thirdly, much more money. [Applause.] Now I think every teacher is a general—that is, he is a combatant of ignorance and of superficiality. Now I think that the want of knowledge is the root of all evils that exist in the world, and that they can only be successfully combated by three things. These three things are, first, education; secondly, more education; and thirdly, much more education. [Applause.] I think, too, that the education of a people must begin in the family circle, and that then every man, every woman, every village, municipality, and corporation, and every State government, and the general government itself, must aid and contribute to the accomplishment of this vitally important object.

I have been traveling for thirty years, and I have found that the impressions gained in traveling are one of the means of obtaining an education. I think a universal exposition is also like a journey; but with this advantage, that you see in a few hours, and at a trifling expense, that which would ordinarily take years of traveling to learn. . . . . As director-general of the Vienna Exposition, I was more strongly convinced than ever that universal expositions are the very best of schools.

I must say that these expositions are not established to satisfy the idle curiosity, or to furnish food for thoughtless amusement of the people. I also consider these expositions as institutions for the enlightenment of the minds of the people; and especially so, as they thereby learn what most nearly concerns the great interests of a country. I think there should be written over the door of each exhibition building, the two golden words of the old Greek *Γνωθι σεαυτόν*, which, you are aware, when translated, means, "know thyself." It is a fact that many persons are ignorant of what exists in their own country, and an exposition is the means of their obtaining that knowledge. . . .

A great German savant, Professor Virchow, made a very interesting and a very accurate remark, which could apply here. He said that "nothing which comes through your eyes into your head ever goes out." And so say I. The impressions which we obtain by the sense of sight affect the brain and change our views in the most favorable manner. That was the meaning, and the man who

has seen many things—who has traveled a great deal, will have his intellectual faculties greatly improved. We observed in Austria, as well as in other parts of Europe, another striking effect of these exhibitions. They improve, in a remarkable way, the public taste. The taste in former times in Austria was also a bad one. The people had not seen examples of tasteful and beautiful productions; they had, therefore, no artistic judgment. They had no museums and schools for applying fine arts to industry; for improving and correcting their taste, and for thus giving them the right ideas of the beautiful. The consequence was that in their buildings, furniture, and other things of common life, no taste was shown. But now, within a few years, and especially since the Universal Exposition and the establishment of museums and schools, there has been a remarkable improvement.

The same may be said of England. Every one who visited England on the occasion of the London Exhibition in 1851 will remember that the English-manufactured articles were very cheap, useful, and of the best quality, but the taste displayed therein was awful. And now the English have, as a consequence of that exhibition, immensely improved in their tastes; and in the Vienna Exhibition of 1873 we saw new evidence of this fact. Allow me to say, gentlemen, that a sincere friend should speak the truth, and that, as a sincere friend of America, who has the greatest sympathy for its people, in whose country I have learned, since my short stay of six months, a great deal, and where I hope to learn much more, it is my duty to say to them, in all truth and candor, that their public taste is in the same awful condition as was the public taste in England before their great exhibition of 1851. [Applause.]

I am sure that the public taste in America can be improved to as great a degree within as short a time after the exposition of 1876 as that of England was improved after the London Exposition of 1851. I attach, therefore, immense importance to the cultivation of the fine arts as the means of refining the feelings of every man and thereby improving the public taste. And I think this most desirable result will be attained, among other valuable ones, by the approaching international exposition in Philadelphia in 1876.

A STRONG deputation of the Irish Presbyterian Church recently presented a memorial to his Grace, the Lord Lieutenant, in opposition to denominational education in Ireland. They declare, if the system prevailed, that "the Protestants would be crushed out in a year." The memorialists strongly protest against handing over to the several denominations, model and other vested school-houses, that have been erected at the expense of the State, for the purposes of non-sectarian education as a wrongful alienation of public property. To establish denominational training colleges now, and so create a want of harmony between the colleges in which the teachers are trained and the system they were to carry into execution in the schools, would be an inconsistent and retrogade policy, and one deeply injurious to the true interests of national education. The model and training schools in Ireland, having been built exclusively by public money, and for the good of the general community, were naturally and properly under the management and discretion of the State. In this respect, also, they differ materially from the training colleges in Britain. It is stated, moreover, that a large number of the teachers who are returned by the commissioners as untrained, at the establishment in Dublin, have received good practical training, either as monitors in the ordinary schools, or as pupil teachers in the model schools. The remedy needed is to be sought not in the establishment of denominational training colleges, but in the encouragement of district model schools, and the development of their training capabilities, and in the adoption of measures for improving the position and augmenting the incomes of the national teachers. Having regard to such evidence of the successful working and beneficial results of the system of united training, the General Assembly are of opinion that it should not be superseded directly or indirectly, and that the mere fact of its being condemned by the Roman Catholic hierarchy cannot be held, by those who keep in view the fundamental principles of united education, to be an adequate reason for interfering with it, and bringing in a different system of training, seeing that mixed education, as a whole, is involved in the same condemnation.

MANY a man thinks admirably well who has a poor utterance; while others have a charming manner of speech, but their thoughts are trifling.—*Isaac Watts.*

A NUMBER of really good people in Australia, who have organized themselves into an association (The Church of England Educational Defence, so please you), have gravely resolved and pledged themselves "to oppose any effort to make education secular, compulsory, and free."

In marked contrast with the tone of the foregoing foolish utterance is the speech made by the Lord Bishop of Manchester (who thoroughly examined our American school systems several years ago while he was simply the Rev. James Frazer), at a meeting of the Liverpool Council of Education: "I believe that in a quarter of a century you will find the school-board schools are the rule throughout this country, and denominational schools will have become the small and almost insignificant exception. * * You have 56,000 children in Liverpool, who, from one cause or another, are not being brought under those ameliorating influences which you are now attempting to promote and encourage. That is a fact which I think we shall all have to face before very long, and I for my own part think that until we get a uniform, equitable, and at the same time effective, system of compulsion to work all over the country, we shall never produce those educational results that the country has a right to expect from its people and its government."

LOWELL.—THE superintendent of schools of Lowell informs us that the evening schools of that city have been very successful, notwithstanding the cost of $9.25 for each pupil for sixty-two evenings, and that they will be reopened next fall as usual. He adds that the attendance upon these schools has been surprisingly large, and the same diversity in ages, condition of life, and character as was noticeable the previous year. Various influences doubtless conspire to bring them together—some hoping that such schooling may be an equivalent for the three months required by law to enable them to obtain employment in the mills; some, it may be, attended as a pastime; and some, possibly, because they find a more comfortable room and more pleasant surroundings than at home; but we think the larger portion come for instruction. With rare exceptions those of mature years were orderly and attentive to their studies and made commendable improvement; and it has been quite noticeable that, as a whole, there has been a decided improvement in these schools since their establishment, both in regard to the order maintained and the progress made in studies.

A CASE of what the London dailies consider rather severe discipline recently attracted attention in the police court at Woolwich, England. The head master of one of the schools was summoned before the magistrate for assaulting a little girl, aged ten years, a pupil under his charge. The school, it seems, is a mixed one, the defendant having the care of both boys and girls. According to the evidence of the child the defendant called her out of the class to be punished for talking, and gave her a blow on the hand with his cane. He told her to hold up the other hand, but she was afraid, and he then beat her about the back and shoulders several times. Her back, when examined by the magistrate, was very much bruised, and the punishment inflicted on her was described by a boy who witnessed it, "as the same sort of caning which was inflicted on boys." The defendant, who urged that "he did no more than was necessary for the preservation of discipline," was fined twenty shillings and costs. One of the London papers thus comments on the affair: "This penalty is not heavy, but it is to be hoped that the boys in the school who witnessed the spectacle will not, when they grow up, attempt to preserve discipline in their households by the same means. If the humanizing influences of education are exercised in this fashion, the next generation will have received some lessons on the subject of aggravated assaults that will no doubt bear their fruit in due season."

European Travel.

AN UNUSUAL OPPORTUNITY FOR TEACHERS AND ADVANCED STUDENTS.

Many a student or teacher who has tried in vain to content herself with a tour on paper—by way of the map and guide-book—through the instructive and interesting scenes of the Old World, has longed for some arrangement which could secure safe escort, comfortable accommodations, and other advantages often inaccessible to persons of small means. Many teachers could afford the sum required for actual expenses of a European trip, who are unable to secure these necessary accompaniments.

Dr. Adrian J. Ebell, well known to many as a thoroughly trained scientific lecturer and instructor, seeing this want among teachers, also learning, from his own experience, the great advantages to be gained by a course of European study combined with travel, conceived the idea of an "International Academy," the objects of which, briefly stated, are these: To establish courses of lectures on Natural Science in New York and Berlin; to arrange a course of travel and concurrent object-study, including the ten weeks' stay in Berlin for the lectures; and to assist those who desire to remain abroad longer, for study, in obtaining congenial and useful surroundings.

The second object is the one to which we wish to call especial attention. Two classes, composed of well-recommended ladies only, leave America for a tour through Scotland, Germany, Austria, Italy, Switzerland, Belgium, France, and England, under the direction of Dr. Ebell and his corps of teachers and helpers, this year, one of them starting in April, and one in June, and both returning about the middle of September. The first class will stay ten weeks in Berlin, where they will be joined by the second class, who will necessarily have a shorter course of instruction in that center of thought, and the remainder of the journey will be pursued by the two classes in company. A competent director will have charge of the second class until they meet. Class lectures and private instruction will be given by finely educated professors, on free-hand drawing and anatomical proportion, on art, history, and political economy; on animal life of Europe, and descriptive zoölogy; on literature and language, French, German, and Italian; and on music. These lectures will be given in Berlin, and also on the route of travel, as is most convenient and instructive.

For these unusual advantages, both of travel and study, the small sum of $800 gold, in advance, is asked, and this sum covers every expense of hotel, carriage rides, all necessary sight-seeing, concerts, museums, etc, This for the first class; the second will be still lower, $500, we believe. The services of a lady directress of excellent ability have been secured, and to her it would be well for teachers or students to apply for more special information than we can give. Her address is "Europe," care Scribner & Co., New York city. No one need feel lonely who can secure this lady's kind and pleasant companionship, and she will give especial attention to young ladies who are not accompanied by any of their intimate friends.

This "International Academy" has not been advertised, as it is intended only for a select class, and quality more than quantity has been considered; but having a knowledge of the lady directress, and through her of the plan, we are anxious to call the attention of teachers to this rare opportunity to enlarge their knowledge of all branches of study, and thus vastly increase their usefulness in their profession. The second class will leave and return at such dates that almost any teacher could get slight leave of absence sufficient to enjoy its advantages, and even the first class would not be beyond the reach of all. No annoyances of delay, poor accommodations, or other troubles, will detract from the pleasure which untraveled ladies of culture and refinement would gain from this trip.

COLORADO. — We are indebted to Aaron Gove, Esq., Supt. of Schools at Denver, Colorado, for the following facts concerning the schools of that city. Mr. Gove was formerly editor of the *Illinois School Journal:*

The public-school system of East Denver is under the control of a board of education of six members. The system embraces Primary, Intemediate, and Grammar schools, and a High School. The salaries of teachers are as follows:

In the Primary, Intermediate, and Grammar grades:	
For the first three months (on trial), per month,	$60,00
For the remainder of the first year, " "	70.00
For the second . . . . " "	80.00
For the third year and thereafter, " "	90.00
In the High School:	
For the first year, per month, " "	$80.00
For the second year, . . " "	90.00
For the third year, . . . " "	100.00

The board reserve the right to increase, for special merit or extraordinary success, the salary of any teacher. This may be done at any regular meeting, by unanimous vote. In order to obtain a legal certificate to teach in the city, it is necessary that the applicant be present at the examination of teachers. This examination is both written and oral; occupies two days, and embraces reading, spelling, English grammar, physical and descriptive geography, arithmetic, elements of algebra, United States history, English literature, elements of vocal music, and methods and theory of teaching.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Suggestions.

BY MISS L. J. SHERMAN.

In reply to the call for something to do, and how to do it, I send a suggestion for the Mental Arithmetic class. First teach them the table of squares as far as twenty-five times twenty-five. When this is perfectly learned, give an exercise like the following:

Take the number 3, add 5 to it, take the cube root of the sum, add 9, square the last sum, subtract 21, take the square root of the difference, add 7, square this sum, add 11, then add 61, take the square root of this sum, subtract 3, multiply the difference by 4, and extract the cube root of the product.

No result should be given until the last, but all hands should be raised the moment a process is finished. This keeps the class on the *qui vive* and guides the teacher as to the rapidity attainable in giving the processes.

As a rule, I take the raising of the hands of half the class as a signal for the next process. But sometimes I go through as fast as the quickest mind in the class can follow me, and again so slowly that the discouraged faces brighten, and the slow hands quicken with delight at the game of figures. It is suitable for children of ten, and an excellent corner-stone for the mathematical education.

I find children of all ages from ten upward, interested in the curious fact that, do what you will to the figure 9, it is 9 still. Every multiple of 9 has 9, or a multiple of 9, for the sum of its digits. Write out the multiplication, as far as you please, the right-hand column commences with 9, and decreases by 1, while the left-hand commences with 0 and increases by 1.

Any facts of the kind are useful in interesting the pupil in his subject, and particularly so if he can grasp the dea that the science of numbers is as vast as the universe. No human mind can comprehend it. From the very beginning, 2 times 2 are 4 to the famous binomial theorem, we ask *why* in vain. Only the Great Mathematician who adjusts the weight of worlds so exactly, can tell us *why*. It is one of those things which we know not now, but I am confident we shall know hereafter.

The Blue-bird.

BY W. W. BAILEY.

Ere Liverworts their laughing eyes
  Have opened to the rain,
Or Innocents, in glad surprise,
  Have nodded once again,
There comes, from sunny southern clime,
The blue-bird of the olden time.

In flying from his tropic nest
  Through airy realms of space,
He steals, to wear upon his breast,
  The summer sunset's grace,
And on his back and wings of blue
There gleams the heaven's etherial hue.

A blossom wandering from its tree,
  A gem, maybe, with wings;
Or disembodied spirit, he,
  Who in the forest sings,
Perhaps to trusting birdish eyes,
The world seems yet a paradise.

The East may give us pelting sleet
  For many a weary day:
No matter, if the blue-bird sweet
  Will chant his pleasant lay;
With him we trust that summer soon
Will open with the buds of June!

A School Incident.

BY UNA.

Teacher, MR. BELL. *Pupils*—ANDREW, ARTHUR, WALLACE.

Andrew (*Turning leaves of a book.*)—I declare it is meaner than I thought it was.

Arthur. (*Coming in.*)—What is mean, Mr. Soberface?

And.—I did not know you were there.

Art.—Well, here I am, notwithstanding. I should like to know what rouses your indignation.

And.—I am not sure that I want to have you know.

Art.—Possibly not, but I insist.

And.—By what right?

Art.—That of age. I can prove, by the books, that I am five days and five hours your senior. Come, tell me. No alternative!

And.—I half want to.

Art.—Why not wholly do it, then?

And.—Promise not to tell?

Art.—This grows mysterious. A mean thing, that I must not tell!

And.—Promise?

Art.—I promise not to tell unless I think it too mean to be kept secret.

And.—Go away, won't you, please?

Art.—No; Andrew, I am your friend. You can trust me without a promise.

And. (*With a sigh.*)—You remember Wallace had a bad mark the other day?

Art.—Yes, the first he has had in school.

And.—Well, I have just learned that his uncle had promised to send his sister to school if he could carry home a perfect report.

Art.—He was very careless, then, to forget himself so near the end of school.

And.—Yes, but he did not forget himself.

Art.—Explain.

And.—I put a pen down his back and made him jump.

Art. (*Carelessly*)—You! Well, then, the mark is yours, not his. Why don't you tell Mr. Bell?

And.—I can't.

Art.—Do you want me to? (*Starting.*)

And.—Stop. You promised not to tell. If it had not gone so long, I could do it, but it will look just like lying to own up now. It is two weeks.

Art.—*Look just like lying!* It has been lying and nothing else.

And.—You talk pretty plainly for a friend.

Art.—It is safest to call things by their right names. (*Going.*)

And.—Don't tell, Arthur!

Art. (*Returning and speaking slowly.*)—No, I will not. If that noble Wallace could keep from telling, he would not thank me for doing it. It's for you, Andrew, and you only, to do the honorable thing. It's past my comprehension how you have been mean so long.

And.—I did not think it made so much difference to him. A mark more or less does not signify to me. I supposed, of course, he would tell of me.

Art.—The reports will be printed to-day. Here comes Mr. Bell; Andrew, be noble!

(*Exit Arthur. Andrew retires out of sight, but within hearing. Mr. Bell takes a seat and examines his papers. Wallace enters.*)

Wallace.—Mr. Bell.

Mr. B.—Good morning, Wallace.

Wal.—Have you sent the reports in, Mr. Bell?

Mr. B.—They are just finished. I shall carry them to the printer's now.

Wal.—There is one mark against me, sir, that I do not deserve. Will you be kind enough to take it away?

Mr. B.—I remember the mark. I gave it myself.

Wal.—Yes sir.

Mr. B.—You sprang from your seat in a very strange manner. Do you consider that orderly behavior?

Wal.—No sir, I do not; but will you please cancel that mark? I do not deserve it, truly.

Mr. B.—Who did, then? If you will tell me who caused such an unusual performance on your part, I will transfer the blame to him.

Wal.—I cannot do that, sir; but the comfort of some one besides myself depends on my having no bad mark this year.

Mr. B.—I told you that if you would tell me who was the guilty one, it should be done.

Wal. (*Earnestly.*)—Can not you trust me, sir? Has not my behavior here warranted your confidence in my word?

Mr. B. (*Coolly.*)—Is it not your duty to promote good order? And have you a right to shelter one from deserved punishment?

Wal. (*Still more earnestly.*)—I have thought that matter over, Mr. Bell, and often talked with my mother on that subject. If I knew one guilty of a crime against the school, as stealing or injuring property, I would not conceal all I knew from you, even at the risk of losing a friend. But this is purely personal, and I will not be a tell-tale just for myself. (*Bitterly.*) I will not trouble you longer; but I thought I must make one effort. I did not know that this was such a despotism. I hope, Mr. Bell, that when you are suspected, your good name will be of some use to you.

Mr. B.—Wait, Wallace. Do you not see what a precedent this would establish?

Wal.—I see it all. Good morning, sir.

Mr. B. (*Changing his tone.*)—One moment, Wallace: look at this (*showing him the papers.*)

Wal. (*Rubbing his eyes.*)—Why, sir, my mark is perfect.

Mr. B.—It looks so to me.

Wal.—Excuse me, sir, for speaking so bitterly.

Mr. B.—I have nothing to excuse, my noble boy. I was only trying you. Will you trust me hereafter? (*Arm in arm and talking quietly they leave.*)

(*Enter Arthur. Andrew re-appears.*)

And.—It is all right, Arthur.

Art.—Then you have told Mr. Bell? (*offering his hand*).

And. (*Drawing back.*)—No, he took off the mark, just for Wallace's own word; so he's clear—and I, too.

Art—What do you mean? What evil spirit possesses you?

And.—I've been thinking. Now, only you, Wallace, and I, know of this affair. If nothing is said, no one else knows, and Wallace is clear.

Art.—Well?

And.—If I tell, then Mr. Bell knows, the school point shame at me, and worse than all, father and mother will be shocked. O dear—it is a bad business!

Art.—That is true; but two wrongs never yet made a right. Are you such a coward? Do you forget the All-seeing Eye? Here comes Mr. Bell. Speak Andrew. (*Arthur to Mr. Bell.*)—Mr. Bell, I think Andrew has something to say to you.

Andrew. (*Confused, hesitating.*)—I—I—I deserve Wallace's bad mark.

Mr. Bell.—How, sir?

And.—It was I who made him jump the other day.

Mr. Bell.—Is that all you have to say?

And.—Yes sir.

Mr. B.—Have you no excuse?

And.—None, sir.

Mr. B.—Why do you tell now? To save yourself from punishment?

And.—No, sir; to expose myself to punishment. I am sorry.

Mr. B.—Well, my boy, you have just saved yourself. I saw the whole thing, and intended this afternoon to expose you before the school.

And. (*Putting his hand to his head.*)—What, sir!

Mr. B.—Since you have yourself acknowledged it, though so late, I will spare you that. But oh, be careful! Your mischief was bad enough without the added lying.

And.—I have never lied to your before.

Mr. B.—Therefore I excuse you this time. Come to my room this evening. I have more to say to you. (*Exit Mr. B.*)

And. (*To Arthur.*)—I am glad I trusted you with my mean secret. You are a true friend.

Springtime.

BY WILLIAM O. CUSHING.

I long to hear the April showers,
  Like music, fall on roof and pane;
I long to see the springtime flowers
  Come thronging 'round my path again.

Of golden sun-lit hours I dream,
  And gleams of wood and mountain rills;
Of low, sweet warblings by the stream,
  And sunshine, flashing on the hills.

O winds, with laden wings of balm,
  That wait in some sweet vale of rest;
Some island in the ocean's calm;
  Some palm-crowned island of the blest!

No longer stoop with wayward wing,
  To taste the bloom of orange bowers;
But woo, with soft, warm breath, the Spring,
  And kiss to life the sweet May flowers.

— Common sense is an element in which many persons are sadly wanting. Common sense implies sound perception, correct reason, mental capacity, and good understanding. It is not to be acquired entirely by education; it is a sort of instinct. It may be polished and made more acute by experience. There is a great deal of sound philosophy in a little common sense sometimes, and the exercise of it upon certain occasions would save many men from much subsequent humiliation.

— Shakspeare was an eminent instance of the truth of that rule, *poeta non fit, sed nascitur;* indeed his learning was but very little; so that as Cornish diamonds are not polished by any lapidary, but are pointed and smooth, even as they are taken out of the earth, so nature was all the art that was used upon him.—*Fuller's Worthies of England.*

Sundries.

— A law forbidding the payment of different salaries in the public schools, on account of sex, has just passed the Legislature of California.

— Always be good natured if you can. A few drops of oil will do more to facilitate the movement of the most stubborn machinery than rivers of vinegar.

— A young lady went into a sewing-machine wareroom, the other day, and priced the various styles of machines. The obliging clerk, a newly married man, gave her all the necessary information, when she asked if any deduction was made to clergymen. "Oh, yes," replied the salesman, "are you a minister's wife?" "No, sir," was the answer, "I am not." "Are you the sister of a clergyman?" "Oh no," was the answer. "Then upon what relationship do you ask for the reduction?" "Well," replied the lady, "I am not a clergyman's wife, or sister, or cousin, but I have just been engaged to a student in the theological seminary." She got the machine at a reduced price.

— The character of the teacher exerts a silent, but powerful influence over the school.

— A bill has been made the special order in the State Senate of Tennessee which contains the following section: "That bachelorism is hereby declared a privilege, and every male inhabitant of this State over thirty years of age, being of sound mind and enjoying good bodily health, remaining unmarried after the 1st of May, 1875, shall pay a fine of ten dollars annually."

— Common sense finds ample scope for exercise in the schoolroom.

— At a public spelling match in Indianapolis given for a charitable purpose, the first person who missed a word was Prof. W. A. Bell, editor of the *School Journal* and formerly superintendent of the educational department of the city. He spelled "allege" with a "d," and upon his retirement was made the recipient of a huge cabbage boquet.

— If all the year were playing holidays,
To sport would be as tedious as to work.—*Shakspeare.*

— Apropos of the spelling mania, it may be of interest to know that a lady of Providence, during leisure moments, has spelt six hundred and fifty words out of the word "congregationalist," and in no case repeating a letter in the formation of a word.

— The poorest education that teaches self-control is better than the best that neglects it.

— Here is an Irishman's letter to his son at college: "My dear son—I write to send you two pair of my old breeches that you may have a new coat made out of them; also some new socks that your mother has just knit by cutting down some of mine. Your mother sends you two pounds without my knowledge, and for fear you may not use it wisely I have kept back half and sent only one. Your mother and I are well, except that your sister has got the measles, which we think would have spread among the other girls if Tom had not had it before, and he is the only one left. I hope you will do honor to my teachings; if not you are an ass, and your mother and myself are your affectionate parents."

— A lady, in instructing her daughter in the use of the needle, said: "As I tell you to sew, so sew; but do not merely sew so-so."

— The great object of a child's education is to teach him to think for himself.

— A syllogism: David was a Jew; hence, "the harp of David" was a Jewsharp. *Question*—How did he sing his psalms and play on it at the same time?

— A young widower may go into a decline for a season, but he generally rewives.

— A clergyman, at a recent teachers' meeting in Ohio, said that teachers are too often selected in the wrong way. "Examiners make an intellectual requirement in strait-jacket style, and pay no attention whatever to the peculiar natural and innate adaptedness of the teacher for the profession; and thus men and women are found at the head of our schools who are no more able to develop the human mind than a Modoc is to draw a picture of the heavenly Jerusalem with charcoal."

— William Everett, professor of Latin in Harvard College, and the son of Edward Everett, will deliver the poem before the Phi Beta Kappa Society of Brown University at the next commencement.

— Committee in U. S. Senate on Education and Labor—Patterson (chairman), Ingalls, Morton, Ferry (Connecticut), Burnside, Bruce, Gordon, Eaton, and Maxey.

— School inspector (to urchin)—"Now, Johnny, how many can you count?" Johnny—"One, two, three, four, five, six, seven, eight, nine, ten." Inspector—"Good, Johnny; go on." Johnny (after a moment's thought)—"Jack, queen, king, ace."

— The son of the poets, Robert and Elizabeth Barrett Browning, is said to promise well for becoming a fine artist.

— Prince Leopold, Queen Victoria's sickly son, is the most intellectual of the royal young men, and is very much devoted to study.

— Bayard Taylor says of California children: Nowhere can more rosy specimens of health and beauty be found. Strong-limbed, red-blooded, graceful, and as full of happy, animal life as young fawns, they bid fair to develop into admirable types of manhood and womanhood.

— The thoughtful man has an aim; the dreamer has none.

STATE DEPARTMENTS.

Maine.

LAST week mention was made of the Free High School law, and of the endeavor of its opponents to have the law repealed. Since that time the reports of the usual March elections throughout the State have been received and carefully examined, and comparison made between the amounts voted this year for the High School and the amounts voted last year. Although this statement is not accurate by any means, yet, from the returns received, it is found that many towns which availed themselves last year of the law have this year done one of two things; either voted a less sum for the High School or have voted nothing at all.

In some county paper a statement in regard to the number of pupils in one of the oldest academies was made, and the correspondent added: "Thus, in spite of the Free High School law, it seems that the academy will live." These matters are mentioned because straws tell which way the wind blows, and it will be necessary for the friends of the law to be careful in the selection of their teachers, in the conduct of the school, and in their general support; otherwise, when another winter shall come, the law will be repealed.

PORTLAND.—The new school committee have organized, with the mayor as chairman ex-officio, and Mr. Fobes as temporary secretary. The next meeting of the board will be held the 18th inst., at which meeting it is expected a sub-committee will recommend the name or names of persons for the office of superintendent of schools. The following gentlemen are named in connection with the office: Mr. J. W. Colcord and Mr. Geo. F. Talbot, of this city, who were, with Mr. Geo. W. True, the committee of last year; and Mr. W. J. Corthell, of Calais, who represented Washington county in the State senate this year, and who has for many years been connected with the schools of Calais. There may be many others who are candidates for the place, but as yet *the papers* have not found it out. Many who are most interested in the schools wish that the former principal of the High School, Mr. Stone, now of Springfield, could be placed in this position, and regret the short-sighted policy of Portland which permitted him to go away. The teachers want a MAN. Nothing more need be said.

DEERING.—The school committee report the condition of the schools more encouraging than last Spring. Schools have been prosperous. The town is struggling to get clear of the old district system. The whole number of scholars is 1,188. The average attendance for the three terms was 418, or about 36 per cent of the number of scholars in town. . . . At the annual election Mr. C. B. Varney, assistant Master of the classical department of the Portland High School, was elected superintending school committee. It was voted to abolish the school district system by a vote of 96 to 95.

WINDHAM.—The town meeting was held Monday, 18th inst. The amount of money raised for school purposes was $2,100, and the amount received from State tax and funds was $1,320.50; local funds $146.40; total $3,564.90. The whole number of scholars was 765. The school committee complain that school districts build school houses with hired money, and it takes ten per cent. of their school funds, raised for the support of schools, to pay the debt. One district expended 22 per cent. of its money in digging a well, and other incidental expenses.

FALMOUTH. — The annual meeting was held Monday, 8th inst. The town school funds amounted to $2,972.87, of which $2,000 was raised by town tax. The supervisor says that the schools are not so prosperous as in some former years, on account of the employment of so many inexperienced teachers. He urges the town to avail itself of the free high school act.

GORHAM.—Town meeting was held Monday, March 8th. The town raised for the support of schools $2,800, and received from the State $1,833.26. The whole number of scholars is 1,066. There was an average attendance of 418. The supervisor reports the schools as prosperous as can be expected under the present imperfect system.

BRIDGTON.—The schools closed their winter sesson last week. The High School will continue under the instruction of its present popular instructor, A. F. Richardson, A.B. Miss A. A. Holley, who has managed the Grammar school so successfully, has decided to resign her position at the close of the present term.

WESTBROOK SEMINARY.—The Spring term of Westbrook Seminary began Tuesday, March 9th, with a very flattering prospect of a successful term. Every room in the seminary is taken, and there will probably be in all from 175 to 200 scholars.

ANSON.—The Spring term of Anson Academy commenced Monday, 22d ult., under the instruction of J. W. Daniels, who has had charge of this institution for the last two terms. There were about 75 pupils in attendance the first week.

NORMAL SCHOOLS.—A correspondent writes that there is an excellent entering class of fifty at the Normal School at Castine, and a total attendance of 120 is expected. . . . The present term of the Normal School at Farmington is attended by 125 pupils.

BUCKSPORT.—Preparations are being made for a reunion of all former students of the East Maine Conference Seminary, to take place here June 9th, when a permanent organization will be established.

FARMINGTON.—The annual town meeting at Farmington was a great success. Among other good things done, the town voted to tax dogs and support a free High School.

New Hampshire.

NASHAU KINDERGARTEN.—No grander reform has ever been made in pedagogy than Froebel's method of primary instruction. The old-time notions that active, restless children must be set down in rows on hard benches, and be kept still for many hours, while dull books are crammed into them, page after page,—this idea that there is some innate total depravity in the child which must thus be tortured, crucified out of him by what is called education, this most unnatural system that we term primary schools, where every childish impulse and instinct is ruthlessly crushed out by the stern hand of order, system, often to the physical, and even to the mental and moral destruction of the little ones—thank God, these ideas are rapidly giving place to systems of nature and common sense. Just read this from a newspaper report of the Nashua kindergarten:

"We found Miss Held in a spacious room, sunny and cheerful, the floor neatly carpeted, the walls adorned with plants, and vines, and pleasant pictures of happy children, and located in the central portion of the city. She was surrounded by eighteen or twenty little children between the ages of three and seven, sitting at low tables, the tops of which are marked off into inch squares. . . . After a short lunch the occupations were resumed. When they first gathered around the tables, it seemed not unlike the assembling of a number of ladies at a tea party, the conversation was so brisk and sociable; but in three or four minutes each child was intently engaged sewing in and out with colored worsteds. It was not like a school, there was no repression, no enforced silence, no fears of the raw hide or the teacher's frown, no books, no punishments; it was rather like a cheerful workshop where each was absorbed in his work, not as a disagreeable task, but rather as a delightful occupation. Strict silence was by no means enjoined, and if after a few minutes of employment a happy thought occurred to any little worker, he was encouraged to speak it out, and when any one was pleased he was allowed to laugh. . . . . We visited the garden, where each little one had his separate bed in which he could hoe, and dig, and watch the growth of his products to his heart's content. The spot was embowered in vines, and several varieties of flowers yet remained unharmed by the early frosts. One little fellow had raised quite a supply of squashes and beets, and still another had obtained a wonderful growth of tomatoes. A real garden is considered quite essential to this system of education, and no Kindergarten is considered complete without one."

Verily is it not enough to make one leap for joy at the thought of the possibilities of the future of the children, when common sense in teaching shall displace common tradition? This first Kindergarten in New Hampshire owes its origin to the efforts of Henry B. Atherton, Esq. He saw the great beauties of the system, and for the sake of his own as well as his neighbors' children, he desired something of the kind in his own city. By his active efforts a number children were got together, the ladies of the Olive street church kindly loaned the parlors of their vestry, and the school began June 1, 1874. Miss Anna Held, the teacher, was a peculiarly fortunate selection. A native of Berlin, she graduated at the best young ladies' school in that city, and having become interested in Froebel's method of education, she went through a course of instruction in the seminary for nurses, established at Berlin upon Froebel's plan, by Lina Morgenstern. Subsequently she attended the Kindergarten Normal school in the same city, where she passed the examination and received her diploma after a year's course of study. Miss Held has traveled extensively in Great Britain and on the continent, and speaks with ease both Italian and French, as well as English. She is earnestly devoted to her profession, and heartily fond of little children. Being an accomplished musician, she is able to give valuable instruction in music to the little ones, and they already sing several simple German songs with as much readiness and apparent enjoyment as they do those in their mother-tongue.

Mr. Atherton is in dead earnest on this subject. He has prepared an able lecture on Pestalozzi, and Froebel, and their methods, which has created in interest in kindergartening in Nashua, and which ought to be read in all the larger towns in the State. It is a good omen that one man is willing to spend his time and money in this way for the public benefit. Are there not others ready for the work in other places? We need kindergartens in every town, village, neighborhood; we need them for our children, but a thousand times more for our mothers, and the future mothers in our State. Every home should be a kindergarten where the simple and beautiful laws of nature are followed by skillful mothers, where children are helped, developed, elevated, rather than chilled, repressed. It is too much to hope for yet, but we can work and pray for it as one of the greatest boons of the near future.

Vermont.

POULTNEY. — The reorganization of the Troy Confereuce Academy at Poultney, now in its second term, is a promising indication of interest in education in western Vermont. This academy has had a good record in past time as a thorough school. It has sent out many who have been successful in their professions. Numbers of teachers have been fitted here, some of whom are among the best educators in the country. All along, however, it

has struggled with financial embarrassment, which has limited its usefulness, and at times threatened its existence. But after various changes the academy has taken a better position, and now stands clear of debt with the best promise of a successful future.

The work of securing an endowment has commenced. With an elegant and commodious edifice, with ample grounds, and a delightful situation, and with an earnest and well-trained corps of teachers, the best hopes of the friends of the academy seem about to be realized. While the departments of Art, Music, and General Literature are not to be neglected it is the aim to make the academy take first rank as a classical and scientific school. The principal, Rev. Martin E. Cady, A.M., has the constant assistance of eight experienced teachers, and has 130 pupils under his charge. Of these pupils 16 are pursuing scientific branches, and 30 taking college preparatory studies.

NORTHFIELD.—The teacher of district No. 9, Mary M. Dole, sends us the following report of her school, which we think is hard to be beaten. During the term of twelve weeks, the scholars, thirteen in number, attended school with only six absent marks and one tardy mark. Considering the weather, and the distance some of the scholars lived from the school-house, being over a mile, we think this doing pretty well. The following is a list of the names of the scholars having no absences: Ella M. Dole, Jennie E. Latham, Mary E. Latham, Cora Latham, Frankie I. Wakefield, O. Burton Bowman, Heman E. Dole, Nelson T. Latham.

WEST RUTLAND.—The winter term of West Rutland Central School closed Friday, the 5th inst. This finishes Mr. Walker's second year in this school, with the exception of the spring term of the present year. The last two terms of this year have been very successful, and an unusual number have been in attendance, 86 different names having been enrolled during the year. Great interest has been manifested by the pupils, and Mr. Walder and his assistant, Miss Alice L. Conway, seem to have given universal satisfaction to the patrons of the school.

WOODSTOCK.—The closing exercises in the High school-room, on Friday, 5th inst., were exceedingly interesting and were attended by a very large number of people, filling the commodious room to its utmost capacity.

MONTPELIER.—The closing exercises of the spring term of the Vermont Methodist Seminary and Female College occured last week.

LUDLOW.—Black River Academy, has enrolled over 150 students for the spring term, and more are coming.

— At the annual town meetings last week, there were several instances in the State in which ladies were elected superintendent of schools. Miss Abbie A. Wellman was elected to the position in Brookline, and Mrs. Addie Goodell in Windham, both of whom we doubt not are well qualified for the places to which they have chosen.

— A Vermont schoolmaster says he never felt unequal to any demand in the line of his profession, excepting on one occasion, when a farmer brought his bouncing fifteen-year-old daughter to the school, and, walking up to the master's desk, said: "That's my youngest gal, and if ever you catch her slidin' down hill with the boys, I just want you to trounce her."

Massachusetts.

BOSTON.—The committee of the city council on the draft of the new city charter, report in favor of a board of six school examiners to be appointed by the mayor, subject to the approval of the school board, without the power of appointing and removing teachers, as proposed by the commission. . . . A petition has been circulated in Washington Village, South Boston, requesting the location of the new school-house on land between Dorchester avenue and Boston street. . . . . The total delivery of books, etc., at the public library during February was 78,010, distributed as follows: Bates Hall, 9,380; lower hall, 27,026; East Boston branch, 8,541; South Boston branch, 11,204; Roxbury branch, 8,217; Charlestown branch, 7,742; Brighton branch, 2,039; Dorchester branch, 3,866. This is an increase of 7,776 over the corresponding month of last year.

The following appointments of teachers were made by the school committee at their last meeting: Miss Alfarata M. Nichols confirmed as primary teacher in Franklin school. . . . . Miss Elvira L. Austin, on probation, in Florence Grammar School, West Roxbury district. . . . . Miss Helen Ramsay confirmed in Winthrop School, Charlestown. . . . . Miss Silence A. Hill, on probation, in Lincoln Grammar School. . . . . Miss Edna M. Flint, on probation, in Lincoln Grammar School, vice Miss Martha B. Dinsmore, resigned. . . . . Miss Abby P. Josselyn and Angelia M. Knowles confirmed as head-assistants in the Bunker Hill School. . . . . Miss Emma E. Allin confirmed in Rice Primary School. . . . . Miss Ellen M. Barbour, on probation, in Rice Grammar School, vice Miss Cynthia M. Beckler, resigned. . . . . Miss Fannie M. Lamson, on probation, in Charlestown Winthrop School, vice Miss Marietta F. Allen, transferred to the Warren School. . . . . Miss E. W. Hastings has resigned her situation in the Central Grammar School, West Roxbury district. . . . . M. Jules Levy has resigned his position as teacher of French in the West Roxbury High School.

The contracts for building the new school-house at the corner of Newbury and Exeter streets, on the back bay territory have been awarded. It will cost about $50,000, will contain nine rooms and a hall and will be used for both grammar and primary classes.

CAMBRIDGE.—The regular monthly meeting of the school committee was held last week. The committee on rules and regulations reported in favor of the order, introduced some time since by Mr. McNeil, prohibiting corporal punishment in the public schools. No action was taken on the order, and it was postponed till the next meeting of the board. Mr. Wadmun introduced an order as an amendment to the rules and regulations forbidding teachers to confine any pupil in a closet or cold entry-way as punishment, or to send a child home for trivial offences, which was laid over for further consideration. It was voted to increase the salary of the secretary of the board to $500 per annum. After disposing of some routine matters the board adjourned.

A very appropriate monument is to be erected over the grave of the late Professor Agassiz, in the southwesterly portion of Mount Auburn Cemetery. It is a block of granite taken from the lower glacier of the Aar in Switzerland, close to the spot where the deceased professor, in company with Desor and Vogt, pursued his scientific explorations. The stone has arrived in Cambridge, and is now at the marble works of Alexander MacDonald, where it will receive suitable inscriptions, and it will be put in place as soon as the season will admit. The grave of President Felton, of Harvard University, is near that of Professor Agassiz.

A summer school of geology, somewhat like the Agassiz School at Penikese, is now proposed by the teachers of Geology in Harvard University, for the summer of 1875. It will probably be located in a camp to be formed near Cumberland Gap, Kentucky, a cool and healthful situation, fifteen hundred feet above the sea, and in the midst of a fine geological region. The term will extend from July 1 to September 1. The expense will be a fee of fifty dollars in advance, and a weekly charge for the actual cost of living, probably about three dollars apiece. Membership will be restricted to teachers of Geology, and persons who have already some acquaintance with the subject. The number will be limited to twenty-five, and the school will not be begun if there are less than ten applicants. Persons desirous of joining the school should apply to F. W. Harris, president's secretary, Harvard University, Cambridge, Mass.

SOUTH HADLEY.—The young ladies of Mount Holyoke Seminary are having a three weeks vacation. There were 290 pupils there last term. The next term will begin on the 25th inst. . . . It is now proposed to erect a large building for an art gallery, at a cost of $75,000. . . . . The seminary has just received from Mr. Beadle, of the Meriden Cutlery Company, the gift of three hundred silver table-knives.

WILLIAMSBURG.—Mr. S. A. Holton, lately teacher in Lawrence Academy, Falmouth, has been appointed master of our High School, at Haydensville.

— NORTHAMPTON.—A very successful concert was given in the town hall on the evening of the 11th inst., by the scholars of the public schools, under the direction of their music teacher, Professor Jones.

WELLESLEY.—It is said that every officer of our new Female College, from the president and professors downward, is to be a woman.

EASTHAMPTON.—Six of the scholars in our High School have received prizes from the Massachusetts Total Abstinence Society, for excellent compositions on "The Evils of Intemperance and its Remedy."

READING.—The trustees of the Industrial School for Girls at Lancaster, have appointed Miss Angeline E. Porter, M.D., of this town, as physician.

ASHLAND.—The annual exhibition of the High School was given in the town hall on Saturday evening last.

LOWELL. — The city council has this year appropriated for schools, $125,000; for school-houses, $36,000. . . . . Percy Parker, a student in the high school, and son of L. M. G. Parker, surveyor at New Orleans, has received an appointment to West Point.

CHELMSFORD.—Mr. Andrew H. Park has been elected on the school committee for three years. Mr. Park has been blind from early youth, but he is a man of much ability and is well informed.

MEDFORD.—This town at its annual meeting made general and special appropriations for schools, to the amount of $30,350, and $1,500 for its public library.

WEST AMESBURY.—This is now the only town in Essex county which retains the school district system, other towns having voted to abolish that system, at their recent annual meetings.

OXFORD.—The examination of the High School took place on Tuesday, the 9th inst., and the graduating exercises of the Senior class were held in Memorial Hall in the evening of that day.

MALDEN.—The school committee have organized by the choice of Geo. W. Copeland as chairman, and Edward Gay, formerly sub-master of the Quincy School, Boston, as secretary. . . . . The graduates of the High School have formed a High School Association, and chosen Frank Collins president.

ROCKPORT.—The Senior classes of the several grammar schools have formed a social and literary society to be known as the Rockport Grammar School Association.

NORTON.—Wheaton Female Seminary, in this town, is going to have a gala time at its commencement next summer, which will mark the fortieth anniversary of the school's establishment, and the completion of Mrs. Metcalf's twenty-fifth year as its principal.

CHICOPEE.—The Catholic school in this town has now 300 scholars.

HAVERHILL.—The pupils of the High School have raised, by "character parties" and other means, $1,175, with which they have purchased a grand piano for the use of the school.

Rhode Island.

PROVIDENCE.—The quarterly meeting of the superintendents for the State, announced for Monday, the 8th inst., was not held. Owing to the severity of the storm, very few of the superintendents were able to reach the city, so that it was not deemed advisable, save in an informal way, to proceed with the business of the meeting. As the weather at present is so uncertain, it was not thought best to adjourn to any immediate day, therefore the next meeting will be the regular quarterly meeting, June 14.

The quarterly meeting of the teachers of the High and Grammar schools was held Saturday, the 6th inst. The superintendent, in the course of his remarks, speaking of school-room work, criticised the lack of life and animation which he had sometimes observed, impressing the thought that dull, listless pupils would result from a want of life and sympathetic interest in the teacher. He also deprecated the teaching of abstract rules before the illustrations of them were understood. Thoroughness in that which is really to be learned, was urged. Less might be required in some studies, but what is attempted should be so thoroughly mastered as never to be forgotten. At the close of his remarks the superintendent introduced Professor Chase, of Brown University, who addressed the teachers on topics relating to their work, in his usual clear and interesting style.

The Friends' School in this city was first opened for scholars fifty-six years ago. . . . Dime novels are at a discount in this market, while spelling-books and dictionaries are firm, with an upward tendency. The spelling-school mania still rages in this locality. During the past week there have been two mammoth spelling contests, one open to all, and the other between Brown University and the State Normal School. The former was for the benefit of two of our charitable societies, and about 140 appeared to try for the three prizes offered, viz.: a Webster, bound in Russia, one of Rogers' groups, and a set of Macaulay's Essays. After a trial of nearly three hours, the participants were reduced to three in number, Mrs. Vana L. Morgan, a graduate of the High School, and since a teacher; Miss Rosa M. Kellen, a graduate of the High School; and Frank E. Kettlety, a graduate of the Elm Street Grammar School; who took the three prizes in the order of their respective names.

The second match was a friendly contest, in which the young ladies engaged at the invitation of the students, who were desirous of obtaining funds in aid of their boat club. Although there was no formal challenge, nevertheless, as soon as it was known that the two institutions were to enter the lists, great interest was excited, and public opinion almost universally awarded the victory in advance to the girls. The issue of the affair showed that Latin and Greek had not crowded out the Queen's English. Between fifty and sixty of both sides were present. Lieut.-Gov. Van Zandt presided, while referees were at hand to decide all disputed points. At first the young ladies were a little disconcerted by the novelty of their position, and thus lost somewhat, but they soon recovered, and for some time gained steadily on their opponents, till one of the managers, seeing that no ordinary words could cause either side to haul down its colors, called in all the "ologies" to help him. They soon made havoc with the ranks on both sides, but especially on that of the girls. The boys' more extensive studies, and knowledge of derivation, gave them, with this class of words, an advantage which was very perceptible. The best speller among the young ladies was Alice J. Polsey, of Lincoln, while the champion "spellist" proved to be Walter I. Ballou, of Woonsocket, to both of whom elegant prizes were given. Rarely have we seen the community more thoroughly awakened upon any subject than upon this one of spelling, and we believe it is generally acknowledgd that even "those good old times" never produced better spelling than that exhibited during these recent contests.

WARWICK.—A meeting of the Warwick Teachers' Association was held in the school-house at River Point, on Saturday morning, March 6th. The meeting was called to order by the president a few minutes after 10 o'clock, and after welcoming the teachers present, he introduced the first speaker, who read an interesting paper on "Rewards and Punishments." This was followed by an excellent paper on "Memorizing," which gave great satisfaction. Next in order was an essay, subject, "The Moral Elements of the Teacher's Art." It was well written, and furnished much food for thought. These papers were all followed by discussion, which added much interest to the meeting. The "Word Method" was then presented in a familiar manner by the president, after which came the election of officers, with the following results: President —John M. Nye; Vice-Presidents—Amasa C. Whipple, Lizzie Allen,

Hattie Nicholas; Secretary—Henry A. Wood; Treasurer—Annie M. Holden. The next meeting will be held in the school-house at Centreville, on the third Saturday in April.

TIVERTON, — The Bridgeport school, No. 3, of this town, Miss Ida A. Winsor, teacher, closed the winter term March 5th. Whole number registered, 61; average attendance, 50. Two pupils, Perley McNeil and Phebe M. Gray, have been perfect in attendance. The closing exercises consisted of concert work in writing and map-drawing on the black-board, singing, declamations and, dialogues. Among the latter was one taken from the N. E. JOURNAL OF EDUCATION for Jan. 30, entitled "Inventions and Discoveries." A good attendance of visitors gladdened the hearts of both teacher and pupils. Brief remarks were made by Mrs. C. F. Barker, chairman of the school committee, Mr. Geo. L. Church, and Mrs. E. T. Lawton. The character of the school and the nature of Miss Winsor's success are shown by the fact that the district have decided to raise enough money among themselves to continue the school another short term.

NORTH SCITUATE.—The close of the winter term of Lapham Institute was marked by an exhibition, given by the students on the 9th inst. A large audience from the village and vicinity filled the chapel hall. Prof. A. G. Moulton, principal of the school, presided. Prayer was offered by Rev. Mr. Lovejoy, of Pas oag, after which a choice programme of fifteen pieces was given, among which were Willis's "Leper," Poe's "Raven," Mrs. Stephens' "Polish Boy," and a French dialogue. The entertainment was of a high order, and reflected credit both upon the participants and their instructors. The next term of the school will begin Monday, March 22, and close the last of June.

COVENTRY.—The public school in Washington village closed the winter term March 5, having been under the instruction of Miss Fanny M. Lyon, with Miss Ella F. Griffin, assistant. Average attendance, 73. During the winter much interest has been shown by the pupils, and a system of rewards and prizes was instituted which greatly quickened the activity and zeal of the whole school.

SMITHFIELD.—The school in the Stillwater district, Miss Lilly B. Mowry, teacher, closed March 5th. Eighteen of the pupils, or one-half of the whole number, were neither absent nor tardy during the term. Percentage of attendance 97. It is gratifying to record such perseverance on the part of school children, and considering that one-third of the number have an average distance of two miles to go, we think the punctuality is remarkable and praiseworthy.

Connecticut.

NEW HAVEN.—*Spot the Swindlers! Teachers Beware!!*—An event has just transpired in this vicinity which ought to serve as a warning to others, whose credulity is likely to get the better of their good judgment and common sense. The facts in the case are briefly these: Some time in December last two men took rooms at one of the hotels. They professed to be engaged in disposing of a valuable patent for the manufacture of suet butter. One of them assumed the air of a very wealthy gentleman; the other was represented as having been formerly a butcher, and therefore well qualified to be the active partner in the business, which promised to make all millionaires who should be so fortunate as to secure an interest in it. In due time these enterprising gentlemen made the acquaintance of the principal of a graded school, whose name we forbear to reveal. To him they expressed a willingness to allow him a share of the lucrative business of which they were the fortunate owners. It only required a moderate outlay of some *fifteen hundred dollars* to secure a fortune which would put him in possession of all that could be desired of earthly good. The worthy teacher, by close economy and hard labor through a series of years, had provided for his young family a pleasant homestead. In an evil hour he was tempted to sell this to raise funds for the proposed speculation. Only $1,000 could be realized from the sale of the property. But the generosity of the gentlemen relieved him from embarrassment, since they would be satisfied with that amount, for the present, and were quite willing to trust to his ability to make up the small balance from the large amounts he would doubtless receive. The contract was completed, the $1,000 were paid, and the valuable patent secured. Suitable premises were engaged and suitable apparatus ordered for the manufacture of the golden article, emblematical of the real golden treasure promised. At this stage of the proceedings the gentlemanly proprietors of the patent had received an imperative call to leave at once for California; when the unwelcome revelation of a villainous swindle made the unfortunate victim realize the painful fact that he had lost his thousand dollars and his position as a teacher, which he had resigned, in anticipation of making a short-cut to wealth.

The moral of this transaction needs no statement. "The ways that are dark and tricks that are vain," in this world, are multitudinous.

EASTHAMPTON.—This village is noted for the manufacture of bells—sleigh-bells, door-bells, hand-bells, in short, small bells of every kind. It is said that there is but one other shop in the United States where *sleigh* bells are made. Mr. Potter, State agent of the board of education, says that but few children are employed in the seven shops; and the proprietors will not give employment to children unless they attend school at least as much as the law requires. The number of children between the ages of 4 and 16 years, in the district, in January last, was 112. The school is divided into senior and primary departments. The number registered in the higher department 48; lower 54. Number 16 years old in the higher room, 18. Three classes are studying Algebra, one Physical Geography, two in Latin, in addition to common English branches. Mr. F. A. Lillie has had charge of the higher department five years, and is evidently doing a good work. Miss Carrie Buell is the teacher of the primary department. The schools are kept *forty* weeks in a year. Few village schools can make so good a showing. It is an item of interest that the bells in nearly every school-room in the country are furnished by this enterprising little village.

MYSTIC.—THE JOURNAL is gaining friends among our teachers and school-men. Its subscription list will increase in these towns. We have a good number of men and women who expect to devote their lives to the work of instructing the youth, and they will not let this opportunity for acquiring knowledge pass unimproved. We are pleased to see your paper made a medium of communication between teachers, and hope we shall hear from many whose pens and voices have been silent beyond their own family circle.

We learn, with regret, that two of our yonng teachers are in trouble, having failed to instruct and govern their pupils. Both of these young men may attribute their failure to the same cause. While their schools were in a prosperous condition, and they were giving almost universal satisfaction, they commenced an irregular course of life by attending parties, and other places of amusement, turning night into day, until they lost control of themselves and their schools. No man should be more regular in his habits than the school-teacher. With a clear head and a steady hand, he must be prepared for everything. We would sooner send a ship to sea in charge of a drunken sailor, than put a man of irregular habits in charge of a school. *

EAST HADDAM.—According to the last annual catalogue of the Maplewood Music Seminary, this institution has graduated 93 young ladies, and has now 122 students pursuing the undergraduate course.

— Mr. Yung Wing, of Canton, China, chief of the Chinese commission now in Hartford, was married, recently, to Miss Mary L. Kellogg. The ceremony took place at the residence of the bride's father, B. S. Kellogg, in Avon, at 3 o'clock in the afternoon.

Colleges.

BROWN UNIVERSITY.

The great event of the past two or three weeks has been the spelling match with the State Normal School. An audience of over 3,200 completely crammed Music Hall; Lieut.-Governor Van Zandt presided; Mr. Mowry, of Mowry and Goff's school, and Professor Williams, of the Friends school, gave out the words. Mr. Goff and Mr. Manchester of the Thayer street school acted as referees, and Mr. Frank P. Whitman, of Mowry and Goff's, as clerk. After a contest of over three hours the day was gained by Brown. The prizes were awarded, the first to Mr. Walter I. Ballou, of Woonsocket, a member of the Sophomore class, and the second (given to the last one standing on the defeated side) to Miss Alice J. Polsey, of Lincoln. Governor Van Zandt in presenting the prizes, said that we could not wonder at the result, "for it was but the repetition of the scenes of nature; for while the buds and the blossoms fall early, the Brown leaves still hang on." The profits amounted to $789.04. Of this sum $444.52 was given to the Brown Boat Club, and $344.52 to the Normal School.

The alumni association have, through Mr. Guild, their secretary, issued a neat pamphlet containing their constitution, by-laws, and lists of officers. In due time it will be sent out to the graduates.

Our temporary boat-house was blown down by the high wind, which prevailed Monday morning, March 8. The loss falls on the contractors.

George L. Porter, M.D., a graduate of the class of '59, and a surgeon in the regular army, has sent to our museum a fine specimen of the skull of the "Ovis Montana."

Walter F. Ballou, a student in the Sophomore class, died very suddenly on Sunday, February 21. He was a good student, and was respected wherever known.

College Fast day was Thursday, February 25th. The meetings were well attended. B.

WESLEYAN UNIVERSITY.

The Middletown Scientific Association was entertained Tuesday evening, March 9, by an experimental lecture upon upon "Nitrous Oxide," by Wilbur F. Johnston, Esq., of New York, class of '61.

The Seniors are discussing matters relating to a future existence, with Bishop Butler's analogical pamphlet for reference. Next to Porter's "Human Intellect," it is the most childishly simple text-book in the course.

College is filling up now with the returning pedagogues; they report excellent pecuniary success.

Quite interesting are the results of the perseverance of the gentleman of '74, who made a collection of the flora of the college campus for an herbarium. His collection, though only partial, comprised fifty-nine species, belonging to twenty families. There are probably nearly as many more species upon the campus. There is a chance, now, for some future botanist to distinguish himself by making the collection complete.

The new system of written examinations, by which annual reviews and examinations are abolished, is meeting with universal approbation among the students. The various modes of unfairness which are so common in written examinations, are, we think, becoming unpopular with us. It is an evil which no vigilance on the part of the officers can completely eradicate, but it can be stopped by public sentiment.

There are eight Wesleyan Universities in the United States, most of the names having proper adjectives prefixed; but two of them are simply "Wesleyan University," and yet there are many wise men who strenuously oppose any change of name for our college. It is some satisfaction to us, however, to know that we are "*The* Wesleyan University."

The excellent sleighing of the past winter has brought many pleasure parties of all kinds to visit the museum. The sound of merry laughter has often rung through its halls, and many a bold youth from the country has wished he were a "big Injun," that he might use the implements of sport and warfare, which look so attractive in a glass case, and many a fair maiden has shrunk tremblingly to some manly side at sight of the uncouth proportions of the gigantic megatherium and the glyptodon. A. S. U.

DARTMOUTH COLLEGE.

The report of class '70, Academical Department, is at hand, Francis Brown, class secretary. We give it below in brief: The number at graduating, 50; Hoyt and Demerit have since died; of the living there are engaged in Law, 12; Teaching, 10; Medicine, 7; Ministry, 7; Business, 3; Journalism, 2; Theological School, 3; Engineering, 1; Medical School, 1; Law School, 1; Farming, 1. Abbott has a Law office at 5 Court street, Boston; also one in Haverhill, Mass. Abernethy is professor of Mathematics in the Collegiate Institute, Albany, Oregon. Allen is pastor of Union Church at Dennis, Mass; is married. Avery, professor of Greek and Latin at Tilton Seminary, Tilton, N. H. Barber is professor of Latin in Western University of Pennsylvania, Pittsburgh, Pa. Bellows is literary editor of the *Liberal Christian*, New York city; he has also published several serial stories for that paper. Bolenius is practicing Medicine in Lancaster, Penn.; office 35 So. Queen street. Bass is First-Assistant Astronomer with the U. S. Commission for determining the boundary between the United States and British America; he is married. Brockway is practicing Medicine at Lebanon, N. H.; also demonstrator of Anatomy in Dartmouth Medical College; he is married. Brown is at Union Theological Seminary, New York; was tutor of Greek at Dartmouth the past two years. Cheney, principal of the academy at Hanover, N. H., is married. Colgate has charge of a stock farm, New London, N. H. Dearborn, J. W., is preaching at Nahant, Mass.; is married, Dearborn, R. F., city physician of Lynn, Mass.; he has published a pamphlet guide, "Saratoga, and How to See it," and also "What to do at Long Branch"; the former has passed through three editions, the last edition being 16,000. Drew is a member of the Law firm of Ray & Ladd, Lancaster, N. H.; he is married. Edgell is one of the founders of the St. Louis Iron & Bolt Co.; he is now in Europe, doing business for the company. Farnham is preaching at Exeter, N. H. Hall is practicing Medicine at Greenville, N. H. Hardy has a Law office at Arlington, Mass.; is married. Hastings is in the Theological Seminary at Yale College; was tutor of Mathematics at Dartmouth College for the half year ending January, '74. Hazen is member of the firm of Summer & Hazen, book dealers, Middletown, Conn. Holt is practicing Law, Claremont, N. H. Hunt, professor of Chemistry, at Pennsylvania Military Academy, Chester, Penn. Leach, studying at Bellevue College. Leonard, priest of St Mary's church, Fayette, Mo. Lewis, lawyer, Fryeburgh, Me. Lock, U. S. Commissioner and clerk of U. S. Courts for the Southern District of Florida. Merrill, pastor of Congregational church at South Royalston, Mass.; is married. Parkinson, practicing Law in Cincinnati, Ohio. Peck, in the Theological Seminary, Yale College. Phelps is studying Law with C. G. Hayes, Esq. Pike, lawyer, office 5 Court street, Boston. Plummer, superintendent of schools, Rutherford Co., Tenn. Pray is on the Medical staff at the Women's Hospital, New York. Putney is one of the teachers in the Academy, St. Johnsbury, Vt.; he is married; his daughter received the Class Cup. Randall, teacher in Commercial College, Kingston, Pa. Richmond is supposed to be in Montana Territory. Smart, M.D., Camden, Me. Smith, managing editor of *Courier-Journal*, Louisville, Ky. Steele, lawyer, office 99 Nassau street, New York. Stone, pastor of Congregational church at Windham, Vt. Talbot, rector of St. James Church, Macon, Mo.; is married. Tewksbury has a law office in Manchester, N. H.; he is married. Wakefield has a law office with his father, 14 State street Boston, Mass. Walker was professor of Ancient Languages at Pritchett Institute, Glasgow, Mo., for three years after graduating; is now practicing Law in Mentzville, Mo. Wardwell, master of Coddington School, Quincy, Mass. Woodbury, M.D., assistant-physician in McLean Asylum, Somerville, Mass. Worcester, Worcester Brothers, lumber dealers, Cambridge, Mass., and Hollis, N. H.

— He that traveleth a country before he hath some entry into the knowledge thereof, goeth to school, and not to travel.—*Bacon.*

New Publications.

ELEMENTS OF MECHANICS. By John W. Nystrom, C.E. Philadelphia: Porter & Coates; 1875.

The author tells us in his preface that the principal objects in introducing this treatise on Mechanics are "the establishment of strict precision in the meaning of dynamical terms, and the classification of physical quantities into elements and functions." He also claims that "the treatise contains sufficient new and original matter to warrant its publication." Certainly no more worthy object could be sought than clearing away the rubbish of words which too often buries the truths of a science, and clothing these truths in a simple and unmistakable garb. In fulfillment of his promise our author begins at once an attack on the dynamical terms in common use, and is not satisfied till he has ejected from their accustomed place nearly forty such terms as he considers useless or improper. Of his decision in most cases we have no reason to complain, and we think much would be gained by following the suggestions here made, and dropping entirely many of these expressions. But some of them are old friends, and it is hard to part from them, unless something is to be gained. For example, we do not see how we are to spare the terms "*potential energy*," and "*kinetic energy*," unless we are given something to take their place, and if their place is to be supplied by other terms, the new should be better than the old to warrant the change. But we are told that these expressions "mean simply work," though certainly they refer to very different conditions that demand the attention of the student in mechanics.

Nevertheless, while we could not entirely agree to the ejectment of so many dynamical terms, we consider that the book, on its own claims, proves its right to be. It is eminently a practical work, and is evidently intended not less for the mechanical and civil engineer than for the class-room. It abounds in problems and illustrations, in which reference is had directly to the work of the engineer. As examples of this, we may mention in statics the discussion of retaining walls for water and for earth-work, and the catenary as applied to suspension bridges, etc., and the stability of towers to the force of the wind; in dynamics, the application of the laws of friction to various machines, and to the subject of traction on common and rail roads; the regulation of machinery and the discussion of ordnance dynamics. The formulæ and tables given in connection with these subjects cannot fail to be of great value to every engineer.

Our author does not wholly ignore celestial mechanics, but gives us a little taste of Astronomy, in which he makes some statements to which our modern astronomers will not all agree—a thing not difficult to do, when opinions range all the way from making the nucleus of the sun solid to blowing it up into a bubble. In an appendix we find an interesting discussion of the merits of duodenal arithmetic as compared with the decimal. The advantages here set forth of this system, combined with a universal system of metrology, are no doubt great, but they will not be experienced by any body now living, we fear. Men like to do some things the hardest way, and cannot be cured of the bad habit.

HENSLOW'S BOTANICAL CHARTS. Modified and adapted for use. By Eliza Youmans, author of "First and Second Books of Botany." New York and Boston: D. Appleton & Co.:

Every teacher who has ever tried to initiate his pupils into the more difficult parts of structural Botany cannot fail to welcome the appearance of these beautiful charts. They are six in number, attractively drawn and colored from Nature, well mounted in map form of about three feet by four feet in size, and are well adapted for class use. They give an excellent idea of the leading exogenous orders of plants. The crow-foot, rose, pulse, heath, composite, mint, and many other families are carefully represented. The more difficult families, like the oaks, willows, pines, etc., are carefully given, so that a good idea may be formed of the structural peculiarities of these somewhat exasperating plants of which our school Botanies are prone to say, "These plants are much too difficult for the beginner."

The endogens are well illustrated by large diagrams, showing the structure of the leading families, such as the lily, iris, rush, grass, arum, etc. A general idea is given of the formation of the algæ, lichens, fungi, mosses, and ferns.

Thanks to the influence of such teacher-enthusiasts as Agassiz, Wyman, and others, we have at last begun to prepare ourselves, in scientific teaching, to go to *Nature*, more than to text-books. In our scientific teaching, if no where else, it is to be hoped that the era of *cramming* has about gone by, and that of true and reasonable study has begun. Nothing can be more interesting and profitable to the head and heart of the child, than the proper study of the great book of Nature. Let the teacher, however, take ever so much care that the class collect the specimens themselves, and examine them closely. Nature's primer is sometimes written in so small a type that without the aid of a good microscope the more minute parts of the flower, fruit, or seed are not made clear to the pupil. Just here we find these excellent charts of great service. Presenting as they do magnified views of these minute but wonderfully contrived organs, the class is enabled t a much more complete and satisfactory idea of them. Although made to accompany Miss Youman's works on Botany, there is nothing in the terminology of the charts that would at all unfit them to be used in connection with any good school Botany. In the publication of these charts, Messrs. Appleton & Co. have added one good thing more to their already large and increasing list of valuable scientific works.

EASY LESSONS IN LANGUAGE, with Illustrations and Diagrams. By S. W. Clark, AM. New York and Chicago: A. S. Barnes & Co.; 1875.

Those who have known the author's larger works on Grammar will expect a good book for beginners, and they will not be disappointed. It begins the *study* of language when the child begins to *use* it. The pictorial illustrations are very expressive. The definitions are plain, in few words, and such that every child can understand. Examples of language in familiar use, and questions and answers thereon, precede definitions and rules. This is the order of nature and the perfection of art.

A HYMN AND TUNE-BOOK for devotional exercises in day schools has long been a desideratum. Such a book will soon be published. The editor, Mr. J. D. Bartley, principal of Concord (N. H.) High School, has spared neither labor nor expense to prepare a work that shall be satisfactory in all particulars. He has aimed to secure: first, hymns of devotional and unsectarian character, together with national anniversary and parting hymns; second, a variety of old and new tunes of recognized merit, for chorus-singing, together with many of the choicest compositions to meet the requirements of a critical musical taste; third, convenient classification and careful adaptation of words to music. It is hoped the book will meet with a cordial reception, and contribute to the enjoyment and profit of school devotions.

BOOKS RECEIVED.

Latin Prose Composition, and Ellis' Quantitative Pronunciation of Latin; English Grammar, by Dr. R. Morris: 40c.;—Macmillan & Co., New York.

Shaw's New History of English and American Literature; Shaw's Specimens of American Literature and Literary Reader; Patterson's Speller;—Sheldon & Co., New York.

Life and Work of Pestalozzi; Krusi, price $2.25;—Wilson, Hinkle & Co., Cincinnati and New York.

How to Write Clearly: Rules and Exercises in English Composition, by the Rev. Edwin A. Abbott, M.A., Head-Master of the City of London School;—Roberts Brothers, Boston.

First Lessons in Physics, for use in the upper grades of our Common Schools, by C. L. Holtze, teacher of Physics in the Central High School, Cleveland, O.;—Central Publishing Co., St. Louis.

The French Revolution, and First Empire; An Historical Sketch of William O'Connor Morris, sometime Scholar of Oriel College, Oxford: price $1.00;—New York: Scribner, Armstrong & Co.

Education at the Centennial and the Agricultural Colleges;—General Eaton, U. S. Commissioner of Education.

A Report on School Hygiene, by D. F. Lincoln, M.D.; Hygiene in Schools and Colleges, by Alfred L. Carroll, M.D.;—Riverside Press, Cambridge, 1874.

Report of the Board of Visitors of the Massachusetts State Normal Art School, with an Appendix;—Boston, 1875.

Annual Report of the City Superintendent to the Board of Education of the City of New York, 1875.

Report of the General Agent of the Massachusetts Board of Education.

Annual Report of School Committee, Haverhill, Mass., 1874.

Report of the Commission appointed to Revise the City Charter, Boston, 1574.

Social Pressure, by Sir Arthur Helps, K.C.B.;—Boston: Roberts Brothers.

Annual Report of the School Committee, Lowell, Mass., 1874.

Report of the Board of Trustees of the Public Schools of Louisville, Ky., 1874.

Annual Report of the Supt. of Schools, Burlington, Vt., 1875.

Report of School Committee and Superintendent, Worcester, Mass., 1275.

The New York Almanac, 1875.

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This most liberal offer we make for this month. We trust that many lady teachers will be induced to commence a canvass at once. Not only will other teachers take our journal but heads of families who are interested in the cause of education may be easily secured. Remember only THREE SUBSCRIBERS *for this* THREE DOLLAR BOOK. *Many will find the information here contained worth hundreds of dollars to them as teachers of these specialties. Act promptly, before the offer is withdrawn. Address*

N. E. JOURNAL OF EDUCATION, Boston, Mass.

NEW ENGLAND

JOURNAL OF EDUCATION.

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Of the 221,042 teachers in this country, 127,713 are women.

State Superintendent Johnson, of Maine, has the added honor and duty conferred of supervising the schools of the city of Augusta.

The Rev. Robert Collyer told a friend in Boston that if he were a member of the school committee, and were asked to give his views on the subject of primary school education, he would say, "less study and more fun."

The presidency of Tufts College has been conferred upon Rev. Elmer Hewitt Capen, of Providence, R. I. He is a man thirty-eight years of age, talented, scholarly, enthusiastic, and possessing a good knowledge of men and the demands of society upon our higher institutions of learning. He is called to this post when much will be demanded of the chief officer of the college to enable it to hold a high rank among its competitors. Between the exceeding great number of American colleges there must be a sharp rivalry to secure not only the best courses of study, and the best talent in professors' chairs, but also the necessary number of students to aid in the material support of the institution. It is the good fortune of Mr. Capen to be called to the head of a young college which has money, and now needs wise management, a progressive spirit, and a vast store of intellectual capital in its faculty to give it success. When Dr. Wayland, the prince of college presidents, took the leadership of Brown University, he said that the college needed brains more than it needed students. Give it the one, and the other would not long be wanting. Notwithstanding Tufts stands under the shadow of Harvard, with its wealth and prestige, we trust it will achieve high rank beyond the sphere of its merely denominational patronage and influence.

The representatives of the Roman Catholic parochial schools of New York have asked the Board of Education to contribute a share of the public funds for the support of these private schools. The same demand has been made before for the legislature of the State to make special appropriations for Catholic institutions, but this is the first effort to secure equal privileges for the parochial as for the common schools, without their coming absolutely under the control of the Board of Education. The children of the parochial schools in New York, as in other cities, have been taken out of the public schools by the Roman Catholics, in order that they may be educated in the religion of the church. Where this is the case, these schools should be supported as other private schools and colleges are, by private maintenance. If they shall be allowed to draw from the public treasury, it will be but the beginning of the end of our public school system. We agree fully with Dr. Holland, when asked for his opinion on the proposition, "There is only one thing to be said about it;—it is utterly impracticable."

We wish to call the attention of all interested in classical and scientific instruction and in the relation of the high school and academy to the college, to the meeting of the classical and high school teachers, to be held on Friday and Saturday (not Monday and Tuesday), April 9th and 10th. These meetings have always been of exceeding interest. No one engaged in fitting boys for college can afford to lose the valuable papers and discussions of these meetings. From the programme we judge that the meeting this year will be peculiarly interesting. The paper on the Study of Greek, by President Woolsey, will give no uncertain sound against those so desirous of dropping Greek from the list of studies required for admission to college. We hope to hear a thorough discussion of this topic. Prof. Lane, professor of Latin in Harvard College, to whom we owe the agitation and partial adoption of the new method of pronouncing Latin, will give his reasons therefor. This subject will be likely to provoke an animated discussion. It is expected that Prof. Lane will illustrate his method by reading a portion of Latin from some familiar author. We shall all be interested to hear from Dr. Peabody on "The Bible as a Text-Book in Schools."

Professor Timmy.

BY A. D. MAYO.

One day our duty, as school trustee, called us into the primary grade of the Training School in the city of ———. A fine young woman, one of the "upper ten" of the last graduating class in the High School, was receiving the first week's discipline in the great art of "teaching the young idea how to shoot." We could see, at a glance, the stuff she was made of; a delicately organized, high-strung girl; apt at her studies; full of the beautiful young-womanly enthusiasm for her new profession, which is one of the most beautiful things in school life; conscientious and self-sacrificing to a fault. She was fresh from the first month's training in "methods," and now had come the opening week of her probation as a real schoolma'am; mistress of fifty rampageous descendants of the various tribes and tongues which are represented in the American common school.

Things seemed to be in a good way, with one notable exception, for certainly something was out of joint, as one could detect by her flushed face, nervous manner, and the wire-edge upon her voice. "*Oh, Timmy!*" we heard, in that half-desperate tone so familiar in the schoolroom, as we opened the door. And surely, here was a problem, right on the threshold of her new life.

"Timmy" was one of those nondescript creatures whose very existence is a refutation of the doctrine of "natural selection"; for only the law of lunacy could have "evolved" such a creature, even out of the wrecks of a whirlwind. Certainly one of the unfittest had survived in his case. Utterly incapable of bodily quiet; his limbs and features blown about by every impulse, like a willow tree in a high wind; his hair innocent of comb or brush; his apparel an epitome of the entire family wardrobe; his wild roguish black eyes going off with a flash at the slightest provocation; his voice pitched on the key of a smothered titter; his very presence a first-class comedy in perpetual performance;—there was Timmy. And the first question with our little schoolmistress was, "*What to do with him?*"

For it was evident that unless this previous question could be disposed of, her career as a teacher was to came to a disastrous end at its beginning. If she attempted an "object lesson," Timmy was the "object" that riveted the attention of the crowd. If she grasped the chalk to inscribe the first lines of the drawing lesson, the curves of Timmy's mortal frame "drew" like nothing on the blackboard. The singing lesson collapsed into a peal of irresistible laughter at Timmy's solo; like the injection of a preternatural whoop into the chorus of childish harmony. If she essayed gymnastics:—"Oh, Timmy, what motions you make!" Timmy wasn't a bad fellow; none of your youngsters that stagger the most ardent believer in the "dignity of human nature;—no, the trouble was, his infinite good nature." He was so eager to do everything, and be everything. Before the order was half given or the embattled class was ready for a "general engagement," Timmy was scouting the horizon of possibility, vibrating through every phase of "how not to do it," and making it well nigh impossible to have anything done in his presence. He seemed like an embodied satire on school-keeping; "a child of nature," in a sense our poor, worried schoolmistress had never realized in her study into the "natural methods"; for to "follow nature" in his case was to verify the poet's crazy rhyme:

"Over hill, over dale,
Over bush, over brier,
Over park, over pale,
Through flood, through fire,"
"What shall I do with Timmy?"

Yes, dear little schoolma'am, that's the primary question in every primary school; in every school of any sort on earth; in every family; in every State;—the "previous question" with every body who tries to govern this marvellous human nature of ours. For you are not alone in your worriment. It's easy to put Timmy out; shove him back on his mother. But she has half a dozen only a little "less so;" and she tells him to "move on." So, in due time, Timmy comes up, reenforced by the conflict of twenty years battling every body, and faces society. And if, as is highly probable, he is now a fellow of more vitality and brains than any gentleman's son in town, he comes to the front with astonishing rapidity. Just as he was really the schoolmaster on the day of our examination, ruling mistress and scholars by the "law of disorder"; as he kept the family in hot water, while he abode under the maternal roof; so, by the logic of human affairs, he rules the caucus, sets the whole lower side of the town revolving about his brilliant and perverse personality; turns up on change; mobs the legislature—still the one despairing cry chasing him through life: "What shall be done with Timmy?"

And the worst of it is, that if you put Timmy out of that particular schoolroom, you find his successor waiting to assume his duties; and behind him, Timmy No. 3, and so on to the end of the chapter. For what seemed to our little schoolma'am friend one strange, unaccountable apparition of a boy gesticulating on the threshold of her new temple of knowledge, was only a very brilliant and compendious resumé of qualities and tendencies that lurk in every boy and girl in her room. Of course, as long as this "star actor" was upon the boards, the audience was content to applaud; but with his exit another candidate for popular favor was rung

in. So it gradually comes to the child-woman set to handle that class, that her particular Timmy is only the representative of an abstract Timmy in the human nature she is set to watch and guide. And as she grows older and wiser, she will come to understand that her "previous question" has been the "poser" of all the philosophers, statesmen, theologians, since the world began.

For the real previous question in the schoolroom is only one phase of the old problem of human life: "*How to bring a human being into a proper disposition of mind and body to receive good instruction in wisdom and holiness.*"

Anybody can repeat the facts and rules of good learning, or map out the ways of wisdom and virtue, to everybody; *provided the pupil will put himself in the fit position to "receive with meekness the engrafted word."* But, alas, there's the rub; the Timmy in us don't want to be meek, or to have the word engrafted into him at all; hence the perpetual tragedy and comedy of life; the comedy only the side of the tragedy illuminated by the sunshine. Still, our little schoolma'am may as well understand at once, *if she can't handle Timmy she can't keep school.* Vain is all her accomplishment of high-school lore; vain her "general culture"; vain her utmost skill in "natural methods" of teaching; she may be the top graduate of Vassar, or the flower of the girls in her city; but she must learn how to dispose of Timmy; not by putting him out, but by putting him into some vital relation to the remainder of her school, or she must leave her great hope at once behind her and subside.

"Can she keep order?" was the first question that was asked concerning the new schoolmistress in our boyhood. "Does she know what to do with Timmy?" for if she does not, she must step aside and let the woman come in who does know. So of all that little woman's teachers, Timmy is professor-in-chief. All the rest impart to her certain arts and sciences, storing her mind with the lore in books. But Prof. Timmy strikes at once for her womanhood. Only *womanhood* can divine what to do with him; can spell out, one by one, the mysterious characters in the soul of that little wild boy; feel the way to his motives, and learn the art of leading him out of his lower confused self into the new life of union with his kind, and loving obedience to divine law, as mirrored in the face of his beloved teacher.

We doubt not our new mistress learned that lesson betimes; for the other day we looked in upon her and found her in a state of beautiful, peaceful activity; the world in the school-room moving like a fine musical symphony. "Timmy" was not extirpated from the souls of the little ones, but somehow won over to the side of order and law, so that the view once expended in crazy antics of every sort was now utilized to beat the time and move the whole childish community on its way.

And we saw, too, dimly—for nobody can see the whole of such things—how this faithful girl had fought and prayed, and groped her way, under the goading of Timmy, up to a victorious womanhood, which led about that room full of young children as the good shepherdess leads her flock. We suspect the central point in her discipline was reached when she discovered that *Timmy was also a part of herself*, and she must learn to control the wild, impulsive, perverse child in her own nature before she could handle the wild-cat boy outside. And in proportion as that was achieved, the school fell into line.

The "primary method," the corner-stone of the good teacher's character, is the divine art of self-conquest. Without the subjection and conversion of the Timmy in yourself, all gifts and graces in the schoolroom are but "sounding brass and a tinkling cymbal." But with your own soul well in hand, the way is open for all things beautiful and true in the conduct of the school, in the journey through the life that now is towards the life that is to come.

A Teacher's Evening Prayer

Jesus, Brother and Consoler,
One before thee bends,
Worn and weary with her labor
As the day descends.
May she on that arm be stayed,
Whose power the troubled seas obeyed.

Jesus, Brother and Consoler,
Oft thy sleepless eyes
In communion with the father
Saw the morning rise.
I am mortal—let me sleep,
While their watch the angels keep.

Jesus, Brother and Consoler,
Wakened by the sun,
May my soul, in true submission,
Say "Thy will be done,"
And the day be bright and clear,
As the night was dark and drear.

Jesus, Brother and Consoler,
Crown me with thy meekness,
And the garment of thy strength
Fold around my weakness.
Sow thy good seed in my heart,
Let it there in freshness start.

Jesus, Brother and Consoler,
May thy presence stay,
While my little lambs I'm feeding,
By my side each day.
While I lead them, lead thou me,
Draw us all still nearer Thee.

—*Selected.*

Etchings.

Before us is a square of perfect greenness, the tiny grass-blades all thrilling with the new and joyous life, the resurrection of the spring; all quivering in the warm southern breeze which dallies with them, whispering tales of the orange and magnolia trees which have given it its dainty fragrance. Around the greenness and crossing it like a vein of the quartz interposed in a darker stone, the smooth, gravel-strewn paths; like the quartz-veining, perhaps—and perhaps the grass is like the rich, dark green of the epidote, lining the crevices and hollows of the coarser rocks; perhaps it is an emerald carpet spread out over the gray and scarred old rocks beneath, sending its tiny rootlets down among the hardness of the flint, or the old, dead life of the limestone, and finding nourishment and support even there. Who knows? Such things are; and perhaps they are, here. At any rate, there are lines here that are twining their tender life-fibres around that which is rough and cold, robing it in beauty, and growing themselves thereby. They do not know it. The grass-blades do not know the plans and details of the work they do. They only feel God's smile in the warm sunshine, His pity in the cooling rain, and they simply green and grow.

Yes, there are lines here. The green grass, the white-pebbled walks, the sunbeams and the breezes tell of perfect, resting peace. But the listening ear catches a whirring and a jarring, a crash as of mighty contending forces—a sound as of shuttles speeding forward and back, forward and back, in a hundred looms. You hold your breath as your gaze on the never-ending rush and whirl of wheels, and belts, and pulleys, of threads and bobbins, reels and spools. Yet this, too, tells of peace, if you but look at it aright—if you but look *into* it, not *at* it. The fibres of cotton and wool are twined together, and they form a thread; and the shuttle takes the thread, and a perfect web leaves the loom; and the web passes to the print-room and receives the impress of vines and flowers; it passes the ordeal of fire; it is tried and tested; it goes to the packing-room, bright with its clusters of tiny acorns, or mosses and ferns, or its strange combinings of colors and bars and bands. And thence it forms a result of the great industry of the nation. Every thread it a prophecy of peace.

But the print-room! Here, upon these cylinders of burnished copper are traced the lines of the pattern, the etchings of mosses and ferns, flower-buds and shining bands. And here a workman is preparing the wondrous imagery. Slowly, with ceaseless care and patience, he moves the metallic pointer over the sheet before him, carefully following the lines of the pattern at his side. Coarse and uncouth seems the work. Trace the line of that lever backward and upward, till you see the bright cylinder and the end. While the patient toiler traces the coarse lines upon the sheet, these diamond points above repeat the etchings in wondrous beauty upon the polished surface of the cylinder.

'Tis so with our life-work, my friend. Awkward and coarse seems our tracing, and oftentimes the blinding tears of weariness and care almost hide the pattern from our eyes. But ever above us, while we toil, angel fingers are repeating our earth-tracery; and in the glad revealing we shall know that God

"Our work has glorified there."

Rhetorical Instruction in Colleges.

A paper read before the Ohio College Association, by Prof. G. Stanley Hall, of Antioch College, at Gambier, Ohio, Dec. 29, 1874, and published by request of the Association.

The best text-book methods of teaching rhetoric, and, with few exceptions, the best original works upon the subject have been written in the English language. In visiting European universities, the student or teacher of rhetoric finds very little theoretical or practical to keep him in his work. In a country like ours, where public speaking or writing for the press in some way is an occasional necessity for almost every citizen, and where, in the comparative absence of a standard body of national literature, the influence of newspapers upon literary taste is vastly disproportionate and in many respects often unwholesome, instruction upon the subject ought to be especially careful and wide-spread. Yet there are now few if any colleges, East or West, where the best faculties or the keenest interest of either teacher or student is engaged in this department.

"The Anglo-Saxon race," says Hullah, "have the vocal apparatus naturally in less perfection, and artificially in worse order, than any other variety of Indo-Europeans." The American voice, whether in singing or speaking, is inferior in intensity and capacity, if not in quality, to the English voice, and still more to the German, Italian, Russian voices. In passing from East to West, spoken language is found less and less resonant, the vowels become less and less sonorous, till the English of America "sounds as *e. g.* the Welsh looks—made up of consonants, and these hardly distinguishable from one another." Again, every traveler has observed the sharp, metallic quality in the vocal elements of the American voice, both male and female, so suggestive of weakness or disease. Nor are these faults in any way induced by our language. At least it is here assumed, in the words of a distinguished German phonetist, that "No race have ever developed a language which fitted a healthy and well-formed throat and mouth more perfectly than the English."

If to these two considerations we add the acknowledged physical advantages of vocal culture to weak throats and lungs, so common among us, and, through these, to the physical system as a whole, it will perhaps not seem too much to say that there is no department in a college course where so valuable and so immediately *manifest* results are obtained with so little labor, time, and expense as in well-directed study and discipline of the voice.

Much popular discredit has everywhere been thrown upon professed teachers of elocution in the past. As late as 1870 no systematic instruction was given on this subject in any university in Great Britain. Recent studies however in physiology, phliology, and acoustics, investigating the subject of the human voice in its different relations to these sciences, have made its culture the center of much fresh interest; and now the chief points of method in elocutionary training may be said to be settled on a sound and rational basis.

The following method of instruction has been tested

by only one year's trial, and that has revealed many imperfections in it, but, I think, a preponderance of valuable results. Let it be remembered, however, that the method is at all points designed for a small class, and that it is used in connection with an entire junior year of daily work in English literature.

Near the beginning of the first term, in a short course of ten or twelve lectures and exercises by the class, are taught the use and position of the vocal organs in producing the various qualities of tone in the most open vowel sounds, passing afterward from these, in about the order indicated by Whitney's "Physical scheme of the English-spoken alphabet" to the closest consonant elements; or from the lowest open position of the throat to the labials. In the exercises in analysis and proportion of sounds, it is especially sought to cultivate the ear, on the perfection of which, quite as much as on that of the voice, good vocalization depends. With these exercises, some simple method of notation for pitch, stress, inflexion, timbre, etc., is taught. Then a short reading exercise is selected, which must be dramatic, or humorous, or at least sprightly, because these allow greater freedom, and require more flexibility of voice, and several hours are spent with the class, first collectively, then individually, in practicing this piece, pointing out faults in utterance, and seeing that all have learned to apply the symbols already taught. Then, more briefly, but in the same mechanical way at first, and with the same piece, a few principles of facial expression are explained and illustrated, and lastly, the subject of manual gesture, with A. M. Bacon's method of notation, all of which the class are required to apply.

Now a short selection, of a character similar to the first, is assigned to each member of the class, who is required to work out a conception of the way it should be rendered in voice, feature, and gesture, and indicate the same by the symbols as before. After a private rehearsal, the piece is read before the class, or the college, in a regular rhetorical exercise.

Of course the interest of the student in such work depends very much on the character of the pieces assigned, and nothing can be worse for this purpose than the heavy, rolling, Websterian periods of the models so often offered in standard readers and speakers. Anything sprightly, however light, anything that has the least touch of the Attic salt of true sentiment or genius in it, anything, in a word, that will excite in the reader the flush or thrill of the same feeling which inspired the author at the moment of its creation (as a humorous selection so well and so often does for a beginner) answers the purpose. Neither can such discipline be successfully given at first with original essays or orations as the basis of instruction. The accomplishment of correct and agreeable utterance in reading and speaking is, in its every aspect, too important an element of human culture to be either confined to, or excluded from, the lower schools, still less, in any essential detail, to be left to the chances of natural endowment.

Incorporating these exercises henceforth into the regular hours of the class in literature as a part of their weekly work throughout the term, the extra hours of the second term are given to the preparation by the class of brief monographs on subjects assigned. At first a mere epitome of some essay, drama, poem, letter, or sermon connected with the work in class, and then a more elaborate analysis of a subject worked up from several references, and requiring some exercise of the critical faculties. In these, attention is exclusively given to the forms or sequences of *thought*, to the development of *points* and *paragraphs*, and a well-defined principle of arrangement. Thus a gradual transition is made to the essay, while the final form of verbal expression is carefully ignored in order that attention may be entirely concentrated on the elaboration of a plan, and the relations of the various parts of the subject, as gathered from the study of the reference, or wrought out by logical inference, to each other. It is sought by this method to impress upon the student that the fundamental merit of a writer consists in clear, thorough, conscientious thinking, in the careful presentation, perspective, and sequence of ideas, the judicious use of illustrations, etc., and has nothing to do with the mere stringing together of fine sentences and catch-phrases in the style of favorite authors,—sentences written about and about a subject which in the end is found to have passed through his mind as undigested as uncracked corn which passes through the stomach of an ox. If the teacher will take the trouble to inform and prepare himself beforehand, the chief principles of composition can be taught on the basis of themes thus outlined in a way that the student will never forget. The student's own work is the best text for all rhetorical instruction, and with judicious suggestions and additional references, if necessary, interest in a single theme may be sustained a long time, often even till the student has worked his way to real originality of opinion, and to a consciousness of the genuine sources of power in writing. In this connection, also, I think it possible to so direct attention that the mind of the student is in some degree prepared for the logic and psychology of a subsequent year, which is certainly a most valuable result. It is believed that thus, with the friction and restraints of *verbal* expression for the time removed, and with a fair grasp of the subject-matter, his mind may be in a measure secured from the unwholesome enchantment of peculiar idiosyncratic styles, of favorite authors, and lead toward a free, natural, individual originality and spontaneity of utterance which, as a recent writer suggests, "will incline him to follow the style of Lamb, Emerson, Carlyle, etc., and only when the mind is in the genuine mood of a Lamb, an Emerson, or a Carlyle."

Not only the essay, but the other three chief forms of prose composition should now be taught in a similar way, as well as the methods of treating themes which distinguish the different schools of literature—classical, romantic, etc.—with as copious details of illustrations as time will permit. In working up what are called *persuasive* themes, the student should be required to conceive the opinions and dispositions of a supposed audience, and the precise effect he wishes to produce. In descriptive themes, which some would make the first form of original composition, it should be impressed on the student that minute and tireless observation, and perfect sincerity and truthfulness is as necessary for a writer as for a botanist or a painter. A landscape, a cloudscape, a street scene, a leaf study, a face, a building, rock and tree forms, and animal life are as proper studies for a literary amateur as for an artist. In the narrative style, the various methods of carrying on the separate strands of a story till they all unite in the *dénouement*, as by conversation, by letters, by dramatic action, plain and realistic chronicling, or imaginary interweavings, should be briefly distinguished at first. It is even possible for an average class to work these all out briefly from purely original sources of reference and observation.

In the descriptive and narrative styles the transition is best made from the *rhetorica utens* of the second to the *rhetorica docens* of the third term. Two important topics yet remain, viz.: the distinction between figurative and plain language, including the uses of words and the so-called figures of speech, and the rhetorical properties of the sentence. These can quickly be made plain in their chief features. The student may even make collections of interesting topics and sentences to call his attention more critically to the verbal properties of style, with as great advantage to his rhetoric as is derived from collecting specimens in a natural science. During the last term two themes—one either an essay or oration, and the other either narrative or descriptive, are finished and read publicly, and marked on separate scales for excellence in thought, language, and delivery.

However it may seem on paper, the method is quite simple in practise, with a small class. The most obvious objection to such a plan is, perhaps, that it is too mechanical. Archbishop Whately would certainly have thought it the height of absurdity to study inflexions and gestures, and above all, facial expression beforehand, and write them down in symbols. But is not this the natural, the psychological method in which every permanent acquisition of culture is made. First comes the awkward, arbitrary drill work with elements, and then the gradual emancipation from these as proficiency increases: as a beginner on the piano picks out one symbol after another on the page before him with one hand, till at last all their movements are coördinated as indistinguishable parts in an automatic process which may become almost unconscious. We grant that gesture and expression in general should be spontaneous, but it must be a *disciplined* and acquired spontaneity. Genius will no more do its work of study here than in mathematics or languages. Like every other art, oratory has a mass of details to master. Again, it has been estimated that not one adult in fifty, whose attention has not been called to the subject, can bring the organs of the throat into proper position for their healthy exercise in producing pure tone, till after repeated effort, and very often college students are found who cannot control the the pitch and inflexions of the voice at will. Other very general faults in vocalization can only be overcome by careful and minute discipline. A large proportion, probably the majority, of those who employ professed elocutionists are those who have entered upon some form of professional life, where vicious habits of vocalization which were formed in youth for want of a little wholesome training, have weakened, if not permanently injured the voice. Again, the æsthetic qualities of style and thought—paragraphs have to be taken out of their connection and dwelt on specifically before they are generally observed and appreciated. In short, not only must analysis precede synthesis, but speaking and writing must be regarded by the educator as arts in which the afflatus of spontaneity is reached only after some exercise of the critical faculties has limited the range and laid down the course within which the appreciative and creative processes are to act.

It may be thought that instruction in rhetoric should not be limited to literature classes, but should have a more exclusive bearing upon oratory, as the name implies. Nothing, however, is plainer than that in all its departments, whether in the pulpit, at the bar, on the platform or the lecture-stand, the oration is losing its distinctive features and its distinctive effects with increasing general intelligence, and becomiug more and more affiliated with other species of literature. Even if it be the highest, it is only one of a large family of arts by which *expression* is taught, several of which fall to the care of the professor of Rhetoric. Dramatic action and expression may be taught by selections from the standard dramatists and represented on a college stage. Common conversation may be made a theme for vocal and grammatical teaching and study. Narrative and descriptive writing and reading may be so taught as to evoke the best original powers of sentiment and imagination. Isolated from its kindred arts, or taught without the best literary models constantly before the mind, it is apt to become narrow, stiff, or unnatural.

Finally, it should be steadily borne in mind that rhetoric is not exclusively concerned with what have been called *finite questions*, with facts, and inductions, and deductions. It has sometimes suffered from following too servilely the literary method of science, which is so careful of the fact and so often careless of all other rhetorical merits except clearness and precision. Some one has asserted that "no man can be thoroughly scientific and a stylist at the same time." Whenever he becomes the latter, either he is speaking *ad captandum vulgus*, or he is straying beyond the boundaries of positive knowledge in those theological or metaphysical fields which have such dangerous fascination for the large class of speculative scientists. The literary man, however, would be shorn of half his strength if he

could not sometimes feel and grapple with those infinite questions which are so suggestive and appetizing to an eager mind. Sentiment, imagination, desire, hope, fear, all the more subjective motions of mind, heart, and will—all these it is a part of his mission to realize in his own consciousness, and to utter by tongue or pen to aid others to a more perfect self-knowledge.

An Experience.

In the palmy days of Object Teaching,—*i. e.*, when it loomed up, phantom-like, before trembling teachers, who knew about as much of its intricacies as taught by the *savans*, as they did of the north pole and no more, and who shook in their shoes daily, as they saw in their minds' eye their bread and butter melt away perceptibly before their eyes, in view of their ignorance of its subtle methods, I had an experience.

Now I, being a teacher, and not of the initiated, knew exactly how it was myself, and you can imagine all the cold billows that went surging over me when, one day, our gentlemanly superintendent, whom I was proud to rank among my friends, walked into my room, and after remarking on the many beautiful things he saw—sun, flowers, and children—reverse their order, if you please, *he* didn't—smilingly requested me to give my class an object-lesson! Shades of Sheldon! if he had asked me, then and there, to make a mud boy, I could have done it, and almost as easily have breathed into it the breath of life, as summon from my confused brain a tangible set of sequences on a cat, or a bell, or a thimble, and deduce therefrom a model object-lesson! I never knew what color I was, but calling together in one instant of time all that *I knew* I knew of teaching, and concentrating it in a glance, I dared to look him steadily in the face and huskily say, "Mr. Brown, I cannot!" I can't tell now what color *he* was, as he put his voice down in the gamut three tones, and in the *social* scale three miles, "Miss Jones, do you read the 'Rules and Regulations'?" "Yes, sir," I ventured. "Have you a copy?" "Yes, sir," again. A search on his part through its pages, unearthed the clause enforcing *object-teaching* as one of the required duties; with a long, determined finger pointing at it, as unshrinkingly as the Bunker Hill Monument points to daylight, he said, "Have you read that, Miss Jones?" As I answered nothing, knowing my dereliction from the path of downright subordinate duty, as well as I knew that I had a *little* common sense of my own, and could arrive at the same conclusions by a straighter road—he continued, "I am *very* sorry to find that the simple, plain command has not been attended to thus far, and I hope, sincerely, that before I come again, which will be *soon*"—looking it out of his eyes still stronger than his lips put it—"I shall only have to request the favor at your hands to have it granted; good afternoon, Madam!" And he passed from before me, as I stood there respectfully to usher him out.

But the end was not yet. Among my school paraphernalia is a bureau. No; I don't board at the school-house. I can find time amid the ever-increasing school duties to take meals and live elsewhere; but a bureau is a very nice thing to have in a school-room, and this particular one proved my salvation, for on it was *a pile of bricks!* Perhaps you can trace no analogy between the subject in question and a pile of bricks, but there was; and I wasn't tempted to use them defiantly, either! His eye caught them as he hurried by, and he half turned round as he said, "What are those bricks for? Do you allow your children to play with bricks?" "No, sir," I said, "but I asked them to bring me one, and quite a number answered the call—that's all." "What did you want of it?" he asked. I found I was "in for it," so I explained to him that I been telling the children, that morning, during the devotional exercise, of the "children of Israel in Egypt," and how they were obliged to make bricks; and, as I didn't wish to break in upon the thread of the story to describe the process, I told them if some one would bring me a brick in the afternoon I would explain it to them. "Have you done it?" said Mr. Brown. "No, sir," I answered, "I haven't got to it." "Very well," said he, laying down his hat again, and deliberately seating himself, "I will stay and hear it with them!" Here was a dilemma, but "Miss Jones" had no alternative; so calling the school to order, and dismissing everything else from their minds, I went to work in my own way to impart to them what I knew myself concerning it, first—of the clay and the straw, then, the moulding process, the building of the little houses—a part which pleased them more than anything—and then the baking or burning in the sun, till, finally, they saw it all before them, and could, no doubt, tell the same thing to other listeners at home as well.

When I had concluded, to my utter astonishment, Mr. Brown approached me with every feature aglow, and both hands extended, and exclaimed, "A most admirable *object-lesson!* one of the very best! What made you say you didn't know how: that you couldn't? Why, that is my very idea of what it ought to be, I am delighted! Miss Jones, I congratulate you upon the manner in which you have conveyed to these children the knowledge of the matter you wished them to have. Don't ever say again you can't give an object lesson"! and there's no knowing when he would have stopped; it began to look rather dubious, I thought, for a chance to study the "Rules and Regulations," but I interrupted him, emboldened, "Why, Mr. Brown, I certainly meant what I said: I cannot, in the accepted way. I have tried and tried to "get the hang of it," to learn the established methods, but it is of no use, and I had made up my mind that the climax would soon be reached, and it become known to yourself and the committee that I was minus. I frankly tell you this, because, though I can go on in my own way, I cannot go by line and plummet."

"Don't say any more," said he," "go on in your own way and I will be satisfied"; and when Mr. Brown's smiling face passed from my door, with all its gracious serenity restored, I felt as if all the bricks the "children of Israel" had ever made were lifted in a lump from my heart! But more than this, I learned that the headlong rush into object-teaching, so called, with its apparently inevitable setness of phrases, etc., had not been shared in, in its fullest sense, by our genial superintendent, and that, while he recognized the utility of the thing in its *breadth*, he yet was not biased immovably as to its methods.

That was in the early days, as I have said, and it is proper to admit that this hobby, having given place to other hobbies, is not ridden to the extent it then was. A more sensible view of the matter has gone abroad, and the amount of knowledge gained in less stereotyped phraseology is more than equal. This is a move in the right direction, and if we go on improving in other things as we have in this, we shall yet have our noble public schools in practice what they are in theory, in letter what they are in name. M. P. C.

— The Latin literature which has come down to us is of later date than the commencement of the second Punic war, and consists almost exclusively of words fashioned on Greek models. The Latin metres, heroic, elegiac, lyric, and dramatic, are of Greek origin. The best Latin epic poetry is the feeble echo of the Iliad and the Odyssey. The best Latin eclogues are imitations of Theocritus. The plan of the most finished didactic poem in the Latin tongue was taken from Hesiod. The Latin tragedies are bad copies of the master-pieces of Sophocles and Euripides. The Latin comedies are free traaslations from Demophilus, Menander, and Apollodorus. The Latin philosophy was borrowed, without alteration, from the Portico and the Academy; and the great Latin orators constantly proposed to themselves, as patterns, the speeches of Demosthenes and Lysias.

—*Macaulay: Preface to Lays of Ancient Rome.*

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Natural History in our Public Schools.

BY PROFESSOR SANBORN TENNEY, WILLIAMS COLLEGE.

[Continued from No. 9.]

But in order to introduce the study of Natural History into our public schools, we must have teachers that are at least as well qualified to teach this subject as they are to teach the other branches which receive attention in our schools to-day. It is just as absurd to think of making the study of Natural History a success in our schools without competent teachers of this subject, as it would be to attempt to introduce reading, spelling, and the study of arithmetic, by means of teachers who know nothing of these subjects.

This is so evident, that we need not say another word about it. Only, we would add, that those who claim to be educators, and who have the charge of the schools should at once fully recognize the claims of this science, and should at once call upon the teachers to thoroughly prepare themselves for teaching its elements.

Admitting that the elements of Natural History should be taught in our public schools, it is important to consider how much may profitably be attempted, and by what means the results desired may be secured.

I think it not too much to say, that our public schools are morally bound to make the pupils acquainted with all the commonest Minerals and Rocks, their most obvious properties, and their principal uses, in their relations to man; and thus to a certain extent attempt to establish a few of the leading facts and principles of Mineralogy and Geology.

And here it is important to say, most emphatically, that the teacher must lead his pupils *with some definite result in view, and must constantly teach with reference to that result.*

The teacher must have in mind not only the beginning and the end, but also all intermediate steps and parts. And the teacher's end must not be to see how many things he can introduce to the pupil's notice, but he should so select his objects, that while he teaches them to observe, and to report to him accurately the results of their observations, he may in the end leave his pupils with the clearest, most definite, and most comprehensive idea possible for their years, in regard to the department of Natural History which may be under consideration.

If the teacher would give his pupils some definite idea in regard to Minerals, and thereby incidentally some definite ideas in regard to the science of Mineralogy, let him select the common kinds, those whose leading properties and characteristics are readily discovered—and if he can also teach them of their uses in their direct relation to man, and their uses in nature, he will thereby greatly increase the interest in the exercise. He may so direct his pupils that they shall in the end learn—

1. *The natural history of the mineral—that is, its form, structure, color, relative weight, hardness, etc., etc.*
2. *The uses of the mineral in the arts—that is, the uses which man makes of it.*
3. *The uses of the mineral in nature.*

The facts which fall under the second and third heads are not necessarily parts of the science; and they are facts which for the most part, or wholly, will have to be taught by the teacher himself; but after the facts which fall under the first head have been carefully observed, those which the teacher may give under the second and third will be of the highest interest and profit.

Suppose the mineral to be quartz, and that a specimen—as should always be the case—be put into the hands of each pupil. Suppose it to be a mere fragment, for the teacher can always get fragments or pieces, even

when he cannot get quartz crystals. Let the pupils first observe its form, or want of any definite form, its manner of breaking, and its appearance when broken open, its color, its weight as compared with other minerals and other things of the same size, its hardness as they can learn it by attempting to cut it with a pocket-knife, its hardness as they can learn it by trying it upon glass, its action or want of action when acids—as vinegar or other acid—is dropped upon it; and so on, until an exhaustive examination of all its most obvious characteristics and properties have been observed. But I hasten to say that this is not all to be done in one long exercise, but in several short ones.

But while the teacher may begin with mere fragments of massive quartz, he must soon show his pupils good specimens of quartz crystals, and lead them to find out that quartz crystallizes in six-sided prisms terminated by six-sided pyramids; and that all quartz crystals are essentially of this form. And here the teacher can explain what a crystal is, what a prism is, and what a pyramid is, and what an angle is; and he can give them a few definite ideas even in regard to crystallography itself.

And the earnest teacher will not rest contented with showing his pupils a fragment of quartz, and a crystal of quartz; but he will also lead them to observe many varities of quartz, as the milky, the rose, the smoky, etc; the amethyst in its various shades, the chalcedony, the carnelian, the onyx, the agate, the jasper, the blood-stone, etc., etc.—all of which he will lead his pupils carefully to observe, as before, and report with care their observations to him.

And now the teacher comes in with his explanations as to the uses of quartz. He explains that quartz supplies the world with glass, with sand for the mortar used in building every warehouse and private dwelling, with sand for the manufacture of sand-paper; that crystals are cut for spectacle glasses; that a variety known as amethyst furnishes beautiful gems, that the onyx is used in making the richest cameos, and that carnelians, agates, and blood-stones are also extensively used and highly prized for brooches, ring-stones, and seals, and for various other ornamental purposes.

He then explains that quartz enters into the composition of nearly all rocks, and thus makes up nearly half the crust of the earth; that it holds most important relations to plants, especially to all grasses and grain-producing plants, giving solidity and strength to their stems, and that it also holds important relations to animal life, especially in some of its lower forms, constituting portions of the sponges, and the shells of some of the other protozoans.

And in a similar way the teacher leads his pupils to observe all the common minerals, not only quartz, but also Feldspar, Mica, Hornblende, Calcite, Gypsum, Serpentine, Soapstone, Garnet, Tourmaline, and Beryl; Magnetic iron ore, Brown iron ore, Carbonate of iron, Iron pyrites, the common ores, Galena, Copper, Zinc, etc.

Not only are these to be studied as we have indicated in regard to quartz, but they are to be compared with quartz, and with one another, and all their resemblances and differences are to be observed, and these are to be carefully stated in well-chosen language. In this way the pupils learn to observe, they gain a knowledge of facts, and they come to understand something of the science.

The same theory, or something similar, is to be done with all the commonest Rock, as Granite, Syenite, Trap, Porphyry, Gneiss, Mica, Slate, Limestone, etc., together with a few characteristic fossils—and thus the pupils are led to have a few clear ideas in regard to Geology.

Our public schools are under the same obligation also to make the pupils acquainted with the leading forms of Plants, their various parts, as roots, stem, and leaves, the forms under which these parts appeared; the nature of the flowers and the fruit, and the relation which these sustain to the branches and the leaves. Nor should the form and nature and function of the plant-tissues be omitted. The curious phenomena of plant-life should be pointed out, and the relations of plants to Man are clearly explained. Thus the pupils are taught to observe in another department of nature, and the leading facts of Botany are brought into the possession of the pupils, and from these facts there may be established in their minds a few of the leading principles of the science of Botany.

What has already been said in regard to Minerals and Rocks, and Plants, and in regard to Mineralogy and Geology, and Botany, may be most emphatically said in regard to Animals and Zoölogy.

(To be continued.)

Illinois Industrial University.

THE NEW MAIN BUILDING.

Architecture has repeatedly been taxed to provide school buildings for the public high schools of this country. Every necessity of a well appointed school has been carefully studied that it might be provided for in the arrangements of class rooms, closets, corridors, stairways, etc. No land can present finer public school-houses than those of the Northern States of the American Union.

But the problem of College architecture has received little attention, except such as has been given to adorn some chosen site and attract subscriptions. The chief aim of the interior has been to afford the greatest number of dormitories in a given space, and a moderate number of class-rooms without much beauty and but little convenience.

The building represented in the cuts accompanying this article is claimed to be an exception to the rule. It has been pronounced one of the best and most convenient university buildings in America. Like all true buildings, its interior was planned first. The faculty having carefully studied their wants, projected the necessary ground plans to meet them, and these plans were then placed by the trustees in the hands of the architect to be fitted with a suitable exterior. The edifice was erected at the expense of the State, the entire cost, exclusive of heating apparatus and furniture, being about $150,000. It is massive in proportions, having a length of 214 feet, and a depth of wings of 124 feet. The style may perhaps be called the American Renaissance, and presents a sufficiently fine appearance. But the chief excellence of the building is in its interior arrangement.

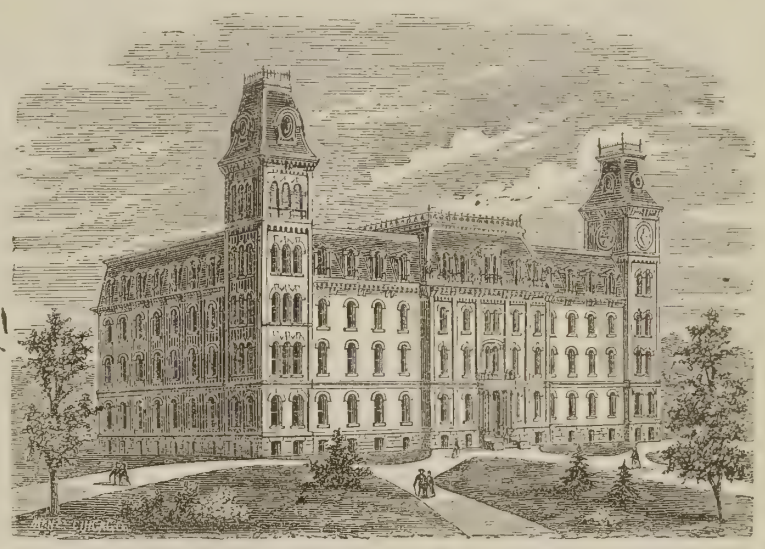
The design was to furnish the public rooms needful for the instruction of a thousand students, and to unite with these, under the same roof, the necessary public halls, library and cabinet rooms and laboratories, except the chemical laboratories provided for in a separate building.

The plan of the first and second floors will sufficently illustrate how the problem has been met. The building occupies three sides of a square. This gives, what was one desideratum, a private court in which are in closed the well and cisterns, and in which all heavy articles, such as the hundreds of tons of coal required for heating, can be received without disturbing the grass plats and shrubbery around the outside. But the chief advantage gained by these retreating wings, is that of large halls for chapel, library museums, etc., with windows on three sides, and thus as open to air and sunlight as if in separate buildings.

The wing containing the library is fire-proof. It affords five large halls, 61 by 77 feet each, including the basement and mansard. The basement, which is nearly all above ground and well lighted, is a Natural History laboratory. It is used also for the classes in clay modeling belonging to the School of Architecture. The next floor above is the museum of Geology and Agriculture. Next comes the library and reading room, above which is the Art Gallery, already filled with one of the finest collections of casts of statuary, and of pictures, engravings, and photographs to be found in the West. The Hall in the mansard is to be used for the collections in Natural History.

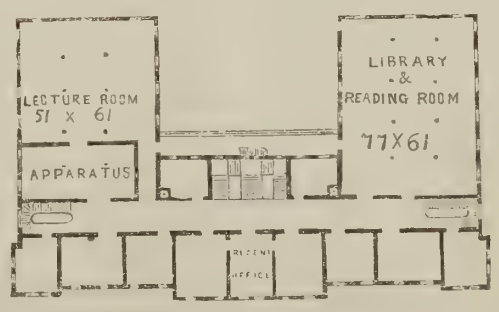
Passing to the other wing, one finds a similar series of halls of the same size, including a Physical laboratory in basement, a Chapel on the first floor, a Physical lecture room and apparatus room on the second floor, and the large drawing rooms on the floors above.

A large and well lighted corridor stretches the entire length of the building, in each story except the basement and mansard, and these corridors are roomy enough for the free movement of hundreds of students, with three ample stairways to allow uncrowded ascent and descent. Thirty beautiful class rooms, including four in the basement, such as delight the teacher's heart, and make his work facile and pleasant, open directly into these corridors. These class rooms vary in capacity, from those of forty to those of eighty seats. No dark nooks and labyrinthine passages invite noise, rush, and mischief. Every Professor, from his door, commands a view of the entire length, and not a single fracas has ever occurred here among the hundreds of students.



In the corners next the grand central staircase are offices, music rooms, cloak and wash rooms, and water closets; and in the basement furnace and fuel rooms, and apartments for the janitor's family.

Besides all these, the mansard floor affords also four large and elegantly furnished halls for four of the literary and scientific associations among the students.



Plan of First and Second Stories.

The building has proved, in use, fully equal to the hopes formed of it. Broad, well lighted areas everywhere give an air of freedom and cheerfulness, while the simplicity of plan makes it easy for even a stranger to find his way every where with ease and pleasure.

The University has other buildings, including a dormitory building of five stories in height, a large Drill Hall and Shops, with fine farm-house and barns scattered over its magnificent domain of over 600 acres. If any American University has a more spacious or more elegant home, it is not known to the writer of these lines.

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Boston, Mass., March 27, 1875.

THE Middlesex County Teachers' Association (Mass.) will hold its twenty-second annual meeting at the hall of Cumming's School-house, Woburn, on Friday and Saturday, April 9th and 10th, 1875. Rev. A. D. Mayo, President Eliot, and others, will lecture, and Professor Churchill will give select readings. The programme, which we shall present in full next week, is one of unusual excellence.

ROGER WILLIAMS was banished from Massachusetts Bay Colony in 1635. Two hundred and forty years have passed, and in the year of grace 1875 the Great and General Court of Massachusetts refused to revoke or expunge that edict of expulsion. Well, Roger has waited so long, he can afford to wait another year until that last drop of hereditary hatred is all out of the blood of our legislators.

WE believe that one of the most pernicious acts of legislation in New England is the legalizing of child-labor, insomuch that under cover of the law, thousands of children are deprived of the benefit of primary education. The changes in labor caused by the invention of machinery, and the introduction of the modern factory system, have led to the employment of these children at an age and during a period when they should be at school. The report of the Massachusetts Bureau of Statistics shows that the leading European countries have been for years making steady advances towards releasing children from all obligation to labor, the time thus gained being invariably given to education; and argues that as Massachusetts is now far behind them in the universality of education, it would be unwise to further and more completely legalize child-labor.

THE annual race between the picked crews of the great English universities, the preparations for which are so graphically detailed in our London letter, this week, took place last Saturday, resulting in a handsome victory for the Oxford men. As usual, the banks of the Thames were lined with a mass of people. All the avenues to the river were choked with vehicles and pedestrians, and at noon London presented almost a deserted appearance. The Cambridge boat took the lead at first, but Oxford soon overtook it and won the race easily by ten lengths. The cable reports that the steering of the Cambridge boat was bad. The victory of the Oxfords must prove the more satisfactory on account of their many defeats, though we can hardly agree with our London correspondent that the result will be received with pleasure by the Cantabs.

SUMMER INSTRUCTION in Chemistry, Botany, and Geology, for 1875, intended for teachers and other adults, will be given at Harvard University from July 8th to August 19th, for four hours each day. The Chemistry course will include general chemistry, qualitative analysis, quantitative analysis, and determinative mineralogy. The extensive and valuable collections and apparatus of the university will be open to the students, and the study of the several branches will be made of as much practical value as possible. The fee for the course is $25, including the use of apparatus and chemicals, but not breakage.

Course I. in phaenogamic botany will be conducted by Assistant-Professor Goodale, and the green-houses, garden, botanical museum, and library of the university afford ample facilities for illustrating structural and systematic botany. The laboratories will be open for instruction daily, at 9 o'clock. In addition to the demonstrations furnished by the instructor, lectures will be given at 12 o'clock, daily. The following subjects will be presented: morphology of the vegetative and floral organs; structure of the flowers of the more difficult orders; minute anatomy of roots, stems, and leaves; general principles of vegetable physiology.

Course II. in cryptogamic botany by Assistant Professor Farlow, will be given at some locality on the seashore not at present determined. A knowledge of phaenogams is *indispensable* for those taking this course. The college will provide a laboratory and the equipment necessary for the study of the lower forms of plant life. Students must provide themselves with microscopic slides and covers, as well as sharp razors, razor-strops, and dissecting needles. Those intending to collect should bring old cloth for driers, hand nets, if possible, and clothing suitable for wading. Boats for dredging must be paid for by those who use them. Those using the general press will be expected to give one-third of their specimens in payment. Lectures will be given on Monday, Wednesday, and Friday mornings. The subject of the first twelve lectures will be the Algae; of the last six, the Fungi. The laboratory will be open all the week, and the instructor will be in attendance every morning except Saturday, and on certain hours in the afternoon. In the case of exceptionally favorable weather for collection, the regular exercise of the day will be omitted. The course will continue six weeks, from July 8.

Instruction in Geology and Palaeontology with special reference to geological surveying and to methods of teaching, will be provided from July 1 to Sept. 1, at a camp near Cumberland Gap, Kentucky. The coöperation of the Kentucky Geological Survey is promised. The field is an admirable one for the study of dynamic and stratigraphical geology; the situation is healthy, and the expenses of subsistence will be low.

Spelling.

The recent revival of spelling matches naturally leads to inquiries concerning the best methods of conducting the exercise of spelling in schools, and the relative amount of time that should be devoted to it, in the different grades.

We shall first speak of methods of study. Much time is lost, we believe, in the preparation of the spelling lessons. The study for a given lesson should be, mostly, upon the words which the pupil cannot spell correctly, when he begins the lesson. Some test to determine the unknown words should evidently be given. When the pupil takes his book in hand and scans the columns one after the other, in a mechanical way, he silently, or otherwise, spells *all* the words, those which he can already correctly spell as well as those which he cannot. Now he should concentrate his study upon the words upon which he is at fault. How is the pupil to know which these words are? With his eye upon the printed page, he cannot positively tell. If he tries to test himself by catching the word then "looking off," it by no means assures him. The test should be given by the teacher, or under the direction of the teacher, before the lesson is studied at all by the pupil. The "missed" words determined, the pupil may then devote his time for the lesson upon those alone. There are several ways of testing the pupil's knowledge of the lesson before he studies it, which may be adopted according to circumstances. The teacher has not time, ordinarily, to test the pupil upon the words of the lesson, in advance of study upon the same. But they may be tried upon oral spelling by "pairing off" the pupils, pronouncing and spelling to each other all the words of the lesson, marking those that are missed. The pupils thus ascertain what words they need to study. Unless a pupil is beyond where he ought to be in his spelling book, there will ordinarily be less than a quarter of the words which he cannot spell to begin with. If his list for study is reduced to these, he will be much more ready to master the smaller list, than as though the whole lesson was before him for study. Sometimes a word may be correctly spelled by guessing; to avoid this, the lesson should be spelled twice over, by which means the pupil's knowledge will be pretty thoroughly sifted.

The test by writing the words is better than the oral one, if time will permit its practice. The teacher cannot be expected to look over all the lists to mark misspelled words; but the pupils can look over each other's work, referring to the spelling book for corrections. This, too, is a valuable exercise for them, being, in fact, an effective mode of study.

If there is any one at home to assist the learner by pronouncing the words either for oral or written spelling, it will be a great help to both pupil and teacher. There is no lesson more easily managed at home than the spelling. It requires no explanation, and is not a severe mental tax upon the pupil. Where the practice of home study is required, by all means let the spelling lesson receive attention.

In respect to the methods of studying the words, we may say, that what is the best for one class of minds may not be so for another. Some learn anything quickly and permanently by repetition, without much assistance from the eye. Others look upon words, and even sentences, as pictures; and if one of the details is wrong, they instantly *see* it, without any conscious spelling of the words. We believe the training of the eye to be an important adjunct in learning to spell. Those whose eye is quick and accurate will unconsciously learn spelling in ordinary reading. We believe that most compositors look at words as pictures, instantly detecting a misspelling. We frequently hear the best spellers say that they know just how the word looks on the page of the spelling-book where it occurs. While some, then, will learn the words more readily by repeating the letters which compose them, others will do much better for themselves by *looking* at the word, the repetition of the letters being a minor part. Those who learn spelling in this way learn it for *writing*, the only way in which it is of practical value. It is the opinion of the writer that the word, printed or written, as it addresses the eye, should be before the pupil as much as possible. Words often missed should be written again and again. They should be upon the blackboard, not the incorrect spelling which we sometimes see, but correctly spelled, till the form of the word is indelibly impressed upon the pupil's mind.

In this connection we may appropriately refer to the

importance which some teachers attach to learning the meaning of all the words studied for their spelling. We do not believe it advisable to attempt this. Definitions of words may be laboriously committed to memory, but their true meanings and applications are learned in later years, and quite independently of their spelling. The time to learn spelling is in youth, when the perceptive faculties are developing and the memory is active. Afterwards, one by one, in the progress of life, as the active vocabulary of words increases, the spelling long ago learned will come into use. We believe it to be a positive injury to young scholars to retard their acquisition of spelling by requiring them to commit definitions which, quite likely, they no more understand than the original word.

When the "tidal wave" of spelling matches now sweeping the country has subsided, we shall see that many of the prejudices against modern schools, as compared with former ones, will go with it; for so far as accounts reach us, pupils now in our schools carry off the bulk of the prizes.

Old World Matters.

EDUCATIONAL NEWS FROM OVER THE OCEAN.—II.

[*From our regular London Correspondent.*]

LONDON, TUESDAY, March 9.

THE PREPARATION FOR THE 'VARSITY RACES ON THE THAMES.

By the time this letter reaches you the great contest between the rival crews of Cambridge and Oxford will be over. The crews have just begun active preparation for the decisive work of the 20th, and, so far as can be judged from present appearances, they are very evenly matched. Although the feelings of all classes are naturally about evenly divided, much sympathy is evinced for the Oxford men, owing to their reverses in the last few years. One prominent element of an Englishman's nature is a desire for fair play; and many a wearer of the light blue would experience a feeling of genuine satisfaction if the Cantabs should be just a sixteenth of a boat's length behind at the final. All England is excited over the approaching struggle, which is replete with more than ordinary interest. For a series of years Cambridge has been victorious under exactly the same conditions which for even a longer period secured to Oxford the honor of undeniable superiority. As the *Hour* of yesterday truly says: "A fortnight's practice on the Thames may find out soft spots in both crews, or may develop unsuspected strength. But so far as our information goes, it seems likely that on the 20th of March two as fine crews as ever represented their respective universities will meet, and that the race will be a close and a fast one. More it would be unsafe to predict." To those who recollect the comparatively slight interest that used to be taken by the public in these annual contests twenty-five years ago, the amount of excitement and the intensity of enthusiasm they evoke now are almost unaccountable. But, as one of our dailies remarks, fashion, which has consecrated pigeon-shooting as a recreation at Hurlingham, and established skating-rinks for gentle exercise in July, has gradually converted the university match into a sort of national exhibition, to which the public thinks itself entitled just as much as to the Derby Day and the Pantomimes; and we have very little doubt there are thousands of persons who find in the gallant struggle of Putney the highest justification of our university system.

CHANGE IN A TIME-HONORED CUSTOM AT OXFORD.

The long-continued boisterous demonstrations of the Oxford students at the ceremony of Commemoration, has resulted in a change in this time-honored observance that is received with much displeasure by the old friends and graduates of the university. The ceremony is this year to be held, not in the Sheldonian Theater, as the *Times* truly says, consecrated by long usage to one of the prettiest scenes modern England has to show, but in the Divinity School, a room not unfitted for a dignified ceremony, except by its want of space. It is argued by the objectors that it would have been easy to exclude the undergraduates, who are acknowledged to be the authors of the evil long complained of, without shifting the locality of the ceremony. The *Times*, speaking for its objectors says: We will not do the university authorities the injustice to suppose that they have beaten an undignified retreat before a body of their students whom they felt themselves powerless to control, though at first sight such an inference seems irresistible. A resolution has been passed by the council regarding the extravagance and luxury of Commemoration which throws a new light on their previous determination. It is evident that the authorities are scandalized at the extension of the Commemoration festivities into a whole season of idleness and merry-making, and their resolution to abandon the theater for the divinity school is but one of a concerted series of measures designed to check frivolity and extravagance among a body of undergraduates not too prone to recognize that simplicity and sobriety are the virtues that best adorn the life of a student. It is surprising how wide-spread is the interest in this matter. The paper already quoted devotes an entire column leader to a discussion of the question, and concludes that, provided undue and thoughtless expenditure is discouraged, "we doubt if the sternest of parents would wish to see the festivities entirely suspended. We shall, doubtless, not be far wrong if we interpret the resolution of the council in this sense. It can scarcely be intended entirely to check an expenditure which, after all, has probably not done more than keep pace with the change of modern manners and growth of national prosperity. But the university may with dignity and propriety step forward to discourage a tendency which is hardly consistent with the frugal simplicity of an ideal academical life."

JOSEPH ARCH ON THE RELATION BTWEEEN EDUCATION AND REPRESENTATION.

Mr. Joseph Arch, whose visit to America and grand public reception at Faneuil Hall are still fresh in the minds of people on both sides of the water, on Saturday last addressed a large meeting of South Staffordshire operatives. In the course of a long speech, which was well received, Mr. Arch said it might be asked how it was that the working classes of the rural districts were so ignorant; and his answer was that it was owing to the children having to go to work at such an early age; and because the kind of instruction that was provided for them was of a glaringly sectarian character — the Church of England interest predominated too much. What he advocated was that there should be school boards formed in every rural village. Mr. Arch closed his address by advising the working men to improve their minds by reading, and, above all, to be sober in their habits.

SAM WELLER.

Boston Society of Natural History.

GENERAL MEETING.

Vice-President Scudder in the chair.

Prof. N. S. Shaler made some remarks on "Erosion Phenomena on Sea Shores." The effect of tides upon the coasts differ very much in different places. In connection with the coast survey, especially on the Carolina Coast, Professor Bache showed that there was a very considerable difference in the rise of the tide on the capes of bays, and in the bay itself. Tidal action is proportional to the rate of movement of the tide current, and to the extent of coast acted upon. Deep bays, like the Bay of Fundy, illustrate well the different heights of the tide, at the capes at the entrance, and at the head of the bay; the height at the latter place being about twice as great as at the entrance. Since the power of the tide is so increased by concentrating the volume of water into narrow limits, it is highly probable that the peninsula of Nova Scotia may eventually be completely sundered from the mainland by the slow but steady tidal action. It is highly probable that this erosive action of the tide in wedge-shaped bays may have been the primary cause of the separation of the islands of Great Britain from the mainland. The wedge-shaped bays in this case set in from the North Sea, on the one side, and the Atlantic Ocean on the other. Several seas in Europe seem to corroborate the law of tidal action mentioned above. Many towns on the coast of England, which were existing in the Roman occupation of the island, have since that time been entirely washed away. Although the tides of the Mediterranean are very insignificant when compared with those of the Atlantic, there are some points about the island of Sicily which seem to indicate that it has been torn from the mainland of Italy by tidal erosion. Not later than the pliocene age in geology it is thought that there was tolerably free communication between the Mediterranean and the Atlantic.

Dr. B. Joy Jeffries made some interesting "Remarks on the Comparative Accommodation of the Eye in Man, Birds, and Fishes." After some remarks on the anatomy of the eye, the lecturer showed that the eye was formed to receive only parallel rays of light. All rays for the human eye are practically parallel which come from a distance of more than twenty feet. The rays from any object must be conveyed upon the retina, in order that a distinct image may be formed. For optical experiments we are familiar with the fact that a change in the distance of the lens from the the object viewed, produces great changes in the result. The eye in man and animals has a wonderful apparatus for making it equally serviceable for both near and remote objects. This end can be attained by several means. One way would be to bring the lens forward or backward in the eye. Another way still to attain the same object is by means of convex or concave lenses placed before the eye. Finally, we have a third way of bringing about the same end by altering the shape of the lens itself, according as near or distant objects are viewed. It has usually been supposed that the lens underwent a change in position, by means of the action of small muscles in the eye. Later researches, however, show that the power of accommodation is not due to this cause, for instances have been observed where the muscles have been completely paralyzed, but the eye could still be adjusted to near or remote objects at will.

Upon holding a lighted candle near the eye, three reflections of the flame are seen. One of the reflections arises from the outer surface of the cornea, one from the posterior surface of the lens, and the third from its anterior surface. By this means an oculist can detect cataract; if the three reflections are not visible the inference is that the lens has become so opaque that one reflection has been lost. The reflection flame from the posterior part of the lens is quite small, and reversed in position. The reflection from the anterior part of the lens is larger, and upright in position. The third reflection, the one from the cornea, is also larger and upright. When the position of the candle is changed, by moving it further back from the eye, the small reversed image of the candle reflected by the posterior part of the lens is seen to immediately change its position and move nearer the other reflections. This proves beyond a doubt that the power of accommodation in the eye, is caused by an actual change in the shape of the lens itself. From a somewhat spherical figure it changes to a more elliptical shape by means of the action of a small muscle, situated near the junction of the inner surface of the cornea with the "white of the eye" or sclerotic coat. This muscle sends down its minute fibres, so embracing the lens that it can be changed from spherical to an elliptical figure.

Imagine a soft but elastic egg-shaped body held between the thumb and finger, and subjected to pressure by them, and you can see the change produced in the shape of the lens by this muscle. It has been proved that this change in the shape of the lens cannot be owing to the agency of the so-called ciliary processes and the muscles of the iris of the eye, for instances have been known where they have been cut away and paralyzed, and the accommodation of the eye to near or distant objects was not lost.

This wonderful power of adapting the eye to near or remote objects is weakened, little by little, as a man grows older. At last the lens becomes so stiff and unyielding that the delicate muscle has not sufficient power to effect the change in the form of the lens which is necessary. Tabulated results of experiments go to show that the child of ten years of age, possessing eyes of the normal power, that is neither far nor near-sighted, can adapt his power of vision by means of this change in the shape of the lens; so that he can clearly perceive objects held only two and one-half inches from the eye. At the age of forty-five the same object must be held from twenty-four to thirty inches distant. The lens then is gradually flattening, and as its elastic power becomes less it cannot be made convex enough for near objects, the person is obliged to aid his vision by placing convex lenses before his eyes.

The eyes of some birds of prey, as the falcons, show an apparatus for flattening or rounding the lens, very like to that in the eye of man; as many of these birds dash down upon their prey from great heights in the air, it is needless to say that the mechanism is very highly developed. The eyes of many birds, as for example the owls, have bony plates in the eye. These form a sort of jointed ring, and were once supposed to be of use to change the shape of the lens by their pressure. Dr. Jeffries, however, thought them merely to stiffen and support the eye, which in these birds is relatively of large size.

In the case of fishes we find that the eye is naturally accommodated for near objects. The lens is highly spherical in outline, not elliptical as in man and birds. To render these lenses serviceable for remote as well as near objects, they suffer a change of place, being pulled backwards or forwards in the eye by means of a muscular string attached to one side of the lens.

The lecturer remarked that it was an interesting fact that no gradations from the shape of lens, or manner of adapting it, seemed to be found as yet; the bird and the fish possessing respectively flattened and spherical eye-lenses. The whole lecture was profusely illustrated by diagrams, and models of the eye, as well as by alcoholic specimens of lenses of different fish, etc.

Some remarks then followed, by Professor Mayer, of Hoboken, N. J., on Young's Hypothesis of Color Sensation, and on the Duration of Sounds upon the Ear.

DEPARTMENT OF Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Weekly Reading Exercise.

Every member of the class brings some short, interesting item selected from magazine or newspaper; this he carefully studies, as his reading lesson for the day; and that he may make his selection interesting, he naturally strives for clear, distinct utterance, and correct expression. As in every class there is a wide diversity of tastes, this exercise will bring into the school-room a great variety of information.

As this exercise creates a regular weekly demand for something new and interesting, it tends to the formation of a habit of observing and retaining facts in general reading. Frequently, items are found having reference to some topic in geography, history, or some other school study; they thus aid in fixing the memory of things hitherto learned.

At the close of the exercise a scholar collects the various articles, all of which are written on papers of uniform size, and preserves them neatly, in a school scrap-book, where they are easy of access for future reference.

[Thanks for the above suggestion to Miss A. B. Tufts; and who will send some more?]

Hepatica and Epigea.

Little girls representing Spring Flowers, and decorated with them.

Hepatica.—Beneath the brown and rustling leaves,
A-near the crispy snow,
I lift my tender, hairy stems,
My purple flowers blow.
The March winds cannot reach me there;
Nor later frosts benumb,
My hardy buds will open fair,
Hepatica has come!

I hide my last year's foliage sere
Beneath the mosses green;
Till fresh my heart-shaped leaves appear
They'd rather not be seen.
So bring your baskets lined with moss
And tuck my blossoms in,
My blue flowers wrapped in hairy floss,
My purple buds between.

I see the trailing May-flower sweet
Come creeping near my bed;
It wanders on, with gentle feet,
Its perfume rare to shed.
So push away the rustling leaves,
And greet Spring's heralds, true,—
Hepatica and Epigea
Are hiding there for you.

Epigea.—See my sweet, pink clusters
On their viny stem!
How they push and hasten,
Spring winds beckoning them.
All amid the wet moss,
Nestling in the mould,
Twining round the frosty ground,
Flowers fair and bold.

Wreaths for little children,
In life's early Spring,
Flowers of loveliest perfume
Loving hands shall bring.
Pluck the scarlet berries
With the Partridge vine,
Delicate Anemone
Gracefully entwine.

In concert.—Singing, "Hail, dear Spring time,
To the wintry earth!
In thy reign such modest flowers
Tenderly have birth.
These so softly tinted,
Perfumes sweet and rare,
Prophets true and beautiful
All thy grace declare."

Dame Grammar and her Class.

BY LATIENNE.

Nine children, representing the NOUN, ARTICLE, ADJECTIVE, PRONOUN, VERB, ADVERB, CONJUNCTION, INTERJECTION, *and* PREPOSITION, *placarded each with the name of his or her part of speech, stand in a disorderly line. Before them stands* DAME GRAMMAR, *capped, spectacled, and with a ruler in her hand.*

Dame Grammar (*To Noun*).—
There, take your place the class to lead,
Substantial Noun! Pronoun, take heed
That with him always you agree;
And, Adjective, though slavery
Has been abolished,—counted wrong—
You still to master Noun belong;
So stray not like some vagrant tribe:
Stick to your place, and well describe
Your lord, when summoned, Verb, you too
Must in this file, or be, or do.
Come, qualifying Adverb, thine
Time, place, and manner to assign
To this same Verb. Conjunction, come!
Unless you add this little sum
Of words, their strength is half-expressed.
Here, Preposition, tiny pest,
So hard to rule, so oft ill-used,
By every foreign tongue abused!
Hold! Interjection,—malapert!—
Bold imp, who will, to shout, or beg,
Hop quickly up upon one leg,—
Appearing here, there, everywhere,
Like Jacko'lantern! I declare,
If policy it were, I'd quick
Break o'er your head this ruler-stick;
But then, two imps for one would rise,
Born of that sudden shock's surprise.

Interjection (*Carrying his hand to his head with a military salute to the class*).—Halt!

Preposition, Pronoun, and Adjective (*With linked hands, exclaiming*).—For what?

Noun (*To whom Interjection has been whispering*).—Fun!

Verb (*Demurely casting down her eyes, and folding her hands*).—Done!

(*Interjection coughs, sneezes, then looking up impertinently at* DAME GRAMMAR, *says:*
Go ahead! don't get in a flurry,
Respected relict of Lindley Murray!

(DAME GRAMMAR *clutches her cap in violent agitation, makes a thrust with her stick at* INTERJECTION, *who dodges, and then orders the class*)—
Come, come, make haste, a sentence form,
Or else this stick shall stir up storm!

(*She beckons little* ARTICLE, *who looks up in her face with an inquiring*)—Eh?

Dame (*Graciously to the little one*).—
A's what I want,—stand here, I pray!

(*More sharply*).—Now, Adjective, quick,—name yourself,
Or I will lay you on some shelf
Too high for even a poet's climbing,
Tho' lacking you to mend his rhyming.

Adjective.—BLUNDERING.

Dame (*To Noun*).—Come, come, your head
Should not be wandering,—your name!

Noun.—DAME.

Dame.—Conjunction, yours I now demand.

Conjunction.—AND.

Dame.—Adverb, you'll answer me, as such!

Adverb.—MUCH.

Dame.—Here, moody Verb, yourself proclaim!

Verb.—TO BLAME.

Dame.—Now, Preposition, speak you, or—(*She threatens him with her stick.*)

Preposition.—FOR.

Dame.—What name shall I this Pronoun call?

Pronoun (*Joining hands with Adjective*).—ALL.

Dame (*Stiffly*).—Your unassisted name, I beg!

Pronoun.—OUR.

Dame (*To* NOUN).—You lead the rank, and rule with power.
Another name you may confess.

Noun.—HEEDLESSNESS.

(*Here the old* DAME *takes out her handkerchief, wipes her spectacles, and looks sharply through them at the members of the class, who assume serious faces under the inspection*).

Dame.—Verb, speak again! (*Aside.*) Some mischief this!

Verb.—Is.

Dame (*Angrily to* NOUN, *as he advances to speak with upraised hand*).—Out with it! or your hand I'll hammer!

Noun (*Covering his face with his hand and pretending to sob*).—Gra—m—mar!

Interjection (*Popping up at the end of the line with a howl*).—Oh!

(*The Dame rubs her forehead bewildered, as if trying to remember all the names given, then says with asperity,*)—
Now give your names in order clear,
That I may all the sentence hear!

Class repeat, first singly (*each giving his name*), *then in concert*).
A BLUNDERING DAME,
AND MUCH TO BLAME
FOR ALL OUR HEEDLESSNESS IS GRAMMAR!

(*The* DAME *tears her cap quite off, in a flurry, and raises her stick threateningly over little* INTERJECTION, *who hops up on one foot and dodges the blow with an*)—Oh!

Then, almost speechless with wrath, she waves her stick toward the door with the word)—Go! (*and all go out.*)

An Appeal to Arms.

BY PATRICK HENRY.

1775. CENTENNIAL. 1875.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren until she transforms us into beasts. Is this the part of wise men engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth, to know the worst and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the house? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss.

Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation, the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world, to call for all this accumulation of navies and armies? No, sir; she has none. They are meant for US—they can be meant for no other.

They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable, but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and the Parliament. Our petitions have been slighted, our remonstrances have produced additional violence and insult, our supplications have been disregarded, and we have been spurned with contempt from the foot of the throne!

In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must *fight!* I repeat it, sir, we must FIGHT! An appeal to ARMS and to the God of hosts is all that is left us!

STATE DEPARTMENTS.

Maine.

AUGUSTA, ME., March 21, 1875.

MR. EDITOR—*My Dear Sir*:—Apprehensive that the "Maine" editorial in your issue, March 13, may seem to reflect too severely upon the "Dirigo" State in her educational progress for the past twenty years, and possibly may give an incorrect and unjust impression to the friends from whom we have received assistance and encouragement in the past, I desire to present the following statistical exhibit—drawn from the annual reports of the State superintendents:

MAINE EDUCATIONALLY—'54 VS. '74.

	1854	1874
Amount of money raised by towns,	$333.019	$673,314
Amount of money received from the State,	54,398	367,009
Amound expended for private schools,	23,843	43,152
Number of school-houses built,	128	122
Cost of same,	$62,808	$150,220
Number of good school-houses,	1,752	2,591
Estimated value of school property,	$870,005	$3,079,311
Aggregate sum expended for schools,	491,060	1,191,712
Number of male teachers,	2,559	1,928
Number of female teachers,	4,137	4,366
* Wages male teachers exclusive of board,	$20.57	$36.17
* Wages female teachers, exclusive of board,	7.60	16.20
Percentage of attendance to census numbers,	.44	.49
Number of Normal schools,	None	2
Number of free high schools,	None	165
Number of students in same,	None	14,828
Amount paid for supervision by towns,	$11,079	$28,540
Number of towns, school districts abolished,	2	29

* Per month.

Deductions from foregoing in favor of "progress":—

1. Maine should be credited with a substantial increase in the sinews of educational warfare, *money*.

2. The increased co-operation of *town and State* in providing school revenues.

3. Better school-houses, $870,000 versus $3,000,000.

4. Increased wages of teachers—doubled.

5. Improving local supervision—trebled.

6. Normal School element gradually working its way.

7. An extension of academic privileges to the producing classes at expense of town and State.

8. Popular judgment inclining to favor the "town" system, discarding the "district" plan. Also free text-books on town plan.

I will add that the "compulsory law" enacted last winter was not a "forced" measure, that the bill originated in the Senate, and was framed by a member of that branch, known as a clear-headed citizen and not as an educator, and that the bill passed its third reading by a majority surprising to friends and astonishing to opponents: indicating the fact that the *people* of Maine subscribe to the doctrine that if the State compels them to *pay* for the education of youth, the State is under obligations to fulfill her duty and *secure* that education to every child.

Again, "county supervision" and "institutes" were abolished, the former through inefficiency of a few of "the sixteen" and "political apprehensions"; the latter through non-attendance of teachers. Maine still believes thoroughly in efficient "school supervision" and "professional training" of teachers.

Furthermore, the friends of the Free High Schools entertain no apprehensions in regard to the continuance of this element in our educational work. They were not called upon at the last session of the legislature to make any efforts in defence of the same. To the best of my knowledge, but one petition was presented against the measure last winter, and that was the offspring of a local prejudice. For growth of public opinion in this respect see table above.

Finally, comparing our State community with those of our sister States, I am more and more inclined to rank Maine as far above the average in intelligence, considerate judgment, and common sense, and am free to assert that in the exercise of those qualities she has made during the past twenty years as great advances edutionally as any other New England State, and that in low percentage of illiteracy she ranks among the highest in the Union.

WARREN JOHNSON.

FARMINGTON.—The present term of the Wendell Institute will close this week, and the spring term will begin after two weeks' vacation. . . . . Professor Woodbury, of the Normal School, delivered his lecture "The Battle of Gettysburg," at East Wilton on Friday evening of last week. Mr. Woodbury delivered the lecture in the home course last winter, and has since repeated it before the Normal School. . . . . The number of pupils in attendance at the State Normal School at Farmington, this term, is 125, representing 14 counties. The only counties not represented are Hancock and Piscataquis. The class entering the school this term is a large one. Some statistics in regard to this class may be of interest as showing the character of those seeking the benefit to be derived from connection with the school: Present number of the class, 57: number of counties represented, 13; average age 19; number who have taught, 34; whole number of weeks taught, 1,273; average number of weeks for each one who has taught, 23; number who have taught one year or more, 11. The Model and Training School, in connection with the Normal School, is now in the sixth year of successful operation.

— The place of preceptress in the Eaton School, Norridgewock, so long and so ably filled by Miss N. E. Hunton, will this spring be taken by Miss H. E. Danforth.

New Hampshire.

MILFORD.—At the late election C. S. Averill, D. S. Burnham, and C. C. Cressy were nominated by both parties as a board of education, and handsomely elected. Appropriation for schools, $5,500; for free library, $500. A proposition that the appropriation "should be devoted to teaching English branches alone and not devoted to dead languages," was summarily voted down.

At the last high school examination a peculiarity was a number of written discussions, and it is noticeable that all the disputants were ladies, only one or two gentlemen appearing upon the programme for general exercises. The *Enterprise* speaks highly of Professor Blanfield's work as principal.

HOPKINTON.—The annual report is received. C. C. Lord, C. A. Harvey, Charles Hardon, S. S. Committee. Expense of schools $2,400; number of pupils, 507; average cost per pupil, $4.73, going as high as $12.00 in some districts. Number of districts, 24 of which ten average ten pupils or less; terms of school 41, of which 24 *had ten pupils or less*. Of the 30 teachers only 9 taught both terms in the same district. Length of schools per year, from 10 to 26 weeks, average about 19 weeks. Wages of teachers including board, $12.00 to $40.00 a month, average about $24.00. Of the 24 districts 16 have no maps, charts, or other apparatus. These facts are referred to in this light, not to reflect upon the town of Hopkinton at all. But it is a representative case. There are nearly two hundred other towns in the State suffering from the same unfortunate condition of things—a multitude of little schools, unsettled teachers, short terms, an *apathetic public*. Nothing but a thorough enforcement of the town system will ever bring about a better state of things.

BRISTOL.—Rev. Silas Ketchum commenced to collect books in 1855, and has been an active and industrious student of Bibliography from that time. He had, then, just 43 volumes. He has collected solely with a view to bestow them, at proper times, in public libraries, where they should be preserved. He has searched hundreds of old book-stores for rare volumes, out of print, and, except with the learned and the curious, out of mind, and has within the past three years, donated over 300 books and pamphlets to the American Congregational Association in Boston. A collection of ancient school books, similar to that lately sold to the British Museum, by Samuel G. Drake, Esq., and numbering 500 volumes, he has presented to the New Hampshire Historical Society, and he has presented to the New Hampshire Antiquarian Society within the same time about 500 books and an equal number of pamphlets. He lately placed with the same society nearly 1,000 volumes of books and periodicals, and 2,600 pamphlets. After making these reductions, his own private library consists of a little over 1,500 volumes. Many of the pamphlets donated to these societies were exceedingly scarce, and of high historic value. The oldest volume among them was printed at Venice in 1483. Many were from the celebrated presses of Aldus Manutius, the Elziviers, the Stephani, and other early printers of Europe.

TEACHERS' WAGES.—Superintendent Simonds, in the Franklin report, gives the teachers' salaries in that town. They are considerably above the average for the State, viz., $220 a year, or excluding the high school, $192 a year. Out of this munificent sum teachers pay twenty-two weeks' board, and furnish their own clothes, books, etc. (working for their board or starving the other thirty weeks of the year, if they persist in following their profession). And yet it is a common argument, especially in the liberal city of Concord, that the State should not pay for Normal schools, institutes, and the like; that teachers should be put on the same level with lawyers, physicians, clergymen, and should pay for their own instruction. Yes, $192 a year, not one-fifth what these other professions average! Gentlemen, put us half way "on the same level" with these and we will take you at your word. As it is, the average teacher in this State has not a dollar left to buy needed books with, to say nothing of institutes and Normal schools.

FRANKLIN.—The annual report is bristling with figures, in which Superintendent Simonds takes so much delight. They would have delighted this editor more had they been tabulated. Total expenditure $3,636; average per scholar, $6.60. Number of pupils, 550; average, 360; children not attending for the year, 50. Male teachers, 3; females, 17. Average wages, males, $67.00; females, $31.00. Things seem to have been a little mixed during the past year, but a good high school building is in process of erection, the town has got on the right track, and no doubt another year will set everything right.

LEBANON.—Professor Noyes, of the High School, lately gave an exhibition to procure funds for the purchase of apparatus for his school. He proposes to give at no distant day a scientific exhibition with what apparatus he can command, to show the citizens the benefit to be derived from the possession of a complete set, which can be referred to daily as a means of study and illustration. That is the work we need done in every town in the State—pioneer work missionary work, work to rouse the people and "show them the benefit" of these things.

DARTMOUTH HOME SCHOOL.—The excellent articles by Miss L. J. Shearman, in the Dialogue Department of the JOURNAL, are, we hope, but the prelude of more to come; and may they not be the inspiration of many of our lady teachers to try their hands in the same direction? Facts, experience, thus pointedly put, are worth all the fine theories that we of the other sex can boast of. Ladies to the front!

PEMBROKE ACADEMY.—Professor Walker and Miss LeBasquet are to be congratulated on their success in sustaining the reputation of this time-honored institution. The last term is spoken of as one of the best for many years. At the examination prizes for excellence of declamation were awarded to Thomas S. Sullivan and Frank S. Whitehouse, and for essays to Misses Nellie L. Simpson, Lizzie A. Dearborn, and Mary G. Little.

DUBLIN, at a late meeting of her townsmen, voted to raise funds to establish a high school. This little town, at the foot of Monadnock, deserves to be remembered. Her common schools have been among the best. Dr. Spragne gave funds for their support; Samuel Appleton remembered, with his purse, the little town where he did his early work as a teacher; and noblest of all was Dr. Leonard's gift, *himself*. In the hands of men able and devoted a good work always has progress, and it is indeed gratifying to see, in this town, with her rocks, hard soil, her six school-houses scattered, one of them "a mile from any human habitation and much secluded by hills and forests," the glad truth repeated, that the spirit which good men infuse does not die with them, but remains to bless their memory and their fellow men.

NEWMARKET.—Mrs. Joseph R. Chelsey, who died recently, left by will $4,000 to Bates College and $2,500 to the New Hampshire Orphan Asylum.

— Hampton Academy is coming up under the energetic charge of Prof. J. W. Cheney (Dartmouth, '70). Attendance: fall, 30; winter, 35; spring 65. The people are getting waked up, and rather than have the principal accept offers for another place have made him very liberal guarantees from another year.

— B. F. Dame, the former popular master of the Lincoln street school, who resigned some three months since to engage in business, has been induced to return to the profession. The city of Manchester is to be congratulated on again securing his services at the head of their largest school.

— Thornton, according to the report of its school committee, has "not one decent, respectable school-house in town."

— The Normal School begins the spring term with over one hundred students.

— Keene has voted to build a new high school-house.

Vermont.

NEW HAVEN.—The closing exercises of the Beeman Academy, for the year, were held in the Congregational church, New Haven, Friday evening, March 19. The attendance was large. The graduating class, to the number of twelve, presented their orations and essays in a generally creditable manner. After the diplomas had been passed over, with a few appropriate remarks by the principal, and just as the graduates were about to leave the stage, Mr. Dean, of the graduating-class stepped forward, and addressing Mr. Leavenworth in a few well chosen words, presented him with a very handsome gold watch, purchased by members of the school and friends in town. Mr. Leavenworth returned his thanks for the token in a few words, and spoke at some length of his leaving the school, saying that he departed with regret, because he had formed many pleasant and valued friendships. He reviewed his labors in New Haven, and mentioned that during his six years' labor he had sent out 89 teachers and had prepared 40 for college. He then thanked the trustees for the constant and unanimous support they had rendered him. Mr. E. S. Bottum, of the trustees, then read the following resolutions adopted by the board when Mr. Leavenworth's resignation was communicated to them. On motion these resolutions were unanimously and heartily adopted by a vote of all present. They are as follows:

Resolved, That the resignation of A. E. Leavenworth as principal of the Beeman Academy, moves us to an expression of gratitude for the work which he has done for the youth under his charge since he has been with us, and assure him that the regret we feel is only lightened by the hope and belief that he will find a wider sphere of usefulness in the new position to which he is called, and that our loss, which we deem great, will result in a greater good to himself and others.

Resolved, That he is hereby assured of our kindest interest in his future welfare and that of his family, growing out of the several relations he has held while with us, as teacher, neighbor, citizen, and friend.

MONTPELIER.—The winter term of the Vermont Methodist Seminary closed on Thursday, March 18, with examinations Wednesday and Thursday, and the literary exercises of the middle classes on Thursday evening. The examinations showed thorough drill on the part of the teachers and hard study by the students. The chapel was well filled on the night of the exhibition, and the speakers reflected credit upon themselves and their teachers.

NORTHFIELD.—The scholars of the Northfield Graded School presented their retiring principal, A. R. Savage, Esq., on Wednesday, March 17th, with two beautiful silver goblets, gold-lined, and

a silver fruit-knife. He had most thoroughly ingratiated himself into the confidence and esteem of his pupils, and they feel deeply the loss sustained by them in his retirement from the position so ably filled by him for the past three years. E. C. Smith, of Cabot, a teacher of experience, and well recommended, completes the term as principal.

ALBANY.—The winter school at the west village which has been under the very excellent instruction of Miss Nellie E. Shephard, closed Friday, the 27th ult., with a public examination seasoned with rhetorical exercises. It was our pleasure, with some score and a half of others, to be present, and without any flattery at all we will say that we were both pleased and gratified.

JOHNSON.—The Normal School is flourishing finely this spring. Mr. Crippen is giving excellent satisfaction; scholars are coming in all the time. Orleans county sends a larger number than any other county except Lamoille, and nearly as many as this county.

BURLINGTON. — The annual spring course of lectures in the Medical department of the University of Vermont commences on Thursday, the 18th inst. The indications are that a large number of students will be in attendance.

Massachusetts.

BOSTON.— The Massachusetts School Fund now amounts to $2,500,000. The finest buildings in Massachusetts are school-houses.

The spelling mania has reached Boston, and last Tuesday evening Music Hall was converted into a "school-house," where the advanced volunteer scholars of our schools were engaged in a spelling contest with members of the daily press. It would have been difficult to have chosen more evenly-matched contestants, and there was considerable fun sandwiched in with the excitement. Two prizes were given to the best two spellers, one of which was Worcester's Unabridged Dictionary, bound in Russia.

The contract for building the new school-house at the corner of Exeter and Newbury streets, on the Back Bay territory, has been awarded. The building will contain nine rooms and a large hall, and will be used for grammar and primary classes, separate entrances being assigned for the two grades. It will be a mixed school.

CAMBRIDGE. — An exhibition of the Free Evening Drawing School took place in the hall of the new city building on Central square. Specimens of the artistic work of the pupils were hung along the walls of three sides of the apartment and attested the proficiency of the pupils, and the faithfulness and success of the instruction in a very gratifying manner. The occasion was made specially interesting by the delivery of a lecture on art by Professor Walter Smith, who held the close attention of the large audience during the hour and a half in which he spoke. His honor, Mayor Bradford presided, and made some introductory remarks of a congratulatory character, before introducing the lecturer. Several members of the school committee were present on the platform or among the audience.

WOBURN.—The arrangements for the High School reunion are progressing very favorably, and a large company will undoubtedly attend. The Rev. Dr. J. C. Bodwell, Rev. H. C. Townly, Hon. J. G. Pollard, William A. Stone, Esq., and Messrs. J. P. and P. L. Converse have signified their intention to be present. Thomas Emerson, Esq., a former principal, is confidently expected.

ATTLEBORO.—The school committee report many improvements in school accommodations during the last year, but "the completion of a large, new and convenient school-house, at a cost of $30,000, in district Number 18" is rightly termed "the great event of the year." The East High School now has excellent accommodations in this building; but as the North High School occupied a discarded school building, there is still room for improvement. . . . . Rev. J. Whitehill, Rev. J. D. Peirce, and George A. Adams, Esq., have been elected as members of the school committee.

At the spelling school at East Attleboro, forty spellers engaged in the contest. Miss B. Young and Miss F. Blandin, both teachers in the public schools, won the prizes. Another is to be held on Monday evening, March 22, and a separate class from which teachers should be excluded would give hope to some of the unsuccessful contestants.

SWAMPSCOTT.—The school committee show the whole number of scholars to be 374, with an average attendance of 319. The school-houses are in excellent condition. The public library has been patronized during the year to the extent of 2,020 volumes. . . . . The school committee's report shows that the largest attendance was during the spring term, when the whole number of pupils was 374—largest average attendance 319. Number of scholars under fifteen years of age 25. The school buildings are in good condition.

MARBLEHEAD.—An adjourned town meeting was held Thursday, the 18th inst., to complete the election of town officers. A board of health, cemetery committee, and auditing committee were chosen. After a struggle it was finally decided to make the selectmen the surveyors of highways, and they were also made the beach committee. William Stacy was chosen collector of taxes, at a commission of 74-100 of one per centum. The town clerk and town treasurer were voted the same compensation as the year before, $300 each; $4,500 was appropriated for paying State aid the ensuing year. The fire department was voted $5.00 for each man. The appropriations for the several boards were made as follows: Selectmen, $6,000; interest, $10,000; schools, $16,000; overseers, $7,000; surveyors, $5,000; firewards, $5,000; compensation to firemen $1,445; town department, $5,000; discounts and abatements, $2,500; total, $57,945. As the town treasurer has a balance of over $11,000, it was voted that $46,000 be assessed upon the polls and estates. It was voted that the town purchase the text-books for public schools as they may be needed by the pupils from time to time, and that $1,000 be appropriated for this purpose. The tax will be about the same as last year, viz., $13.80. Another adjourned meeting will be held Monday.

TOWN APPROPRIATIONS FOR SCHOOLS.—Stoneham, $15,000; Lincoln, $2,000; Swampscott, $7,000; Bradford, $6,800; Quincy, $27,500; Stoughton, $22,000; Malden, $40,000; Becket, $1,500; Granby, $1,500; Hatfield, $2,000; Huntington, $2,000; Milbury, $7,000; Northampton, $30,250; Palmer, $8,000; Southampton, $1,800; South Hadley, $9,000; Williamstown, $5,500; West Boylston, $3,500.

EASTHAMPTON.—The summer term of the Seminary commenced on Thursday. The High, Grammar, and Intermediate schools of the town commenced Thursday. The primary schools will re-open Monday, April 12.

MIDDLEBORO.—It was voted to choose a committee of three in relation to building a school-house at the Center, the accommodation of the present ones being too small.

— The Fall River (Mass.) school committee has adopted a resolution recommending that the senior class in the Girls' High School appear in American calico on the day of graduation, instead of costly dresses, as has been the custom.

— The next anniversary of the Wheaton Female Seminary, at Norton, will be the fortieth since the establishment of the school, and the twenty-fifth since Mrs. Metcalf's connection with it as principal. It is intended to have exercises commemorative of these facts.

— Lexington voted at Monday's town meeting, to raise $9,821 to pay for the approaching centennial celebration, $2,300 to be assessed during the present year, and $2,000 in each of the following years until the entire amount is paid.

— The senior class of the Westfield Normal School have chosen Miss A. C. Bissell, of Charlemont, valedictorian, and Miss B. A. Collins, of Williamstown, salutatorian.

— Miss Beach, first assistant at the Woodstock Academy, will become principal of the Southbridge High School, at a salary of $1,200.

— The term at the Agricultural College closed at Amherst, Monday, to reopen on the 25th inst.

—The schools of the town of Nahant are in excellent condition.

Rhode Island.

PROVIDENCE. — Only *six* spelling-schools since our last issue. The institution has *fairly* driven even church fairs into the background, and the spelling arena is more powerful as an agency to raise funds than any other one device. In nearly all of the contests the participants are pupils in our schools, and they almost invariably do their teachers great credit by their proficiency. On Friday evening, March 19th, representatives from six of the Grammar schools of the city entered the lists for a friendly encounter, six prizes being offered—one for each school. The words were to be taken from Leach's Speller, or else were to be those in common use. So perfectly were these children, as a whole, versed in the difficulties of the spelling-book that it was soon evident that words must be found outside thereof, in order to bring the matter to an end. Accordingly words from other sources were used, and with such good effect that the ranks were thinned very speedily. The result demonstrated, beyond the shadow of a doubt, that spelling is thoroughly taught in this city.

BRISTOL.—We regret to learn that Mr. F. G. Morley, the accomplished teacher of the High School, finds it necessary to resign his position on account of his continued ill-health. Mr. Morley has occupied his present position for a number of years, and has done a most excellent work for both the school and the community. The State will be loth to lose him from her service. . . . Bristol also has had her spelling-match, as also the towns of Westerly, Pawtucket, and Lincoln. The "tidal wave" seems destined to sweep over the entire State.

NEWPORT.—Prof. J. F. O. Smith has resigned his position as teacher of Music in the public schools in this city, and his resignation has been accepted. . . . Mr. P. Henry Case, son of Mr. P. G. Case, of this city, a graduate of Brown University, has been chosen to a professorship in Santa Barbara College, Cal., and entered upon his duties in February.

HOPKINTON. — The graded school at *Ashaway* gave an exhibition in their school hall, on the night of the 13th inst. In spite of the unpropitious state of the weather, a fair audience were present, all of whom were well pleased with the exercises. It is to be hoped that the people of this joint district will take pains to inform themselves of the character of the work Mr. and Mrs. Estee are doing in this school. We are confident they will find very much to approve, very little to condemn. We shall look for the best of results from the establishment and maintenance of this graded school.

WARREN. — At the annual town meeting held on Saturday, March 13th, Rev. Samuel K. Dexter was re-elected Superintendent of Public Schools. Hon. Geo. L. Cooke, Ambrose B. Mason, and Rev. Micah J. Talbot, were also re-elected as members of the school committee for three years. . . . The liberal appropriation which this town made last year was sufficient to pay up a deficit of $170.65 for the year previous, meet the requirements of the year, and leave a considerable sum unexpended; therefore, as recommended in the report of the committee, which has just been issued, the town appropriation for the public schools for the ensuing year was $5,500; $2,000 less than last year. An appropriation of $350 for the new school-house, and a fence around the new territory was also voted.

RICHMOND.— The winter term of the school at Wyoming, Mr. Robert Richmond, principal, closed March 9th. Much interest has been awakened both among pupils and parents, and the school has been one of marked profit.

Connecticut.

HON. B. G. NORTHROP, Secretary of the Board of Education, will conduct an institute at Norwich, Conn., in the Free Academy, on Thursday, Friday, and Saturday, April 8th, 9th, and 10th. Arrangements have been made for a large meeting, and among the speakers may be expected Hon. J. H. French, of Vt.; Hon. T. B. Stockwell, of R. I.; Rev. J. C. Bodwell, of Conn.; and Commissioner Apgar, of N. J.

STAFFORD.—*A Veteran Teacher—Ancient Pupils.*—It is a rare thing that a teacher of a district school in a country town should retain such an interest in the field of his early labors that he can reproduce the names of the pupils attending his school, give the age of each while in school, and designate those who have died, after a period of forty-one years has elapsed.

The Rev. Charles Hammond, widely known as principal of Monson Academy, Mass., taught the district school in "Stafford street" during the winter of 1833 and '34. From an article by Mr. Hammond, in the *Tolland County Press*, at Stafford, the following items are gleaned. Of the eighty-four scholars, under the charge of this single teacher, were five only three years old, six, four years, while there were twelve between fifteen and twenty years. The *variety* of duties devolving on a teacher in such a position, in which the extreme ages of the pupils are three and nineteen years, can be understood only by those who have had actual experience with such a charge. Thirty-nine per cent. of the boys and twenty-nine per cent. of the girls are dead. Thirty-four of the living are no longer boys and girls, as each one of that number is over a half century old. And yet the teacher of these quondam boys and girls, who has had charge of Lawrence at Groton and Monson Academies, eleven and twenty-five years respectively since his graduation at Yale in 1839, is not old,—but is still an active, zealous, progressive teacher, among the foremost of the leaders in the cause of education, in the old Bay State.

"In 1833 there were two meeting houses in the street, and these long ago disappeared. It is supposed that every one of the ten churches now in the town have been built since that date. Forty-one years ago, not a railroad existed in New England, and now the mountains are riddled for miles in extent to make a way for the tramp of the iron horse, The street was then in the line of a great stage route from Hartford to Boston by way of Worcester, and the heavily-loaded stages daily passed each way. But the glory of all that business has utterly passed away from the Stafford hills and other country towns. Indeed an old-fashioned country stage is likely to be as curious a relic of antiquity as the spinning-wheel and domestic loom of our grandmothers have already become.

The old school-house still stands on that eminence from whence nearly every dwelling in the district can be distinctly seen. It has been moved, indeed, a few rods from its former site, and we suppose its interior arrangements have been modernized — but in its general appearance it remains as when in its prime, when it was one of the largest, and doubtless one of the best school houses of the county. The old church never had a steeple, but the old school-house, long its contemporary, had both a cupola and a bell. We have made many inquiries as to the time when this school edifice, so creditable to the projectors, was erected; but can obtain no clue to this important fact. The school-house was in sad need of repairs in 1833. It had been battered by storms and hard usage. It was exposed to every wind that blew. The winter was cold and bleak. We burnt a fabulous amount of wood in that spacious room, having a chimney at each end. The battle of school life was fought between two fires—and yet we were often chilled by the crevices in the defective floor and walls. It was a satisfaction to learn, not long afterwards, that substantial repairs had made the place comfortable for succeeding teachers in winter terms.

Many of the dwellings, which were then the homes of pupils, have long since been demolished, and the inmates are also gone. Of the heads of the families who then sent to the school, not more than one or two are now supposed to be among the living. Every house, standing then and now, is a memento to the dead. The old school house still remains. Its antique cupola, the most noticeable relic of the past in all the landscape, still greets the eye of the visitor returning to familiar scenes after long absence. That bell rings out the same school warnings which the oldest inhabitant has heard ever since he ran remember.

Those who in other years have belonged to the schools that have gathered daily in that ancient room at the sound of that old bell,

will read with responsive emotion the following lines of Park Benjamin. Many years ago these stanzas were set to music by Russell, a ballad singer, known to some of the former residents of Stafford, and widely known throughout the land as the author of many popular airs, having similar themes of song:

THE OLD SCHOOL-HOUSE.

The school house dim and old,
How many years have flown;
Since in its little fold
My name was kindly known;
How different it seems
From what it used to be
When, gay as morning dreams,
We played around the tree.

How we watched the lengthened day,
Through the dusty window pane,
How we longed to be away,
And at sport upon the plain;
To leave the weary books,
And the master's careful eye,
For the flowers and the brooks,
And the cool and open sky.

Alas! where now are they,
My early comrades dear?
Departed far away,
And I alone am here;
Some are in distant climes,
And some in churchyard cold;
Yet it tells of happy times,
That school-house dim and old."

HARTFORD.—The will of the late Chauncey Harris, principal of the South School, gives all his property, worth about one hundred and twenty-five thousand dollars, to his family. He left six children. Mr. Frank R. Childs, teacher in the Hartford High School, is to be Mr. Harris' successor.

GLASTONBURY.—The annual examination of the academy took place during the past week. After a vacation of three weeks, the spring term will begin April 12th. From the annual catalogue just published, it appears that 121 pupils have been in attendance during the year, of which a considerable number were from other towns. A boarding-house is to be opened for the accommodation of those from abroad, at a moderate expense for board.

NEW HAVEN.—We notice among the Board of Visitors to West Point, for June, 1875, recently appointed by President Grant, the name of President D. C. Gilman. The president has also appointed among the cadets, to enter the seminary in June, Harris Lee Roberts, son of the late Gen. Benjamin S. Roberts, U. S. A., who was military inspector in the Sheffield Scientific School several years previous to his death a few months ago, and as first alternate, Edmund D. Smith, son of Hon. Truman Smith. Harris L. Roberts has been studying at the Hopkins Grammar School, where he was distinguished for gentlemanly deportment and physical activity.

The evening schools of New Haven were closed last week. Over five hundred young men and boys, from 14 to 40 years of age, have been in attendance during the season, extending from Oct. 5th to March 12th. Ten male teachers have been employed. The studies have been, arithmetic, reading, spelling, penmanship, book-keeping, and letter writing, Great interest has been manifested by the members of the school.

Colleges.

AMHERST COLLEGE.

"Beautiful spring" is as yet a stranger here. . . . . James T. Fields lectured on "De Quincy," Tuesday evening, March 16. . . . . Professor Seelye preached last Sunday in Pearl street church, Hartford. . . . . A few students gave a theatrical entertainment at North Amherst, on Thursday night, March 11, the regular evening for prayer meeting. . . . . Professor Burgess has resumed his lectures, and the Seniors their imprecations. . . . . Professor Tyler gave a very interesting paraphrase on "Dives and Lazarus," last Sunday. . . . . The wife of Tutor Chickering died Friday night, March 12, at her father's house in Exeter, N. H. Her funeral took place the following Tuesday. . . . . The college ball nine, chosen for the ensuing season, are, viz.: D. M. Pratt, captain, 2d b.; F. E. Stork, c. f.; J. B. Stanchfield, p.; J. E. Plimpton, 1st b.; H. S. Knight, 3d b.; F. C. Newman, s. s.; G. F. Mears, l. f.; M. E. Couch, c. f.; W. Record, r. f. They exercise daily in the "Gym," running two or three miles a day. . . . . There will probably be no Freshman crew. . . . . The post-graduates are to start soon *en masse* for Europe we hope. . . . . The *Amherst Student* announces the birth of a fine healthy boy to C. L. Woodworth, Jr., formerly of the class of '75. . . . . The Social Union voted to place the "student" exchanges in the Reading Rooms. . . . At a lively boating meeting on Wednesday, March 17, $1,200 was called for, and $1,455 was raised. Boating isn't dead yet in Amherst.

DARTMOUTH COLLEGE.

Professor Young gave a lecture in the college church, Friday evening, March 18th, under the auspices of the Senior class. Subject: "The Transit of Venus Expedition to Peking." He gave an account of their journey from home to their destination, the operations of the party while in China, how their observations were made, a description of the places and people he saw, which were well illustrated by several good views. His lecture closes the Senior course for the present year. We understand that the Juniors are providing for a course for next year. This lecture course was inaugurated by the class of '73, and met with so much favor that subsequent classes have kept it up, so that now it is regarded as almost one of the "institutions of Dartmouth," The class takes the responsibility of engaging the lecturers, relying upon the sale of tickets to cover expenses. It is a fine thing for the students and people, giving them an opportunity of hearing the first-class lecturers of the country, which but for this they could not, because it is the only provision for public lectures in town. The most popular speaker of the season was Robert Collyer, of Chicago, who spoke last week; subject, "True Grit." He said true grit consisted, first, in one's ability to save himself; second, in his ability to give himself to any good cause or purpose; and that this was manifested in his willingness to do an honest day's work, to get married and make a happy home, and to give a *family of children to the world.*

The Seniors held their election for class day exercises on Wednesday, the 17th; it passed off as quietly as one ever did, and with as little ill-feeling. The elections are controlled within the societies, and, as a matter of course, results in much wire-pulling and ill-feeling between the different societies. The following appointments were made: For oration, Jarvis Dinsmoor; poem, S. B. Wiggin; chronicler, C. E. Cochran; prophesies, C. H. Burleigh; introductory address, A. F. Sears; address at the old pine, J. C. Proctor; address to the undergraduates, W. J. Noyes; address to the class, Jarvis Richards; address to the president, L. S. Tilton; ode, G. A. Butler; chorister, George Burbeck; marshal, H. W. Stevens.

WESLEYAN UNIVERSITY.

Professor Atwater receives numerous calls to lecture; within the last two weeks, he has lectured in half-a dozen places within a radius of thirty miles. His general subject is Chemistry, both theoretical and practical. . . . Professor Hibbard read in Worcester, Mass., Tuesday, March 16th. . . . Seniors take up International Law and Constitution of the United States next week. These are the last studies of the course in their respective departments.

We are glad to hear that the Juniors have decided to have class singing at Junior Exhibition. This style of music is deservedly popular both among the students and their friends, and from the well-known vocal ability of many members of '76, it is certain that the custom will lose none of its popularity on the evening of April 7th next. Students and recent graduates will have their hopes raised for the success of the entertainment, when they are told that the rehearsals take place on William street, a few doors below High.

We clip the following from the *College Argus:* "It may be an item of interest to announce that a certain Senior, by daily investigation, is collecting facts from which there will soon be prepared an article on love affairs in college, or rather a complete exposition of the engagements and general matrimonial prospects of our students. It will contain choice extracts and loving sentimentalities from many a gushing miss(ive). It cannot be doubted that such an authoritative statement as to the precise intentions and hopes of each student will be cut out and pasted upon the walls of many a ladies' seminary." Your correspondent will give you timely information of the appearance of said article, with such comments and extracts as may seem necessary.

The old custom of "boarding oneself" which was so prevalent in college four years ago seems to have been abandoned. The excellent facilities which our various clubs afford seem to render it unnecessary for any one to resort to this very unhealthy and uncomfortable way of sustaining the inner man, though indeed no club can ever hope to board as marvelously cheap as some of the self-constituted housewives are said to have done. Witness the instance of one who boarded himself during a winter term of thirteen weeks for less than $10.00. Men who go through college in that way learn something more than the text-book and professor can teach them; nevertheless, we shall not blame any one who reads this if his thirst for extra knowledge does not determine him to board himself for a year or so at seventy-five cents per week.

The ladies of the Middletown Temperance Union have opened a temperance coffee-house next door to the North Church, Court street. We understand that the refreshments are excellent and very cheap. It is to be hoped that all success will attend their efforts. Middletown certainly offers as wide a field for labor in the temperance line as any place that we know of.

HARVARD COLLEGE.

The theatricals in aid of the Harvard boat club will take place in Horticultural Hall, on Thursday and Friday evenings, April 8 and 9, and on Saturday afternoon, April 10. Tickets can be obtained at the colleges, at No. 16 Weld. . . . The Hasty Pudding Club has this year revived the custom of compelling members to pass through that form of initiation known as "running for the pudding." It obliges the candidate, for one week, to run whenever he has occasion to pass about the yard, and at no time to speak to any one, except the waiter at meals, the college officers, and one member of the club, who is appointed his "mentor." . . . Delegates from Harvard have returned from Saratoga, where they succeeded in making satisfactory arrangements for the accommodation of the crews which will take part in the coming regatta. Their quarters will be near Conkling's Hotel, and the situation is considered as good, if not better, than any other on the lake. . . . . Some desire is felt among certain students to start a military organization, as was recommended by President Eliot in his last annual report.

INTERCOLLEGIATE LITERARY ASSOCIATION.

The second annual circular of this association is just issued, and will be found below. For some reason, the names of the judges of oratory are not given. It is understood that they will be the same as last year, viz.: Messrs.—W. C. Bryant, G. W. Curtis, and W. Reid. The judges of essays are also the same. The association has certainly secured a very eminent board of mathematical examiners, comprising Admiral Davis and Professor Newcomb, of the Naval Observatory, Washington, and Colonel Michie, of West Point. The Greek committee is also an excellent one, consisting of Rev. Dr. Chambers and Charlton T. Lewis, of the New York "Greek Club," and Professor Dimmock, of the Adams Academy, Quincy, Mass. That this young association should be able to secure such examiners shows that it has outlived the period of doubts and sneers, and has a career of increasing usefulness before it. The prizes will certainly confer honor on any young men who can win them.

INTERCOLLEGIATE LITERARY CONTEST.

SECOND ANNUAL CONTEST.

All colleges to whom this circular is sent are hereby invited to participate in the Second Intercollegiate Literary Contest, under the following conditions:

I. No College shall participate which has not, before October 1st, 1875, officially announced to the Chairman of the Executive Committee its intention of entering in said contest.

II. No College shall participate which has not, before October 1st, 1875, paid in to the Chairman of said Committee the sum of Fifty Dollars.

III. All Essays and names of competitors in each branch must be sent to Chairman of said Committee on or before October 1st, 1875.

Contest in Oratory to be held in the Academy of Music of New York City, January 4th, 1876.

Examinations to be held in New York City on the two days previous to Thanksgiving day.

A supplementary Circular will be sent in the Autumn, informing Colleges to how many representatives they are entitled; and the exact time and place of holding the examinations.

I. H. POLHEMUS, *Chairman.*

Address Williams College, Williamstown, Mass.; after July 7, 65 Washington street, Newark, N. J.

COMPETITIVE ESSAYS, 1875.—SUBJECTS:

1. *The Advantages and Disadvantages of Universal Suffrage.*
2. *Dickens and Thackery, compared.*

I. Each Essay must bear a cipher or feigned name, which must be also endorsed on a sealed letter accompanying the Essay.

This letter must also bear the name of the College from which the Essay proceeds.

II. By the rules of the Association, "Each College shall select, at its discretion, three representatives; if, however, the number of Colleges competing shall exceed eight, each shall be restricted to two representatives." Should any College send three essays, it will be necessary to designate which of the three shall be left out of the competition, in case it shall be found that more than eight Colleges are competing.

III. The length of each Essay is strictly limited to 6,000 words; this being equivalent to about six pages of *Harper's Magazine.*

IV. The Association shall be entitled to a manuscript copy of each prize Essay; but the Essay shall be at the author's disposal, should he wish to print it.

THOS. WENTWORTH HIGGINSON,
JAMES T. FIELDS,
RICHARD GRANT WHITE, } *Judges.*

MATHEMATICAL EXAMINATION, 1875.

Analytical Geometry.

C. H. DAVIS,
SIMON NEWCOMB,
P. S. MICHIE, } *Examiners.*

GREEK EXAMINATION, 1875.

I. *Sophocles' Œdipus Tyrannus.*

Besides accuracy, facility, and elegance of translation, the examination will include—1. Etymology; 2. History; 3. Antiquities; 4. The Drama, its theater, constitution, and metres.

II. *Exercises in Greek Composition.*

III. *Translating from some easy but unfamiliar book, ad aperturam libri.*

T. W. CHAMBERS,
C. P. LEWIS,
WM. R. DIMMOCK, } *Examiners.*

PRIZES.—A prize of $200.00 is offered by the Association for the best Essay on each of the given subjects. Honorary mention will also be made in each case of the second best Essay.

The Association offers $300.00 as a first prize, and $200.00 as a second prize, in both Greek and Mathematics.

The Association offers $200.00 as a first prize, and $150.00 as a second prize, in Oratory.

KANSAS.—Prof. John D. Parker has tendered his resignation of the superintendency of the Kansas Institution for the Blind, to take effect at the close of the present school year. Under the able management of Professor Parker, and his efficient wife, who has acted as matron, the institution has flourished in a very noteworthy degree. The asylum is now in a prosperous condition. Professor Parker is a scholarly man, the founder of the Kansas Natural History Society. He would do good work in the East.

THE "great spell" at Music Hall, Boston, Tuesday evening, between the school-boys and the compositors, resulted in favor of the schools, Frank Elsbree, of the English High School, securing the first prize.

MR. GEO. F. WIGGINS was confirmed as sub-master of the Lowell School, Boston, by a vote of 57 ayes to 16 noes.

New Publications.

CÆSAR'S GALLIC WAR. Four Books. Edited by J. H. and W. F. Allen and J. B. Greenough. Boston: Ginn Brothers; 1874.

SELECTIONS FROM THE POEMS OF OVID, chiefly the Metamorphoses. Edited by J. H. and W. F. Allen and J. B. Greenough. Boston: Ginn Brothers; 1875.

These two new books recently added to Allen and Greenough's series of classics, are very good specimens of their kind, well sustaining the reputation of the editors for carefulness and thoroughness in their work, as well as for an accurate sense of what is most needed and of what may well be left out in a text-book.

The "Cæsar" we particularly like. We can speak of it with some confidence, having already put it to the test of actual use in the class-room. Of course, it would be folly to assert that any one among the numerous editions of Cæsar is transcendently superior to all the rest. Some very good ones might be named, and we have no desire to detract from their merits. In regard to the edition before us, we should put down as first among its special merits, its vocabulary. This was prepared for the work by Mr. R. F. Pennell, of Phillips Exeter Academy. It is based in the main upon White's Latin-English Dictionary. The teacher who wants to make derivation a specialty while reading Cæsar will find this vocabulary a great help; and whether or not it be made a specialty, the derivation of words is so presented as to call the pupil's attention to the subject almost will-he, nill-he. The notes are admirable, scarcely leaving anything to be desired, and that is saying a good deal. In another edition we hope the lines may be numbered on each page. At present we have only the division into chapters and sections—four or five lines to a section. A reference to page and line is much more readily found than one to chapter and section. We cannot forbear expressing the wish, also, that our editors had seen fit to introduce either into the text or the notes, maps and plans of battles, campaigns, and marches, which aid the pupil so much in understanding the text. As it is, we have only the map of Gaul, in which we find some eight or ten references to the text.

In the "Ovid" we have a series of selections, amounting in the aggregate to something over five thousand lines. The argument of the "Metamorphoses" is given in full, showing the connection of the myths one with another, and enabling one to get "something like a complete picture of the Greek mythology." The other selections are taken from the "Fasti," the "Heroides," the "Amores," and the "Tristia." The notes, occupying about one-third of the volume, are almost all short and all to the point,—nothing superfluous in them. An index of proper names is also given. This will save the pupil much labor, for without it the lexicon or classical dictionary must be consulted very often, and that takes much more time and patience than to consult this index. A few directions given at the beginning of the notes for scanning at sight will be found of great value to the beginner. The book seems to be in all respects a good one. We hope it will find a ready sale. No publishers give us *handsomer* text-books than Ginn Brothers, a fact which ought to be mentioned frequently.

REASONABLE ELOCUTION. A Text-Book for Schools, Colleges, Clergymen, Lawyers, Actors, etc. By F. Taverner Graham. New York and Chicago: A. S. Barnes & Co.; 1875. Price $1.25.

A good elocutionist, like a true poet, is born and not made. As it has been said of eloquence, "It must exist in the man, in the subject, and in the occasion. Learning may toil for it, but it cannot attain it." We believe no study of works on elocution can make a good speaker of him who has no native talent in that direction; but in reading or speaking the written compositions of others, one may receive valuable aid from the study of a wisely arranged treatise on the subject. Such an one, we think, is before us. It claims to be a "Reasonable Elocution," and the claim is warranted by the fact that it gives a reason for the rules laid down for the guidance of the student, which we believe will be generally accepted as correct, by those who will examine the work, or who may use it as a guide in the art of good reading and speaking. The notation and scales for the exercise of the voice are somewhat novel, but seem to be simple and effective. The examples given for the illustration of the principles laid down are unusually well selected, especially those under the head of Time and Emphasis. The chapter on Gesture is characterized by simplicity and naturalness.

THE JUNIOR-CLASS ARITHMETIC, Oral and Written. Designed for Graded Schools. By Daniel W. Fish, A.M. (Robinson's Mathematical Series) Pp. 317. New York: Ivison, Blakeman, Taylor & Co.; 1875.

This new arithmetic, attractive in typography and general finish, is designed "to meet the wants of intermediate classes in graded schools, of a large number of schools in rural districts, and of evening schools in cities." It opens with a page of excellent "Suggestions to Teachers," and in the work the principles, definitions, and rules are generally well stated, some variations from the stereotype phrases being noticeable improvements. Copious exercises in mental and oral arithmetic are given in each subject before the examples for the slate, which last are well chosen and practical and sufficient, but not too many in number, making a union of mental and written arithmetic which provides a shorter course for pupils having but a limited time for the study, the most important topics being taken up and carefully but not exhaustively treated, the student being materially assisted by pictorial illustrations. A careful examination of the book shows many excellences, and we give it a cordial commendation. B.

FIRST LESSONS IN NUMBERS. By William G. Peck, LL.D., Professor of Mathematics and Astronomy in Columbia College, and of Mechanics in the School of Mines. New York and Chicago: A. S. Barnes & Co.; 1875.

Here is a little work which gives us great pleasure to notice. It is simple, attractive, easy, and comprehensive. It is so pleasing to the eye, by its pictorial illustrations, and the questions are so interesting that it will be only a pastime for children to answer them. In a hundred pages are embraced all the principles and a sufficient number of examples to complete the study of what is called Intellectual Arithmetic.

BOOKS RECEIVED

From ESTES & LAURIAT, *Publishers, Boston*:—Edward III. By the Rev. W. Warburton, M.A. With three maps. Price $1.00. . . . . Globe Dictionary of the English Language; Etymological, Explanatory, and Pronouncing. Illustrated by two hundred engravings on wood. Price $1.50. . . . . Half-Hour Recreations in Popular Science. Dana Estes edition, No. 14: The Glacial Epoch of our Globe. By Alexander Braun. Price 25 cts. . . . . Half-Hour Recreations in Natural History, Division First: Half-Hours with Insects. Twelve Parts: Part 6. 25 cts. The Population of an Apple Tree. By A. S. Packard, Jr.

Fifty-fifth Annual Report and Documents for the New York Institution for the Instruction of the Deaf and Dumb; 1874. . . . . Seventh Annual Report of the Trustees and Officers of the Institution for the Improved Instruction of Deaf Mutes; 1874. . . . . Annual Report of the School Committee of the Town of Warren; R. I.; 1874–5. . . . . Catalogues of Park Institute, Rye, N. Y.; 1874.

The Book Worm.

ESTES & LAUREAT, of this city, will publish next month a small and yet very carefully written book, by Prof. Burt G. Wilder, of Cornell University, entitled "Sexual Physiology." Professor Wilder writes as a man of science. Commencing with the vegetable kingdom he treats the subject from the botanist's standpoint; then he takes the lowest forms of animal life and goes up through the various types to man. The work was announced some eighteen months since, but the need of most thorough research and revision has delayed its publication. . . . . For one to believe in the hell of medieval Christianity was considered necessary for the individual soul's salvation. That age has past. Now one may or may not believe in it, and be considered a fit candidate for heaven. But although the belief may not be necessary for the salvation of the individual soul, yet the history of the Church the past twenty five years pronounces most emphatically the necessity of this belief for the salvation of the world. Methodism is the crystallization of the doctrine of eternal rewards and punishments; Universalism, of universal salvation. Both had their birth within a few years. The one has saved positively by millions; the other doubtfully by thousands. Not a portion, but all of Christ's apostolic injunction: "Go ye into all the world and preach the gospel to every creature. He that believeth shall be saved: *he that believeth not shall be damned*," is this age accepting as the whole and the saving truth. These thoughts are suggested by reading Prof. Townsend's strong and timely book, "Lost Forever." If we mistake not the drift of current theological thought, there is a rapid return in progress among all Christians to the old land-marks. This book, we said, was strong and timely. It is strong except in one chapter, in which there is more Milton than Bible. It is timely, for the truth needs restating, and the people are waiting to receive it and rest in it. . . . . Prof. T. R. Lounsbury, of Yale College, is a man as yet not widely known. In his department, Early English, there is no more able professor in the United States. We are glad to learn that he is at work on a book in his line of thought, which will be published this year. Whatever he does will be well done, and every scholar will enjoy his new book. . . . . The tenth volume of Appleton's new American Cyclopedia will be issued the first of April. The whole work will be completed in about a year. Little, Brown & Co. have the first volume of the newly revised edition of the Cyclopedia Brittannica. . . . . "Sex in Industry" is a new book just announced by Osgood & Co.. It will be a companion volume, in some respects, to "Sex in Education." . . . . G. P. Putnam's Sons, New York, should receive the thanks of all educators for the plan they have conceived of bringing out their German Classics for American Students, edited by Prof. James Morgan Hart, of Cornell University. Each volume will contain an introduction and historical sketch, and a running commentary on the text. They will be finely printed and bound, and be suited for the library as well as the recitation room. The same firm import and bind up a large number of scientific manuals, which are having a wide sale. . . . . Prof. A. P. Peabody, D.D., is widely known as the cultured preacher to the students of Harvard. Some of his best discourses in the college chapel were published last week, by Roberts Brothers under the title, "Christian Belief and Life." . . . . The new firm of Potter, Ainsworth & Co., who succeed Woolworth, Ainsworth & Co., announce a new edition of Xenophon's Anabasis, by Crosby, with notes, lexicon, and citations complete. A. S. Manson, with Nichols & Hall, 32 Bromfield street, represents the house in New England.

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This most liberal offer we make for this month. We trust that many lady teachers will be induced to commence a canvass at once. Not only will other teachers take our journal but heads of families who are interested in the cause of education may be easily secured. Remember only THREE SUBSCRIBERS *for this* THREE DOLLAR BOOK. *Many will find the information here contained worth hundreds of dollars to them as teachers of these specialties. Act promptly, before the offer is withdrawn. Address*

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The Educational Papers.
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Meeting of the Winds;
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II.

Truthfulness in the School-Room:
Nature of the Problem—Difficulties—Study of Home-Life—Guards to Virtue—Influence of Rules—Value of Object-Teaching—Wholesome Precepts—Mental Truthfulness—Truthfulness of Soul—Moral Power of the Teacher—Certain Results. [Read before the Mass. State Teachers' Association.]
By A. D. Mayo, D.D., Springfield, Mass.
Thought and Expression—A Plea for the Mother Tongue in School—No. I.
Thought and Expression—Value of Speech—Poverty of Common Speech—Why Neglected—Accurate Training—The Teacher a Model. [Read before the American Institute of Instruction, by A. H. Davis.]
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Questions in Orthoepy.
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The State Normal Art School and the Massachusetts Art Teachers' Association.
Preparations for Acting—"It Never Rains but it Pours";
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What should be Rejected from English Grammar;
By H. R. Greene, A.M.
Old World Matters.—No. I.
Roman Catholics in the Public School System.
Education at the Centennial Exhibition.
Dialogues—A School Incident.

XIII.

Professor Timmy;
By Rev. A. D. Mayo, D.D.
A Teacher's Evening Prayer.
Rhetorical Instruction in Colleges;
By Prof. G. Stanley Hall.
Object Teaching—An Experience.
Natural History in the Public Schools;
By Prof Sanborn Tenney.
Illinois Industrial University (Illustrated).
Spelling.
Old World Matters—No II.
Boston Society of Natural History.
Heptica and Epigea—A Poem for Kindergartners.
Dame Grammar and her Class—A Dialogue.

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Mr. A. D. Small, of Salem, Mass., is a man second to none in this country for the position which he holds as city superintendent. The importance to the teachers of such a journal as this he fully appreciates. At the beginning of the year, without a suggestion from any one, he issued the circular given below, and sent a copy to each teacher under his care. We feel that we could not put the case ourselves more effectively than he has done here:

To the Teachers in the Public Schools of Salem:—I take this means of addressing you unofficially, in behalf of the NEW ENGLAND JOURNAL OF EDUCATION, and in the interest too of the profession in which we are all engaged.

A copy of this new journal you have undoubtedly seen. Hence, you know with what promise of usefulness it enters the sphere of its future labors. It has a broad and important field, an able editor, the best talent committed to its support, the heartiest endorsement of leading educators.

The *Massachusetts Teacher* was issued monthly at $1.50 a year The NEW ENGLAND will come four times as often, at but twice, or less than twice, the price. Published weekly, it will bring us fresher news, and, with its frequent suggesttons, will enter more helpfully into our daily labors. Club rates reduce its cost to $2.80, $2.50, $2.40, and even $2.25 a year, and that is but four or five cents a week. Who of us may not expect to receive from some one article, each week, a value many times exceeding the cost of the number.

We claim that teaching is a profession. What professionalist is there who neglects any good means of keeping himself up with "the march of improvement," and well informed of important passing events in his profession? We are unwilling to bear the reproach of being routine laborers, unimbued with a progressive spirit. We will not admit that we would disregard the opportunity of widening our knowledge and increasing our usefulness, though we must purchase the opportunity at some expense of money and time.

We have at last a weekly professional journal, one of the pioneers in this kind of literature in the country. It should be an honor to New England; it should be the best teachers' journal in the land; it should stand unrivaled or unexceled by the organ of any party or the representative of any class. Whether it shall be all that, depends upon the patronage it may receive. Every one of us owes it our support. Its aim is to elevate and aggrandize our vocation. Consider what our educational magazines have already done in promoting the interests of teachers, securing them better wages and higher recognition in the community. Yet more is to be desired in the same direction, and our NEW ENGLAND JOURNAL OF EDUCATION is the only periodical pledged to our cause. To maintain such a journal, and to make it the useful medium of information, the valuable counselor, the powerful organ, and the intrepid champion of our profession, that it should be, requires money. None of us ought to be content with being merely readers of it, getting good from it; but we should each give it our favor and support, by becoming subscribers to it.

I address you, fellow teachers, not in an official capacity, but personally, and because of my interest in you each and in our common cause. If any of us can ill afford to take the NEW ENGLAND, certainly none of us can afford to be without it, and it cannot afford to be without us, deprived of our sympathy and support.

Yours in the Cause of Education, A. D. SMALL.

ONE DOLLAR PER COPY, we stated in our first issue would be the valuation set upon a single number of our paper before the year was out, in order to complete files. This bids fair to be the case before the year is half expired. Already No. 4 is nearly exhausted so that we can furnish no complete sets from Jan. 1, except at a premium of 25 cents. We will pay 25 cents each for all copies of No. 4 that may be returned to us. A complete file for the first 3 months will be $1.25; for the year 1875, $3.25. The 25 cents extra is for the extra price of No. 4. The only way to secure files is to subscribe promptly, and preserve the numbers as they appear.

THE STATE EDUCATIONAL NEWS, edited by able State editors of each of the New England States, will be found full of valuable interest in each number of the JOURNAL. College graduates and others interested in higher education, will find our Collegiate Department a source of much information from week to week, while the papers published are intended to cover the higher as well as the elementary departments of instruction.

"VOSE'S ARTICLE on 'How to teach Composition' was worth to me a year's subscription. I immediately put his suggestions into practice in the schools under my charge." This was the statement of one of the masters of the schools of the City of Newton, Mass. This is but a sample of the testimony of others in regard to certain articles which have appeared in the NEW ENGLAND.

WE WILL SEND the NEW ENGLAND four months for $1.25. If the subscription is renewed it will be sent the balance of the year for $1.75. This will give an opportunity for any to try the paper at a small expenditure.

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WE WANT good agents in every county of the United States to canvass for our paper. Every agent pronounces it the easiest thing to canvass for he ever knew.

SINGLE COPIES of any number of our journal except No. 4, will be sent post paid on receipt of 10 cents; six copies, 50 cents.

A COPY for one year gratis to any one sending us five subscribers at $3.00 each.

THE five educational journals merged in this, to wit: *The College Courant, Massachusetts Teacher, R. I. Schoolmaster, Maine Journal of Education, and Connecticut School Journal,* gave it at the outset a very large list of subscribers. A rapid increase since entitles it to the first place among all the educational journals of the country as regards circulation. For advertisers, therefore, it is the best medium of its kind.

WE trust that every subscriber receiving this supplement will put it into the hands of some friend who is interested in the cause of Education.

ADDRESS all communications to NEW ENGLAND JOURNAL OF EDUCATION, Boston, Mass.

Opinions of Educators

AS TO THE WORK AND MERITS OF OUR JOURNAL.

As one officially connected, in one way or another, with our public school system, I have often regretted the inevitable feebleness of our State educational periodicals. The teachers, being preoccupied with their work in school, cannot give their freshest hours to their editorial work, and the need of some concentrated effort had become very clear. I am glad that the *New England Journal of Education* begins its career so auspiciously.—THOS. WENTWORTH HIGGINSON, *Chair. B'd of Exam's of the R. I. Normal School.*

I have never been so much pleased with anything in the line of teachers' journal before. I place it in the reading room of the school and it is much read.—W. E. WILSON, *Principal State Normal School, Peru, Nebraska.*

The NEW ENGLAND JOURNAL OF EDUCATION is one of the best educational publications in this country. I heartily recommend it to all teachers.—JOHN B. PEASLEE, *Supt. Cincinnati Public Schools.*

I have been pleased with the plan which gave rise to the *New England Jonrnal of Education*, ever since its discussion at North Adams. Numbers one and two have more than met my expectations. These *alone* are worth the cost of the journal for three months. Of my eighteen teachers, *fifteen* subscribed for it, and are enjoying it very much. I commend it to all educators and parents. Such articles as "How to Study History," "Coöperation of Parents with Teachers," "How to Teach Composition," and Dr. Mayo's paper on "Truthfulness in the School-room," cannot fail to interest and instruct every person who reads them. The influences of such writings will be breathed into our school-room, and hosts of children will be elevated thereby.—D. S. FARNHAM, *Master of the Mason School, Newton Center, Mass.*

I am greatly interested in the success of your journal, and the numbers already received give promise of a brilliant career.—R. G. HIBBARD, *Prof. of Elocution, Wesleyan Univ., Middletown, Conn.*

The first number of your journal has been received, and I am frank to say that I think it is the nearest approach yet made to the real needs of our schoolmaster army. The idea of *the weekly* is the great one in this enterprise, though the combined interest of so many leading educators in New England will insure its success and give it character and merit. I would like to have it generally circulated in Wisconsin, but particularly in Milwaukee.—S. R. WINCHELL, *Princ. High School, and Ed. and Pub. of Public Sch. Record, Milwaukee, Wis.*

I am a New England man, was educated in N. H., am much pleased with the journal, think it will accomplish good results.—W. F. HARRIMAN, *Co. Supt. of Schools, Cherokee, Cherokee Co., Iowa.*

Your first number is capital—a rouser! I think it will be so regarded. Go ahead. Never work more better started, or more heartily sustained.—HIRAM ORCUTT, *Princ. Tilden's Ladies' Seminary, West Lebanon, N. H.*

Your journal is a welcome visitor, and would be welcome even if it came oftener than once a week. I think you were wise in combining your several New England papers and all your energies. I am greatly pleased with your paper, and will do what I can in obtaining subscribers for it at our State Association meeting in May. —B. MALLON, *Supt. Public Schools, Atlanta, Ga.*

I congratulate you on the success already attained by the *New England Jourual of Education* in the face of the many difficulties incident to its starting. . . . But the *Journal* thus far has exceeded my expectations. With the full completion of your liberal and comprehensive plans, it will be still better. It will then help to make New England ideas and systems a power in the land. . . I wish the *Journal* might be received by every teacher in the land. Its columns contain matters of educational interest which no live teacher can afford to lose.—A MARKHAM, *Principal Milwaukee Academy, Wisconsin.*

Your journal will be a strong bond of sympathy and a means of coöperation among all our leading teachers. It is exceedingly desirable to fraternize our thinkers and workers, that we may be mutually helpful. Isolated as teachers often are in their work, they need such sympathy and stimulus. New England ought to be a unit in her school aims, as she is in her physical geography. It will be a proud achievement for you if the *New England Journal* secures this merit.—B. G. NORTHROP, *Sec, State Board of Education, Conn.*

The selection of Hon. T. W. Bicknell as editor of the *New England Journal of Education* is one of the highest guarantees of its excellence. — PROF. J. C. GREENOUGH, *Prin. State Normal School, Providence, R. I.*

The establishment of such a journal, to be the exponent of New England ideas in education, will, I trust, mark an important era in the march of improvement in public and private institutions of learning.—W. A. MOWRY, *Prin. Eng. and Class. High School, Providence, R. I.*

The enthusiasm of Boston is repeated here in Connecticut. Every one I have seen is in favor of the new journal.—PROF. I. N. CARLETON, *Prin. State Normal School, New Britain, Conn.*

I cannot express the great satisfaction I feel in the prospect of a New England School Journal that shall be worthy of the name. I give you my hand and heart in the new enterprise.—ARIEL PARISH, *Superintendent of Schools, New Haven, Conn.*

Last Friday, a *most* propitious day in the educational calendar. —REV. C. HAMMOND, *Monson, Mass.*

I like the *consolidation* and the *weekly* issue. With the qualifications of the proposed management, and the "sinews of war," it will surely succeed.—PROF. F. S. JEWELL, *Poughkeepsie, N. Y.*

I am much interested in the plan. It must, I think, give us the leading educational journal of the country.—JONATHAN TENNEY, *Deputy State Supt., Albany, N. Y.*

I rejoice at the prospect of a new journal of education, to be conducted on the highest and most liberal principles; and I rejoice that Mr. Bicknell has consented to become the editor. I have no doubt that it will be made one of the best journals in this or any other country.—HON. GEO. B. EMERSON, LL.D., *Boston.*

Consolidation is the order of the day, and the plan proposed of uniting the educational journals of New England seems to me to be a very desirable one. I shall be glad to do anything in my power to aid in carrying out the plan proposed.—P. A. CHADBOURNE, LL.D., *President Williams College, Williamstown, Mass.*

The arrangements for the publication of the *New England Journal of Education* meets my unqualified approval, and I pledge it my hearty interest and support.—I. F. CADY, *President R. I. Institute of Instruction.*

I most cordially recommend the establishment of a New England Journal, and predict for it a great success.—REV. DANIEL LEACH, *Superintendent Public Schools, Providence, R. I.*

I enclose subscription to the *Journal of Education* for one year. I trust you will succeed in your new work.—HON. D. H. CHAMBERLAIN, *Governor of South Carolina.*

Send me every No. from January 1. I have seen one copy, and if the rest are like it I do not wish to miss one number.—W. H. LANDON, *Principal Uuion Free School, Keesville, N. Y.*

Accept my congratulations upon the inauguration of the enterprise, and best wishes for its success.—CHANNING FOLSOM, *Dover, N. H.*

I have laid the *New Rngland Journal of Edueation* before some of our teachers, and I hope in a few days to send you a club list of subscribers. It must be a welcome visitor to the live teachers of of New England especially. I shall read its columns with a lively interest.—WM. CONNELL, JR., *Srpt. of Publie Schools, Fall River, Mass.*

A specimen copy of your *New England Journal of Education* has just been received. I am much pleased with it. Your "new departure" must certainly meet with favor throughout the New England States, and will be hailed with pleasure by many Western readers.—JOHN HULL, *Supt. of Schools, McLean Co., Ill.*

A Few Opinions of the Press.

This is a movement in the right direction, and should receive the sanction and coöperation of all interested in the cause of popuiar education.—*Granite State Free Press.*

It is emphatically *the* educational journal.—*New Haven (Conn.) Register.*

It is, without doubt, the most valuable school journal before the public.—*Portsmouth (N. H.) Chronicle.*

It inherits the good name of five educational journals, and combines all their excellences.—*Bunker Hill Times.*

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With such able managers and such strong backing, it ought to be a success.—*Nebraska Teacher.*

Every teacher and head of a family ought to have this journal.—*Express and Standard (Newport, Vt.)*

As the organ of the educational interests of New England, the birthplace of our renowned public schools, it will have the cordial support of hosts of men whose names are household words fn almost every school district in the United States, and whose aid is a guaranty of success. The fact that the paper will appear weekly is a cheering evidence of the increasing interest felt by the public in all that concerns the welfare of our schools—*Los Angeles (Cal.) Express.*

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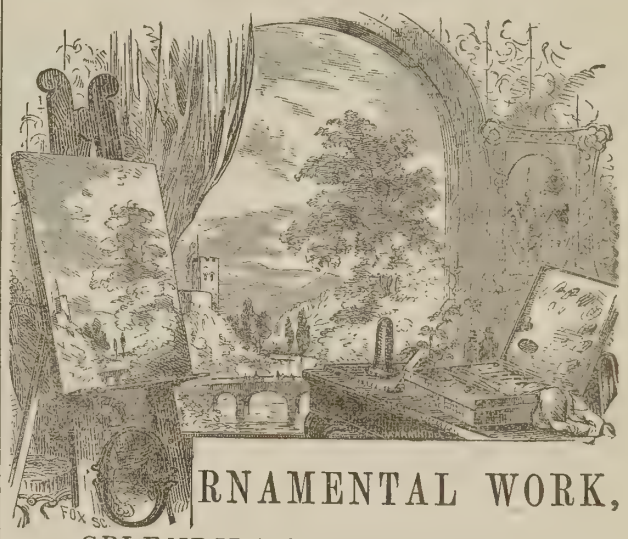

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The Case Well Put.

Mr. A. D. Small, of Salem, Mass., is a man second to none in this country for the position which he holds as city superintendent. The importance to the teachers of such a journal as this he fully appreciates. At the beginning of the year, without a suggestion from any one, he issued the circular given below, and sent a copy to each teacher under his care. We feel that we could not put the case ourselves more effectively than he has done here:

To the Teachers in the Public Schools of Salem:—I take this means of addressing you unofficially, in behalf of the NEW ENGLAND JOURNAL OF EDUCATION, and in the interest too of the profession in which we are all engaged.

A copy of this new journal you have undoubtedly seen. Hence, you know with what promise of usefulness it enters the sphere of its future labors. It has a broad and important field, an able editor, the best talent committed to its support, the heartiest endorsement of leading educators.

The *Massachusetts Teacher* was issued monthly at $1.50 a year The NEW ENGLAND will come four times as often, at but twice, or less than twice, the price. Published weekly, it will bring us fresher news, and, with its frequent suggesttons, will enter more helpfully into our daily labors. Club rates reduce its cost to $2.80, $2.50, $2.40, and even $2.25 a year, and that is but four or five cents a week. Who of us may not expect to receive from some one article, each week, a value many times exceeding the cost of the number.

We claim that teaching is a profession. What professionalist is there who neglects any good means of keeping himself up with "the march of improvement," and well informed of important passing events in his profession? We are unwilling to bear the reproach of being routine laborers, unimbued with a progressive spirit. We will not admit that we would disregard the opportunity of widening our knowledge and increasing our usefulness, though we must purchase the opportunity at some expense of money and time.

We have at last a weekly professional journal, one of the pioneers in this kind of literature in the country. It should be an honor to New England; it should be the best teachers' journal in the land; it should stand unrivaled or unexceled by the organ of any party or the representative of any class. Whether it shall be all that, depends upon the patronage it may receive. Every one of us owes it our support. Its aim is to elevate and aggrandize our vocation. Consider what our educational magazines have already done in promoting the interests of teachers, securing them better wages and higher recognition in the community. Yet more is to be desired in the same direction, and our NEW ENGLAND JOURNAL OF EDUCATION is the only periodical pledged to our cause. To maintain such a journal, and to make it the useful medium of information, the valuable counselor, the powerful organ, and the intrepid champion of our profession, that it should be, requires money. None of us ought to be content with being merely readers of it, getting good from it; but we should each give it our favor and support, by becoming subscribers to it.

I address you, fellow teachers, not in an official capacity, but personally, and because of my interest in you each and in our common cause. If any of us can ill afford to take the NEW ENGLAND, certainly none of us can afford to be without it, and it cannot afford to be without us, deprived of our sympathy and support.

Yours in the Cause of Education, A. D. SMALL.

ONE DOLLAR PER COPY, we stated in our first issue would be the valuation set upon a single number of our paper before the year was out, in order to complete files. This bids fair to be the case before the year is half expired. Already No. 4 is nearly exhausted so that we can furnish no complete sets from Jan. 1, except at a premium of 25 cents. We will pay 25 cents each for all copies of No. 4 that may be returned to us. A complete file for the first 3 months will be $1.25; for the year 1875, $3.25. The 25 cents extra is for the extra price of No. 4. The only way to secure files is to subscribe promptly, and preserve the numbers as they appear.

THE STATE EDUCATIONAL NEWS, edited by able State editors of each of the New England States, will be found full of valuable interest in each number of the JOURNAL. College graduates and others interested in higher education, will find our Collegiate Department a source of much information from week to week, while the papers published are intended to cover the higher as well as the elementary departments of instruction.

"VOSE'S ARTICLE on 'How to teach Composition' was worth to me a year's subscription. I immediately put his suggestions into practice in the schools under my charge." This was the statement of one of the masters of the schools of the City of Newton, Mass. This is but a sample of the testimony of others in regard to certain articles which have appeared in the NEW ENGLAND.

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THE five educational journals merged in this, to wit: *The College Courant, Massachusetts Teacher, R. I. Schoolmaster, Maine Journal of Education, and Connecticut School Journal*, gave it at the outset a very large list of subscribers. A rapid increase since entitles it to the first place among all the educational journals of the country as regards circulation. For advertisers, therefore, it is the best medium of its kind.

WE trust that every subscriber receiving this supplement will put it into the hands of some friend who is interested in the cause of Education.

ADDRESS all communications to NEW ENGLAND JOURNAL OF EDUCATION, Boston, Mass.

Opinions of Educators

AS TO THE WORK AND MERITS OF OUR JOURNAL.

As one officially connected, in one way or another, with our public school system, I have often regretted the inevitable feebleness of our State educational periodicals. The teachers, being preoccupied with their work in school, cannot give their freshest hours to their editorial work, and the need of some concentrated effort had become very clear. I am glad that the *New England Journal of Education* begins its career so auspiciously.—THOS. WENTWORTH HIGGINSON, *Chair. B'd of Exam's of the R. I. Normal School.*

I have never been so much pleased with anything in the line of teachers' journal before. I place it in the reading room of the school and it is much read.—W. E. WILSON, *Principal State Normal School, Peru, Nebraska.*

The NEW ENGLAND JOURNAL OF EDUCATION is one of the best educational publications in this country. I heartily recommend it to all teachers.—JOHN B. PEASLEE, *Supt. Cincinnati Public Schools.*

I have been pleased with the plan which gave rise to the *New England Jonrnal of Education*, ever since its discussion at North Adams. Numbers one and two have more than met my expectations. These *alone* are worth the cost of the journal for three months. Of my eighteen teachers, *fifteen* subscribed for it, and are enjoying it very much. I commend it to all educators and parents. Such articles as "How to Study History," "Coöperation of Parents with Teachers," "How to Teach Composition," and Dr. Mayo's paper on "Truthfulness in the School-room," cannot fail to interest and instruct every person who reads them. The influences of such writings will be breathed into our school-room, and hosts of children will be elevated thereby.—D. S. FARNHAM, *Master of the Mason School, Newton Center, Mass.*

I am greatly interested in the success of your journal, and the numbers already received give promise of a brilliant career.—R. G. HIBBARD, *Prof. of Elocution, Wesleyan Univ., Middletown, Conn.*

The first number of your journal has been received, and I am frank to say that I think it is the nearest approach yet made to the real needs of our schoolmaster army. The idea of *the weekly* is the great one in this enterprise, though the combined interest of so many leading educators in New England will insure its success and give it character and merit. I would like to have it generally circulated in Wisconsin, but particularly in Milwaukee.—S. R. WINCHELL, *Princ. High School, and Ed. and Pub. of Public Sch. Record, Milwaukee, Wis.*

I am a New England man, was educated in N. H., am much pleased with the journal, think it will accomplish good results.—W. F. HARRIMAN, *Co. Supt. of Schools, Cherokee, Cherokee Co., Iowa.*

Your first number is capital—a rouser! I think it will be so regarded. Go ahead. Never work more better started, or more heartily sustained.—HIRAM ORCUTT, *Princ. Tilden's Ladies' Seminary, West Lebanon, N. H.*

Your journal is a welcome visitor, and would be welcome even if it came oftener than once a week. I think you were wise in combining your several New England papers and all your energies. I am greatly pleased with your paper, and will do what I can in obtaining subscribers for it at our State Association meeting in May. —B. MALLON, *Supt. Public Schools, Atlanta, Ga.*

I congratulate you on the success already attained by the *New England Journal of Education* in the face of the many difficulties incident to its starting. . . . But the *Journal* thus far has exceeded my expectations. With the full completion of your liberal and comprehensive plans, it will be still better. It will then help to make New England ideas and systems a power in the land. . . I wish the *Journal* might be received by every teacher in the land. Its columns contain matters of educational interest which no live teacher can afford to lose.—A MARKHAM, *Principal Milwaukee Academy, Wisconsin.*

Your journal will be a strong bond of sympathy and a means of coöperation among all our leading teachers. It is exceedingly desirable to fraternize our thinkers and workers, that we may be mutually helpful. Isolated as teachers often are in their work, they need such sympathy and stimulus. New England ought to be a unit in her school aims, as she is in her physical geography. It will be a proud achievement for you if the *New England Journal* secures this merit.—B. G. NORTHROP, *Sec, State Board of Education, Conn.*

The selection of Hon. T. W. Bicknell as editor of the *New England Journal of Education* is one of the highest guarantees of its excellence. — PROF. J. C. GREENOUGH, *Prin. State Normal School, Providence, R. I.*

The establishment of such a journal, to be the exponent of New England ideas in education, will, I trust, mark an important era in the march of improvement in public and private institutions of learning.—W. A. MOWRY, *Prin. Eng. and Class. High School, Providence, R. I.*

The enthusiasm of Boston is repeated here in Connecticut. Every one I have seen is in favor of the new journal.—PROF. I. N. CARLETON, *Prin. State Normal School, New Britain, Conn.*

I cannot express the great satisfaction I feel in the prospect of a New England School Journal that shall be worthy of the name. I give you my hand and heart in the new enterprise.—ARIEL PARISH, *Superintendent of Schools, New Haven, Conn.*

Last Friday, a *most* propitious day in the educational calendar. —REV. C. HAMMOND, *Monson, Mass.*

I like the *consolidation* and the *weekly* issue. With the qualifications of the proposed management, and the "sinews of war," it will surely succeed.—PROF. F. S. JEWELL, *Poughkeepsie, N. Y.*

I am much interested in the plan. It must, I think, give us the leading educational journal of the country.—JONATHAN TENNEY, *Deputy State Supt., Albany, N. Y.*

I rejoice at the prospect of a new journal of education, to be conducted on the highest and most liberal principles; and I rejoice that Mr. Bicknell has consented to become the editor. I have no doubt that it will be made one of the best journals in this or any other country.—HON. GEO. B. EMERSON, LL.D., *Boston.*

Consolidation is the order of the day, and the plan proposed of uniting the educational journals of New England seems to me to be a very desirable one. I shall be glad to do anything in my power to aid in carrying out the plan proposed.—P. A. CHADBOURNE, LL.D., *President Williams College, Williamstown, Mass.*

The arrangements for the publication of the *New England Journal of Education* meets my unqualified approval, and I pledge it my hearty interest and support.—I. F. CADY, *President R. I. Institute of Instruction.*

I most cordially recommend the establishment of a New England Journal, and predict for it a great success.—REV. DANIEL LEACH, *Superintendent Public Schools, Providence, R. I.*

I enclose subscription to the *Journal of Education* for one year. I trust you will succeed in your new work.—HON. D. H. CHAMBERLAIN, *Governor of South Carolina.*

Send me every No. from January 1. I have seen one copy, and if the rest are like it I do not wish to miss one number.—W. H. LANDON, *Principal Union Free School, Keesville, N. Y.*

Accept my congratulations upon the inauguration of the enterprise, and best wishes for its success.—CHANNING FOLSOM, *Dover, N. H.*

I have laid the *New England Journal of Education* before some of our teachers, and I hope in a few days to send you a club list of subscribers. It must be a welcome visitor to the live teachers of of New England especially. I shall read its columns with a lively interest.—WM. CONNELL, JR., *Srpt. of Public Schools, Fall River, Mass.*

A specimen copy of your *New England Journal of Education* has just been received. I am much pleased with it. Your "new departure" must certainly meet with favor throughout the New England States, and will be hailed with pleasure by many Western readers.—JOHN HULL, *Supt. of Schools, McLean Co., Ill.*

A Few Opinions of the Press.

This is a movement in the right direction, and should receive the sanction and coöperation of all interested in the cause of popuiar education.—*Granite State Free Press.*

It is emphatically *the* educational journal.—*New Haven (Conn.) Register.*

It is, without doubt, the most valuable school journal before the public.—*Portsmouth (N. H.) Chronicle.*

It inherits the good name of five educational journals, and combines all their excellences.—*Bunker Hill Times.*

One of the handsomest quarto sheets of sixteen pages published in the country. Its publisher is C. C. Chatfield, the late vigorous publisher of the *College Courant*, a cultivated graduate of Yale College. The editor is Hon. T. W. Bicknell, for seven years State Commissioner of Public Schools of Rhode Island, and late editor of the *R. I. Schoolmaster.—Zion's Herald, Boston.*

With such able managers and such strong backing, it ought to be a success.—*Nebraska Teacher.*

Every teacher and head of a family ought to have this journal.—*Express and Standard (Newport, Vt.)*

As the organ of the educational interests of New England, the birthplace of our renowned public schools, it will have the cordial support of hosts of men whose names are household words in almost every school district in the United States, and whose aid is a guaranty of success. The fact that the paper will appear weekly is a cheering evidence of the increasing interest felt by the public in all that concerns the welfare of our schools—*Los Angeles (Cal.) Express.*

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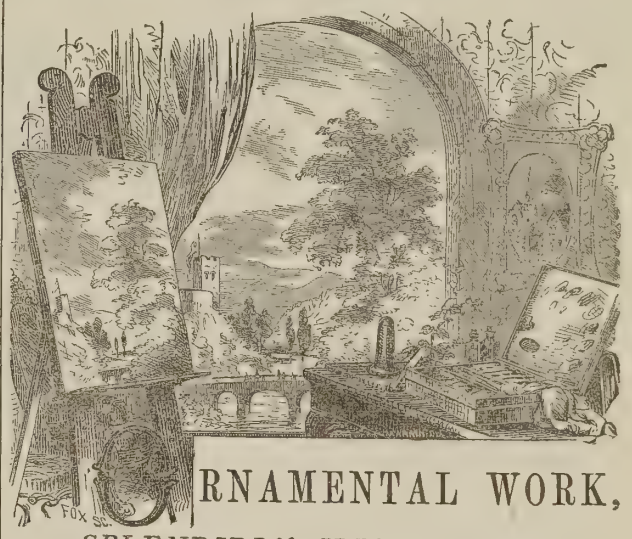

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This most liberal offer we make for this month. We trust that many lady teachers will be induced to commence a canvass at once. Not only will other teachers take our journal but heads of families who are interested in the cause of education may be easily secured. Remember only THREE SUBSCRIBERS *for this* THREE DOLLAR BOOK. *Many will find the information here contained worth hundreds of dollars to them as teachers of these specialties. Act promptly, before the offer is withdrawn. Address*

N. E. JOURNAL OF EDUCATION, Boston, Mass.

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The following diagram shows the order and gradation of Prof. WALTER SMITH'S System of Drawing for Public Schools. It will be observed that the course of instruction develops logically according to the progress of pupils; and it will also be noted that the whole cost per pupil for books and cards for the first eight years of this course, or till pupils reach the High School, is only $3.75.

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NEW ENGLAND

JOURNAL OF EDUCATION.

Volume I. Boston, Mass., April 3, 1875. Number 14.

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Teachers and others will confer a favor by forwarding to editors of the "*State Departments*" of this paper, items of information relating to schools, or educational movements.

It is stated that General Chamberlain is to resign the Presidency of Bowdoin College at the next meeting of the Board, and that his resignation will be accepted. Professor Young, of the college, is mentioned as a candidate for the position.

Friday and Saturday, April 9th and 10th, are marked days in the Calendar of Massachusetts teachers. The eighth annual meeting of the Association of Classical and High School teachers will be held in the hall of the English High School, Bedford street, Boston.

The Middlesex County Teachers' Association will hold its twenty-second annual meeting at the Cummings school-house, Woburn.

The forty-second annual meeting of the Essex County Teachers' Association will be held in Salem, in Lincoln Hall, on Friday and Saturday, April 9 and 10. The programme is as follows: Friday — forenoon session, organization and preliminary business; "Method of Teaching Music," an address by S. C. Bennett of Salem; discussion, "What should be the basis of admission to our high schools?" Afternoon—Lecture on Drawing by Prof. Walter Smith, of Boston, followed by a discussion on the subject; a paper on "The Schools of Berlin," by Miss S. J. C. Needham, of Peabody, and discussion of topic. Saturday—election of officers and other business; lecture, "Language," by the Rev. H. F. Harrington, to be followed by discussions.

Hon. B. G. Northrop, of Conn., will conduct an Institute at the Free Academy Norwich, commencing on Thursday, the 8th, to continue through Friday and Saturday.

The programme of each of these meetings promises good things for those who shall attend them.

The preparations which are making for the annual intercollegiate regatta at Saratoga, in July, show that the contest will be unusually spirited. No less than thirteen crews are entered for the university race, and six colleges will compete in the freshman race. Yale, Harvard, Amherst, Wesleyan, Williams, Cornell, Princeton, Hamilton, Union, Dartmouth, Columbia, Trinity, and Brown will be represented, and from fifteen to twenty men have been in training in each of these colleges, and from these the crews will be selected, which will be made up almost entirely of new men. No prizes, except the usual colors, were presented last summer, but this year each member of the successful crew will receive a prize cup, given by the citizens of Saratoga. The regatta will take place July 30, and will be an event of more than ordinary interest in the boating annals of America.

The Moral Element in Education.*

A Paper read by Rev. J. H. Worcester, D.D., before the Vermont State Teachers' Assotiation, Jan. 22d, 1875.

Mr. President, and Ladies and Gentlemen of the Association: — Using the term moral somewhat broadly, my subject will be, The moral element in education. Hopkins, in his Outline Study of Man, says that among savages a man is estimated according to his physical excellencies, while in a more advanced stage of progress we estimate a man according to his intellectual power. And this he considered to be, in the main, our present stage of progress. But he anticipates a day when morality will be the chief consideration, and when as much pains will be taken in educational institutions, to develop the moral power of man, as is now taken to develop and train the intellectual powers.

Certainly such a day is to be hoped for. Man's moral powers are his highest powers. On these his highest happiness depends. And it is the moral powers, also, which mainly determine whether a man shall use his physical and intellectual powers to the advantage of society, and so whether he shall be in society a blessing or a curse, and the more a blessing or the more a curse, in proportion as his physical and intellectual culture have made him of commanding influence.

And yet what Dr. Hopkins says of the stage of culture to which we have already attained, is true. The whole structure of our educational system, from the common school upward, is especially adapted to the intellectual culture of man. Physical culture receives some attention, but mainly as conditional for the higher, and because it has come to be better understood than it once was, that the attempt to cultivate the intellect at the expense of bodily health defeats the end it aims at.

Nor is moral culture *utterly* neglected. Some attention to it is necessary, even for intellectual progress. Good order must be secured at any rate. It is true, also, that Christian piety leads many teachers to regard the spiritual well-being of their pupils as a prime consideration. Doubtless there are schools in which it is, or is meant to be, the first and great consideration, that true chief end of the school to which all else is subordinated. But in general, and as applying to our public schools especially, it may with truth be said, that intellectual culture is the one absorbing object, and that both the physical well-being below, and the moral well-being above, are cared for only as they contribute to this all-engrossing object.

Is this as it should be? I would say nothing in disparagement of intellectual culture. It is conditional for moral culture. As there can be no intellect, in this world at least, without a body, so there can be no morals without an intellect, no piety without intelligence. Missionaries, Protestant missionaries at least, seek everywhere the physical and intellectual culture of man. They do this as conditional for his successful moral and religious culture. Catholic Christianity may hold that ignorance is the mother of devotion, but Protestantism founds ever on the intelligence of man, and is therefore always the friend of intellectual culture. Such culture tends also to elevate the man, by opening for him the higher and purer pleasures of life, thus winning him away from debasing company and from debasing vices. It tends thus to remove this chief obstacle everywhere to moral reform, that the degraded have no taste, no capacity, as it were, for higher pleasures. In vain you open a reading-room for those that can not read, or spread your intellectual feast for those who have no intellectual tastes. Finding nothing congenial there, "The dog is turned to his own vomit again, and the sow that was washed to her wallowing in the mire." Where, on the other hand, the capacity for intellectual pleasures has been cultivated, there spread your intellectual feast, and its attractions combine with every better impulse of the man to withdraw him from inferior pleasures. Thus our public school system, though its direct aim be intellectual culture only, becomes, indirectly, a powerful ally of moral reform.

But though intellectual culture tends to the moral elevation of man, it is by no means adequate to secure it. Neither from vice nor from crime is it a sufficient safeguard. Every year many finely cultivated minds yield to the seductions of jovial companionships and the intoxicating bowl, and there are a multitude of criminals to whom indeed knowledge is power, but only for evil to themselves and to society. Nor can we expect it to be otherwise, while the chief end of training is so far lost sight of through our whole course of public instruction.

But is the public school the place for moral instruction? Considering, especially, the close connection of morals with religion, and the great diversity of sentiment in reference to the latter, is not this whole matter better left to the pulpit, the Sabbath-school, but especially to the home? Doubtless these are most important agencies. I would by no means have the public school supplant them. A few words, however, will suffice to show that they can not be relied on to justify the neglect of moral culture in the schools.

In the first place, these influences do not reach all. Not all attend church, if indeed that were the place for the training of children, — though perhaps it should be more so than it is. Not all attend the Sabbath school, and if they did, one hour one day in seven is wholly disproportioned to the work to be accomplished; and as to the home, that place of all places for the moral training of the young, alas! the home of too many is a home of vice, its training a training for crime. This being so, a chief object of the public school should be to supplement the deficiencies of such home training. Much is said, in this day, of compulsory education. Now compulsory education should be moral education, for its especial object is to care for the homeless, and for those whose homes are mainly wanting in all the best influences of home upon the child. A child whom it is necessary to take by force to educate, will pretty surely be a child that needs to be educated morally, as well as intellectually. In the main, neither the pulpit, nor the Sabbath school, nor the home will reach his case; and though this remark is especially applicable where, at the North at least, compulsory education is most needed, in our great cities, the principle applies wherever the moral culture of the home is defective, and that is, I fear, for some homes, everywhere.

But secondly, even for those who have the best of moral training elsewhere, good influences from the school are not superfluous. The child should meet such influences everywhere, especially where, as in the school, he comes in habitual contact with superiors. There are,

* We publish this able paper with pleasure, in accordance with the vote of the Association.—Ed.

also, as I hope to show before concluding this, truths intimately connected with the moral well-being of man which the school is the proper place to teach — moral habits also which the school is the proper place to form.

And, finally, the school will have moral influence of some sort. The mere indifference of the teacher to the moral interests of his pupils, his constant preference of the intellectual, as if on this alone depended the whole well-being of man, will of itself have influence. And then, there is the influence of the pupils on each other. The pupils bring to school the characters their several homes have formed them to, and each pupil must there meet, not alone the influences of the teacher and of the public exercises of the school, but the influence of the recess as well, and of that almost forced companionship, whose effects are too often such that the Christian parent, who daily prays, and teaches his children to pray, "Lead us not into temptation," may well hesitate before subjecting those children to a contact so utterly debasing. Especially must this be true if no earnest, positive, uplifting influence of the teacher counteract this evil. Every way, therefore, on account of the children who most need it, on account of the influence of these on the children who least need it, on account of the need that the best moral influences should everywhere surround the young, on account of the impossibility of avoiding some influence, good or bad — on every account — the good moral influence of the public school is of the last importance; and the school committee who do not make the moral character and influence of the teacher, and the teacher who does not make the moral influence of his school a prime consideration, are recreant to the highest duties of their trust. Surely the time will come, when one will be astonished that any man should hesitate to say this of whoever does not make the moral influence of his school the *first* consideration.

[Continued next week.]

Sewing in the Public Schools.

BY ELIZABETH S. EMMONS, BOSTON.

The attention of the community has lately been called to the practical, industrial education of women and young girls.

Our School Committee are now considering the question whether sewing shall be introduced as a regular branch of instruction, in our schools for girls. I deem the right consideration of this question a subject of vast importance to the welfare of the community, and therefore I wish to give my mite for the good of my kind. I am a teacher; I have taught the children of the rich and the poor, and I have learned that industry, thrift, and economy are essentials of every well regulated home. Man may toil and bring home the results of his labor, and if woman in that home is only like a butterfly flitting from pleasure to pleasure, or capable only of enjoying the last new book, even if that book be never so valuable, yet much of his labor is lost.

Woman must have fixed principle, cultivation of mind and heart, combined with a mighty wielding of hand-power, or she is unfitted for the duties of home-life. I believe a woman at the head of her department in the home, holds the most sacred position on earth. Whence come the noble men who make the world ring with honor, truth, and all grand deeds? The *wife* and *mother* has done her work well, and her children rise up and call her blessed. I do not undervalue book-learning. It is a necessity of our human life. Surely happiness in the home is an equal necessity. I once taught a school of fifty girls, all more than thirteen years of age; they were the poorest of the poor. One day a girl over sixteen years of age walked into my room with her dress draggling upon the floor, ripped from the waist. I said, "O! I would not go so; get a needle, and mend." In the most nonchalant tone, she replied, "I don't know how to sew. I never learned." "Ask your mother to teach you." "I never saw her sew." This girl had been in school long enough to learn something of Grammar, Geography, and History. Which, I ask you, would have conduced more to the good and comfort of home: the needle, or the book? Both are very valuable, I grant. I am happy to say, that young girl's education began in a new branch on that day, and she went forth made whole in her outer garb, followed by two years' tuition in the thrifty art of sewing, on one afternoon in each week. From that time I resolved to teach my pupils how to cut, and make, all they needed to wear. Kind friends have supplied material, and we never omitted our sewing lesson. This was an experience of the year eighteen hundred fifty. One more incident, and you have one result of my plan. A girl of thirteen years came one day asking to be received as a pupil. She was clothed in rags, and tatters. My girls could make any garment. After school they came to my desk, and though poor, they spoke their sympathy for one so much poorer. I suggested a deeper pity, by doing, rather than talking. Every heart was alive with interest. This happened six weeks previous to Christmas. On Christmas eve, the girl was arrayed in a whole suit, nothing wanting, and carried a bundle for change when needed, all cut and made by my happy pupils. Since that time they have taken care of their own poor, kind friends giving materials. Only when the necessity was so great that a child could not wait for the girls to do the sewing, have we ever asked for a dress.

I ask every thoughtful man and woman, if in their estimation the knowledge thus obtained will not be likely to be as useful, of as much practical value as the book-knowledge they acquired? How many widows toil all day long to get the daily bread, and add sewing during half the night, to keep the family balanced. Our girls would like to aid if they knew how. Many mothers have said to me "I have not time to teach my girls, for I can only feed them by my labor." Did not our late war teach us that we were an ignorant people in regard to the use of the needle? Let us arise from our ignorance and folly. I would that every woman should speak out in this great cause, for here she has an undoubted right to be heard for her country's good.

Is not a needle a woman's weapon emphatically, and have not our girls a right to be educated to its use? As I believe every woman who marries, is joined by that act to a necessity for the use of the needle, I ask that every man who values the home he makes should give his influence to this cause.

Revival of a Long Lost Art.

BY MISS N. C. WENTWORTH.

Said a Southern planter to his children's governess, in the days when New England was permitted to instruct the rising generation of the slave States: "You Northern teachers do not teach aright. Why, forty years ago, when I went to school, we were not allowed to learn to read at all until we could spell all the words in Webster's Elementary from 'baker' to 'immateriality,' and here you are teaching my children to read, and not using any spelling book at all." In vain the teacher represented that books had been simplified; that reading and spelling in all modern readers were as indissolubly joined together as the Siamese twins—hence were taught simultaneously; that the didactic sentences in which Webster embodied the words upon each page of his spelling book, were intended by him for reading lessons, but had now given place to easy stories related in a simple and interesting style; a style to which the great lexicographer was a stranger; though he endeavored to enliven the closing pages of his work with the tale of the silly milk-maid who counted her chickens in the shell; and with that of the rude boy that neither kind words nor grass would bring down from the tree. The planter could not be convinced, and for aught we know, this obstinacy of his teacher's may have brought his gray hairs with sorrow to the grave, long ere this. If he be still in the land of the living, how will his heart be rejoiced at the sudden revival, in the West, of the nearly obsolete art of spelling, causing old men and young men, widows and maidens to con long lines of Webster or Helper for fear of being spelled down, at the benefits now *en règle* for starving Kansas or impecunious churches.

In the main, we believe the planter to have been right; for spelling was not, at that time, crowded into the few last moments' of the day to give room for -ologies and tiresome or for dead and dying languages, but had a respectable place assigned to it in the daily morning and evening exercises of all public schools; the "learning of the spelling lesson" being a part of every scholar's duty, whether he were old or young. Nor were pupils then taught, as is the practice of some able educators of the present day, that spelling lessons were of no consequence, inasmuch as the orthography of words is continually changing, and as there is no uniformity in the putting together of the letters of certain words among the best writers of our language, and even among lexicographers themselves. That was not a critical age. Webster was the acknowledged standard, and constant class drill in his Elementary made correct spellers. In later days, primary and intermediate schools have practiced the art in some degree, while grammar and high schools have almost absolutely ignored it; though filled with pupils previously trained at academies where such common things as spelling and reading hardly dared show their faces.

In illustration of this statement, one or two instances from personal observation may be stated: A first grammar department, largely made up of pupils trained in private schools, in a written examination upon Geography, presented the word imaginary with two g's, two a's, two m's; in fact, in every imaginable way but the right; scarcely one of the thirty pupils of the class spelling it correctly. At an oral examination in the same department (though under a different teacher), trustees, visitors, and teacher being present, a young man, with academic blunders still hanging to him, had a problem in Loss and Gain assigned to him. Working it incorrectly at first, he was obliged to write and re-write the word lose, invariably spelling it *loose*, without question or comment from teacher or committee, till one visitor, at least, felt like crying out: "What a loose way this school has of learning to spell!" The writer would not be understood as decrying academic instruction, but would simply find fault with the patrons of such institutions. Paying high prices for the tuition of their children they, naturally enough, want them to mind high things, and teachers, in order to retain their pupils, are forced to submit to the dictation of both parents and children in the choice of branches to be pursued.

The spelling-school fever, now raging in Ohio and Indiana, commenced in the rural districts, but is now spreading through the cities. No doubt it will become epidemic, as New England is already beginning to be infected. In the States above mentioned, spelling books and dictionaries are in demand, and an incessant small fire of test-words is being kept up wherever two or three are gathered together. Judges drop from the bench at the mention of the *millennial*, the word suggesting, without doubt, the time when the lamb and the lion shall lie down together, and Othello's occupation be gone; proof-readers show no acquaintance with *idiosyncrasies*, gallant captains stumble with *embarrassment*, reverends hang fire at sight of *belligerents*, and certain ladies know nothing of such words as *plausibility* and *deceivableness*.

A suggestion has been made by a leading daily, that as the French and Spanish Academies settled the variable orthography of their respective countries, so it would be well if a joint commission of English and American scholars could perform a similar work, in order that we may have some standard recognized by all cultivated writers and speakers of English. A good memory and constant reading are at the base of correct orthography. The tendency of the age is to shorten

and simplify words as much as possible; not in the ugly style of phonetics, but in the dropping of superfluous letters, as Webster has well done in the case of traveler, odor, color, etc. One can best keep pace with this process of simplification by careful and constant newspaper reading.

A somewhat eccentric member of a Methodist church once complained to her pastor that she was not satisfied with her class leader. "Why," said the pastor, "what objection have you to Brother H.?" "He does not read his Bible," was the answer. "That is a grave charge, Miss J.; how do substantiate it?" "A man that reads his Bible," was the reply, "will not spell the word Christ—*K*rist, as Mr. H. invariably does." The evidence was deemed conclusive, and Miss J. was transferred to the care of a more studious leader.

Indiana recently ruled the colored children out of its schools; what wonder, when we find in bills before this very select Legislative body, words spelled as follows: *Facks*, *malpheasance*, *gilty*, *nowlidge*, *justiss*, *wheras*, and *emerginsy*, or hear in a discussion upon education such expressions as "I have saw; them rules is wrong," etc. Would it not be well to turn the whole body (now in extra session) into a grand spelling school, and give them the new Civil Rights bill for a lesson both in orthography and humanity?

Occasionally we meet with instances of incorrect spelling in public places of which, for the credit of the town, the authorities ought to take cognizance, to be dealt with as any other impropriety. For instance, one of the important spokes of the "Hub" had (two years since) upon the line of the horse-cars leading into Boston, a cathedral with a placard conspicuously posted upon its outer wall, reading, "All persons are forbid trespassing on these premi*c*es." A New York State village boasts a fire company, upon whose engine is printed in large letters, "Independ*a*nt." The fancy that has prevailed of late, for substituting *ie* for the more homely *y*; and which has converted the cognomens of so many school-girls into ridiculous caricatures, has a running commentary on the exterior of a store in Eastern New York. It once bore the sign painted upon the clap-boards, "Groceries." In enlarging the building by an L, the carpenters cut off the *s* from the sign, so that the store stands committed to the folly of spelling the good old word grocery with an *ie*.

A boy teacher (hired by his father) in a country district, a few years since, had a spelling school. He gave out the word 'rim.' It was spelled correctly (according to the pronunciation), then with an *h*, with a *y*, and with an *hi*, but no! our teacher would not be satisfied. 'Rhym' was atlength tried, and being commented upon as very nearly right, an adventurous girl appended an *e* and lo! there was the word 'rhyme.' The explanation was this: In the book the pronunciation of the word was given thus, *rim*. The boy pedagogue knew nothing of the method of marking long and short vowels, hence his mistake.

Gymnastic spelling makes an interesting exercise in school, especially as it does away with that old-fashioned abomination of pronouncing each syllable as a word, and every combination of syllables in a similar manner. What possible good can it do to teach a child to pronounce thirteen combinations of letters in spelling a word of seven syllables? In a sing-song tone, readily acquired in this stupid exercise, he spells—Im-*im*-ma-*ma*-*imma*-te-*te*-*immate*-ri-*ri*-*immateri*-al-*al*-*immaterial*-i-*immateriali*-ty-*ty* immateriality. When he has gone as far as immaterial, he finds a word, it is true, but with the wrong accentuation. The child is bewildered with such a string of nonsense, and has been taught three lies, viz., that *m a* spells may, that *t e* spells tea, and that *r i* spells rye. This cumbersome method of spelling ought to pass into oblivion with the ba, be, bi, bo, bu, ca, ce, ci, co, cu, of our fathers and mothers. If it is still to be used, let it be done with the ceremony attending the proper spelling of that well-known breath puzzle: "Abominable bumble-bee with his head cut off;" which is on this wise: A and there's your a, b-o-m bom and there's your bom and there's your abom, i and there's your i and there's your bomi and there's your abomi, n-a na and there's your na and your ina and your bomina and your abomina, b-l-e ble and there's your ble and your able and your inable and your bominable and your a-bom-i-na-ble, and so on to the end of the story.

Breath is too precious, in these days of weak-lunged pupils, to spend in such a silly fashion. The writer has found by experience that pupils can be taught to spell, divide, and pronounce words just as correctly, without so much circumlocution. A child, that had been taught to "pronounce his syllables," contended with his teacher that the word secure contained two *c*'s, "for," said he, "don't you see that I spell scc-cure," mistaking the pronunciation of the first syllable for an extra *c*. When the word was written upon the blackboard it looked right to him, but he was not convinced by hearing until the teacher spelled it se-cure.

The learning of definitions, especially mere synonyms, often hinders the mastering of the orthography of a column of words, in the lower grades of schools. Small pupils can best be taught the difference in spelling of words pronounced alike by an exercise called by some teachers, analyzing the lesson. Take, for instance, the couplet,

> "The lark is up to meet the sun,
> The bee is on the wing."

First pupil says, two ways to spell the—t-h-e and t-h-e-e (not double e, which is another abomination). Second says, three ways to spell to—t-o, t-o-o, t-w-o. Third gives two ways to spell meet—m-e-e-t, m-e-a-t. 'The' having been already given, the fourth takes 'sun,' and fifth pupil says 'comma.' This exercise includes the learning of punctuation, and distinction in definition of the two or more ways of spelling a word. It will be found profitable and pleasing, and need occupy but a short time daily.

A Quaint Specimen.

If teachers would only hoard up all that comes to them of the ludicrous, volumes might be made which would read as racily as anything that our most comic writers give us. I have in my possession a letter received from an indignant parent, who resented to the full, the fact of his boy's being sent home to be cleansed. Said boy had presented himself, daily, in a condition which, to say the least, was as repulsive as our nasal organs are educated to detect. In his righteous indignation (?), the sire penned the following on pink-tinted paper, and sent it by the hand of the submissive mamma. I append it *verbatim et literatim*:

"Miss ——— I understande you got some grudge against all my childs when the get to your room Willie dont smell any worst than any other child it Seems to you got a grate nose for Smelling I cannot Smell him any worse than you or anybody else and if you think his clothes to bade I should like you to give him better its many a boy I can see with worse than he got if you have any more boder about this I am bound to look after things I canot aforde keeping better Clothes on him."

Comment is unnecessary, further than to respectfully suggest that it is possible there may be some female intelligences qualified to cope with such specimens of the *genus homo*, in making laws for our Commonwealth!

A girl presented herself one day before her teacher, with a request for dismission, her godmother being dead, and she wished to attend the funeral; it was granted. The next day, there came another girl with the self same request; *her* godmother was dead, and she wished to go to the funeral. Though the teacher was somewhat surprised at the coincidence, she let her go,—but you can imagine her astonishment when, the third day, a third girl came with the announcement that *her* godmother was dead, and *she* wanted to go to the funeral! "For mercy's sake," quoth the outwitted teacher, "*have these godmothers got to be an* EPIDEMIC?"

M. P. C.

A Word for the Girls.

BY M. C. FAIRMAN.

There was a coarser fibre in those wives and maidens of old English birth and breeding, than in their fair descendants separated from them by a series of six or seven generations; for throughout that chain of ancestry every successive mother has transmitted to her child a fainter bloom, a more delicate and briefer beauty, and a slighter physical frame, if not a character of less force and solidity than her own.

Our inimitable Hawthorne has told us this sad truth so gracefully that, at first, we hardly recognize it as a fact to be deplored. And we fear it would be difficult to convince some of these "fair descendants" that "a faint bloom," and slight physical frame are not the things of all others to be most earnestly desired, and eagerly sought for; not content with their fatal heritage, the labor to increase it, working with a perseverance so wonderful, enduring self inflicted tortures with a fortitude so superhuman, one is tempted to think them inspired by the Prince of Darkness. Who, but he, could give a woman, whose corsets are evidently bisecting her, strength to smile serenely, and say sweetly, "O yes, I am perfectly comfortable; I never wear them tight!"

It is a fearful truth that the majority of American women are nervous, fretful, helpless invalids, made so, in most cases, by their wicked violations of God's physical laws. Would that they alone were the sufferers. But the evil that they do lives after them in their frail delicate children. And what hope is there for the offspring of these sick and silly mothers, if, in school, they are not the most practical and important of all the natural sciences? From whom but their teacher can they gain the knowledge that will enable them to make the most of their small stock of vital power?

If the boy could learn but one, it were better for him to learn Hygiene, than Arithmetic. A knowledge of the latter science might help him earn his "meat." The practice of the former, would assuredly help him retain the life that is more than meat. The custom of society are in his favor. Teach him the fundamental laws of his being, and how to wisely direct the self-protective instincts of his kind, and his chances for health and happiness are comparatively good.

For the little girl—her's is a more evil case, yet not beyond the aid of the wise and faithful teacher. And, just here, let me call to mind the oft repeated truism, "Examples educate more than precepts." If the pupils see the teacher sacrificing health and comfort to vanity and fashion, the most valuable advice will be well nigh thrown away. But, if the teacher possess what every true teacher *must* to be successful, a sound mind, in a *sound body*, she may be the means of doing an incalculable amount of good.

The frail little girls may be taught to love the pure air and bright sunshine so well, that not even the fear of freckles shall make them hide their faces from it. They can learn to keenly enjoy the healthful exercise they are so prone to neglect. They can learn enough of the nature and functions of the digestive organs, to realize that chalk and slate pencils are not their natural aliment; and to prevent them "when they come to have homes of their own" from preparing "messes" almost as indigestible, as food for their families. They can be so thoroughly imbued with the knowledge that cleanliness is verily akin to godliness, that it shall be a blessing to them all the days of their life. And they can be taught that clothing should be a comfort and not a torture, and that the women who believe in fitting girls to their dresses, are suffering from a deplorable hallucination. They can be taught that real grace and beauty cannot exist without health. They can be made to know there is no happiness without this priceless treasure, and to realize that that will not sacrifice their all on the altar of vanity, when school-days are ended.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

"The Chemical Balance."

The editor of the *Manufacturer and Builder* has a very sensitive chemical balance, one that will weigh to a tenth of a milligramme. (We trust that the editor of the Mathematical Department of our journal will observe that so far in this article we have not encroached upon his department. Should we touch upon Mathematics hereafter, he will, no doubt, excuse it, upon the ground that he has already discharged his duty, in seeking to convince Mr. Benson of his mathematical errors.) The editor aforesaid has found strange uses for his balance. With it he has been measuring land and squaring the circle.

He determines "irregularly shaped surfaces of land in square miles or acres, by tracing them on paper of uniform thickness, cutting it out to the correct shape, and comparing the weight of paper thus obtained with that of a piece cut to the size of a square mile or of an acre, of the same kind of paper, to the same scale." He asserts that "this way of measuring surfaces by the help of the balance gives less trouble, less calculation, and less liability to error than any other easy method"; that it "is far superior, in the correctness of its results, to any graphic operation, and only superseded by the actual measurement on the field or triangulation of large surfaces."

Not content with exposing Mr. Benson's mathematical heresies in the usual way, he has brought that gentleman's ideas to the test of the balance. A circle and a circumscribed square were drawn on paper of uniform thickness, with the point of the dividers. Pencil lines are too broad and too rough, and add to the weight of the paper. Both figures were then cut out carefully with fine scissors, which should, if possible, be "handled by female fingers, as theirs are generally used more cautiously and conscientiously than ours." Both square and circle were then weighed, and the latter result divided by the former. When the experiment was most carefully conducted, the ratio was found to be 0.785401, which differs from the theoretical and correct result by only three millionths (.000003). According to Mr. Benson's reasoning, the result should have been 0.75. No wonder the editor is surprised that "an otherwise sound mind can adhere to a grave mistake impounded on the brain by a strange notion or prejudice."

Planetary Theories.

M. Leverrier, whose connection with the discovery of Neptune is well known, has been thirty-five years at work upon the "Theories of the Eight Principal Planets." On the 21st of December, 1874, he read, before the French Academy of Sciences, a paper upon the "New Theory of the Motion of the Planet Neptune." As that completes the long discussion, he gave, in connection with it, an interesting *résumé* of the different papers he has presented upon that subject, the earliest bearing date Sept. 16, 1839.

The observed motions of Mercury did not correspond exactly with the theory of that planet presented by M. Leverrier in 1843. It was not till 1859 that he discovered the cause of the discrepancy. He then found that everything could be reduced to order by increasing the motion of the perihelion 30½ seconds per century. This indicates the existence of matter circulating around the sun and impressing upon the perihelion a direct motion. He says: "The consequence is clear. There exists in the neighborhood of Mercury, between the planet and the sun, without doubt, a matter, a material hitherto unknown. Does it consist of one or more small planets, or of meteorites, or even of cosmical dust? The theory does not pronounce on this point. On many occasions, trustworthy observers have declared that they observed signs of the passage of a small planet across the sun; but nothing definite has been reached on this subject." The existence of "Vulcan," or possibly Proctor's theory of the sun's corona, might account for this movement of Mercury's perihelion.

PARALLAX OF THE SUN.

Another result of Leverrier's discussion of the theories of the planets is his conclusion that the parallax of the sun, fixed by Encke at 8.57 seconds should be increased by about $\frac{1}{25}$ of itself, making it 8 9 seconds. This result he derived not only from his theory of the sun, but also from his theories of Mars and of Venus. Very nearly the same figures have been obtained by other persons, from the velocity of light and by other methods. It was supposed that the value of the parallax obtained by the late transit of Venus would not vary greatly from 8.9 seconds. So confident was Leverrier of the accuracy of his value of the sun's parallax that he did not consider it necessary to observe the transit for the purpose of proving it, and his name does not appear on the French transit commission. We observe, however, that the first computations reported in the daily papers from Greenwich give from 906 to 945 seconds, with a mean of 924 seconds. Any one will see that a decimal point has dropped out; but even 9.24 seconds would give the sun's distance from the earth about 88 millions of miles, which is some 7 millions of miles less than that obtained by Encke, and 3 or 4 millions of miles less than the results of more recent computations. The results of the late transit heretofore telegraphed are not reliable, however. It is too early to consider the great problem solved.

ELECTRICAL THEORIES.—The following question is constantly arising in the explanation of the phenomena of frictional electricity, using the language of the two-fluid theory: Does the charging body take the *opposite* kind of electricity *from* the body which it charges, or does it convey its *own* kind of electricity *to* that body, or do both operations go on simultaneously? These questions indicate, respectively, rhe "theory of subtraction," the "theory of addition," and the "theory of addition and subtraction." Mr. Angell, in his little work on Magnetism and Electricity, has throughout adopted the subtraction theory; but the following sentences are so much like those which we are constantly using in the class-room that we quote them: "The student should also see clearly that there can be no practical difference between a *negative* current's *leaving* and a *positive* current's *entering* a neutral body. It would also, perhaps, be as well that the student should always recollect that probably in no case of electrical excitement does a fluid or other substance really *leave* the bodies under experiment—*electricity* like *heat*, being much more probably a *mode of motion*, than a specific *substance*."

THE IOWA METEORITE.—Professor Leonard, of the Iowa State University, has secured a portion of the meteorite which fell near Homestead, Iowa county, on the evening of Feb. 12. It was seen to fall by some persons who were returning from a spelling-school, and was heard by the inmates of the house near which it fell. This fragment, instead of imbedding itself in the earth, seems to have rebounded, and finally to have come to rest upon the snow. When found, three days after falling, it weighed over seven pounds, nearly one-half of which Professor Leonard secured. Its specific gravity is about 3.5. It has the usual appearance of such bodies, and doubtless contains iron. A sample is to be analyzed, in order to ascertain its exact chemical constitution.

— Alfred, of England, carried memorandum leaves, on which he made collections from his studies, and took so much pleasure in the frequent examination of this journal, that he called it his 'hand-book,' because day and night he ever had it at hand with him.—*Spelman.*

Department of Mathematics.

Edited by PROF. E. T. QUIMBY, Hanover, N. H.

"Number One."

PROFESSOR QUIMBY:—I am pleased to see that in taking charge of the Mathematics of the JOURNAL, you are brushing up your arithmetic a little. You already, no doubt, begin to perceive the giant strides which that science has made under the profound investigation of the past few years; and I hope you will not rely too much upon any old-time knowledge that you may possess, but perceive clearly the new royal roads to geometry, and with your usual acuteness dive to the bottom of these things.

Now I am free to say that in your late article on subtraction, etc. (p. 105), you did not do this. I am surprised and pained that a leading professor of Mathematics in New England should be so utterly illogical as to pitch right into the middle of a profound subject, without first having examined its fundamental principles. Do you let your college boys begin conic sections at the second book? My dear sir, how can you expect to fathom the abstruse ideas of subtraction in the light of modern scientifico-philosophical metaphysics when your very ideas of number are so crude and antiquated?

Let me tell you. There is a little book by the same profound author whom you discuss, which you would do well to ponder. The axioms are all there on which this beautiful new philosophy rests. Page 12: "The word number is not generally applied in common language to a single thing. . . . Number is that property of objects by which we distinguish one from more than one. . . . We cannot say one is a number, and hence *a number is two or more units.*" Now if you will take pains to fathom that idea, I am confident that your views of subtraction will begin to clear up. Ax. 1, "One is not a number." Therefore 1 from 7 leaves 7. Q. E. D. I say it with sorrow, but, sir, I am astonished that a man in your position could not have seen that before.

And now let us have done with all the old-time nonsense of our barbarian ancestors—numbering scholars No. one, etc., or marking one, or "looking out for number one," and the rest. In the light of modern criticism, what absurdities, when there is no such thing! And let those gentlemen who sell us "number one" articles, "A No. 1," etc., just understand that their game is played out. It was cute, but it is all explained in our new arithmetic. We wondered all along why we never got what we expected, but now we know what "No. 1," means and those gentlemen must find a new brand. See the *practical* value of this, as of all other great discoveries. And when you have fairly grasped the idea, may we not hope for your powerful aid, both as professor and editor, in dissipating the darkness that so envelopes men's minds in these matters? Do not, I pray you, allow any more young men to go forth from old Dartmouth with the fatal illusion that one is a number. And be sure, too, that they grasp the other great truth, from woful ignorance of which our purses have often grown so lean, namely, that spending five dollars from ten dollars leaves *ten* dollars. Shades of the alchemists! that a Yankee schoolmaster should have discovered the philosopher's stone! J. E. V.

Right-angled Triangles with Commensurable Sides.

The *Manufacturer and Builder* for February had an interesting article bearing upon this subject, under the head of "Remarkable Numerical Relations." From the series of "triangular numbers," 1, 3, 6, 10, 15, 21, 28, etc., it obtains three other series. The first of these series is obtained by multiplying each term of the triangular series "with 4"; the second, by adding 1 to each term of the first; and the third, by taking the square root of the difference of the squares of the cor-

responding terms of the first and second series. This third series is found to consist of the odd numbers, 3, 5, 7, 9, etc. The *Manufacturer and Builder* says: "This teaches us how to make series of three numbers of such a nature that the difference of the squares of two of them is equal to the square of the third." Taking the corresponding terms of these three series we have: 3, 4, and 5; 5, 12, and 13; 7, 24, and 25; 9, 40, and 41, etc. Each of these represents the three sides of a right-angled triangle.

The above is correct, as far as it goes. It does teach how to make such series; but it does not teach how to make *all* such series that are possible. Those obtained in this way, when expressed in their simplest form, are subject to two limitations: the smallest of the numbers must be *odd*, and the other two must differ by 1.

There are sixteen dissimilar right-angled triangles whose sides may be expressed by integral numbers less than 100; but the method given above enables us to obtain only six of them. Including equimultiples of these sixteen sets of numbers,—that is, including similar triangles as well as dissimilar,—we find fifty-two right-angled triangles whose sides may be expressed by integral numbers not exceeding 100. The above method enables us to obtain thirty-five out of these fifty-two.

Teachers frequently have occasion to construct problems which shall involve right-angled triangles whose sides may be expressed by exact numbers. In this way our attention was called to the matter some years since, and the result of our investigations was published in the *Mathematical Monthly*, Vol. II., p. 264; and Vol. III., p. 2. In a note published in the same periodical, Professor Snell, of Amherst College, stated that he had, for many years, kept on hand for his own convenience a list of these fifty-two right-angled triangles. He obtained them, however, by using a different formula.

D. W. H.

SINGULAR MATHEMATICAL FACT.—Any number of figures you may wish to multiply by 5 will give the same result if divided by 2—a much quicker operation; but you must remember to annex a cipher to the answer whenever there is no remainder, and when there is a remainder, whatever it may be, annex a 5 to the answer. —*Scientific American, Feb.* 13.

This reminds us of the man who said, "There are many wonderful and strange things in mathematics, and one is, why you have to carry one for every ten; but if you don't, it won't come out right." Equally strange and singular is it, that if you multiply by 10 and divide by 2 it is the same as multiplying by 5.—ED.

"J. M. L." sends us some problems which we shall use, and wishes us to give the answers to our problems, either with the problem or in a following number of the JOURNAL. We propose to publish solutions sent us, and these will give the answers. Our space is so small we trust solutions will be made as brief as possible, and put in proper form for publication. When the use of a diagram can be avoided, do so, though we shall furnish diagrams when necessary. It is always better to dispense with diagrams when possible, as it gives a better training to the mind.

G. W. B. asks if it is proper to read "$\frac{a}{b}$," *a* over *b*. We see no objection to that reading.

Solutions.

Solutions have been received from "F. P." of problems on page 83 of the JOURNAL, which, for want of space, we are obliged to condense:

PROBLEM I.—Let r = radius of circle in feet.
n = number sq. feet in one acre.
m = number of acres in the field.

$$\text{Then } m = \frac{6.\ 2\pi r}{15\times 24} = \frac{\pi r^2}{n}$$

$$\therefore\ r = 1452, \text{ and } m = 152.052956+.$$

PROBLEM II.—Let x = time past noon at beginning work.
y = time past noon at end of work.
d = diagonal of cistern.
h = vertical height of cistern.
m = diameter at bottom.

$$\text{Then } x = \tfrac{5}{13}(12 - x) = 3^{\text{h.}}\ 20^{\text{m.}},$$
$$\text{and } y = \tfrac{7}{11}(12 - y) = 4^{\text{h.}}\ 40^{\text{m.}}$$
$$\text{Time employed, } y - x = 80^{\text{m.}}$$
$$d : 80 = 3m : 2m \quad d = 120.$$
$$2d^2 = 9m^2 + 9m^2 + 2.2m^2 \quad m = 36.18+.$$
$$(\tfrac{3}{2}m)^2 + h^2 = d^2 \quad h = 106.0256+.$$

Therefore the depth was 106 times the unit of measure used, whatever that was.

PROBLEM III.—Let the surface of the cone on which the tape is wound be developed upon a plane. The tape will be developed into a spiral whose equation will be $r = a\theta$. Let z be the length of the spiral from the vertex to any point; then

$$dz = \sqrt{r^2 d\theta^2 + dr^2} = \frac{1}{a}(a^2 \times r^2)^{\frac{1}{2}} dr.$$

$$\text{Integrating, we have } z = \frac{r(a^2 + r^2)^{\frac{1}{2}}}{2a} + \frac{a}{2}\log\left[\frac{r + (a^2 + r^{\frac{1}{2}})}{a}\right]$$

For this spiral $a = \frac{1025}{16\pi}$, and the integral must be taken between the limits $r = o$ and $r = \sqrt{256\tfrac{1}{4}}$ = the slant height of the cone.

Prof. Quimby's Lectures on English Grammar.

A REPLY TO "D C."

Mr. Editor:—I am glad to know that my old friend "D. C." is not only still alive, but is still in his usual trim for battle. It is true his shots sometimes remind one of the old time "*sham fights*," when only a bit of paper was put above the powder and the gun pointed in a sure direction; but even without the fatal ball they have that ring which might almost be mistaken for the whistle of the bullet, and might easily frighten an opponent not familiar with the sound. The grammatical gun let off against me in your last issue, is an instance in point. Bad loading, bad pointing, yet it goes off the first time, and the powder evidently wasn't wet. But let us look at the cause of brother C.'s trouble. I said "*snow*" was not a common noun, that is if you define a common noun as a name applicable to each individual of a class of objects. Now D. C. knows, as did anybody who heard me at the time, that I was referring to the use of word "*snow*" as the name of *a substance*, as when we say "*snow is white*." At the same time I said (though perhaps not reported) that the same word may be in one use of it a common noun, and in another not. When we say "*there have been sixteen snows this winter*," it is of course a common noun, though it is questionable whether it is a proper use of the word, when we evidently mean "*snow-storms*." Now I do not think it of great importance to classify nouns as in the grammar, but I do think it important for the healthy growth of the mind of the pupil, that whatever classification is undertaken, should be consistently carried out.

D. C.'s second trouble is on the subject of *modes* of the verb. Now on that point, I don't care if he has a '*potential*' and an '*impotential*,' a '*laughing*' and a '*crying*,' and as many others as he chooses, if his verbs are classed into modes by their *meaning*, and not by their *use*. I prefer to follow the universal custom of grammarians in treating of other languages, and make *the use* of the verb determine its mode. I am sorry he has never before learned that '*go*' in the sentence *I can go* is in the infinitive mode. He is the first person I ever heard question that fact. A little study on the history of language in general, and the English and other modern languages in particular, will convince him of this. And then I did not tell how to parse 'go'. No, I didn't. That was a mistake, an inexcusable one. I certainly ought to have given a full treatise on grammar, in the three or four half-hour extempore talks I gave the teachers at the Institute. I'll do it next time.

But now we come to what is said to be "the most absurd statement," when "*I have done my work*" is analyzed the same as "*I have my work done*." This is declared to be "Young America full fledged." I beg D. C. not to speak slightingly of "Young America," for when he gets his feathers all out, he is something of a bird. Now, if it would not be considered impudent in "YoungAmerica" to ask "Old America" to review carefully his reasoning in this paragraph, he would like to do so. And if "Old America" should deign to comply with the request, I think he will see that he missed the mark entirely. He understands me to affirm that "*I have done my work*" and "*I have my work done*" "MEAN" the same thing. *Why* does he so understand? I never said so, or even printed it. I said they were analyzed alike, that is, the words have the same syntax. I am not prepared to admit that the boy who said, "I have my problem done, sir," did not give a very proper answer to the question, and one which should have been entirely satisfactory to the teacher; yet if so, or if not so, it has nothing to do with the case. I said, and I now say, that the syntax of the two is the same as I would say of the two sentences. "*It is I*" and "*Is it I*" though in this case the meaning is certainly different.

I do not quite see the point of the Doctor story, for all the "*tearing in pieces*" I did was done to the grammars, and not to the language; and as for these grammars, I never promised to "build them up again." In fact, I don't think they are worth it, and I took particular pains to tell the teacher to teach the language, and not the grammar book. As for tearing in pieces the language, that is something that neither D. C. nor I can do. The usage of the educated English-speaking people may gradually change it, but nothing else can. I should be very glad if I could control this usage. Sometimes, as for example, when I hear that beautiful hymn read where "*wounds*," though rhyming with "*sounds*" is pronounced "*wôônds*," and when I read, as I do every day in the papers, and from the pens of our best writers, an adverb between the preposition "to" and the infinitive to which it belongs, as: "*to fully explain*," "to gradually improve," etc.

To close my already too lengthy reply to D. C. I will say that it will always give me pleasure to render him any assistance on grammatical points, whenever in future he may get his ideas confused as at present; meantime while his grammatical gun is cooling, ready for another charge, couldn't he get out his mathematical piece and let us have one shot from that? Haven't I said some "*absurd*" thing in the JOURNAL on Mathematics? If so, don't hesitate to speak.

E. T. QUIMBY.

THE desire for fitness and beauty in architecture is perhaps much more common among even the rudest of the population than is generally imagined; and the pleasure which a beautiful and proportionate building may give to millions of people, even though they see it but for a few moments, as they hurry to and fro, is a pleasure not to be despised: and moreover it is a great, though silent means of education. The greatest critics (such, for instance, as Lessing) have laid down the rule, that if possible, nothing in art that is disproportionate, misformed, or badly colored, should be brought before the eyes of the young. They even object to caricature on this ground. To adopt such a proposition in all its bearings may be unpractical, may be almost impossible. But certainly the converse holds good; namely, that to bring before the eyes of the young and the uneducated, beautiful and well proportioned objects of art is a means of education, the indirect effects of which it is difficult to over-estimate.

— Sir Arthur Helps, in "Social Pressure."

— THE common fluency of speech in many men and most women, is owing to a scarcity of matter, and a scarcity of words; for whoever is a master of language, and hath a mind full of ideas, will be apt in speaking to hesitate upon the choice of both.—*Swift.*

— COULD it be believed that a child should be forced to learn the rudiments of a language that he is never to use, and neglect the writing a good hand and casting accounts?—*Locke.*

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Boston, Mass., April 3, 1875.

THE BOSTON SCHOOL BOARD on Tuesday, March 23, made provision for a special committee to exercise supervision over the department of sewing, which shall be taught in the fourth, fifth, and sixth classes of girls in Grammar schools, and in such other schools as the district committees may deem advisable. Two lessons, of one hour each week, are to be given in this branch of instruction. While the subject of introducing this important industrial branch into our common schools is under discussion, although we cannot fully indorse its adoption, we gladly give room for the article upon this subject which appears in our columns of this issue.

WE publish and mail to the subscribers with this number a prospectus, which shows a part of the work of our journal for three months, and until it was in print we could scarcely believe that we had presented so much and so valuable matter to our readers. The table of contents really seems to warrant the flattering notices which we are daily receiving concerning the character and work of the NEW ENGLAND. The leading teachers, as well as the press, unite in placing ours in the front rank of educational papers in the country, and the "new departure" of a weekly issue makes it deservedly popular. Our experienced agents tell us that they have never canvassed for any work with more ease, or with greater personal satisfaction, feeling that the increase of its circulation among teachers and educated men would be a great benefit to the cause of education.

Our experience proves that a weekly educational journal will be self-supporting, and we now call upon our subscribers to aid us in doubling our lists, in order that we may increase the value of our paper, and with added means of usefulness, we shall spare no labor to make it increasingly valuable. Within the acquaintance and influence of every teacher, is some other teacher or friend who really needs and *wants* THE JOURNAL. A word from each will secure for them and for us what each would have: for your friend a good paper, for us a good subscriber and reader. By honest and earnest labors of ourselves and our hosts of friends, we hope to enroll several thousand names upon our books before the first of June. After reading, hand the prospectus to a friend, and thus "to do good and to communicate forget not."

THE demand of our times is for useful knowledge in its most compact form, and in its freshest spirit. Dry, antiquated, and long-drawn articles, or volumes, have but little interest for and less demand by the great reading and business public of America. Busy men and women, who have an interest in all departments of literary, scientific, and moral reform, must have history, biography, science, literature, and art condensed for their use. These are days of dictionaries, reviews, encyclopedias; and while specialists may explore the mysteries of their own department of research, the general reader, the student, the teacher, must compass the scope of volumes at a single reading, or a half-hour's daily recitation in the school-room. This idea of completeness, brevity, freshness, comprehensiveness, accuracy, is a great literary merit, and most fitly applies to a class of works which are now in great demand by the great multitude of reading people, but more especially by writers, business men, teachers, and students, namely, universal encyclopedias of practical and useful knowledge.

We believe it was Mr. Greeley who once said most emphatically, "I want just three books constantly at my elbow when I am writing: *Johnson's Family Atlas of the World*, *Webster's Dictionary*, and an *Encyclopedia* of not more than four volumes—three would be better; and this book should have every general article abridged as much as possible, or as they say in Vermont, 'boiled down.'" He expressed the same idea even more tersely when he said, "I don't care upon whose shoulders Humboldt's cloak may have fallen off, if he had one, even; but I simply want to know when and where he was born, what he did, and where he died. The rest would be good for nothing but to lumber up the book. The lives and labors of men are the best kind of history."

As an answer to the universal want of our times, and in full accord with the sentiments, and at the personal suggestion of the great journalist we have just quoted, one of the greatest literary works of the day has recently made its appearance, which is destined to have a widespread circulation wherever the English tongue is spoken or the English page read. We refer to *Johnson's New Illustrated Universal Cyclopedia:* a Scientific and Popular Treasury of Useful Knowledge.

We have very carefully examined the first volume of the series of four when complete, but can give to our readers but a faint idea of its scope and value. This volume of over 1,700 pages covers the letters A and E inclusive, and treats of not less than 20,000 different subjects, which exceeds by far the number treated under the same letter in any similar work published in this country. The labors of editing this great work were committed to two of the most distinguished American scholars, President Barnard, of Columbia College, New York, and Prof. Guyot, of Princeton College, New Jersey, as editors-in-chief. Among their associates we notice the names of Dr. Anderson of Rochester, Prof. Dwight, of Columbia, Prof. Asa Gray, of Harvard, Horace Greeley, William T. Harris, of St. Louis, George P. Marsh, Alexander H. Stephens, Julius H. Seelye, ex-President Theodore D. Woolsey, and nearly twenty other men of distinguished eminence in every department of letters and science in the United States and Europe. The special merit of the work before us lies in the fact that articles presented in these volumes are attested by the authority of the best scholars in their departments of study and investigation. The name of Prof. Whitney, of Yale, attached to an article on language, of Prof. Gray on Botany, of President Woolsey on Public Law, of Gen. Barnard on Civil and Military Engineering, of President Chapin on Social Science, of Prof. Chandler on Chemistry, of Prof. Seelye, Dr. Stevens, and Dr. Anderson on Church History, will command for the articles universal confidence.

We notice that "Anti-slavery" is treated by Mr. Greeley, "Aristotle" by Prof. Seelye, "Austria and Austro-Hungary" by Prof. Schem, "Bleaching" by Prof. Chandler, "Bombardment" by Gen. Barnard, U. S. A.; "Boston" by Hon. Nathaniel B. Shurtleff, ex-Mayor; "Botany" by Prof. Asa Gray, of Cambridge University; "England" by President Woolsey, "Confederate States" by Mr. Greeley, "Democracy" by Chas. O'Conor, "Darwinism" by Prof. Seelye, "The Earth" by Prof. Guyot, "Easter" by Dr. Barnard, "English Language and Literature" by Richard Grant White, "Entomology" by Prof. Sanborn Tenney, "Evolution" by Henry Hartshorn, and "Expositions" by Dr. Barnard. The biography of Henry Clay is written by Mr. Greeley, Stephen A. Douglass by Alexander H. Stephens, and Edward Everett by Robert C. Winthrop. Prof. Theo. W. Dwight has written over two hundred law articles for this volume, treating of such subjects as Agent, Bill of Exchange, Check, Citizen, Embezzlement, Evidence, etc., thus affording to every citizen the value of a whole law library condensed into a single table reference book.

These are but examples of the credited writers which have added the results of their studies to the wealth of new, fresh and interesting material, which is brought within the compass of these volumes.

As an example of the analytical charactar of the work, we will refer to one subject only, "California," which is treated under twenty-four different heads, such as Face of the Country, Geology, Mineralogy, Vegetation, Zoölogy, Climate, Agricultural Products, Manufacturers and Mining Industry, Railroads, Finances, Education, Newspapers, Churches, Gold Products, etc.

Foreign geography is treated with care and accuracy, and in respect to the geography of our own country, every township in every State and in every territory is recorded in its proper place, and every important town and city has been written up by residents best qualified for the work. The maps accompanying the description of the several counties are prepared in accordance with the latest known facts in the case, and are colored to show not only the political outline of different States, but the coal-fields, principal railroads, capitals, and large cities.

The whole domain of Knowledge is thus brought within the reach of every person, and next to its actual possession, it is a gratification to know that such a storehouse is accessible to all who would explore it, and search for hidden wisdom. If we were to prepare a catalogue of a school or teacher's library, the Cyclopedia would be among the first books in the list. In fact it is a necessity, without which the teacher, the school, and the home will be deprived of one of its chief sources of intelligence, and of usefulness, and in our judgment we can most fully and heartily recommend Johnson's Cyclopedia, for its completeness in matter, convenience in form, cheapness, and the ability and accuracy with which it has been compiled.

The Anomalies and Irregularities of English Orthography.

The present *furore* in regard to Spelling Matches, which rage like an epidemic, and yet a very good disease it is, invite special attention to the perplexing irregularities and inconsistences of English Orthography. These arise largely from the complex nature of the language itself, drawn as it has been, from the dialects of nearly every living and almost every dead race, since the Babel-dispersion. As all teachers well know, the spelling of our vernacular has come to be a matter almost wholly of memory, and it is not a subject of wonder, therefore, that adults even, and much more young pupils and foreigners, are greatly perplexed in many instances.

Any rational attempt to remove, even partially, these

difficulties, is certainly to be welcomed and favored. Dr. Franklin, as is well known, proposed a complete phonetic system, and urged his views upon Dr. Webster. Thus Dr. F. would have spelled *reason, reeson; is, iz.* Dr. W. however, aware that such a wholesale reconstruction of the form of the language could not probably be effected, much more wisely set himself to the task of proposing to the public the removal of certain anomalies, the correction of certain irregularities, and the introduction where practicable of certain simple and easily applied rules. Take the following as an example:

"In adding English formatives, as *ing, ed, er,* etc., a single consonant at the end of a word is doubled when the accent falls on the *last* syllable, as, *begin'ning, refer'red,* etc.; but is not *doubled when the accent falls on any preceding syllable,* as *gar'dener,* etc.," under which rule the following words should be spelled as here given: — Appar'el-*ing, -ed -er,* but rebel'-*ling, -led,* etc.; big'ot-*ed,* but besot'-*ted, -ting,* etc. So of me*ter,* as well as *dia*-meter; defe*nse,* as well as expe*nse,* etc. Derivatives of *dull, skill, will,* and *full* retain the *ll,* as dullness, fullness, skillful, willful; like *stillness, illness, stiffness, gruffness, crossness,* etc., to prevent the inconvenience of exceptions.

How much of perplexity and inconvenience would be avoided by the universal adoption of these and other of Dr. Webster's rules? They have already prevailed to a very large extent, and been adopted by a great preponderance of the American people, but are not yet fully understood by all, and it would seem need but to be so to secure general acceptance.

Few persons, who have not given the matter particular attention, are aware in how great a preponderance of cases the changes in orthography which Dr. Webster recommended have prevailed universally, compared with those not adopted, or in regard to which there is a diversity of usage. Probably nineteen out of every twenty, of the words in regard to which Webster proposed an improved orthography, are now almost universally spelled after his method. In Todd's Johnson's Dictionary, edited by Worcester, and published in the year preceding the appearance of Webster's large work, under the single letter A there are one hundred and twenty-one words, the termination of which is given as *ck,* as *Almanack, Angelick, Antick, Atheistick, Athletick,* etc., showing this to have been the general usage at that time. The omission of the *k* is now universal, as in Music, Public, Antic, etc. The same proportion runs through the other letters of the alphabet. So in regard to *favour, honour, neighbour,* etc, now given honor, etc.

PEDAGOGICUS.

Test Words for Spelling Schools.

Osseous, lassitude, pavilion, piebald, maguey, mechlin, trisyllable, apocryphal, glycerine, chrysolite, ossicle, lacerate, postilion, calipers, zeugma, proselyte, epaulet, diarrhoetic, apocalyptic.

Schedule, symmetry, piquancy, parachute, Huguenot, hemorrhage, guaiacum, porphyry, restaurateur, isothermal, chalybeate, lachrymal, erysipelas, gherkin, saccharine, empyreal, idiosyncrasy, puncheon, chirurgeon, dishabille.

Benefited, syzygy, porticos, mottoes, pomegranate, pyramid, wallet, vermilion, shoeing, sycophant, hydraulic, defamatory, macerate, vacillate, miniature, ineligible, congeries.

Physical, pellicle, docible, placable, autopsy, poignancy, malmsey, appreciate, propitiate, habiliment, supplement, vegetate, cogitate, tranquillity, humility, debasing, embracing, crystallize, syllable, sillabub, cylinder, symmetry, permeate, vervain, hirsute, supercilious, hemorrhoids, synecdoche, blasphemous, exhilarate, scintillate, sciolist, equipage, sacrilegious, amaryllis, amphictyonic, barratry, colocynth, diachylon, ichneumon, achievement.

Piercing, physician, siege, feud, hypocrisy, pleurisy, impressible, impossible, eviscerate, irascible, scythe, effervescence, scissure, avalanche, zoöphyte, zephyr, colleague, colloquy, rarefy clarify, iterate, litigate,, aqueduct, liquefy, liquable, reminiscence, callous, sieve, revenue, negotiate, associate, ingratiate, insatiate, social, martial, glacial, fallacious, spacious, aqueous, sciential. dubious, serious, terrify, pommel, superficies, anchoret,

Elixir, feasible, forcible, proximate, desperate, synchronical, conceptacle, conventicle, buoyancy, flagitious, malicious, testacious, increment, pursuivant, pursuance, architrave, archetype, phylactery, diaphanous, epiphany, surcharge, peripneumony, paregoric, omniscient, cuneiform, sibylline, orthoëpy, inoculate, innocuous, cynical ventricle, architect, commercial, controversial, Ecclesiastes, strategic, collateral, therapeutics, gases.

Patrol, utensil, recluse, profuse, irresistible, annunciate, vitreous, spurious, predicate, deprecate, syllogism, strychnine, catechumen, eleemosynary, halcyon, murrain. infringement katydid, euthanasy, esoteric, cachexy, thraldom, rebellious, quinine, reconnoissance, opodeldoc, pansy, odyle, heliotrope, vaccinate.

Accede, supersede, prejudice, mortise, franchise, authorize, advertise, theorize, moralize, rueful, obtuse, traduce, expanse, noticeable, receptacle, follicle, autocracy, perfidy, dissociate, licentiate, inflammable, rhubarb, cynosure, inelegant, cartilage, ipecacuanha, newt, mimicking, verdigris, ferret, phylactery.

Palisade, skein, chaise, gauge, financier, escheat, valise, receipt, scourge, rehearse, prejudice, prairie, biscuit, forfeit, analyze, resource, papyrus, privilege, diplomacy, attorney, expatiate. torrefy, ossify, pharmaceutical, heteroclite.

Auxiliary, necessity, supervisory. temporary, pecuniary, separate, accommodate, necessitate, concede, proceed, superintendent, confidant, movable, susceptible, seizure, besiege, retrieve, concealment, unctuous, suspicious, effaceable, propitious, capacity, equalize, beneficent, sardonyx, paradigm, parliament, reference, immediately, accompanying, assessment, indictment, neighborly, miscellaneous, bullion, academy, incorrigible, initiatory, freight, solvable, laudable desperate.

Poniard, sibyl, indictment, panegyrics, plagiarism, occult, oculist, infallible, caterpillar, umbrella, utensil, expletory, bigoted, putrefy, inflammation, celebrate, metallic, eschew, mischievous, echoes, fuchsia, lacerate, sarsaparilla, chloroform, cauliflower, indigent, malleable. mignonette, surgery, servitude, calico, trafficking, rhythm.

Satyr, imburse, immerse, yeoman, foeman, indelible, weevils, measles, halibut, polypus, intelligible, allegation, pleurisy, plurality, venerate, pupillary, capillary, anonymous, anomalous, rinse, wince, sizable, fusible, roguish, guerdon, pearly, purling, skeleton, caviler, benefiting, remitting.

Cazique, cicatrice, assuetude, psychology, avoirdupois, deutzia, irrefragable, labyrinth, imbroglio, bivouac, tmesis, hemeneutics, anchorage, rhododendron, innuendo, colonelcy, ravelin, clepsydra, rendezvous, distich, guerdon, stipulate, tragacanth, laryngitis, azimuth, corypheus.

Lettuce, nuisance, neuter, tortoise, mullein, circuit, surfeit, edible, salvable, collectible, deleble, oxygen, raspberry, pyrotechnic, supplicate, suppletory, empire, polygamy, symptom, machinate, spermaceti, worsted, orrery, obsequies, metonymy, javelin, irrigate, innocence, alpaca, apocrypha.

Gossamer, parallel, celery, bureau, realize, definition, citadel, irreverent, venomous, inveigle, polytechnic, statistics, civilized, parole, condole, risible, flannel, panel, leper, robin, bobbin, police, loathe, clothe, famine, rapine, matin, plaid, said, plummet, plumber, dissyllable.

Epitaph, venison, exequies, eccentric, camphor, amphibious, purlieu, chintz, valiant, brilliant, diphtheria, delectable, invincible, stomach, wheyey, crucible, billiards, bilious, raisin, tenure, scurrilous, sterling, sturdy.

Imbecile, codicil, circuit, brilliant, valiant, befitting, apocalypse, cayenne, aspirate, generate, reliquary, relegate, alligator, isosceles, Wednesday, heifer, cheapen, deepen, frolicking, frolicsome, surveillance, fricassee, amerce, accurse.

Speech, preach, eyrie, ability, barbarity, feasible, italic, erratic, assassin, mammoth, cataract, marmalade, imitate, calker, caucus, faucet, centaur, laudanum, augury, satire, plausible, cough, filigree, repartee, receipt, recipe, assess, assets, deficit, treachery, treasury, nonpareil, diæresis, etcætera, swerve, iceberg, liturgy, suburbs, demurrer, discursive, miracle, empiric, irritable, satiric, tamarind.

Conduit, ferule, ferrule, calyx, synod, styptic, fiat, amethyst, bivalve, whilom, sinecure, aconite, homicide, parasite, parricide italicize, hyacinth, hubbub, deuce, gumption, succumb, hymeneal, consummate, irreparable, senna, effluvia, permeable, sidereal, inimical, hoarse, reversible, reconcilable, convincible, deducible, illicit, advisable, audacious, macerate, lacerate, joggle, icicle, edible, belligerent, exegesis, vigilant, phonetic, paragraph.

Ambiguous, analogous, clamorous, ominous, verity, asparagus, polypus, delirium, minimum, platinum, epic, vacuum, dandelion, cinnamon, primitive, sensitive, iris, anise, malice, avarice, imbecile, domicil, doric, utensil, bissextile, arsenic, arctic, antarctic, eccentric, elliptic, irrepressible, excrescence, quintessence, aliment, ledger, inclement, permanent, sediment, fulfillment, adjacent, frankincense, essence, prevalence, recipient, swollen, illness, reconnoiter, accouter.

Rarity, malady, piracy, ecstasy, grottos, echoes, stroll, mementos, porticos, stilettoes, duodecimos, manifestoes, heroes, quartos, volcanoes, zeros, tyros, solos, coroner, anniversary, sequence, beatific, throat, plateau, suicide, penitentiary, menace, imperative, infinitive, comparison, antecedent, declarative, appellations, perjure, parole, patrol, control, unroll, toll, pole, poll, knoll, bowl, mole, bole (clay), dole, tole, sole, soul, foal, boll, roll, goal.

Allegeable, myriads, tomahawk, militia, manœuvre, assafœtida, ignitible, innuendoes, supersede, discernible, pleasurable, deleterious, misspelled, Britain, precipice, rarefy, disparity, almanac, turbulent, quizzing, besieging, pinnacle, keenness, porridge, revenue, assassinate, Wednesday, February, auxiliary, underpinning, Mediterranean, nucleus, penance, terrific, separate, cataract, operate, leisurely, pleurisy, privilege, neuralgia, kerosene, hierarchy, amenable, distillery, allegiance, hallelujahs.

Cyst, cache, rinse, scythe, psalm, warmth, twelfth, souse, eels, sieve, yolk, squirm, chyle, soot, feud, depth, debt, couch, zinc, rhomb, stretch, beeves, yacht, niche, ooze, squeal, knurl, lieu, oust, quoin, shirk, itch, phrase, myth, gnaw, tongue, corpse, quoit, zouave, aisle, chintz, thwart, chyme, whir, jeer, corps, steak, trough.

Swollen, woolen, emigrant, immigrant, imminent, eminent, measles, weasels, difference, deference, bilious, rebellious, supercilious, keenness, deleble, dilatory, dillydally, collation, chaises, stirring, frivolity, valorous, frivolous, amphitheatre, impaneled, appellant, repellent, appellee, military, wetter, liqueous, thinner, innate, annum, inane, tortoise, porridge, dissipation, session, lilies, spoonfuls, remedying, daisies, dewy, curriculum, wilful, selvedge.

Veil, aught, ought, souchong, porpoise, exonerate, sulphur, annual, entendre, feoffment, until, rendezvous, apropos, seraglio, ptisan, disuse, purlieu, incontestable, scissors, cymbal, symbol, remedies, singeing, synonyme, equilibrium, soliloquy, equanimity, millionaire, eclat, exhilarate, evanescence, Cincinnati, judgment, grammar, reconnoitre, finesse, unsearchable, kilndry, jeopardize, pageantry, woos, felloe, calicoes, sarcenet, accoutred, routine, hoeing, unparalleled, sombre.

Flagged, grievance, carrier, reparable, dizziness, zealous, debauchee, witticism, courier, quinsy, trepanning, initiate, despicable, eccentricity, sentient, tureen, bounteous, roguish, cellular, vacillate, zincky, coping, inadmissible, erysipelas, macadamize, missile, poultice, gluey, solace, wizard, bullion, hosanna, adventitious, raspberry, colander, calender, cicatrice, celery, salary, bivouac, corolla, Philadelphia, Louisiana, sirloin, cinnamon, Bosphorus, Dardanelles, Vienna, Marseilles, Cattegat, Skager Rack, Gibraltar, Alleghany.

DEPARTMENT OF
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The Children of Charles I. at Caresbrooke Castle.

A JUVENILE DRAMA IN TWO ACTS.

CHARACTERS IN ACT I.—PRINCESS ELIZABETH, aged 13; LADY ALICE DAVENANT, aged 15; LADY KATE DAVENANT, aged 10; PRINCE JAMES, aged 8; PRINCE HENRY, aged 6. [A year is supposed to elapse between Acts I. and II.]

CHARACTERS IN ACT II.—QUEEN HENRIETTA MARIA, PRINCESS MARY, PRINCE JAMES, PRINCE HENRY; An Attendant.

The SCENE of ACT I. is laid in an ante-chamber in the suite of rooms where the ROYAL PRISONERS are confined. Time 12 o'clock, on a day when SIR REGINALD DAVENANT, the Jailer, is absent.

The SCENE of ACT II. is in France, in QUEEN HENRIETTA'S apartment in the Louvre, after the death of the PRINCESS ELIZABETH.

COSTUMES.

PRINCESS ELIZABETH.—Dress of any white material—silk, cashmere, or opera flannel, if the stage is at a good distance from the audience, and unbleached muslin has an equally good effect. Make a full, fine plaited skirt just to the ground, light fitting basque, with long-pointed tabs of pink or blue satin, silk, or cashmere; full, puffed sleeves of white Swiss muslin, with or without angel-sleeves; cuffs of lace turned back, and wide sailor collar of the same; ornaments of pearl, three strings of wax beads with some gilt ornament at each end, worn crossed from left shoulder to belt at right-hand side; hair curled and short on forehead.

LADIES ALICE AND KATE.—Dress of a dark color which will harmonize with the costume of PRINCESS E.; plain skirts, tight-fitting waists, same as PRINCESS E.; full sleeves of either white or same as dress; lace cuffs and either sailor collar or the dress cut pompadour, with white neckerchief; hair worn either pompadour or plain, with close-fitting round cap.

PRINCES HENRY AND JAMES.—Suits of velveteen; blouse waists and short pants, with wide lace frills at the knees; cuffs of lace turned back; wide sailor collars of lace; ornaments of pearls, like PRINCESS E.; hair cropped short on brow and falling long on the shoulders, either plain or curled.

QUEEN.—Long-trained, simple dress of silk or cashmere, with full sleeves, tight at waist; hair short, curls on forehead and graduated ringlets.

PRINCESS MARY.—Simple dress, same style as QUEEN'S.

The hair or wigs add greatly to the effect, and the fashion of the tints should be followed as closely as possible in their arrangement. If wigs for HENRY and JAMES are not to be hired, they are very easily made at home. Make a close-fitting cap of lace, and hire pieces of hair of the requisite lengths. These can be sewed on, and with a short fringe of hair in front give the desired effect with very little trouble.

ACT I.—SCENE I.—*A room furnished simply. Two high-backed chairs, a table, with candlesticks and Bible upon it; an embroidery frame at one side.* LADY ALICE *and* LADY KATE *seated, weaving some flowers.*

Lady Alice.—And so a poor Friar is without the gates! Forsooth! I wonder that our Lady Mother suffered it; what is he like, Kate?

Lady Kate.—Like the poor servant of the Lord that he is! You should have heard him preach! He screamed to the soldiery so that one fellow took fright, and was about to draw his sword. (*Sighs.*) Fighting so much makes the peacefullest men savage.

Lady Alice.—And did our mother hear of it?

Lady Kate. (*Laughing.*)—Our dear mother was so affrighted by the man's loudness that she went out to offer him bread and beer if he would go away.

Lady Alice. (*Tossing her head.*)—Why did she not order him driven off without asking?

Lady Kate.—She feared the soldiers would be angered, for they enjoyed the tumult and the excitement.

Lady Alice.—And he stayed?

Lady Kate.—Aye, and he is there yet. (*Stands up and puts down her wreath, looks out of the door-way.*) Oh, there is her Highness. Poor young Princess! My heart aches; Alice, when I see her sad face.

Lady Alice. (*Scornfully.*)—Sad face, indeed! She is a young hypocrite. If *I* were my Lady Davenant, I'd soon put an end to her whining ways.

Lady Kate.—You have been put in charge of her, Alice, and do you never think she is your King's daughter?

Lady Alice. (*Lifting up her hands.*)—*King's* daughter! Heaven be praised, Kate, the day for that nonsense is over. Now, when I saw good Mistress Ireton up in London, I could right willingly have kissed her hand (*excitedly*), but this glum, sour-faced, chit of a thing, putting on airs of royalty when there isn't a crown in the— Hush! here she is! (*Draws back, stands by* LADY KATE. *Enter the* PRINCESS ELIZABETH, *holding* PRINCE JAMES *and* HENRY *by the hand. As she enters,* LADY KATE *makes a curtsey.* LADY ALICE *bows coldly.*)

Lady Kate.—Your Highness looks ill to-day.

Princess E.—No,—thanks, dear Kate,—not ill, but tired. (*Seats herself in one of the high-backed chairs. The children stand, one on each side of her.*)

Prince James.—I am tired, too, Elizabeth, but I want mamma.

Prince Henry.—And where is papa, Elizabeth? He never comes to play with us as he used to.

Princess E.—Papa has gone away, sweetheart, for a little while. You must not ask for him; one day he will come again.

Prince J.—This is mamma's birthday, Elizabeth. Dost remember last year?

Princess E.—Too well, dear Jamie!

Prince J. (*Takes off his hat, and shows a flower in it.*)—See, I've put a Hawthorn in my cap for her majesty. She always bade me wear a Hawthorn on her birthday.

Lady Kate. (*Aside.*)—Poor baby!

Princess E.—Thou dost well, Jamie, to do all thou canst for our royal mother, who is so far from us. One day we will walk beside her in the English lanes and see the Hawthorn blossoms come and go, as we did before. (*Stands up and grows excited.*) One day the English people will toss their caps and cry, as thou heardst them in other days—God save the King! (*Sinks into the chair, covers her face with her hands.*)

Lady Alice. (*Comes up to the side of Princess Elizabeth's chair.*)—Your Highness forgets you are speaking treason! The young Princes are to come with me for an hour to Lady Davenant. (*She leads them away. Princess E. goes toward them, and kneeling down takes the flower from Jamie's cap.*)

Princess E.—Divide this with thy brother, sweetheart. (LADY ALICE *leads them away.*) PRINCESS E. *looks after them.*) There, thou art brave, coming subjects of the second Charles. (*Sits down, rests her head upon her hands.*) Kate—Kate—this separation, this imprisonment is killing me. At night, while I lie in bed, I dream I hear my mother calling to me. I seem to see my father's clear eyes, I hear his voice, and when I wake (*pauses*),—when I wake, I see nothing but these cruel castle walls, that shut out so much more than liberty!

Lady Kate. (*Approaches and sits down on an ottoman near her.*)—Your Highness, I have a plan to offer you. I have waited all the morning for a chance.

Princess E.—A plan! Prythee, good Kate, go on, be quick.

Lady K.—This morning a Friar, or one whose dress was like to a Friar's, came into the court-yard. He preached to the soldiery there, and I was at one of the Eastern windows, with my mother, listening. Heaven be praised! All in a minute I saw who it was!

Princess E. (*Catching her hand.*)—Well!

Lady K.—Dost remember the Page who came with your royal mother and yourself when you visited this castle in state?

Princess E.—Aye! a brave lad and a trusty, with a heart and a hand ready for anything. Was it he, Kate?

Lady Kate.—It was he! He gave me a sign and I slipped down into the court-yard, and, under pretence of giving him alms, got from him this bit of a paper. (*Takes paper from her bosom and gives it to Princess. They walk to the front.*)

Princess E. (*Reading slowly.*)—"A true friend and a trusty one is without the castle walls. The Queen hath sent him for the young Princes and her Highness. If they can be got out to the postern gate by four o'clock, all will be well." Kate! Kate! what am I to do! (*Walks up and down.*) To see my royal mother once again! To feel her kisses on my cheek! Kate—dear friend—help me to think.

Lady Kate. (*Slowly.*)—Your Highness, I *have* thought.

Princess E. (*Impatiently.*)—Well.

Lady Kate.—I've thought of playing a game of hide-and-seek; if I could get the Princes to the eastern turret, then I could convey them down the private passage to the outer wall. Yesterday I learned the secret of the lock. Your Highness, if *you* come too, suspicion will be aroused; if you stay here, we may not be suspected.

Princess E. (*Clasping her hands.*)—No, no, dear Kate. I can not stay and let them go. Do not ask me. Surely, if I go they will be kind to those poor babies.

Lady K.—Alas! I fear not. There are traitor-hands would fain grasp at anything so near the throne as your royal brothers.

Princess E. (*Sits down thoughtfully.*)—I'll tell thee, Kate. (KATE *approaches her.*)—I fear I have not courage enough to make the sacrifice; but when the moment comes, I'll give the sign. Propose the game a little later. First, I will sing to the children, as I always do; if at the end I say to them, "God save the King," then thou wilt know, dear Kate, I will remain, and send them to my royal mother.

ACT I.—SCENE II.—*Same.* PRINCESS E. *seated reading.* HENRY *and* JAMES *playing on the floor beside her; at one side* LADY ALICE *seated, working.* LADY KATE *stands behind her.*

Lady K.—But where is the harm of a little game of hide-and-seek, Alice! No one need know of it. Margery and Peterkin will never tell.

Lady A.—But I tell thee, Kate, we are forbidden to let them leave these rooms.

Lady K.—But thou canst bide here with the Princess, whilst I hide with the little ones. (*Lowers her voice.*) It will be *something* to see *them* play with the Davenants.

Lady A. (*Stands up, speaks in a low tone.*)—Aye, that it would! To see this branch of dead and gone royalty stoop for a romp with a girl who last year had to bend the knee to her and drawl forth: "An' it please your *Highness!*" I'll think on it, Kate. (*Sits down, begins to work again.*)

Princess E. (*Closing her book.*)—And so you had a nice walk, Jamie?

Prince J. (*Stands up at* PRINCESS E.'S *side.*)—Oh, Elizabeth! Thou shouldst have seen the strange man that was in the court-yard. He screamed like to break mine ears.

Princess E.—What said he, Sweetheart?

Prince J.—He said to the women that stood about, "Off with your gew-gaws, and laces, you Satan in petticoats!" Harry shivered—Oh! Thou art such a fool, Harry.

Prince H. (*Standing up.*)—And thou art a little rattle-pate, Jamie!

Prince J.—And this strange man, he looked at us the whole time.

Lady A. (*Laughing.*)—No doubt your highnesses returned the compliment!

Prince J.—Aye, Lady Alice; we looked at him well; and dost know, Elizabeth, we thought—

Princess E. (*Putting her hand on his lips.*)—Tut, tut! Sweet one. He was a silly man. Come, Harry shall sit on my knee, and Jamie shall stand beside me while I sing. Then, if Lady Alice will permit it, we may have a game of hide-and-seek.

Lady A. (*Rising and crossing to doorway.*)—I would right willingly play with your *Highness;* it is not more than a year since *I* might have asked the honor and been scornfully refused. Times—like the crowns of kings and queens—change with the wind and weather. (*Exit.*)

Princess E. (*Takes* HENRY *on her knee,* JAMES *stands beside her,* LADY K. *stands at left of chair.*)—Now, what shall I sing?

Prince J.—Lord Bateman!

Princses E. (*Singing.*)—

"Lord Bateman was a noble Lord,
A noble lord, of high degree,
And he determined to go abroad
Strange countries for to see.

"He sailèd east, he sailèd west,
Until he came to proud Turkèy,
Where he was taken and put in prison
Until his heart was most weary."

Alas, I know not what I sing to-day. See! Harry shall run away with Lady Kate awhile, for I must speak to Jamie. (*Exeunt* HARRY *and* LADY KATE.)

Princess E. (*Advances to front with* JAMES, *kneels down before him, putting her arms around his waist.*)—Jamie, look at me. If thou shouldst see our dear mamma again, couldst thou take to her a long, long message?

Prince J.—Aye, dear Bess!

Princess E.—Then say to her that Elizabeth thinks of her by day and dreams of her by night. (*Earnestly.*) That no time, nor no war shall ever make her less a devoted, humble daughter, and loyal servant to the king. That if the day comes when her Majesty may claim her children, and Elizabeth be not there (*breaks down*)—Ah, Jamie! what am I saying to thee? Thou canst not carry all these words. See, this will be all. (*Takes a flower from her bosom.*) Say thou saw'st Elizabeth kiss this and wet it with her tears, and that she sent it to her royal mother.

Prince J. (*Taking the flower.*)—When am I to see her, dear Bess?

Princess E.—Alas! I know not. I only said, if good fortune brought thee to her side. (*Takes him in her arms.*) And now, Sweetheart, put thy little arms around my neck. Dost remember when I held thee thus by the river in Hampton Court, and told thee tales all the long morn?

Prince J.—And the birds sang to us all day, and the sun shone upon the blue water.

Princess E.—One day thou wilt walk as a monarch by that river bank. Then thou wilt think of Elizabeth, and know what she did this day—sacrificed her own liberty to gain thine. (*Kisses him. Enter Ladies* ALICE *and* KATE, *and* HENRY.)

Lady A. (*Sharply.*)—Your Highness, if we are to play, it is growing late.

Princess E. (*Starts up, takes both children to front.* LADY K. *engages* LADY A. *in conversation.* PRINCESS E. *kneels down between the children, putting her arms around their waists.*)

Princess E.—Sweethearts, look at me! If you should never see your poor Elizabeth again, do not forget her.

Both Children. (*Kissing her.*)—No, no, dear Bess.

Princess E. (*Stands up, giving a hasty look at* LADY K.)—Then do as I do say: "*God Save the King!*"

ACT I.—SCENE III.—*Same.* PRINCESS E. *seated before table, reading.*

Princess E. (*Sighs.*)—How the time drags! Why does not Kate come to me? Surely she knows how my heart beats 'twixt hope and fear; how long it seems since that perilous game! I thought I would have swooned away when Lady Alice and her mother come rushing in, looking for my brothers. Heaven be praised, they were near France before Sir Reginald returned. Oh, if I were but with them! (*Puts her face in her hands. Enter* LADY KATE.)

Princess E. (*Starting up.*)—Kate, Kate, I am tortured with fear. Quick, tell me, are we suspected?

Lady K. (*Sadly.*)—Alas! dear Lady, all is known. In half an hour we are to be parted. You are to go to the Tower, I to my uncle in Northumberland. Yesterday, I got the princes safely down the private passage to the lane. It was quite deserted save for a foot-boy who was lounging there; but albeit I had put old clothes on them, he knew them, and so my uncle and my mother know all.

Princess E. (*Walks back slowly to the table and stands thinking; turns again to* LADY K.)—Dear friend, I have no pity for myself, but all for thee. It goes to my heart, Kate, to leave thee. In this sad house thy face has been the only cheerful one. One day, thou

wilt be rich and prosperous, and see James the brother of a happy king. Then thou wilt say to thy children: I set him free, I sent him to his mother when her heart was breaking. (LADY K. *sinks upon her knees, and puts her face in her hands.*) Then remember that though wretched and a captive when she should have been a happy princess, Elizabeth loved thee and was deeply grateful. (*Enter* LADY A.)

Lady A.—Your Highness is to come at once into Sir Reginald's presence. (*Takes* PRINCESS E. *by hand, leads her away. At door* PRINCESS E. *turns and looks at* LADY KATE.)

(*Curtain.*)

ACT II. SCENE I.—*A room in* QUEEN HENRIETTA'S *apartment in the Louvre. The* QUEEN *seated, reading letters.* PRINCESS MARY *at left, working.*)

Queen.—In truth, it does my heart good to read these letters. Our dear Charles has been so kindly received in Scotland. Troops, so Sir William Everard writes me, are starting up on all sides. Ah, if I but live to see my son on his rightful throne!

Princess M.—I never think of my brother save as the King. Poor Elizabeth! Dost remember what Lady Kate told us of her strong faith in his success?

Queen.—Dear child! Though we may mourn her loss, she is happier, free from the trials of this life. (*Enter* PRINCES JAMES *and* HENRY *with an attendant.*)

Queen.—Welcome, my pretty boys! Thy mother has good news for you.

Prince J.—Hast thou heard from dear Lady Kate?

Queen.—Yes, chèrie. (*Takes out letter and reads.*) "Having promised your Majesty news of my welfare, I write this letter. I am right contented in the household of my uncle; all are most kind to me. I have heard often from Alice. She is fast becoming a royalist, as she is to marry one of the young King's generals; much to the displeasure of my mother. Alice wrote me a letter full of affection, in which she said she hoped her temper would be mended by her change in politics."

Prince J.—If Lady Alice is to marry a general, methinks she can do all his fighting. (*All laugh. Enter attendant, with sealed letter.*)

Attendant.—A messenger from Scone, your Majesty. (QUEEN *takes letter, opens and reads hastily.*)

Queen.—Ah, Mon Dieu! Your brother has been crowned King of Scotland! Ah, those brave Highland gentlemen, they knew thou wert their King, my boy! Harry! James! What say you to this?

Harry.—What would Elizabeth say, if she were here?

Omnes.—God save the King!

(CURTAIN.)

Department for Written Examinations.

Competitive Written Examination,

For West Point Military Academy.

Hon. D. W. Gooch having requested Dr. John L. Sullivan, of Malden, J. O. Morris, sub-master of the English High School, Boston, and Professor Edward Johnson, of Lynn, to act as a committee to select, by competitive examination, a candidate for the military academy at West Point from the Fifth Massachusetts Congressional District, the committee fixed Saturday, the 20th ult., as the day for the examination. Twenty-two candidates appeared, only eleven of whom completed the examination, and Milton Brett, of Malden, secured the appointment.

HISTORY.

1. Tell what nations settled each of the thirteen colonies. Which were settled on account of religious belief?

2. Where did the French and Indian war occur? What caused it? Why so named? What treaty ended it, and what were its terms? What nations were engaged in it?

3. What were the causes of the American Revolution? Name seven important battles of the war, stating who were victorious. What was the boundary of the United States at its close?

4. Give an account of the difficulty with France during the administrations of Washington and of Adams.

5. What were the principal events of Jefferson's administration? Tell something of each.

6. In whose administration was the second war with England? The Seminole war? The Mexican? What can you say of opposition in this country to the war of 1812?

7. What important events occurred in Jackson's administration?

8. What was the result of the Mexican war as to the territory of the United States? What questions divided the North and South concerning new territory?

9. What was the cause of the Civil war? Name the most important battles of that war? What was the Emancipation Proclamation? When issued? Why?

10. What is the Civil Rights Bill? The Fourteenth Amendment to the Constitution? What are the Alabama Claims? How were they settled?

GEOGRAPHY.

1. Define latitude and longitude.

2. What is the distance in degrees from the Arctic Circle to the Tropic of Capricorn?

3. Give, as nearly as you can, the latitude and longitude of the following places: Boston, Quebec, Richmond, San Francisco, Havana, Quito, Paris, Constantinople, Calcutta.

4. What are isothermal lines?

5. About how far northward has geographical exploration extended?

6. Name the grand divisions of land, also the oceans in the order of their size.

7. Name, in order, the five largest cities of the world; also, the seven largest in the United States.

8. Bound Ohio, name and locate its four largest cities, and describe its four principal rivers.

9. Describe the Mackenzie River.

10. Describe the Pacific Railroad, giving its termini, and naming the States and territories through which it passes.

11. Over what bodies of water would you sail in making a voyage from Milwaukee to Philadelphia?

12. Define plateau, steppe, bight, loch, glacier, delta, estuary, cañon.

13. About how much greater in area is California than Great Britain and Ireland?

14. Describe a voyage from Batavia to Smyrna.

15. Where is Venice, and for what is it remarkable?

ARITHMETIC.

1. Explain the principle of the least common multiple, using prime factors. Illustrate by an example.

2. Explain the principle of dividing one fraction by another. Illustrate by an example.

3. *a* What is the difference between a vulgar and a decimal fraction?

b Change to a decimal $\left(\frac{1\frac{3}{4}}{4\frac{1}{2}} \div \frac{2\frac{1}{3}}{2\frac{1}{4}}\right) \times \frac{4}{5}$ of $\frac{1}{2}$

c Change 15.0 to a mixed number.

4. *a* Add $\frac{5}{17}$ of a year and .25 of a month. Give the answer in months and lower denominations.

b Reduce 9 cwt. 3 qrs. 14 lbs. 13 oz. to a decimal of a ton.

5. If I borrow to-day, Feb. 20, 1875, $15,550 to be paid Jan. 1, 1876, with interest at $7\frac{3}{10}$ per cent. (government method), to what will it amount when paid? Give the reason for the method.

6. If I buy to-day, Feb. 20, 1875, $10,000 United States 6 per cent. bonds at $1.10¼ (coupons, May 1 and Nov. 1,) and $10,000 City of Chicago 7s at $1.03 and interest (coupons payable Jan. 1 and July 1,) what will they cost me?

7. An army lost ten per cent. of its men in the first battle, and ten per cent. of the remainder in the next: it then had 6.480 left. How many had it at first?

8. Bought a house for $2,964.12 ready money, and sold it again for $3,665.20, payable in one year six months. If I get this discounted at 8 per cent. (true discount,) how much shall I make on the house?

9. The foot of a ladder 75 feet long is so placed in a street that the top reaches a window 45 feet from the ground on one side of the street, and one 50 feet from the ground on the other side. How wide is the street?

10. Find the cube root of 4436184. $\sqrt[3]{.8}$ = what?

GRAMMAR.

1. Define an abstract noun, and give examples.

2. Give the plural of the following words: Proof, sheaf, staff, cameo, piano, cargo, money, flax, molasses, spoonful, man-servant, beau, and minutia.

3. Give the three kinds of numeral adjectives with examples.

4. Name the compound personal and the compound relative pronouns.

5. What is a finite verb? a regular verb? a transitive verb? an auxiliary verb? an impersonal verb? a redundant verb?

6. Give the second, singular, pluperfect, potential active of the verb: to think.

7. What are co-ordinate and what are subordinate connectives?

8. What are *modal adverbs?*

9. What is the difference between a complex and a compound sentence?

10. What is the difference between a *direct* and an *indirect* quotation?

11. What is an English idiom?

Analyze the following sentence, and parse the *nouns, verbs,* and *adverbs:*

"If the blessings of our political and social condition have not now been too highly estimated, we cannot well overrate the responsibilities which they impose upon us."

Parse the italicized words in the following:

"When *riseth* Lacedemon's hardihood,
When *Thebes Epaminondas rears* again,
When *Athens'* children *are* with arts *endued,*
When Grecian mothers shall give birth to men,—
Then thou *mayest be restored.*"

— The following puzzle is again on its rounds: "To five and five and fifty-five the first of letters add; 'twill make a thing that killed the king and drove a wise man mad." It was published first about twenty years ago, and has never been correctly answered. But they say there is an answer.

— One of the girls at Vassar keeps up her studies, keeps track of eight love stories in weekly papers, writes twice a week to five young men, sews for a charitable society, and finds time to ride and skate, and practice for a concert.

STATE DEPARTMENTS.

Maine.

IF time was given me, and the statistics were easy to be obtained, no more pleasurable duty would be mine than to give an account of the various prominent academies and private schools in our State. At some future time I may be able so to do. The time is not long since such schools were started; in fact, it is not a long time since Maine became a State, and consequently attempted to takecare of her own institutions of learning. But at this time one word upon endowed schools will suffice. Endowed schools have not been numerous in Maine. I mean schools such as Phillips Exeter, or Phillips Andover; I do not mean one with that renown which is attached to those old institutions. Recently, however, such schools have been started here. The Universalist denomination have made Westbrook Seminary, at Deering, their school. The influence of that denomination has been used to obtain money sufficient to place it upon a secure foundation and make it a school, into which those who wish to have their children liberally educated may be sent. It is not a school which has for its entire purpose the fitting of scholars for the colleges. It comprehends the education of both sexes, giving to those who desire, an excellent foundation for their collegiate course, and to others a good practical education, which will fit them for any of the ordinary business pursuits.

The Congregationalists have recently established a school at Hallowell. The object of this school is to more especially act as a feeder to Bowdoin College. The need of such a school has long been felt. It is found to be the case here, as elsewhere, that especial schools for the preparation of boys for college can accomplish that end much better than the high school or the academy. When the latter became somewhat run to waste, the attendance upon the college perceptibly diminished. I do not undertake to prove that this was the actual reason for such perceptible change, but there is a strange coincidence in these two facts. However, it was thought necessary to make some push towards the establishment of a school especially for fitting boys for college on the plan of the schools mentioned above, and this one has been started and will undoubtedly do good work.

Last of all, but with a stronger push and with that united endeavor that is characteristic of the denomination, the Baptists are preparing for a centennial offering to the cause of education. They propose to endow four schools for the purpose of educating young men and women, thoroughly and systematically, for college. Ex-Governor Coburn has subscribed $50,000 for the benefit of the Waterville Classical Institute, on condition that $50,000 more be subscribed to endow at least two other academies in the State. Three academies have been offered to this denomination on condition that the sum of $100,000 shall be raised as an increased endowment. These are Hebron Academy in Oxford county, the Goshen Academy in Cumberland county, and the Hazelton Academy in Aroostook county. These academies are quite favorably located for obtaining students, and have in buildings, money, etc., property worth from $50,000 to $60,000. In order to obtain this money, the trustees of Colby University, in whose hand this money is to be placed, have resolved to appeal to the denomination. If they are successful in this grand undertaking, they will materially assist in giving to the society better educated men and women. "Where one's money is, there also will be his interest," is as true in educational matters as others. When the Baptists of Maine have from their pockets helped these schools they will have an interest therein, and will send their children to be educated at these schools. It will also give greater strength to their college, and assist it in sending forth men with a broad culture. I have given a longer account of this last undertaking, because it is as yet at its beginning. Of the other schools I shall say more at another time.

BELFAST.—At a city district school meeting, Saturday, March 20, it was voted to thoroughly repair the grammar school room, hire a teacher of penmanship for the high, select, and grammar schools, add an assistant to each of the two primary schools, and raise $1,000 for a free high school, and an increase of teachers' wages was discussed. The city is waking up to the necessity of improving their schools. A proposition for a new high school building was referred to a committee to report upon at an adjourned meeting next Saturday. . . . The Belfast *Age* objects to women for school committees in general, but makes haste to declare that the selection of Mrs. Dickenson as a member of the board in that city is an excellent one, as no doubt it is; but as one good one has been found, the question arises, couldn't there be others also?

AUBURN.—Mr. George E. Gay, of Auburn, has assumed the agency to raise $25,000 to found the Ebenezer Knowlton professorship in Bates College. He is raising money by a plan of $10.00 shares. . . . The spring term of schools in Auburn will open as follows: High School, April 5th; other city district schools, April 12th; rural schools, April 19th.

CASTINE.—The number of pupils in the Castine Normal School is now 125. The average age and ability are very high. Nearly 40 per cent. are young men. It speaks well for the future of Maine that so many of the young men are improving the opportunities given them.

LEWISTON.—The Lewiston *Journal* says that the word 'mosquito' vanquished a social gathering in that city, in which the spelling mania had broken out. It was too much for a doctor of divinity, a judge, a professor of language, to say nothing of less learned people. In fact it was a "stinger." . . . The public schools are in the midst of a most prosperous term, and under the supervision of Mr. Task, and an efficient corps of teachers are doing a good work for the present and future of the town.

WARREN.—At the town meeting the town voted not to raise any money for a free high school. This was one of the four towns that petitioned the last legislature for the repeal of the law. Be it placed to the credit of the town, however, that private individuals raised the sum of $1,000, and have now a flourishing free high school.

WATERVILLE.—The literary societies of Colby University have invited George H. Pendleton to deliver the address at commencement, and John G. Saxe the poem.

— Mr. Small accepts the position of superintendent of schools in Auburn.

New Hampshire.

NASHUA. — The annual report of Superintendent Avery is a model document of its kind, giving, what too many fail to do, a fair idea of the progress and condition of the schools for the year. Population, of the city, about 12,000; value of school property, $200,775; expense of schools, $31,078; children between 4 and 21, 2,745; different pupils, 2,354; average number belonging, 1,634; average daily attendance, 1,411, or 80 per cent; pupils in evening school, 146; average, 74; children not enrolled, 340; number of teachers, 53. Two school buildings have been erected during the year, the new High School house just finished being probably the best public school edifice in the State.

The High School, T. W. H. Hussey, principal, is doing a good work. Number of different pupils, 144; average belonging, 98; daily average, 97 per cent. The last graduating class numbered only 4, but there are 21 in the present senior class. The report disapproves of the practice of allowing pupils to stay out of school; if not able to stay at school regularly, they should drop study and regain health. More attention to so-called practical studies is recommended, and a careful revision of the course of study to that end.

Grammar Schools.—Main Street, Herbert G. Fowler, principal; 5 assistants; average attendance, 189. Mt. Pleasant, E. C. Burbeck, principal; 3 assistants; average attendance, 113. As at least 50 per cent. of the pupils finish their studies with the middle grades, more arithmetic is recommended in those schools. "More slate work is needed, which does little else than *make the pupil a machine for the repetition of certain mathematical formulas.*" Music is systematically taught in all the schools: Mr. F. W. Riley, instructor. Regular work in drawing was begun at the beginning of the Summer terms, in Grammar, Middle, and upper Primary grades, and has been generally well received. It is singular that in a manufacturing town like Nashua, any opposition to this most practical of studies should have to be reported. On all these and other important points the report is full and instructive, but we have no space for quotations. Written examinations are held monthly in the High and Grammar schools, and good examination papers are appended to the report.

EXETER.—Woodbridge Odlin, Esq., has given to Phillips Exeter Academy the sum of $20,000, to establish a department for instruction in English branches, with the understanding that students may be admitted who may attend exclusively to those branches. The trustees have accepted the endowment, and voted that the instructor appointed under it shall be called the Odlin professor of English. The new course of study will be opened in September.

PENACOOK NORMAL SCHOOL is the name under which the Fisherville Academy opens, under the management of Rev. A. C. Hardy as principal, assisted by his son, Lucius M. Hardy, a graduate of our Normal School, and recently a student of the National Normal School, at Lebanon, Ohio.

ADAMS FEMALE ACADEMY — The late Mrs. Philips Nowell, of Derry, has left in her will a legacy of $1,000 to this institution. Mrs. F. M. Miller gave an interesting entertainment of select readings, etc., at the close of the winter term. Prizes in Composition and Reading are offered by a former graduate for the present Spring term.

— Prof. Hiram Orcutt has been reappointed by governor and council, the third time, as trustee of the State Normal School and secretary of the board.

— By the decision of the Tappan law-suit, Claremont comes into possession of $30,000, which will be used for school purposes, and aiding needy pupils.

— Hon. Frank Jones has donated $6,000, in charge of trustees, to the town of Barrington, for the establishment of a high school.

— Effingham has a public library of about four hundred volumes, and the directors intend to open a public reading-room in connection with it.

— Prof. E. C. Allen, late principal of Penacook Academy, goes to Atkinson Academy.

— Concord appropriates $24,000 for schools; Dover $8,500.

Vermont.

OBITUARY. — Few musicians under thirty years of age have attained or deserved greater celebrity than Mr. Julius E. Perkins, the basso singer, who died in February, at Manchester, England. He was a native of Woodstock, Vt., and the youngest son of a large family, all of whom have gained distinction by their musical abilities. From an obituary written for the Woodstock (Vt.) *Standard*, we extract the following: "At an early age Julius began to show a decided musical talent, and his brother, W. O. Perkins, gave him his first lessons on the piano when he was nine years of age. At fourteen he went to Boston with his brother, with whom he remained most of the time until 1867, and under whose tuition his studies were pursued systematically. He also received instruction from the most eminent teachers of this country, all of which aided in the rapid development of his great musical talent. About this time he conceived a strong desire to visit Italy, the land of poetry and song, where he might further perfect himself in his chosen profession. But where were the funds? Another brother, H. S. Perkins, of Chicago, hearing of his strong desire, volunteered to furnish the means, as he fully believed Julius would succeed. His first year abroad was passed at Paris, where he pursued his vocal studies and acquired a knowledge of the French language. From Paris he went to Milan, Italy, where he studied under the most eminent masters. He made his first appearance on the 'operatic stage' early in 1869, and was so successful that a brilliant career was immediately opened to him. He filled engagements in Pisa, Milan, Genoa, Rome, and other Italian cities, also in Warsaw, Poland. In 1873 he formed an engagement with Mr. Mapleson, the London opera manager of her majesty's Italian opera, Drury Lane. He made a successful debut in London, September, 1873, and since that time he has appeared with the Mapleson company in most of the cities of Great Britain, gaining fresh laurels wherever he has appeared. He could sing low C with ease, and had a voice every way remarkable for compass, richness, and power. His general culture was wider than that of most singers; he had acquired three foreign tongues, and devoted a considerable portion of his time to general reading and study. His character was above reproach, and his habits free from tendency to evil. He very strongly endeared himself to his friends, and exerted an ennobling influence upon all, even the most casual of his associates.

BURLINGTON.—Superintendent H. L. Dodge has issued in a neat pamphlet form, the annual school report for 1875. The greatest number of pupils enrolled during any one term of the year was 936; the average number 878; and the average attendance 715, or 81½ per cent. of the number enrolled. The number of pupils attending the high school is 96—45 boys and 51 girls; of this number 61 study Latin, 23 Greek, and 21 French. Seven graduates from this school entered college last year, and 12 propose entering from the next graduating class. The greatest number of teachers employed at any one time during the year was 34; at different times, including temporary supplies in cases of sickness, 44 have been employed. During the same time, several new teachers have been employed to supply the new buildings, and to fill vacancies caused by resignations. Two have been chosen from our State Normal Schools; two from Oswego Normal School; one from Buffalo Normal School; one was a graduate from Vassar College; one from a college in Wisconsin; and three were graduates from the city high school. Some of the teachers have been in the department seven or eight years, and nearly all held State or institute tickets, or are graduates from the best institutions of the country; and, what is far better than any diploma or certificate, they show that they have the love of the pupils, the confidence and esteem of the parents, the ability to govern, and the capacity to teach.

— Dr. James L. Little, of New York, has accepted the position of professor of Surgery in the Vermont University, vice Prof. Benj. Howard, whose continued illness compels him to resign.

Massachusetts.

Massachusetts Teachers' Association.

The eighth annual meeting of the Massachusetts Association of Classical and High School Teachers will be held in Boston, in the hall of the English High School, Bedford street, on Friday and Saturday, April 9th and 10th, 1875, commencing at 10 A. M.

Subjects for discussion:—1. The Metric System (10.30 A. M.); paper by W. F. Bradbury, of the Cambridge High School.

2. The advantages of the Study of Greek (11.30 A. M.); paper by Ex-President Woolsey, of Yale College.

3. The pronunciation of Latin (2.00 P. M.); paper by Prof. G. M. Lane, of Harvard College.

4. The object and best method of teaching Latin Composition (3.45); paper by W. C. Collar, of the Roxbury Latin School.

5. Requirements for admission to College (evening, 7.30).

6. The method and extent of instruction in Latin Grammar in Secondary Schools (Saturday, 9.00 A. M.); paper by E. G. Coy, of Phillip's Academy, Andover.

7. Morals and Manners in School (10.00 A. M.); paper by Elbridge Smith, of the Dorchester High School.

8. The Bible as a text-book (11.00); paper by A. P. Peabody, D.D., of Harvard College.

Item of business: Shall this Association become a New England Association?

A full attendance is requested. It is hoped that every teacher will prepare himself to take part in the discussions.

CHARLES HAMMOND, *President*,
W. F. BRADBURY, *Rec. Secretary*.

Middlesex County Teachers' Association.

The twenty-second annual meeting of the Middlesex County Teachers' Association will be held in the hall of the Cummings School, Woburn, April 9th and 10th, 1875. President, L. F. Warren, West Newton; Secretary and Treasurer, George A. Littlefield, Malden.

FRIDAY, A. M.—10:30, The Association will organize for preliminary business.

11:00, "Absurdities of Geography"; C. Goodwin Clark, Gaston School, Boston.

11:30, Class Exercise in Music; Chas. E. Whiting, Teacher of Music in Woburn Public Schools.

12:30, Collation in the Vestry of the Congregational church, (kindly provided by the citizens of Woburn, under the direction of Mr. E. H. Davis, Superintendent of Schools.)

P. M. — 2:00, A Practical Lecture on Penmanship, illustrated with a Class; J. W. Webster, Hancock School, Boston.

2:45, A Lecture (to be announced.)

3:15, "What next in the Common Schools?" Rev. A. D. Mayo, Springfield. Discussion.

7:30, "Wise and Unwise Economy in Schools"; Charles W. Eliot, president Harvard University.

Select Readings; Prof. J. W. Churchill, Andover.

SATURDAY. — 9:00, Election of Officers; 9:20, "The Teacher's Individuality"; Alfred S. Hall, Boston.

9:45, "What Next?" J. S. Hayes, Newton.

10:10, "Grammar considered as a Requisite of Admission to High Schools"; E. H. Lord, High School, Lowell.

All friends of education are invited to attend the Convention, and to participate in its exercises. The usual hospitalities will be extended to members of the Convention. Free return tickets will be furnished on the Boston & Lowell, and Fitchburg railroads, on application to the secretary.

BOSTON—*Mayhew School.*—A short visit, by invitation of the local school committee, to the Mayhew School, under the principalship of Mr. Samuel Swan, leads us to write of some of the noticeable features in the character and work of this school. The most striking is the element of order in all the departments, and the mutual kind feeling and good understanding which prevails between teachers and pupils. When we learned that at least 80 per cent. of the pupils were of foreign birth, many of whom came from homes far below the average for neatness, intelligence, and good home government, the appearance of confidence and self-control on the part of the children impressed us the more strongly. Teachers who have the support of well-regulated and cultivated homes can scarcely estimate the difficulties of those who have to *uneducate* faults, bad habits, and ungoverned spirits in their pupils before they can commence the positive work of making the young savage a civilized man. We are strangers to Mr. Swan and his associates in the school, but nothing can commend their work to us more than the easy, genial, honest, and noble way in which the management of the school is administered, and the quiet, respectful, self-reliant, and manly conduct of the pupils, some of whom, maybe, come from homes where misrule and vice banish the gentler elements of a loving faith. All honor to teachers who can check, control, and guide those hearts and minds which have been turned aside early from the best ways of living, and which need patience, wisdom, and truth as ruling elements in those who shall become their true educators.

We listened to an excellent slate exercise by the pupils of the first room in English Composition, upon the subject "New England," and as the boys read their productions, which they had prepared in fifteen minutes, we were pleased with the variety of topics touched upon and the proper expression of ideas, and upon an examination of the slates found the penmanship very commendable, and the sentences well-formed, although the spelling was not as good as we expected to notice, after hearing the intelligent statements concerning New England history.

The general History examination which followed, in connection with its well-associated study, Geography, showed the boys to be well-posted in these important studies. Intelligent ideas, rather than a form of words, seemed to posses the class, and that which pleased us most was the attitude of the teachers to the pupils, when an error was committed. Instead of harsh fault-finding and reproof for their inexcusable ignorance, there was a word of commendation for what was right, and a pleasant reminder that a little more study and labor would secure the desired knowledge.

In the Spelling exercise we did not consider the boys quite up to the mark. But may-be the test-words were too severe, and then in these times, when people are spelling the dictionaries through, the old-fashioned spelling-book don't count for much.

In Penmanship and Drawing the pupils showed good work, especially in the former. Much time and attention must be given to this important branch throughout the school, but the teachers say, as almost all others do, that they have not time to do everything well, or as well as they wish, but they expect the NEW ENGLAND to set this state of over-work for teachers and pupils all right.

The boys sang well in the hall. Spirit, good taste, confidence, and enthusiasm were in the music. We thought the master as skillful over the multitudinous elements of these boy natures as he was over the piano-keys, for he evoked harmonious utterances from both. But some one may say: "You have no hard words to say about the school—no criticisms to make." No, not now, more than we have written. There was so much that was good that we came away more than pleased with our little visit, and what we have thought of since more than all else about that school was this: that the boys were under teachers who, while imparting useful knowledge in a fair degree, were doing that by genial manner and Christian temper, which makes the school-life a living memory to so many who have no sweet recollections of childhood except as it

is wafted to their after manhood from the cherished experiences of the school-room.

Winthrop School. — Report of sewing from September, 1873, to June, 1874:—Bags for work 118, aprons 622, undergarments 168, pillow slips 283, sheets 43, napkins 136, table cloths 15, towels 267, handkerchiefs 482, ruffling 147 yards, patchwork 65 squares, button holes 108, dolls' garments 10, sleeves 84, night caps 4, collars 6, holders 3, veils 2, skirts 22, bibs 19, curtains 6, night dresses 7, dusting caps 2, dressing sacks 3, children's dresses 3, shirt 1. The sixty girls of the upper classes have been taught "to cut and fit" by measurement and drafting. Nothing is included in the list unless the material is kept at the school until the article is finished.

— "Conferrable" brought down the printers, and the house, and conferred the prize on Elsbree, of the Boston High School, in the contest between the Boston school-boys and the representatives of the press, at Music Hall last week.

— Miss Laura D. Hovey, formerly of the Portland High School, and more recently of the Abbott Academy, Andover, has been appointed assistant in the Dorchester High School, and has entered successfully upon her work. Miss Hovey has acquired a good reputation, and brings to her present position an experience of several years in High School work.

— A pupil in one or our High Schools, last week, reciting about Edgar A. Poe, said, with rapid utterance: "He fell in love with an *actress*, whom he determined to marry, and become an *actress* himself."

— The late Hannah Eldred, of Falmouth, bequeathed $100 each to the Massachusetts Educational Society and American Bible Society, and $525 each to the Home and Foreign Missionary Societies.

— The Hon. George L. Davis, of North Andover, has made a donation of $1,000 to the chapel fund of the Andover Theological Seminary.

— Mrs. Consider Dickinson, of Deerfield, who is probably worth about $75,000, and is 86 years old, has willed most of her property for educational purposes in that town.

Rhode Island.

PROVIDENCE.—The "spell" continues unbroken. The "Brown boys" won still further laurels in a contest with the Franklin Lyceum. At present they remain the champions. We are glad to learn that the contracts for the new grammar school building on Doyle avenue, have been formally signed, and the work will be begun at once. The inhabitants of that section of the city are to be congratulated upon even a prospective relief from their wholly insufficient accommodation.

WESTERLY.—The public schools of this flourishing town closed their winter term Friday, the 19th inst. A public examination, covering the entire ground passed over during the term, was held during Thursday and Friday, in all of the grades of the schools, thus affording the friends of the schools a most excellent opportunity of judging of their character, and also of the nature and extent of the work accomplished. So much is often said about the monotony of the work of the primary school, that we venture to insert here the programme for primary examination, as showing that a *Primary* school does afford scope for at least an average amount of originality and application on the part of the teachers. The programme taken, is that for the second primary grade, Miss M. E. Coy, teacher: 1. Class A, Reading; 2. Drawing; 3. Class B, Arithmetic; 4. Oral Exercises; 5. Class A, Arithmetic; 6. Geography; 7. Class B, Spelling; 8. Class B, Reading; 9. Class A, Spelling; 10. Gymnastics; 11. Declamation.

THE LOTTERYVILLE SCHOOL, under the supervision of Mr. H. L. Allen, closed its winter session on Tuesday, March 16th, with an exhibition in the evening at the school-house. The different assignments were well performed, and what with recitations, declamations, and music, it was a success. At the close of the day's exercises, every pupil received a present from the instructor, and *he* likewise received a reward for some of his hard work in the shape of a book from his pupils. Mr. Allen now leaves this district to take the Watch Hill school.

WARREN.—The school committee report that the evening school held the past winter "has been a real and substantial success," and that the scholars have been of a class of young people who are evidently ambitious to secure the rudiments of an education at least, and to make the most of this opportunity, without which the way of learning is practically closed against them. The report of the year previous was as follows: "The school has failed to realize the results hoped for, not from want of efficiency in instructors, but through lack of appreciation on the part of those for whom these advantages were provided." The whole number of pupils registered the past winter was 107, an increase of nine over the year previous. Avearge attendance 57; also an increase of nine. An encouraging comparison of "facts and figures." The change of the minimum age of fourteen "has proved advantageous to the school," although the number in attendance has been less that it otherwise would have been.

The deficit in last year's expenses, which has been canceled during the present year, should read $1,370.65, *not* $170.55, as it was printed in the last issue.

BARRINGTON. — *School Exhibition.* — The pupils of the school in district No. 4, taught by Miss Ella A. Taylor, a graduate of the Normal School, gave a very pleasant and interesting entertainment in their new school-house, Friday evening, in the presence of a crowded auditory. The exercises were remarkably successful, and reflected credit upon all the participants.

Connecticut.

STAMFORD. — This ancient town is beautifully situated upon Long Island Sound, in the southwestern part of the State. Its population, a little less than ten thousand, has been largely increased of late years by men of New York city, who have made their residences in this beautiful township. It is distinguished for its educational facilities. Several family boarding schools are established here, some of which have for many years had a wide reputation for excellence. Its public schools have had thorough supervision, and few towns can show better results. The teachers have received a constant inspiration from the interest and devotion shown by the school committee, particularly by the "acting visitor," John D. Ferguson, Esq. We are indebted to him for the following items. He says:

"Our opinion of the value of the NEW ENGLAND JOURNAL OF EDUCATION is shown by our devoting a part of our library appropriation to the subscription for a copy for each school in town. We think that in affording professional reading, and in raising their ideal of what is possible and practicable in teaching, it will more than pay for itself, to the town, as well as to them.

"Our town adopted the union system in October, 1872, and the advantages of the new system were so obvious that at our late town meeting those in favor of re-establishing the old 'deestricks' could find but a single advocate of their views, and the vote against them was overwhelming.

We *believe* that the town management of the schools is cheaper, in dollars and cents, than the old system would have been, if continued. We *are sure* that under it we get more for our money,—longer terms, — better attendance, — better and more stationary teachers, — peace and quietness, where there were formerly local difficulties and squabbles."

LITCHFIELD. — The total number of children in Litchfield between four and sixteen years, by the returns of the school committee, is 694, a gain of 27 over 1874; 507 are reported as attending public schools, and 74 as attending private schools; and 113 attend no school at all, 85 of whom are too young, 15 are taught at home, five are sick, seven (all of whom are over fourteen) are at work, and one "don't know over much."

HARTFORD.—The committee appointed by the city to determine the expediency of accepting the liberal offer of Hon. T. M. Allyn to establish a school in which should be taught the various industrial arts, have decided that the city cannot accept the gift of one hundred thousand dollars on the conditions named.

The sum itself is regarded as inadequate for an institution on a plan so broad as was foreshadowed by the donor. The amount was designed merely for the purchase of the ground, to erect buildings, and to supply all the tools and apparatus required for carrying out the enterprise. The committee cannot see how a sum less than *five hundred thousand* dollars would meet the requirements of such a school as that which Mr. Allyn has in view. The additional tax upon the city for the purpose would not be expedient,—at least, we suppose, until the new State capital is paid for. In view of the failure of experiments of manual-labor schools, agricultural and mechanical, during the past forty years, the committee have undoubtedly come to a wise conclusion.

— The California University has thirty-nine lady students.

— Girls are not admitted to the public schools of New Mexico.

— There are in China 60,000 of the alumni of the University of Pekin.

— Richard Proctor, the English astronomer, will visit the United States next fall and lecture in lyceums.

— Pennsylvania, under the new constitution of the State, sets apart $1,000,000 annually for educational purposes.

— Of the 1,330 students at Oberlin College, 633 are women; of the 1,191 at Michigan University, 100 are women.

— Study human nature. Seek to know men, their character, and how to move them. Seek to know child-nature in general and your pupils' in particular.

— The Hellenic Government has determined to introduce instruction in the Turkish language into the public schools in Athens, and the Greek press generally approves this decision.

— Ex-Gov. Smythe and the mayor of the city lead the sides in the great spelling-match at Manchester, N. H., Friday, April 2.

— A recent patent for a map consists in having those portions intended to represent the rivers, lakes, and oceans filled with actual water. This is done by attaching the map to a back of wood of sufficient thickness. The rivers, etc., are dug out and filled with water, and glazed. Such maps may be hung upon the wall in the usual manner.—*Literary World.*

— A man entered a ticket-office in San Francisco recently, and asked for a ticket for "Destination." To prove that he was not mistaken, he pointed to the notice, "Passengers who intend going beyond Yokohama, are requested to purchase tickets to destination."

Colleges.

BOWDOIN COLLEGE.

The Rev. J. S. C. Abbott writes to the *Independent* as follows concerning the famous class in which he graduated from Bowdoin College in 1825: "George Cheever and I learned our alphabet together; Longfellow and I were classmates in school, fitting for college; Hawthorne is painted upon my mind's eye as, silent, solitary, with melancholy mien, he walked the college grounds; Jonathan Cilley, who might have been one of the greatest men in the nation, but who was early shot by Graves in a duel at Washington, rises sadly before me. In the preceding class was Frank Pierce, with whom I have had many a tussle to see which should throw the other on the bed. Socially he was one of the most loveable of men, and his wife, Jane Appleton, the friend of my childhood, was certainly one of the most beautiful and accomplished of women. Pitt Fessenden, a ruddy boy of seventeen, was admitted by all to be the 'smartest' little fellow in his class. Calvin Stowe was the wit. You could generally tell where he was by the roars of laughter. John P. Hale, in a lower class, was an incessant joker. His fund of humor was exhaustless. He had the ability to make a first-class scholar, but his genius led him in other directions. S. S. Prentiss, or 'little Prentiss,' as we always called him, was a mere boy in college; but he was then brilliant, chivalric, and the soul of honor. No one who knew him could be surprised at the brilliant career which opened before him."

DARTMOUTH COLLEGE.

The Dartmouth men at Andover are Pettee, Dyer, Adriance, and F. E. Clark, '73; Baker, Allen, and Newton, '74. . . . A so-called "Farmer's Meeting" was held on the afternoon and evening in Culver Hall, under the auspices of the Agricultural department. J. Q. Adams, of Manchester, addressed the meeting in the afternoon, on insects, and Joseph Kidder, of Concord, in the evening on drainage. . . . An important change has been made in the time-honored custom of having an address and poem before the literary societies on Wednesday of commencement week. Instead of being annual, as heretofore, it is to alternate with the alumni association; this is to be the year for the association.

BROWN UNIVERSITY.

The college has had its second spelling-match. Immediately after the Normal School contest, the Franklin Lyceum challenged the students to spell against them. The match came off Thursday evening, March 25th. It commenced with thirty on a side. At the first cessation of hostilities the sides stood, Brown 28, Lyceum 23. An hour more of spelling left 22 Brown men, up and 11 of the Lyceum champions. Finally the last Lyceum man went down, leaving 14 Brown men (nearly half) standing. W. A. Peck, '77, of Barrington, took the first prize. Among the Lyceum contestants was a member of the State Legislature, a member of the city council, and quite a number of prominent lawyers. Our share of the profits, a little over a hundred dollars, will be expended in purchasing uniforms for the base-ball nine. . . . Prof. Isaac B. Barker, a graduate of the class of '61, and formerly instructor of English Literature, more recently instructor of German at Harvard, died quite suddenly March 21st. He was valedictorian of his class, and though possessed of a very quiet disposition, had a wide reputation as a ripe scholar.

HARVARD COLLEGE.

The faculty is now considering the expediency of establishing, next year, two or more courses in art. The History of Art will probably be continued in a higher course under Mr. Norton, and a second and higher course in the principles of Drawing will be established. What is now Art. I. will continue to devote an hour a week to Ruskin's "Modern Painters" and four hours to Drawing, while the higher course will take up as text-books other works of Ruskin, probably Sir Joshua Reynold's "Discourses," and possibly the "Treatise on Art," by Leonardo da Vinci.

MIDDLEBURY COLLEGE.

The Seniors have made their examinations in International Law, Guizot, and Butler, studies pursued under Dr. Labaree. . . . . Besides lectures from Dr. Henry Smith, of Lane Seminary, the class is to have instruction from Dr. Geo. N. Boardman, formerly professor of Metaphysics here, but now of the Chicago Theological Seminary. Professor Boardman will begin his work in May, having Moral Science for his Department. . . . The Junior Exhibition, which promises to be interesting, will occur April 6th, at the close of the winter term. . . . S. A. Giffin, of the class of '70, is having increasing success in his position as principal of the Black River Academy, at Ludlow, Vt.

AMHERST COLLEGE.

Amherst yearly conditions in spelling two-thirds of those who enter. Why is it that men who spend four years in an institution of the highest culture, who study those languages on which our own is based, fail in one of the simplest departments? Twenty-five men were selected from each class, the Seniors contesting with the Juniors, and the Sophomores with the Freshmen. Prof. Julius Seelye presided. The Seniors and Sophomores were left standing, and the trial for championship is soon to take place.

The term closed on Wednesday, Mar. 21st, for a vacation of two weeks. . . . G. H. Mellen, '74, is to be principal of the Belchertown High School. . . . French, '72, has been appointed professor of Latin and Greek in Denver College, Colorado. . . . The Senior vacation is to be four weeks long. . . . The faculty of Amherst give more money for home and foreign missions than for boating.

Sundries.

— Edgar A. Poe's memory is to be honored with a monument at last. The sum desired, $1,500, has been raised through the effort of the Public School Teachers' Association of Baltimore, and the work will be begun at once. The design is an obelisk of pure Italian marble, with a bas-relief of Poe on one of the panels, and appropriate inscriptions and emblems on the other three. It is thought the monument will be ready for dedication within a few months.

— Uncle—"How did the mother of Moses hide him?" Niece—"With a stick." "That is the way they hide Moseses now-a-days."

— Above all things, learn your child to be honest and industrious. If these two things don't enable him to make a figure in this world, he is only a cypher, and never was intended for a figure.—*Josh Billings.*

— Review, review often, review more. Use the dictionary often. Use it yourself, have your pupils use it.

— "There was drought in the land, and the most pious men wept and prayed for rain, but none came. An insignificant looking person at length prayed to Him that caused the wind to blow and the rain to fall, and instantly the heavens covered themselves and the rain fell. 'Who art thou,' they cried, 'that thy prayers alone have prevailed?' And he answered, 'I am a teacher of little children.'"—*The Talmud.*

— Have more system. Draw out a plan and follow it. One can do twice more with a good system than without one. Put more energy into your work. Throw your whole force into your profession. Strength needs concentration. Work heartily.

— At the spelling school in Indianapolis all the lawyers, editors, clergymen, and teachers went down on "ipecacuanha."—*Exchange.* Generally there is a "come up" as well as a "went down" on that drug.

— The following is one of the sweet little ditties of the Western spelling school:

O, lead my infant feet to walk
Into the spelling-school:
Let other children sneer and laugh
At orthographic rule.
But me that better way still lead
Till perfectly I spell:
So I may shun the path which leads
To where Josh Billings fell.

— Study. Teachers need scholarship. Have regular hours for study and use them. A little learned every day will greatly increase a stock of knowledge.

— "Bub, did you ever stop to think," said a Michigan grocer recently, as he measured out half a peck of potatoes, "that these potatoes contain sugar, water, and starch?" "Noa, I didn't," replied the boy, "but I heard mother say that you put peas and beans in your coffee, and about a pint of water in every quart of milk you sold." The subject of natural philosophy was dropped right there.—*Detroit Free Fress.*

— Buy a few good books. Buy one book full of thought. Read it, study it, digest it. Read, read more, read every day. Do not neglect it.

— "Will the boy who threw that pepper on the stove please come up here and get a present of a nice book," said the principal of a school in Iowa; but the boy never moved. He was a far-seeing boy.

— A party who was looking at a house in the Sixth Ward the other day, said he couldn't afford to pay so much rent. "Well, look at the neighborhood," replied the woman. "You can borrow flat-irons next door, coffee and tea across the street, flour and sugar on the corner, and ther's a big pile of wood belonging to the school-house right across the alley!"—*Detroit Free Press.*

— Rest. The bow that is long bent loses its elasticity. Out of school hours and out of the hours assigned to school studies throw off school cares. While you work, do your best; while you study, do it heartily; when active duties are done lay them entirely aside

— Think. Think more—have a set time for it. Think that the school will be like the teacher. Think that the pupils will be interested when the teacher is interested. Think that a teacher's example influences every pupil. Think that pupils love to study when you love to study. Think how you can do better. Think the way to excel as a teacher is always to do your best.

— Several years since the State of Wisconsin purchased a copy of Webster's Unabridged Dictionary for the use of each of her public schools. Every year since the legislature has made an annual appropriation for a fresh supply, to meet the wants of new schools, or replace copies lost or worn. During the month of March the publishers forwarded 250 copies, the annual supply. This care for her schools speaks well for the intelligence and public spirit of this one of the most flourishing States of the young West.

The publishers of Webster have also just sent out fifty copies to a regular commercial correspondent in Yokohama, Japan, where there is a steady demand for the work. This demand probably grows out of the fact that the English is just becoming the commercial language ot the world, consequent upon the leading position which England and the United States maintain for mercantile activity among the nations. The Japanese, now fairly brought within this influence, feel the need of a knowledge of the tongue in which such transactions are carried on.

New Publications.

A Summary of Modern History. Translated from the French of M. Michelet; and continued to the present time, by M. C. M. Simpson, A.C. pp. 352. London: Macmillan & Co., 1875.

An historical work bearing the name of M. Michelet must always deserve notice. The volume before us has great merits, and, we are compelled to say, great defects and inaccuracies. The merits are due to the author, M. Michelet, and the defects and inaccuracies are to be ascribed to his translator and editor, M. C. M. Simpson. We know not where to look for a clearer or livelier narrative of the great events of modern European history than in this "Summary" of the great French historian. He has narrowed his field, confining his attention almost exclusively to those nations in western and southern Europe which have led the van of modern civilization, and has thereby avoided those tiresome generalities which present no picture and leave no impression.

American history the author has but slightly and incidentally touched. The reason is obvious; the "Summary" of M. Michelet comes down only to 1789, and this was written in 1837. Some history has been made during the last forty years, and had the author done what the editor and translator has tried to do, we might have had in this volume the most readable and most useful work of its kind. As it is, the volume is worth many times its price. The intelligent reader need not pay much attention to Mr. Simpson. He will easily and naturally receive that inspiration from M. Michelet which will enable him to fill out his narrative, and he may safely omit the poor performance of Mr. Simpson.

To justify the severity with which we have spoken of the editorship of this book we make the following quotation: "At first the South was victorious; but after a struggle of three years, during which much heroism was shown by both parties, and the emancipation of all negro slaves was declared by President Lincoln, the North, which had the advantage both in wealth and population, prevailed, and early in April, 1865, the war virtually ended by the battle of Richmond, and the subsequent surrender of the Confederate army, under General Lee. Three days afterwards, President Lincoln, whose firmness, sagacity, and patriotism had won universal admiration, was assassinated in a theater at *Boston*, by a fanatic named Booth."

"England had endeavored to preserve a strict neutrality during this war. (!!!) Both parties were therefore indignant with her, and the North especially was furious at the depredations committed by the *Alabama* and other cruisers built in England, but which were armed in foreign waters (!) and had escaped from English ports. After seven years of discussion England consented to refer the question of compensation claimed by America to foreign arbitration. The arbitrators met at Geneva, and to the *amazement of all sober judges* awarded to America an indemnity of three millions and a half," (of what?)

Mr. Simpson should at least know that there is a difference between America and the United States; as much at least as there is between France and Europe.

Short Exercises in Latin Prose Composition, and Examination Papers in Latin Grammar, to which is prefixed a brief Chapter on Analysis of Sentences. By the Rev. Henry Belcher, M.A., Assistant-Master King's College School. London: Macmillan & Co.; 1874.

This is a little book four inches by six inches (if we may be allowed to describe it), of one hundred and thirty-eight pages inclusive of the vocabulary, which occupies about thirty pages. The "Brief Chapter on Analysis of Sentences" is as good as it is brief—just the right thing for beginners. Part Second contains the exercises, These are mostly short sentences designed to illustrate and exemplify the various rules of syntax, "which usually present some difficulty to the learners of Latin." There are forty-six exercises with twenty sentences in each. Every tenth exercise is designed to illustrate at large the points contained in the preceding pages. The Examination Papers may be found very useful to teachers and pupils for purposes of review and test exercises. The Vocabulary is not very full, but perhaps contains all that is needed. Where more than one Latin equivalent is given for an English word, the pupil must get help from the teacher before he can make an intelligent choice. The book has many good points, and may safely be recommended.

The French Revolution and First Empire: An Historical Sketch. By William O'Connor Morris, Sometime Scholar of Ovid College, Oxford. With an Appendix upon the Bibliography of the Subject and Course of Study. By Hon. Andrew D. White, LL.D., President of Cornell University, Ithaca, N. Y. New York: Scribner, Armstrong, & Co.

Edward III. By the Rev. W. Warburton, M.A., late Fellow of All Souls College, Oxford; Her Majesty's Senior Inspector of Schools. Boston: Estes & Lauriat.

These books form parts of a series of about fifteen volumes, written by ripe English scholars, published in London by Longmans & Co., and republished in this country by Scribner, Armstrong & Co., New York, and by Estes & Lauriat, Boston. The plan is, briefly, to give accurate and concise views of the most important epochs in modern history, so far as this can be done in volumes of about two hundred and fifty pages. The epochs have been wisely selected, and the narratives are clear, liberal, and scholarly. One feature of these volumes deserves especial commendation. They are furnished with full chronological table of contents, indexes, and what is more, with numerous and accurate maps. The scholar or the reader is not obliged, in using these books, to be continually running for his atlas to trace the marches of armies, or the situation of towns and cities which become prominent in the narrative. We have read these volumes with the greatest pleasure and profit, and some of them we have read the second and third times, and intend to read them again. We keep them always within reach, and hope many thousands will be scattered among our libraries and schools.

A Practical and Critical Grammar of the English Language. By Noble Butler. 312 pp. Louisville, Ky.: John P. Morton & Co.

So far as we have been able to examine this work, it merits the title "Practical and Critical." It certainly abounds in practical exercises and critical suggestions. The table of contents is quite full; but we miss the index, so essential to all books. In this work pronouns are treated under the head of nouns, and are introduced before the subject of case is mentioned. The relative *what* is considered, not a compound relative, but a relative whose antecedent is never expressed. The Anglo-Saxon language is referred to, in the appendix, to show that "*what* originally had the same relation to nouns of the neuter gender that *who* had to those of the masculine," *whoever*, *whatever*, etc., are called compound relatives, but compounds of a relative and an adverb, not of a relative and its antecedents. We observe that the first and third persons of the imperative are given in the paradigms of the verb. Not only are Orthography, Orthoepy, Etymology, Syntax, and Prosody treated separately, but several pages are devoted exclusively to the analysis of sentences. D. W. H.

The Eclectic Historical Atlas. A Hand-book for Students and general readers. Cincinnati and New York: Wilson, Hinkle & Co.

The nineteen maps comprising this atlas were first published in Thalheimer's Manual of History. The first map represents "The World as known to the Assyrians"; and the last, "Europe in 1872." The atlas thus covers all periods of history, and includes not only Greece, Rome, and the countries of Europe, but Assyria, Persia, Syria, and the surrounding countries. One map of the world is designed to show the colonial possessions of various nations at the present time. This atlas is of a very convenient octavo size, and will be of great service to the student of history. Its mechanical execution is excellent, and yet the hand-book is sold for $1.50. D. W. H.

Webster's Dictionaries need no praise from us, for their merits are too well known and appreciated by American scholars to demand it. The Unabridged, especially, is a work of so much scholarship that it can never fail to be the admiration of all who love to honor genius and learning. Added to its other great intrinsic excellences, the enterprising publishers present in the edition for 1875 several beautifully colored plates: first, the arms of the States and Territories of the American Union; second, the arms of various nations, and the flags of various nations; third, United States naval flags; and fourth, the pilot signals of various nations. These plates are the size of the full page, and increase the value of the work as a book of universal reference. These, with the more than three thousand other pictorial illustrations, have been inserted in the body of the work, in close connection with the words they illustrate, instead of being printed as an appendix to the volume. An examination of this edition compels us to award unqualified praise upon those who have wrought for the completion of so perfect a work.

Silver Threads of Song is a new singing book for schools and the home circle, containing a popular selection of songs, and a course of elementary instruction. Prepared by H. Millard, and published by S. T. Gordon & Sons, No. 13 East Fourteenth street, N. Y. The musical composition is varied and appropriate to the service of the school, and in addition to the large number of pieces by the author, we find selections from the well known collections of Strauss, Glover, Flotow, Mendelssohn, Root, Weber, Abt, Blamphin, Wallace, Offenbach, and other distinguished composers. The poetry is well adapted to the music, and both are arranged with good taste and judgment. In addition to many school-room favorites, the author adds an operetta, entitled "Little Red Riding Hood," and a musical charade, "Excellent" in name and character. We can recommend the book as well worthy the examination of teachers.

The Globe Dictionary of the English Language, illustrated by 500 engravings, crown 8vo, cloth, 758 pages, $1.50, published by Estes & Laureat, Boston. It contains a well-selected vocabulary of 40,000 words, with copious definitions. The etymology has been carefully prepared, and the pronunciation of the words is clearly indicated. The Appendix contains words and phrases from the Greek and Latin and modern foreign languages, a glossary of Scotch words, an account of the chief deities, heroes, etc., in the Greek and Roman mythology, an alphabetical list of the proper names in the Old and New Testaments, prefixes and suffixes, and abbreviations.

— The boys of Dwight school, New Haven, objected to the girls parsing devil as masculine gender. The girls insisted that there were no she-devils. They settled the dispute by calling it neuter gender.

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Regulus.

BY EMILY A. BRADDOCK.

"Welcome to Rome!"
The cry rang through the city, and it rose
To meet its hero—priests, and soldiery,
Consuls, and thronging people with acclaim.
The senate donned their purple-broidered robes
And issued forth, like kings.
With tears of joy a noble matron came
With all her band of little ones, to greet
Her long-lost lord.
"Welcome to Regulus!"
With a glad spring the city gates flew back
To let him in. Not as a conqueror
He came, in golden chariot borne,
With milk-white prancing steeds. Oft had his brow
Worn crown of gold or laurel, but not now.
No sign it bore save the deep battle-scar.
Before the city-walls he stood, a worn old man.
The dungeon-mould was on his garments, and
The sun seemed strange and garish to his eyes.
The shouts of "Welcome" fell upon his ear,
But o'er his stern lips flitted no smile.
At all their pleading words, he shook his head,
And entered not.
"Nay, noble Romans, nay
It is not meet that Carthage's prisoner
Your liberal honors share. Let me but give
My message, as becomes ambassador!
Carthage doth offer peace
As the late victor, upon terms, herself
Advantaging, but ignominious
To you, alike, and to the Roman name."
Then, spake the next ambassabor, soon as
The herald pealed for silence.
He argued peace, in long, well-woven speech,
Pleading the blood on both sides shed, and weight
Of care to either State.
The next spake on,
And still the next, and next, urging the peace.
With hearts whispering assent, the senate heard,
For of the long war they were weary, and
Rome's demigods were changing fast to men.
Only one voice, at last, to cast the die,
And every eye was turned on Regulus.
"Senate of Rome, and People, hear me! Will ye
So stain the glorious name of Roman? Why,
The seven hills would totter to shake out
Sons so unworthy, from their bosom. What!
Have ye forgot the Samnites, Volscians,
The Equi, Pyrrhus, and Veii? Aye, now
I see ye still are Romans. Nay, look not
On me so pityingly!
By Jupiter
I swear, I'd rather die a thousand deaths,
Than clasp for safety foul dishonor." Thus
He spake. No voice dissented, but all eyes
Gave him amaze, who for his country's sake
Spake his own doom.
But he rose up to go,
Then all their love found voice. With tears they begged
His stay. In vain! In vain, his wife's and children's cry
Rose on the breeze. Without embrace, without farewell he went,
His face toward Carthage, and he turned not back.
Rome looked her last on Regulus!
A few days, and his eye-balls, curtainless,
Glared red 'neath Carthage's sun. His quivering flesh
Shrank 'neath sharp spikes, till thirsty torture, sick
With surfeit, belched his last red blood-drop out.
Anon, in Rome's streets, shouts of victory,
The trumpets blare, and tramp of proud-necked steeds!
There Carthage knelt,
Begging the peace that queenly Rome flung, bit
By bit, into her beggared coffers, and
On peal of trumpet, and on marble pile
And scroll, outliving death, there was a *name*,
'T was that of *Regulus!*

Talleyrand and National Education.

BY PROF. R. S. JAMES.

There is no sight more interesting to a reader of history than where a great nation, awaking from the slumber of centuries, is striving to throw off the corruptions which the oppressions, misrule, ignorance, and bigotry of ages have cast up around it. On this account, perhaps, the scenes of the great French Revolution possess such fascination, in spite of the many horrors by which they are almost everywhere characterized. Among the moving spirits of that great event the Bishop of Autun, afterward better known as the Prince Talleyrand, is most conspicuous. He swayed the States General, or National Assemby, with a power inferior only to that of Mirabeau. Although a noble by birth and an ecclesiastic by profession, his sympathies were clearly with the people. He saw that the effete institutions that clustered around a senile monarchy were doomed to destruction, and he readily labored to hasten their end. In nothing was his statesmanship more evident, or his sympathy for the masses more manifest, than the views which he held on popular education. The Assembly imposed upon him the onerous duty of preparing for national adoption a system of public instruction, by which the youth of France, without exception, should be prepared for their civil duties. The manner in which he performed this commission, and the sentiments he uttered, showed that he was far in advance of many other statesmen who have succeeded him.

His report met squarely the demand of the Roman clergy, that the education of youth should be exclusively in their hands. This demand they had long made, and the people had hitherto conceded to them. But now Talleyrand would have the State assume the education of its youth as a national duty, and appoint the agencies by which it was to be performed. No sect, either of religion or irreligion, no school of philosophy or politics was to control this matter. All the interests of instruction were to be included in an institution of the government. The subject was treated solely with reference to the service of a great people. The author of the report assumed that the first great duty was to furnish facilities for acquiring "that knowledge which is necessary to constitute a useful citizen and a good man." In laying this foundation, however, for an elementary education, and in making it possible for all, he did not neglect provision for teaching the fine arts and the higher branches of ancient and modern literature. "A complete system, from the primary schools to the universities, was arranged, calculated to furnish the most fit and thorough development to all classes of minds and all varieties of tastes."

This system, so characteristic of the genius of its author, both as to its excellences and faults, never went into effect. The Spirit of Revolution had already tasted blood, and, scenting the carnage of the Reign of Terror, could not stop to heed the milder counsels of a more peaceful sway. Stirring events moved on and left no place for the educator's work. But more than forty years afterward the principal features of the report came prominently to the surface, just as their author was about closing his singular career, two or three years before the last act of his political life, viz.: signing the celebrated Quadruple Treaty. M. Guizot, the historian and statesman, adopted the views of Talleyrand, and carried them out in his administration. Well would it have been for France if these features had been roused from their slumber a generation sooner.

The Moral Element in Education.

A Paper read by Rev. J. H. Worcester, D.D., before the Vermont State Teachers' Association, Jan. 22d, 1875.

[Continued from No. 14.]

But how shall this influence be secured? Manifestly not simply by employing the best person, morally, to be the teacher. The teacher must command respect for his intellectual attainments, as an indispensable condition of the best moral influence. He has been fortunate in his teachers, who cannot recall those whose intellectual deficiencies made them objects of so much contempt to their pupils, that the moral lessons they attempted to give might almost be said to share that contempt. For the same reason the teacher must be able to keep good order in the school-room.

But this is not all. The teacher must have knowledge of the being on whom he is to work. Our teachers are examined in Reading, Writing, Arithmetic, etc., etc.; but who ever heard of a teacher being examined in his knowledge of the nature of man—of the constitution, physical, intellectual, and moral, of the being he is to train and mould?

But let me not go too far. Some knowledge of physiology, that is of the physical constitution of man, may be, of late, required, in some instances. Some knowledge of psychology and morals is supposed to be included in that higher education commonly required for teachers in the more advanced positions—a forshadowing, I trust, of that better future which is surely coming. Nor is it true that if teachers have not this scientific knowledge, they have therefore no knowledge of the being on whom they are to work. Much and most valuable knowledge of "the human nature of boys" is gathered in various ways, comes to the sagacious teacher rapidly from contact and experience, and is the foundation of that tact in the management of children, without which the profoundest scientific knowledge avails little.

Still this practical knowledge is superficial. It has been possessed in eminent degree by teachers who have yet done violence to the most fundamental laws, violence to the physical, violence to the intellectual, violence to the moral natures of their pupils, and that through sheer ignorance of their natures. Much more, then, have they come far short of much good influence which they might have exerted, had they been better informed. This ignorance, of less consequence in ordinary cases, in those peculiar and exceptional cases which everywhere occur, may lead to the most fatal results. But, one will ask, what are these laws?

You will not expect of me, in the few moments which are left me, those exhaustive treatises on physiology, or

psychology, and on the moral constitution of man and of society, by which alone this question could be adequately answered. But it is wonderful what insight into the nature of the beings he has to deal with, what suggestive and practical hints for the right management of them, will come to any one who, with this end in view, acquaints himself thoroughly with these studies. And whoever does so acquaint himself with them in mature life, will see reason, either to deplore the now remediless evils himself is suffering, from the ignorance of parents or teachers in these respects, or else to wonder at that good providence by which he has escaped them.

But, as already intimated, much will depend on the way in which these subjects are studied. *The laws of mind as a guide to its culture*, are what the teacher, as such, is concerned with. That they are not usually taught in this way, is a great drawback to the usefulness of these studies as commonly pursued. In this aspect of them they should be taught in our Normal schools.

But is there a science of human nature at all? Does not man's free will raise him above nature into the sphere of the supernatural, and render inapplicable to him those laws of nature by which the universe in general is governed? Is not this true, especially, of what we call the moral nature of man? I am not here to discuss the question of free will, but there are two extremes to be carefully avoided. On the one hand the doctrine which extends necessitating causation to the human will, seems to take away all true feeling of accountability. On the other hand, one is liable to feel that what he can do he will do, forgetting that, on the free-will hypothesis, he can as little take from himself his future freedom to do wrong by a present resolve to do right, as, on the other hypothesis, he can change the laws of nature. So on the strength of his belief that he *can* resist, he rushes into temptation which, at any rate, he *will not* resist. Like Peter, he says, "Though I should die with thee, yet will I not deny thee;" yet presently he does deny, with oaths and curses. Why are we taught to pray, "Lead us not into temptation," except as man has a *nature* through which he is liable to be tempted above that which he *will* resist? It is just this nature with which the teacher has to do.

It is not necessary to deny the freedom of the will in order to assert a nature of man, and that nature subject to law. Dr. Carpenter holds to the freedom of the will, yet no one can read his Mental Physiology, and not be thoroughly convinced that even physiological law takes hold as well of the mental and moral well-being of man, as of the physical. At most our freedom concerns our acts of willing. The antecedents of those acts, the fact that the motives out of which we willed were at that moment before the mind, the habit, perhaps, already formed, of yielding to such motives, that whole character of the man, at the moment of so willing, of which that willing is, in some sense, the outcome—all these are, in a great degree, the result of what is already past. And as to the consequents of willing, these certainly are not for us to choose. They take hold of and and change our very nature by inevitable law.

In fine, no one can look at himself in the light of such science as I have referred to, nor even dispassionately in the light of his own daily experience and of common sense, and not see that what he does depends in no small measure on what he is, and that what he is depends, partly on the nature he was born with, partly on the influences he has been subject to, and partly on the way in which, under those influences, he has already acted. These three things, the nature he was born with, the influences he has been subject to, and his own action under those influences, have, together, made every man the being he now is.

The first of these, the nature one is born with, in the pupil now before him, the teacher cannot change. Nor can he recall the influences under which he has already acted, and by which, consciously or unconsciously, voluntarily or unvoluntarily, he has been already moulded. Nor can the pupil, at his suggestion, recall his own past actions, or erase, at will, their consequences from his being. All these are past recall; and the result the teacher has before him, in what the pupil is—not so good, by any means, yet also not so bad as might have been. And the material is yet plastic; not to the extent the teacher could wish, yet to an extent which is of utmost value, and whose reach who can tell? Every good influence on the child still determines a better character for him in the future, and so a better destiny in the future, a better influence, also, of the man upon society, and last, not least, a better nature for the offspring of that child, better surroundings for the infancy and childhood of that offspring, and so better material for the teachers of a coming generation, perchance of many coming generations. And it is within the legitimate scope of the teacher's effort, it is one main end which education should always have in view, that each succeeding generation should have a better inborn nature than the generation which precedes it.

Ah! these "fructifying causes," as Spencer calls them: who shall estimate them? who shall limit them? Seeds of good, seeds also of evil, liable indeed to die out, like other seeds in nature—liable to be killed by the good or bad influence of the teacher—liable also to be planted, or nursed to life by the teacher—liable to fructify, to bear fruit a hundred fold, not only in the future of the child himself, not only in his influence on his playmates, and, in future years, upon society, but in the nature this child's children shall be born with, and so extending and fructifying no mind can tell how far.

An instance of this sort has recently been published in the State of New York. Six hundred and twenty-three paupers and criminals descended in less than a century from a single stock. Oh! had some christian family, or some "Home for Destitute Children," given timely shelter and christian training to but one homeless, vagrant girl, what evil might have been prevented.

With such fructifying causes the teacher has to deal. Yet with what eager inconsideration he enters on his task. The caustic irony with which Spencer sets forth the hesitancy of men of no political training or knowledge to assume the grave responsibilities of a member of Parliament—alas! that it should be so applicable in this country—and the electors are in part to blame. In this State it is a part of the common law, as it were, to send to the legislature men of absolutely no experience, and to drop them as soon as they acquire any;—the caustic irony, I say, of Spencer on this matter of readiness to assume responsibilities for which one has had no special training; how applicable is it to our teachers! The only excuse is, when they take the place of those that are no better. And shall there never be reform in this respect? Surely there will be; it is begun already. God speed its progress.

It is the more important the teacher should possess this knowledge of the nature of man, because it is a knowledge which parents in general can not be expected to posses in any adequate degree, especially in that class of homes of which I have already spoken. There needs to go forth from our public schools a renovating influence upon the race. The teacher should know how to put it forth.

(Concluded next week.)

— Neither Virgil nor Horace would have gained so great a reputation had they not been the friends and admirers of each other.—*Addison.*

— Arts that respect the mind were ever reputed nobler than those that serve the body.—*Ben Jonson.*

— A brave man is clear in his discourse, and keeps close to truth.—*Aristotle.*

— He that has not friends and enemies is one of the vulgar, without talent, power, or energy.—*Lavater.*

— One may often find as much thought on the reverse of a medal as in a canto of Spenser.—*Addison.*

— No science is speedily learned without tuition.—*Dr. Watts.*

Sewing in the Public Schools.

WINTHROP SCHOOL, BOSTON.

MR. EDITOR:—At the request of several gentlemen, I forward for publication a statement of what has been accomplished in this school in testing the practical operation ("always better than a metaphysical solution") of the experiment of sewing in the public schools. ROBERT SWAN.

Sewing was introduced throughout the Winthrop School in October, 1874, and since that time the teacher of that branch of instruction has been constantly employed in school hours, and ranks in pay with the other regular teachers.

The result of the experiment has been gratifying to all interested. Parents, children, and teachers are nearly unanimous in regard to its utility. In this school of a thousand children there has been but one parent to object, and in this case the request had been made and refused to have the child excused, to receive instruction in dancing during school-hours.

In the sixth, fifth, fourth, and second divisions of the third there are two lessons, and in the remaining classes one lesson, of an hour each a week. The materials are brought from the homes of the children, and are kept in a work-basket at the school until finished. Each article is then inspected by the teacher of the room, who decides whether the work is carefully done. In this way direct supervision of the sewing-teacher is secured, and as an evidence of the character of the instruction given we will state that there has not been, from a home, a single complaint of want of progress.

When children are too poor to obtain the proper material, it is supplied from the vestry of a neighboring church, and the returned garments are distributed by them in charity.

We must not omit to mention that the girls in the graduating class are taught "to cut and fit" by measurement and drafting, and it is no unusual occurrence to have girls in school clothed in dresses of their own handiwork.

Carefully written examinations show conclusively that the classes maintain the usual standard in the more strictly intellectual work, notwithstanding the time taken for sewing. This time is not taken at the expense of any one study, but the teachers are instructed to apportion it among *all* the branches, and by this arrangement a recitation is omitted in each study about once in three weeks. Any practical teacher will at once perceive that this can be done without any detriment to progress.

Mr. Philbrick, who has always been an advocate of this work in schools, says in his last comprehensive report to the Boston School Committee: "The time is come when, probably, there would be no opposition in the board to a general order permitting the same thing" (what has been allowed in the Gaston and Winthrop schools) "to be done in all girls' grammar schools."

The last annual report of the Boston School Committee contains the following:

"The remarkable success which has attended the experiment of extending instruction in sewing to all the classes of the Winthrop School, in place of limiting it, as the rules prescribe, to the fourth, fifth, and sixth classes, is a subject for sincere congratulation among the friends of a comprehensive education. It furnishes an illustration of the principle long known among enlightened educators, that a change from mental to manual exercises within limits, is favorable to the best intellectual attainments; for the children of the Winthrop School have surpassed their former standing in scholarship, while they have gained in addition a most useful accomplishment. We believe that the thorough education of our girls in sewing and the cutting and making of garments, as now carried on by the Winthrop School, will have a marked effect upon the domestic economy and happiness of the rising generation, and we trust the movement thus skillfully and successfully began, will not stop until all our grammar schools containing girls are in complete accord with it. The committee appointed by the board to investigate this subject, having consulted both the masters and sewing teachers, have reported in favor of introducing instruction in sewing into all the classes of the grammar schools where girls are taught. We heartily commend this report, and hope their recommendation will be adopted."

An order permitting this instruction was passed at the last meeting of the board.

Helps in Teaching English Literature.

BY A. F. BLAISDELL, PROVINCETOWN.

Several months ago we contributed a few articles on English Literature to the *Massachusetts Teacher*. Since that time, we have received numerous letters asking for more information on this subject. Thinking that a few more hints on the study of English Literature might prove suggestive to teachers, we propose to give such practical results of our class-work as may be valuable to any engaged in the work. Our experience has been limited to an ordinary High School, where less than one hour a day could be spared for the recitation.

Suppose we have a class of boys and girls in a High School ready to begin one or two term's work in Literature. What shall we do for a text-book? It will depend very much upon the method you propose to pursue with your class. If you teach the pupil to read about authors, you will need one kind of a text-book, like the works of Shaw, Arnold, Collier, or Hart; whereas, if you teach the pupil to study the *works* of the author, text-books by Underwood, Hunt, Chamber, etc., would be preferable.

To study English Literature as it should be studied, the pupil should be taught not only to read about the author, but also to make a study of his best writings. For instance, it is all very well to read about Whittier, Bryant, and Thomas Gray, but the real value and discipline results from a thorough and intelligent study of *Maud Muller*, *Eternal Goodness*, *Thanatopsis*, and *Elegy in a Country Church-yard*. We know of no particular text-book which is adapted to our method of teaching Literature. Many and excellent text-books are full of information about authors, but lack suitable selections, while others give admirable selections but very meagre notices of the writers. As in other branches, our books must vary according to the age and advancement of the scholar. With pupils well advanced we have used, and prefer, Underwood's Hand-books of Literature, as best suited for ordinary school-work. At present we are using Mackay's 1001 *Gems of Poetry*, depending for the prose upon Munroe's *Sixth Reader*.

With an advanced class furnished with Underwood's text-book and a blank note-book, purchased or made by the pupil out of brown paper, which can be carried in the pocket, we begin our work. The teacher should give orally a dozen or more introductory lessons on the English language, which the class will take down in the rough and copy in their "topic book." Materials for these lessons can be obtained from Quackenboss' Rhetoric, De Vere's Studies in English, Clark's Elements of English, a recent work, called History of the English Language, by Shepherd, etc. That our classes might gain a better knowledge of the various authors than Underwood afforded, we loaned to each member of the class, from our library, a text-book on the subject. The common books are the works of Taine, Collier, Hart, Craik, Shaw, Tonge, Cleveland, Spalding, etc. Odd copies of magazines, newspapers, and various periodicals were used as collateral reading. Suppose the author to be Goldsmith. Each one would prepare a condensed biography from his books, write it out in his topic book, come into the class the next day and read or recite it orally. Each abstract would include something new, and with numerous questions from the teacher, interspersed with anecdotes, stories, etc., would prepare the class to begin the next day the *Deserted Village*. With the older pupils, Gray, Goldsmith, Bryant, and Burns are good authors to begin the course of study, reserving the older authors, as Chaucer, Bacon, and Hooker till a later period in the course. With the younger pupils, we prefer to begin with selections from Whittier, Longfellow, and Bryant.

How shall we begin to study our selection? With our present class, we wrote on the blackboard the following directions, requiring the class to commit them to memory. Of course, every teacher would modify them as he saw fit:

(1) Read the sketches carefully; so as to be able to give the "story" orally.

(2) Study the *general meaning* and *unity* of the parts.

(3) Study of the text: style; figures of language and rhetoric; derivations; biographical, historical, and literary references; word pictures; picture words; characters.

(4) The author: life, times, influence, and writings.

(5) Commit to memory some favorite passage.

Time will be gained if the class is not allowed to begin their reading till they have thoroughly mastered the directions given by the teacher. To explain a few of the directions farther. After the pupil has carefully read the selection, let him give, in his own words, a connected "story," picking out the salient points, and reciting in choice language, using the language of the author if his own vocabulary should fail him. Next let the general meaning of the piece be considered. This will depend upon the skill of the teacher in "drawing out" the various opinions of his class. When the general meaning of everything, even where it is obvious, has been called for, the meaning of the parts should be understood. In other words, study how the parts or different scenes of the poem harmonize with the general idea, *i. e.*, the *unity* of the piece. In every artistic work in literature, all parts tend and converge towards one main idea, to which every part is subordinate. Next come the questions upon the text itself, which will vary according to the age and ability of the scholar and skill of the teacher. The life of the author can be recited orally or written. It is better to have it written, read in advance work, and recited orally in review. The last direction is especially important. It may be difficult at first, but a few suggestions concerning suitable passages will soon lead the young scholar to make proper selections. In time, his mind will be stored with the choice thoughts of standard authors.

After the selection has been thoroughly studied, the class take one recitation in preparing an analysis of the whole poem, filling in orally or at the blackboard particulars under these general heads: (1) Story; (2) General Meaning; (3) Unity; (4) Text; (5) Author; (6) Quotation. Selecting such a poem as *Maud Muller*, *Rain in Summer*, or *Nauhought, the Deacon*, for study, and pursuing the study with method, we have been surprised at the interest and enthusiasm displayed by young scholars. With a careful introduction to English literature, a taste may be cultivated for standard writing which is sure to prove a life-long comfort.

My Old Schoolmaster.

BY PROF. TAYLER LEWIS.

In a sketch of the Rev. Cyrus Comstock, his first teacher, occurs a fine passage upon the value of the brief religious lessons in the old Webster's Spelling Book. Prof. Lewis writes:

"Let it be pardoned, then, as an old man's prejudice, when I say that I know of nothing in early education to be compared to the spelling book of Noah Webster, and especially, in the first reading lessons, so perfectly meeting the child's mind, without any loss of their innate sublimity—so *childlike*, I may say, yet never *childish*—drawing up the young soul to their own height, without any lowering to a puerile standard, or to that flat nonsense presented in some modern specimens that might be cited as having the aim to lead a child to think for himself. Those first reading lessons of Webster's spelling book!—they are never to be forgotten. It is sixty-six years ago, but the scene comes up in all its freshness—the young class just standing upon the threshold of that mysterious art, that first introduction to words seen as well as heard—to words as objective things, bringing with them something of a higher spirit, or as representative of the universal intelligence. I see them again, those slender forms—their voices are in mine ears—the child's slow monotone, as he points his finger along the line, pronouncing each monosyllable with equal emphasis, and now and then looking up to the grave face bending over him, and so solemnly intent upon the momentous work in which he is engaged.

No—man—may—put—off—the—law—of—God.

That was the first line I ever read, and the second was like unto it:

My-joy-is-in-His-law-all-the-day.
O,-may-I-not-go-in-the-way-of-ill-men.
He-who-came-to-save-us-will-wash-us-from-all-sin.
I-will-be-glad-in-his-name.

It was the dawning of immortal truth. How much of precious meaning in these few words! How sublime they are!—how self-revealing! We *did* understand it. Men who caricature and talk about parrot-lessons, and words without ideas, may declaim as they will. We *did* understand it. The terms revealed themselves to us without the sham of object-lessons, or any puerile illustrations. That word *law*; it is probable that it had never before fallen upon my ears. I may, perhaps, have heard men talk of "going to law," but it carried no intelligence. Surely, I had never before read it in a book or looked it up in a dictionary. But as then used in that living connection, I did understand it. It fell upon the mind with light and power. No clearer idea of it have I since received. God I had heard of; the great name was uttered in the recital of the oral infant catechism; it was connected with that mysterious question: Who made you? But this was a new revelation of Him. In the accompanying monosyllables, clearer than in many a sermon, revealed themselves the ideas of power, omnipotence, obligation, necessity: "No man may put it off." So that the words that followed: "My joy is in His law all the day." There was a light, a light rational in them, as well as a joy.

We truly yielded the approbation indicated. We "rejoiced in the law after the inward man." We "consented to the law that it was good," as human nature is compelled to do even after it feels the awakened "law of sin and death warring and ruling in its members." "O, let me not go in the way of ill men." This third line brought up the idea—the embryo idea it may be—of the great divergency—the two roads then beginning to part, but with their ends so immeasurably distant; the "way of virtue," and the "way of vice," the "upward toiling and the smooth downward path," to use the language of Hesiod's old picture, made so many centuries ago, or Solomon's way of life and way of death, or the still more vivid representation of our Saviour—the broad and narrow way—the way of righteousness and "the way of ill men," from which we were thus early taught to pray for deliverance, as the way of danger, or the one in which our feet might so easily incline to run. "He who came to save us." It was not a mere sound. We did attach a precious meaning to that name, and along with it came the closely suggestive ideas of salvation, of cleansing, purity, deliverance from sin. As I have said, it may have been in their embryo state, but they were all there present to the soul in some spiritual form, and with some degree of spiritual power, when we said: "I will be glad in his name;" feeble and faint, indeed, but more precious, even in their dawning, than all the *practical* instruction of our later utilitarian school-books, with all their boasted freedom from dogma, and all their contempt for mere rote instruction. — N. Y. Observer.

— The best philosophy—a contented mind.

— The best statesmanship—self-government.

— The best theology—a pure and beneficent life.

— The best medicine—cheerfulness and temperance.

— The best art—painting a smile upon the brow of childhood.

— The best science — extracting sunshine from a cloudy way.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Natural History in our Public Schools.

BY PROFESSOR SANBORN TENNEY, WILLIAMS COLLEGE.

[Concluded from No. 13.]

Children and youth are naturally greatly interested in almost every form of animal life. This interest should be fostered and increased, and made subservient for the highest purposes. The pupils in our public schools should be led to a careful and systematic observation of animal forms, and also of the habits of each animal which they observe.

It is not enough to have our pupils look at animals in a sort of indefinite way; but they should be led to observe carefully, and, as already indicated, in some definite order; and so that in the end they shall have some definite ideas in regard to the whole Animal Kingdom. The teacher may begin with a living Sea-anemone, or a Jelly-fish, or a Star-fish, or a Sea-urchin, if he is located near the sea-side; but if at a distance, he may content himself with a piece of Coral, or a dried Star-fish, or a Sea-urchin.

Suppose the teacher be located near enough to the sea to enable him to bring into the school-room a glass vessel containing a living Sea-anemone. Let all the pupils examine this beautiful "flower of the sea," its flower-like form, its feelers or tentacles arranged around the margin of the disk, in the center of which is the mouth; the body-wall, the "foot" or base by which it attaches itself to the side of the vase or the aquarium, or to the rocks when it is in its home in the sea. Let them see it feed upon the snails, or on other little animals which are dropped upon its disk; let them see it infold its tentacles and close up when disturbed, and slowly open when left undisturbed. Then the teacher can explain whatever needs further explanation—the hollowness of the tentacles, the division of the interior into vertical chambers by vertical partitions, the communication between the mouth and the stomach and those chambers, the communication of chamber with chamber, by means of an opening through each partition; the mode of reproduction by means of eggs borne on the partitions, and by means of budding; and he should not fail to explain that the young for some time after they are hatched swim about freely in the water, after which they become attached to the rocks and grow into the form of the parent.

The teacher should now bring before his pupils well selected specimens of coral; and after they have observed its form and structure, its radiating partitions, and all of its leading characteristics, he should explain the origin of coral; that it is simply the skeleton or skeletons of animals of essentially the same form and structure as the one they have been studying; and that coral is not made by an insect—as is popularly supposed—but is a growth just as much as our own skeleton is a growth, and is formed inside the polyps which secrete it, and that it is in no sense a house in which the coral animal lives.

And then by means of maps, charts, diagrams, and pictorial illustrations, the teacher should explain the nature, geographical distribution, extent and origin of coral reefs and coral islands — that these reefs are but vast accumulations of polyp skeletons and of the skeletons of other little animals of the sea.

Then let the teacher lead his pupils to study a Star-fish; they will observe its star-shaped form, its rough exterior, the "filterer" or madreporic body near the angle between two of the rays, the "eye-spots" on the extremity of the rays; and if the specimen be a dry one—so that the pupils cannot see the animal use its various parts,—the teacher should explain the manner of its movements by means of its tubular "feet," the flexibility of its rays, its mode of feeding by enveloping its prey—as, for example, an oyster—with its stomach; its power of reproducing its arms after they are broken off; and all other things of importance and interest, and which are not above the comprehension of those who listen to the explanations.

In a similar way the teacher should lead his pupils to examine a Sea-urchin—its spiny exterior; the beautiful structure of a cross-section of the spine, as seen under a moderately magnifying microscope; the way in which the spine sits on a little tubercle, and is held to its place by the skin which invests its base and the whole sea-urchin; the position and nature of its mouth with its five hard teeth; the beautiful appearance of the shell when the spines are removed; the radiated appearance of the shell; the fact that the rays extend from the mouth to the opposite pole; that there are ten rays or segments, five of one appearance and structure, and five of another; that one of these is perforated with numerous small holes, and the other is imperforated; and that the two kinds alternate with one another.

Then the teacher should, as before, explain whatever the pupils cannot find out by their own observations — that the holes observed in every alternate segment are for the tubular locomotive appendages or tubular "feet," which are essentially the same as those of the Star-fish; that the animal can extend these organs far beyond the spines, and by their aid can move over all kinds of surfaces in the sea; that the eyes are at the extremity of the rays as in a Star-fish — in a word, that the Star-fish and Sea-urchin correspond to one another, part to part, ray to ray, eye to eye, locomotive organs to locomotive organs; in short, that the two animals are one and the same idea under different forms of expression.

And now with the sea-anemone, coral, star-fish, and sea-urchin in hand, the teacher is able to give his pupils a few clear and definite ideas of the whole branch of the RADIATES.

By presenting to the pupils a Mussel, a Clam, and an Oyster, a Slug and a Snail, a Squid or a Cuttle-fish, and requiring them to examine these animals in a definite and systematic way; and then as before explaining to them the uses which these animals make of their various parts, they are led to an understanding of, and to an interest in, the whole branch of the MOLLUSKS; and thenceforward the Mussels and the Snails, the shells upon the river's bank and upon the ocean's shore, have a new interest and a new meaning to every pupil who is fortunate enough to be taught in this way.

But not to dismiss the Mollusks too summarily, in indicating what may and what should be done, we would here say, that the earnest and energetic teacher will bring living mussels from the pond or streams, and placing them in some suitable vessel whose bottom is covered with sand, he will lead his pupils to watch their movements, their opening and closing of the shells, their plowing in the sands; their slight projection of a double tube fringed about its opening; the flowing of water into one part of the tube and the flowing out of water from the other part; then he will lead his pupils to observe the shell, its two valves, the hinge and its curious elastic ligament which opens the shell, the nature of shell as compared with bone, the structure of the soft parts within the mantle which lines the shell and which enfolds the other internal parts; the delicate gills, one pair being on each side of the body under the mantle; the "foot," which is slightly protruded when the animal is plowing its way in the sand; the oral opening with its pair of tentacles on each side; and all other organs which the teacher understands and which he can clearly explain. And then let a Snail and a Squid be studied in a similar way, the whole to be followed by such explanations as the several cases demand.

And in the same manner the pupils are to study a Bee, a Butterfly, a Moth, a Fly, a Beetle, a Bug, a Grasshopper, a Dragon-fly, a Spider, a Centipede, a Crab and a Lobster, and a Worm, noting carefully the nature and functions of the parts of each animal, their resemblances and differences, and the different forms which they assume in passing from the young to the adult state. Thus the pupils are led to have as definite ideas of what the ARTICULATES are as (I was about to say) even Cuvier or Agassiz had; and they are then prepared to begin the study of 300,000 articulated animals, each one of which is only a new exemplification of the facts and principles which they have learned from the few articulates which they have already studied.

In studying the Articulates it is well to keep to the study of the common kinds. For the Butterflies, direct the pupils to gather the green caterpillars ornamented with black and yellow, which they find so common on the parsley, carrots, and celery, and which are well-known as the "Parsley-worms"; and let them feed and watch these caterpillars, as they grow and moult their skin, and at last hang themselves up and pass into the pupa state; and let them keep these pupæ till from each uninjured one there comes the Asterias Butterfly, with its ground-work of black spots and its crescents of yellow.

For the silk-spinning caterpillars, let them feed and watch the so called "apple-tree worm," or Tent-caterpillar; and let them see it spin the silken cocoon, from which in eleven or twelve days there comes forth the Tent-caterpillar Moth, of a brown color with two white bars upon its wings. And if they are led to watch that moth they will find that it lays its cluster of eggs on the twigs of the apple-tree and covers them with a coating of wax or varnish so that the eggs are carefully preserved through all the rains of autumn and snows of winter, and are hatched the succeeding spring.

And in this way they may study or observe representatives of each great group of insects. And in this way they find out for themselves that insects pass through three well-marked stages after they leave the egg—the larva stage, the pupa, and the perfect or imago stage. Then they are prepared for explanations, and for such information as may well be given. And in this way representatives of the Spiders and Centipedes, Lobsters and Worms are to be observed.

And in the same way, also, the pupils are to be led to the study of Fishes, Batrachians (Frogs, Toads, Salamanders), Reptiles (Turtles, Lizards, and Snakes), Birds, and the herds of the fields and the beasts of the forests — that is, the various forms of the Mammals. And here let me say that the skeleton of at least one animal from each of these five classes, Fishes, Batrachians, Reptiles, Birds, and Mammals—should form a part of the material for illustration, in every school-room, and that the pupils should be led to examine each part of each skeleton, and also be led to point out the resemblances, and differences; and that in the end the teacher should show them that these skeletons are all but different expressions of one fundamental idea.

In this sort of teaching and study, the facts are to be reached by direct observation on the part of the pupils, but under the direction of a competent teacher. The specimens are to be in the hands of the pupils themselves. Explanations are to come from the teacher, and in these he is to be aided by books, pictorial representations, and diagrams—and to these also the pupil may go, should go, *but not till an exhaustive examination has been made of the things which they have in hand as subjects of study.*

Books, pictorial illustrations, etc., have their place, and a most important place they have; but the teacher must know what their true place is, and keep them in that place. When the teacher begins to put books, etc., in the place of direct observation of the natural objects themselves, he begins to fail of doing the best thing for the pupils; he begins to fail in keeping up a proper interest in the subject, and of giving clear and definite ideas of the subject which he would teach.

On the other hand, when the teacher entirely ignores books, diagrams, etc., he begins to assume that he has observed and found out all that is worth knowing about the subject in hand, and that all that has been found out by Aristotle, Linnæus, Cuvier, and Agassiz, and by the

host of other careful observers of the past, is entirely beneath his notice, and not worthy of his consideration.

Books, I repeat, are aids, and are to be used both by teacher and pupils, *after the subject has been studied from the natural objects themselves.*

Natural History, studied in the way here indicated, I am sure ought to find, and soon will find, a place in all the best public schools of our country. Pupils will thus learn those things which they ought to know now; they will acquire habits of close observation and careful comparison; their mind will be quickened; they will have larger ideas of creation; and they will lay a foundation for the scientific pursuit of the various departments of Natural History when they shall come into the college and professional school.

Fellow teachers, the facts of Nature are open before us. They are full of interest. They are full of truth—written in the pebble, the crystal, the solid rocks, the flowers of the meadow and field, the leaves of the forest, the coral polyp, the shell upon the shore, the insect and bird in the air, and, in a word, in all the countless forms of matter and of life on the earth, and in the air, and in the sea. Let us study these facts in the right spirit; and let us lead our pupils to study them, not for the so-called practical results merely, but also that we may have larger ideas of creation, and larger and clearer ideas of Him who is the Author of the facts of Nature and the Father of us all.

Department of Language.

Edited by H. R. GREENE, A.M., Worcester, Mass.

What we Need in Grammar.

I have considered in previous papers what we do not need in English Grammar. I now proceed to consider what we *do* need, indeed what we *must have.* If I mistake not, *this* is the consideration which especially interests all teachers at the present time. A correspondent, in a previous number of this journal complains that in our institutes and everywhere, everybody seems inclined to *tear down*, in this matter of grammar, but nobody is ready to build up. Let us then proceed now to build up, and let me say, first of all, that we need a text-book. We can no more get on without a text-book in Grammar than in Spelling. This seems so obvious that I shall spend no time in arguing the case.

The first thing we need *in* our text-books, is a thorough discussion of all *etymological forms.* And here let me say, it is a matter of very great importance that the pupil understand *precisely* the work he is called upon to accomplish. We tell him, for instance, that nouns have *numbers, cases, persons,* and *genders;* that verbs have *moods* and *tenses,* and that now he is to learn these.

If then, he is to *learn* these, is it not a matter of the first importance that he understand *exactly* the nature of the thing he is to learn. What is *numbers, cases,* or *genders.* Are they *forms,* or *relations,* or *both,* or *neither?* Are they things that address the *eye,* or some invisible things that can only address the *mind?*

Is it not all important that the pupil know at the outset *precisely* how he is to go to work? And here let me say there is in my opinion, at this very outset, in our text-books and in our teaching, a most serious *defect.*

These things are not *clearly defined,* and the consequence is that the pupil must necessarily work in the dark. That I am correct in this statement will be manifest from the following.

What should the pupil understand is meant by "*case*", for instance? Let me quote from a few authors, and then let the reader decide whether there is much *clearness* of *conception* on the part of book-makers on this point. And if the books are not clear, how shall the average teacher be clear?

CLARKE says:—"Case in Grammar means *Condition.*"

BUTLER:—"Case signifies the *relation* which nouns have to other words."

BULLION:—"Case is the *state* or *condition* of a noun with respect to other words in a sentence."

GOULD BROWN:—"The possessive case is that *form* or *state* of a noun or pronoun which denotes the relation of property."

HART:—"Case *distinguishes* the *relation* of a noun or a pronoun to other words."

KERL.—"Case is that *property* of nouns and pronouns which shows how they are *used* in the construction of sentences."

S. S. GREENE:—"Case *denotes* the *relation* of a noun or a pronoun to other words."

FOWLER:—"Case *denotes* the *relation* which a noun sustains to other words in the sentence. Expressed sometimes by its *termination* and sometimes by its *position.*"

PIERCE:—"Case is the *medium* of distinction used to describe, by the relation of a name or substitute to other words, the relation of an object or idea to some fact or event, or of one object to another"!!!

I ought to say here, in justice to the author of the last definition of case, that the exclamation points are *mine* and not *his.* They seem to me to be needed.

These, then, are the definitions which our grammar-makers give us of *case.* It is called a "*state,*" a "*state or condition,*" a "*relation,*" a "*form or state,*" a "*property,*" (a something that) "*denotes* a relation," a "*termination*" or "*position,*" and finally a "*medium*"!

I wish to call attention especially to Mr. Pierce's definition, and would say that if ever anything was made "dark with excessive bright," I believe this ponderous definition is entitled to that distinction. Think of an average scholar holding that definition of "*case*" in a sort of mental mastication, and then trying to bring it within the scope of his rule of syntax, "A verb must agree withi ts *nominative case* in number and person." Think you he *sees* very clearly the exact nature of this *concord!*

But again, this "confusion worse confounded" respecting *case* becomes more manifest if we note the different views of leading grammarians respecting the *number* of cases. Thus:

1. *No* cases:—Cardell, Tooke, Brightland.
2. *One* case:—Buchanan, Dr. Adam. Dr. Adam says "nouns have only *one case,* viz.: the *possessive.*"
3. *Two* cases:—W. B. Fowle, Spencer, Webber, Johnson, Priestley, Ash, Bicknell, Fisher, Dalton.
4. *Three* cases:—Adams, Murray, Ainsworth, Alden, Alger, Bacon, and many others.
5. *Four* cases:—Allen, Dearborn, Burke, Hazen, Mulligan, Goodnow, Goldsborough, Wells, Clark, and many others.
6. *Five* cases:—S. R. Hall, O. B. Pierce.
7. *Six* cases:—Brown, Carr, Dilworth, McIntosh, Dobson, and others.

Thus our grammarians make the number of *cases* to range, in English, from *zero* to *six!*

Is it not plain that there is here no true conception of what that thing is which we call *case?* Manifestly, such a variety of opinion as is indicated by the foregoing statements is utterly incompatible with any *uniformity* of notion about this matter. When Dr. Adam says, "English nouns have only *one* case, viz.: the *possessive,*" and when W. S. Balch (formerly of Providence, R. I.), says "there is no *possessive* case; we regard it as a false and unnecessary distinction," what are we to conclude? Most assuredly, that these men have very different ideas of what is meant by this grammatical term.

Now I say that one of the first things we desire in Grammar, and one of the first things likewise in the school-room, is *clear and accurate definition.* Tell the pupil, for instance, not what case "denotes," but what case *is,* and in this definition of what it *is,* do not blind his eyes by calling it a "*relation,*" or a "*property,*" or a "*state,*" or a "*condition,*" or a "*medium,*" or a "*position,*" in a sentence, but tell him what is perfectly easy to be understood, viz.: that grammatical *case* is simply and only a FORM of a word. That, for instance, in the words who, whos*e* who*m*, we have three different *forms* of the pronoun, and these are called *case-forms.*

Case, then, is not an indefinable something about which every man may *speculate,* and no one know when he is right; but it is a *visible form,* which the eye may rest upon. In this view the pupil will understand at once the exact object of his investigation, and will soon master all that is worth knowing about it. And let me say, if the teachers in our grammar schools will make this matter of case thus *definite* to their pupils, holding them to the simple work of mastering case-*forms,* I am certain, from long experience, that the results will be most happy.

About other points of Etymology next time.

Is it Regular?

Is it not time to look a little to the course of the grammatical editor? Is he not making a business of rejecting proposition after proposition from the most important branch of knowledge taught in the schools? To be sure he calls what he sets aside *useless lumber.*

(1) But *will it do to call in question the accuracy and value of everything found in the grammars to which we have been taught to go, in order to resolve all disputes regarding language?* If we are taught to reject some grammatical propositions, shall we not go on to discard others which do not commend themselves to our private judgment? And where will it all end? May we not come to distrust the benefit of all grammatical teaching of the mother tongue?

(2) *Is the grammatical editor covertly aiming to effect this?* On page 89 of the JOURNAL he proposes several rules, as substitutes for some to which he objects. But is he serious in his suggestions, or would he set up something against the quaking structure which may serve to set the whole tumbling together? Now are these rules at all suitable for "child-instruction?"

(3) *Are they not worse than useless to a child to help him in trying to learn how to write and speak his language correctly?* Cannot children be taught to avoid the error the rules are intended to guard against, much earlier and much more readily than they can be made to understand the rules themselves? In short, cannot children, with a little of the pains and pain, be taught with regard to the correct use of their mother tongue, far more of which is of "*practical service,*" than they commonly learn by the formal study of grammar?

Let it be remembered that "Points in Grammar," which have called forth these questions, thus far have been considered with reference to their utility in common school instruction. Perhaps anything is of service which extends the dissatisfaction or increases the disgust for much of what has passed for grammatical instruction. But this destructive criticism may go on almost without limit. Volumes of such criticism might profit less than the following sentences from Dr. K. F. Becker:

"When grammatical instruction is merely practical, giving, for example, declension and conjugation, rules and exceptions, it becomes stale—exerting no quickening power. The scholar, from the first, should learn to *understand language.*"

(4) *He should be led to see in language the inner world of his judgments and ideas in their organic connections.* The teacher can and should guide him, but he can attain to this inner view and to the understanding of language, only as he contemplates, and through his own powers determines the relations of his thoughts and ideas. Dr. Becker in his grammars hardly attained to his ideal.

(5) *Mistaking his own subjectivity for the course of nature, he in part followed devious ways. Whoever will avail himself of the recent accumulations of linguistic science,* and, breaking loose from traditional bands, will learn directly from nature, may learn and teach others a harmonious system of the principles of language. But the science he shall construct, will not be for the study of the mere child. I. D.

In answer to the above, number by number, I would say:

1. By no means reject anything that is *of service* in deciding what is good grammar.

2. The grammatical editor is not "covertly aiming," in the least, to induce distrust in the benefit to be derived from grammatical teaching of the mother tongue. On the contrary, he believes there is not one tithe of the amount of "*grammatical teaching*" that there should be in our schools. The very thing of which he complains is, that there is so much teaching in this line; this has nothing to do with the solid grammar of the language.

3. I understood this correspondent to say above (1) that we *need rules for reference.* If we have rules, let them be as simple as possible. Undoubtedly it is a good thing to teach grammar by *rote* as well as by *rule.* We need *both.*

(4) "*He should be led to see in language the inner world of his judgments in their organic connection.*" Does "I. D." mean that a pupil who, as he says (3), cannot understand the simplest rules of syntax, can be "led to see in language the inner world of his judgments"? Suppose he can do this. What, I ask, has this "seeing into the inner world of judgments" to do with learning *accurate composition?* It is easy, it seems to me, to understand how Dr. Becker failed to "attain to his ideal."

5. "Mistaking his own subjectivity for the course of nature, he in part followed devious ways," etc. What all this has to do with the study of *pure grammar* I confess I am at a loss to understand. It certainly looks to me very much like "devious ways," so far as the point to be gained is concerned. As this kind of work, whatever it is, is not for young people (see last remark), I suppose it must have to do with the *metaphysics* of language. This certainly is a matter very different from the one under discussion.

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THE officers of the American Institute of Instruction and the Rhode Island Institute of Instruction are actively at work in preparing for the annual meeting of the American Institute, to be held at Providence on Wednesday, Thursday, and Friday, July 7, 8, and 9. Music Hall has been engaged for the meetings, and President Robinson of Brown University, and President Porter of Yale, have accepted invitations to deliver addresses. The union of all New England teachers in the Institute, as is now promised, will restore life and give new energy to this organization, and we predict a most successful and influential convention at Providence.

THE regular monthly meeting of the Boston Art Club was held last Saturday evening at the club rooms on Boylston street. Some two hundred of the members were present. The first business of the meeting was a vote on the admission of new members; then came a modest supper, followed by glees from members of the Apollo club; mingled with the whole, greetings and conversation that make such gatherings so pleasant. During the season sundry special meetings have been held, with lectures on modeling, porcelain, Japanese art, chromo-lithography, and other matters pertaining to art and art-industry.

THE official Austrian report on drawing and art-education, as represented at the Vienna World's Fair, in 1873, is an elaborate and instructive document. To characterize it generally, it is historical, critical, and pedagogical. It is pleasant to learn, as we do from its pedagogical views, that the system of drawing and art-education, that is getting a foothold in Massachusetts, is, in the main, based upon true principles and methods, and hence must lead to good results, if sufficient time is allowed for instruction. But two hours a week are regarded as scanty time. The report is very severe on "picture making" in the early stages of drawing.

THE people as well as the press feel the unjust burden of the recent postal act, which doubles the postage on all third-class mail matter. The history of postal laws in this country, and in Europe, proves the value of cheaper rates, in order to foster the easy transit of written and printed matter, and to multiply its educating power, and an act which touches the circulation and influence of the press, directly or indirectly, can but be unjust in its character and odious in its operation. Whatever the government may gain, if it gains at all in its revenue, will be secured at a loss in popular intelligence, which counts fearfully against the success of a government by the people, as well as against that social order which is the outgrowth of a well educated public sentiment. From every quarter there comes the demand to repeal this hasty piece of class legislation, which it is well understood had its origin in the demands of a monopoly of expressmen. We have had occasion to notice the tyranny of railroad managers, in their conduct towards the traveling public, and we have before us an instance of the injustice of a growing, wealthy power toward the reading public. The latter is worse than the former, inasmuch as it affects the brains, while the former touches only the pockets of the people. Postmaster-General Jewell has shown his wisdom in protesting against this piece of shabby legislation, passed in the hurry and pressure of the last hours of a dying Congress, but we do not see how he can remedy the evils which it imposes, or avoid the rigid enforcement of its provisions. The more thoroughly its provisions are carried out, the better for its speedy revoking, but we must await a new Congress, unless the President sees fit to call a special session to repair the damages inflicted by the last.

IN FEBRUARY, Leyden University, Holland, celebrated its tercentennial, it being 300 years since the siege of Leyden was raised, and the city, in honor of the event, founded the university to be known through all time by its distinguished Professors, Arminius, Scaliger and Boerhave. A writer in the New York *Christian Advocate* speaking of its growth and stability, notes two facts worthy of consideration by our American colleges. The first is that it never put its money into buildings for mere show, and the second is that it spared no pains or expense to obtain the best talents for its professors' chairs. Fine buildings never yet made a first class college. The reputation which a Dana has brought to Yale, is worth more to her to-day than the million dollars she is sinking in new buildings. Our colleges themselves are perhaps not so much to be blamed, for in most instances bequests are made for specific purposes, and must be used as directed. An instance of this folly may be seen in Syracuse University, which absorbed all its funds in land and a new building. The Boston University, started about the same time, and with many times the resources of Syracuse, has shown wisdom in not putting a dollar into new buildings. Money will procure eminent men and fine buildings. If a college or school has funds to secure but one, true wisdom in management would have the eminent instructors and forego the architectural display.

"JIMFISCAL" was a word coined by Stevens the American Antiquarian of the British museum, to express a certain phase of American society of which the notorious J. Fiske Jr. was the exponent. It expresses to our mind just that false idea which youth are entertaining, that somehow they are to become great and learned without performing the work that is necessary to secure real success in life. Horace Greeley in 1854 wrote a few lines on this thought, when an association asked him to donate a copy of the Tribune, that we consider worthy of printing in full. He said:

"There is hardly another truth so vital to our youth, whether gaining their education in college halls or over tailors' board, as that this world is so carefully adjusted by divine wisdom that *nothing is to be had therein for nothing.*

"Everything must inexorably be paid for; if not in service or its cash equivalent, then in character, in perception, in mental and moral development.

"You can hardly teach a youth any falsehood more mischievous than that involved in the notion that he may possibly obtain something for nothing.

"The very first lesson of morality and wisdom to be taught an aspiring youth *is*, not to desire undeserved fame, unearned gold, or anything of the sort: but to be always willing and anxious to give something for something, in the invincible conviction that thus only can a real something be obtained. Measure for measure is the only true rule."

Our teachers are the examples that our youth copy. Many of them have the same false idea in regard to their position. With unblushing face they do not hesitate to ask that publishers shall give them every book they may issue although they have no thought of rendering an equivalent therefor; that every newspaper publisher shall make them a discount, and that every community shall board them gratis whenever they have a teachers' picnic, usually called a teachers' convention. Away with such false ideas!

The Public-School Desideratum.

We have been accustomed to think of true religion as being in its practical phases, simply *sanctified common-sense.* Education, as next to religion, ought to be at least enlightened common-sense. Common-sense, in either case, ought to be self-consistent. It stands self-condemned if it is not.

Now it is one of our fundamental maxims, that a just education of the people is, in a republic, a civil necessity. It is the grand barrier against official incompetence and popular insubordination, if not against prevalent crime. Hence, we establish systems of public instruction, at the expense of the state, not for the personal advantage of those educated, but for the benefit of the state. We rejoice at the good which necessarily occurs to the individual man, but we directly concern ourselves for the common-weal.

Now everybody knows that, in carrying out these principles, we are constantly urging the importance of improving our public-schools. We are insisting upon our need of better school-houses; a better grading of the schools; better books and methods of teaching; better teachers; better educational papers and institutions. In some of these directions, some States are pushing their improvements at no slight cost to the public. All this is well. Not a whit of it is overdone. Let us have more of it.

But there was a hole in Sir William Pepy's camlet cloak. So there is a flaw in our efforts. Sir William, however, was conscious of the ill conditioned rent. We fear we have not discovered our special short-coming. We have been just missing the vital point. We are hacking away at bough and branch, and neglecting to dig about the roots.

Now there is, no doubt, much virtue in good teachers. The good teacher is, in a vital sense, the school. Not much good school without him. But like the apple in the sapient king's dumpling, how do we get him into the school? He does not develop from some protoplasm in the school-room. He does not, like the old knight, with one hand on the pommel, vault by his own clear leap into the pedagogic saddle. There is just back of him the higher power, the *school authorities.* He is put in position by them. Neither, outside of the mechanical routine, does he carry out any important measures of reform or progress, of his own arbitrament. Here, back of him again, is that 'imperium in imperio,' the school authorities. He must have their acquiescence or support.

Now what have we all over our land, but trustees, local school commissioners, boards of education, made up of ignorant men, men with no practical acquaintance with schools, men with no interest in their office and its functions as such; but mere political hacks, the sheer creatures of the populace. These are the men who keep the school accommodations, for the sake of *econ-*

omy, at a barebones level; who introduce or keep out good books, either at the beck of agents, or from their own blind fancy; who foist cheap teachers or incompetent favorites, upon the schools; and who balk the scholar and the man in the school, for fear he will trench upon their 'little brief authority.' This is the dire Nilotic flood, from which issues and comes up into our schools the whole plague of pedagogic frog, whose ignorance and inefficiency slime our whole system.

And these have power to do all this, because of the system by which, in most cases, they are chosen. They are generated by the absurd choice of popular election, as the means of securing them. Nor can it be otherwise. The masses can no more be expected to understand the proper qualifications of school officers, than of school teachers. And under the overwhelming pressure of party politics, they can no more be expected to give their suffrages to qualified educational experts for such places, than for true statesmen in the legislative hall.

It is with these facts before us, that we insist that our first work in the way of common-sense improvement, is to press and carry some system of *appointment by higher*, educated, non-political functionaries of these school officers. And it seems to us, that—as has been recently proposed in a southern corporation—the idea of making the judges of the courts the appointing power, is the most apt, and effective, that has yet been broached. These are educated men; they are non-partizan; they are from habit, thoroughly judicial in their modes of thought and action; and they have to deal with that very ignorance and crime which education aims to abate. We do not believe any other so wise a means of promoting the end we seek can be found: none the wisdom of which might be so triumphantly left to the test of actual trial. We press the idea upon educators.

Our Sick Man, and How to Cure Him;

OR

The Educational Problem in the Cotton States.

Notes of a Lecture delivered by Dexter Hawkins, Chairman of the New York City Council of Political Reform.

The fortunate geographical position of the United States relieves us from the external pressure that weighs down other countries, and enables us to give our whole time and attention to internal improvements. Other nations spend the greater part of their taxes in preparing to contend with their neighbors; ours should be devoted to the advancement of civilization.

The Patient.

In every nation, at frequent periods, the government and people are not in harmony; the inhabitants require a higher or lower degree of cultivation than they receive, for every nation gets eventually, and is sure to get, the government best suited to its necessities.

When the disease is not general, only local, that particular patient only needs attention. Thus every nation has its sick man, and will continue to have until human nature be perfect. But if in a nation like ours no remedy can be found for the disease of prejudice and ignorance, its extinction is inevitable.

The medicine regularly administered in all cases, for two thousand years, was force; once the Church held that power, and there is a theory that it will attempt to establish that power and force in this country, but we hope before that times comes, we shall teach it that force is not effective where intelligence opposes.

Our country, through the arrogance of one race and the helplessness of another, was cursed with slavery; first it was said to be in the blood, then in the color; but I have myself seen white slaves—so white that you could not distinguish them from the person at their side—sold at three thousand dollars on the auction block at Richmond, Va.

To our sick patient in the Southern States we applied compromise plasters and sedatives in 1820, 1830, 1850, and finally the Kansas-Nebraska bill in 1856. But it was at last discovered that these nostrums were useless. The only remedy left was phlebotomy, which has left him in a state of prostration.

Diagnosis.

Let us consider his diagnosis before we apply another remedy. The nine Cotton States contain a population, over ten years of age, of 5,000,000; of whom fifty-one per cent. cannot read or write; the population over twenty-one years number 3,000,000, of whom fifty-one and a quarter per cent. cannot read or write. The greatest ignorance is thus seen to be among those over twenty-one, a most encouraging fact. It teaches us that ten years ago the tide of ignorance was at its highest point, since then it has been steadily ebbing. This is just the opposite fact from what has occurred in every other part of the country. The population of the Southern States is 7,000,000 — 56½ per cent. are white, 43½ colored. All were brought up to consider labor degrading—fit occupation for slaves alone. They hold a white skin a patent of nobility, and are unfitted to be citizens of a democratic republic.

These States have been compelled, at whatever cost of freedom and honor, to protect slavery. This system, and any based on human rights, could not permanently exist together; this was as certain to our great men as a mathematical demonstration.

In 1853 I had, as traveling companion in Italy, a Russian nobleman, a diplomat, speaking seven languages, employed to investigate and report to the czar, the condition and prospects of other governments. One day, to my surprise, he asked me, "How long do you think your government will last?" I replied, "As long as government in any form exists, for we believe it to be the true system of government." "I give you," said he, "ten years; you have an institution there diametrically opposed to it. Whether in the contest that ensues, the result be a free government or a military despotism, will depend on the intelligence, the determination, and the patriotism of the *free school* States." A remarkable prophecy. Our free government exists, but at the loss of half a million lives.

When peace was declared in 1865 it was not safe to intrust to the fifty-six per cent. born-and-bred petty oligarchists the whole control of the government of their States, neither to the forty-three per cent., though their unfitness arose from a different cause. It had been a crime to teach them the alphabet; their moral nature was not developed, except what came from their naturally kind hearts; lying and cheating had been a necessity of their daily lives. Is it strange that, brought up as they had been, a colored man in the Louisiana Legislature sold his vote for fifty dollars; showing the money to his friends, saying with delight, "This chile has often been sold before, but this is the first time he ever got the money for himself?"

In crushing out the rebellion, we made all human beings equal before the law. We could not eradicate the evil effects of two hundred years of slavery on all classes; a majority of men, white and colored, were totally unfit for this suffrage? How was it possible for them to perform their duty well? Our only criticism should be that they have done better than we had any reason to expect. The most difficult ship to manage is the Ship of State; intelligence must guide the helm to insure a safe voyage. Lycurgus compelled every citizen of Sparta to attend school till mature age—thirty years was not considered too old. Solon had the same wise law. Even in the simplest form of government, military despotism, the officers are educated men, but in a republic it is the only basis of permanent existence.

France established a Republic in 1795, but the people were ignorant; more than one-half could not read or write; in 1848 it was the same. I conversed with the French electors as they went to the polls to vote for a military despotism; they did not know what they were doing. Spain has had a similar farcical or tragical experience. Venice, under the Doge and the Council of Ten, was a Republic but in name. The republics of South America are under, for them, the worst possible form of government, one for which they have no qualification. England has extended the ballot, but extends education with it. In our system every man is a sovereign. What will be the result if ignorance hold the balance of power? As a consequence, in New York city we have had the most corrupt and fraudulent legislation, and with a loss to our treasury of $5,000,000, used, to a great extent, in erecting sectarian buildings. We are guarding against the recurrence of this by Compulsory Education.

The Common School the Panacea.

Political necessity compelled us to put the Cotton States into the hands of ignorance, and now the school-master must work out their salvation; the panacea, rather specific, is what made Massachusetts the cradle of American liberty—the district school. Every man became a republic in himself, revolved in his proper orbit performing all his duties to himself and to his neighbor. Free schools must be established from the Albemarle to the Gulf. Educated men are the fittest to choose, and chosen, the fittest to govern. The patience and perseverance of long years are essential to educate the Southern people: no human power can do it in a day, nor in less than a generation. It took seven years to establish our government, and five more to form our National Constitution; to give education, combined with civil rights, to 7,000,000 people is a longer task. Our army had no success till the Emancipation Proclamation made success possible and right: this is a parallel case; this act of justice will alone bring peace and prosperity.

Will the Patient take the Medicine?

If our patient will only take the medicine, the cure is certain; but the *if* is momentous. The facts and arguments are all on one side; they must be presented, in a friendly way, through the press, the platform, and the pulpit.

Property owners are always in favor of one thing, a reduction of taxation. Nature has poured forth her bounty on the South; all it needs is intelligent industry; can this be expected in Louisiana, for instance, with its 92,195 illiterate youth? From accurate statistics the laborer has been found to be worth fifty per cent. more with a common school education than without. In 1859, one of the largest land-owners in the South had his territory, eighty-four miles in extent, mapped into towns by surveyors, and went to Germany and Switzerland to obtain emigrants; after spending thousands, he returned, unsuccessful; it was impossible to secure intelligent laborers to go where the peculiar institutions of the South — ignorance and slavery — existed, and he finally offered to deed one-half of his land to the State if it would abolish slavery; to-day he still owns his land and desires emigrants, but the desirable ones who land in New York prefer to go even to the bleak plains of Nebraska than to the sunny South, where no free school system exists. Again, ignorance is the chief cause of pauperism and crime; in New England, the ignorant class furnish fifty per cent. more than their proportion of crime. In New York a single illiterate pauper has been found to be the ancestor of two hundred paupers and criminals, at a cost to the county of one hundred thousand dollars. It is a crime against the State not to insist on education; when provided, it is a crime for the citizens of the State not to accept it One hundred millions live under a system of compulsory education, and they are the most enlightened people on the globe. These facts, and others, must be brought before the Southern people; they must produce the desired results. Three classes should be easy to convince, property owners, the intelligent classes, and the colored people, who hunger and thirst after knowledge, leaving only the ignorant whites, who occupy the lowest grade to which a white man in a Christian country can fall; they not only oppose schools for themselves, but particularly for the colored people; but if the others be united they are in a minority: if separate schools are preferred, with equal advantages, this should be no occasion for difference; we should simply desire that they be made equally good citizens of this Republic. This is a more inivting field for missionary labor than any that has ever been known; it is at home, public opinion will sustain it, converts are easy to make and not likely to backslide. The governor of Oregon related to me the experience of a missionary among the Indians of the West. He notified the tribe that he was soon to return to the East, and wished to know their decision with regard to Christianity. They assembled, and seated themselves in the order of their rank, chief in the centre, warriors, old men, children, *squaws on the outside*. After hearing the arguments, the chief asked, "Was Jesus the Saviour a white man?" He secured an affirmative answer, asked for a few days for deliberation — the usual Indian custom—and then replied, "We believe Him the best man of whom we have ever heard, but all our experience teaches us that when we mix up our affairs with white men, we always get the worst of it." This will not be our experience in the South.

Universal Education and Universal Suffrage.

In this country we are rapidly advancing to a state of universal suffrage; but universal suffrage and universal education must go together. As a last resort, the central government should insist that every State furnish information to the people, by the passage of an amendment to the Constitution similar to the one offered by Senator Stewart of Nevada, providing that if any State refuse to establish free common schools, it shall be done by the central government at the expense of the opposing State. The great work before us is to create an enlightened public sentiment in its favor, and, second, to give to the government power to fulfill these conditions. It is only a few weeks since the admission of New Mexico as a State was within a few minutes of its passage in Congress. This would have given an illiterate population of 30,000 Indians, Spaniards, and negroes equal power in the administration of the government with the most enlightened State. This shows the necessity of the public sentiment and authority we urge. In its success lies the hope of the permanent and prosperous establishment of republican government. I. M. K.

Washington Correspondence.

WASHINGTON, April 5, 1875.

Illiteracy in the Belgian Army.

A few weeks ago we gave the per cent, of illiterates to the whole number of recruits in the Prussian and Austrian armies. We are now informed by the Bureau of Education that of the conscripts for the Belgian army, nearly 26 in every 100 were unable to read and write. This is a great advance on the condition of affairs thirty years before; in 1843 nearly 50 in every 100 were similarly illiterate.

Twining on Technical Training.

Your correspondent has been given a copy of a work on Technical Training, by Thomas Twining, Esq., of London, and published by Macmillan & Co. The chief topics treated are, the necessity of popular industrial education, as shown by actual experience, and the methods and instrumentalities which have occurred to the authors. There is a most interesting analysis of the knowledge required for the best possible execution of many trades (the layer, mason, carpenter, for example), and the whole book is one of the most suggestive that we have seen of late. C. R. A. W.

We congratulate our readers that our advertising as a class ranks as high as can be found in any paper in this country. We intend to exclude everything objectionable, so that our subscribers may find in our advertisers the most honorable houses with which to deal that exist in the country. It always pays to read advertisements, for those that advertise are the live institutions, that have something worth calling your attention to.

Primary Department.

Edited by MRS. MARY P. COLBURN, Boston.

[It is earnestly hoped that any who feel an interest in this most vital department of school education, will avail themselves of the opportunity the JOURNAL offers in this direction, to make any suggestions on Primary work, or contribute of their various experiences for the benefit of the young teacher. All such are invited, most cordially, to address Mrs. M. P. COLBURN, South Boston.]

Discipline.—No. II.

BY MRS. M. P. COLBURN.

There is nothing that children enjoy so much as *variety* in school-room duties. It is astonishing how much really valuable information may be imparted which they will unconsciously treasure up, — to appear, perhaps, years hence, — while they are thinking it is only *play!* Young children cannot bear restraint, their supple limbs are *so* supple—made so by the wise Creator for the very *activity* which is the bane of the teacher; and *when they ache, as I know they do* (for I can remember some things most vividly, and nothing more so than the unnatural quiet imposed upon me in my early school life), in the name of all the comfort you can hope to enjoy yourself, do not draw the reins too tight! Let your fertile brain suggest some method of directing thought into another channel. No matter if it is in the midst of a recitation, if you see the interest flag, there is no harm done at all by changing the topic; seize upon the first thing at hand — it may be a *stick! alas, in too many instances it is!* but take your stick, this time, for a more legitimate and welcome use than chastisement.

ILLUSTRATIONS.

"Children, how long is this stick?" you will instantly receive a great variety of the most animated replies — of course, widely at variance with the simple fact, but a measuring of it before their eyes is as good as a play to them, and an idea of length is unconsciously suggested. The tide has turned, and the recitation may proceed.

Or, concerning the same stick: "Where could I go to get a stick something like this?" Visions of the bright, leafy woods up to "grandfather's" dance before their eyes, and the appropriation of almost a whole forest will center in one poor little rod! A great variety of exercises, all tending to *discipline*, mind you, could be evolved from that one specimen, — the names of the tools used to make it — for instance: "Father's tool box" is in requisition now, from the biggest thing in it all the way down to the smallest. What do *you* care whether the right selection is made or not, so that it gives you an opportunity to set them right on a question which is *teaching* them, and at the same time serving a really more valuable local purpose, inasmuch as it is absolutely *resting* them, and they are forgetting how tired they are, and how they long for school to be done!

An apple is upon your desk. "What does this apple weigh?" A bright, red-cheeked apple held up and commented upon will almost rouse the seven sleepers! But, maybe, this is cruel! for the little mouths may water over it,—though even then, self-denial comes in, and that is a lesson to be learned by us all, sooner or later.

You will find that even so slight a departure from a *set rule* is meat and drink to the little fellows. It is a hard thing to understand a child; to follow its mental processes and see how its unconscious methods lead to results, oftentimes the most conclusive; but, be sure, the oftener you allow the *rest* to come, the more elastic will be the brain, and the firmer will be your hold on him, physically.

AN ERROR.

You say to your scholars in the morning, "Children, there is a great deal to be done to-day; you have got to work very hard, and I don't want to see one idler." How their spirits droop! the old story of the *discontented pendulum* is as nothing to the herculean task they have before them! and then, after that, try your very best, you will be utterly disappointed at the little accomplished. But say nothing of the kind to them; simply go on from one thing to another making light work of this, and having a talk on that, interspersing with the "play" hinted at, and your success in the line indicated is assured. They will more than answer your expectations, and will go home at night buoyant over the happy day they have had!

RECOMPENSE.

I do not say that all this will be no labor to *you;* indeed, I know full well all it is to a primary teacher, but being one, you will find that latitude in the *recreative* line is one great means towards a desired end.

As I have said before, when the children are older and in higher grades of school, they will have conformed to the demands of school life; but at the tender age we are commenting upon, rest assured you are more their friend in considering their *comfort*, and are insuring for yourself an established and legitimate means of *discipline.*

The Bears.

KINDERGARTEN EXERCISE, FOR BOYS.

Partially clad in furs, and coming in on hands and feet, growling, rising and extending the arms in reciting.

Grizzly Bear.—Good day, give paws, great Bruin brothers!
I greet you as I would no others.
Are you just roused from winter's sleep
In rocky den or cavern deep?

Polar Bear.—My wife does the family sleeping;
Her two fat cubs she is keeping
All snug in their snowy hole,
Far up by the Northern Pole.
But I, in my great, white coat,
On the cold, blue ice-blocks float,
Or roam o'er the snowy plains,
Where old King Winter reigns.

Grizzly.—You are the Bear of my very heart,
My brave and honest counterpart!
I could show you slides on the glaciered slopes,
And hunts for the bison and antelopes;
For the Rocky Mountain tracts I roam,
And their fastnesses are my wild, safe home.
My wife and babies may sleep and doze;
At hibernating I toss my nose.

Polar.—I swim, and bask, and dive,
Where the strong-tusked walrus live;
And the seal and fish I eat
In my icy, lone retreat.
While through the six-months-night,
Aurora flashes bright,
And lights my festive way,
While I gambol, roar, and play.

Black Bear.—Well, a good sleep's no harm,
I care not to alarm.
Grizzly's ferocious muzzle
The bleeding flesh may guzzle;
I choose a milder diet
And Winter's warm, dark quiet.
The odorous Summer air
Just suits this homely Bear.

Grizzly.—Yes, tame old dolt, you climb the trees,
And gnaw the trunk to find the bees,
And scrape the honey with your paw
Right into your capacious maw;
With berry juice your face you stain,
And roam from Florida to Maine.

Black Bear.—I envy not your fame,
The terror of your name;
Your broad and grizzly head—
Close on the bison's tread;
Your sharply-chiseled claws
Writing your bloody laws.

Great Brown Bear.—I am so dull,—but just aroused,—
So well I slept, so warm was housed,—
My moss-lined hole and family
Such solid comfort are to me!
I love the little human folks;
They stroke my nose and pat and coax;
I let them climb my back,—then run,
And love their frolic and their fun.

Polar.—Where do you live, old Dullard—
So brown and tamely colored?

Brown Bear.—In Scandinavian woods I roam,
And sometimes to your borders come,
Through lofty Himalayah's gates,
Across the steppes to Behrings Straits.
In German forests, too, I hide,
And little German boys I ride.
But when I scent a nice fat sheep,
My instincts wild their temper keep.

Grizzly.—All men will flee from me,
When they the carcass see
Of the wild deer I have slain,
Nor dare come back again.

Polar.—When on my haunches, brought to bay,
The Esquimaux shall rue the day.
The finder of his reindeer meat
Him, too, can quickly slay and eat.

Brown Bear.—Once, round a fire-encircled camp,
I crept, amid the dusk and damp,
Then, dripping from the nearest stream,
Invaded each scared sleeper's dream.
They call me now by reverent name,
So wise, so cunning, and so tame!

Black Bear.—Well, brothers all, good day!
I must be on my way.
I think you, too, will run,
At sound of hunter's gun.

Summer Kindergartens.

To the Spartan king's saying, that a boy should be instructed in the arts which will be useful to a man, should be added: A girl should be thoroughly instructed in the arts which will be useful to a woman. With both boys and girls the instruction should begin as early as possible. And by education should be understood not merely the things that are commonly taught in the schools—Reading, Writing, Arithmetic, Geography, and Grammar, but the discipline of the faculties, both of the mind and body, and the formation of habits of observing and thinking. These habits may very easily be formed, and the occupations, serious or sportful, of children should be so directed as to form them.

Every mother who has the good fortune to be near a kindergarten school should avail herself of the precious opportunities it offers for the instruction, the amuusement, and the happiness of her children. When well managed it combines not only the exercise of the eyes and the fingers, in many nice and beautiful works, but the use of the voice in singing, and of the lower as well as the upper limbs in innocent dancing and other pleasant exercise.

Many a mother, or aunt, or elder sister, in the country, might find it very delightful and useful to make the experiment, with two or three, or eight or ten children, which is so pleasantly described in the December (1874) number of Miss Peabody's *Kindergarten Messenger:*

OUR PROGRAMME.

At half past nine the eight children met at an appointed house, and, if the weather was unfavorable, we occupied ourselves with kindergarten work indoors. But on pleasant days our very merry procession started immediately for the neighboring fields or woods, halting at each turn in the way to wait for stragglers—a very necessary rule—and chatting about the different objects along the route. Arrived at our destination, the rubber blanket was spread, and the camping ground with its resources explored.

First came the plant lesson. All were summoned to our central point, the blanket, where the preceding lesson was recalled; then the group scattered to find new specimens with analagous features. These were brought back, examined, described by the children, and preserved for future comparison. Next came a short counting lesson, with acorns, twigs, stones, or some objects with analagous characteristics. Sometimes we would make wreaths with leaves; or still again, especially if the day were chilly, have the brisk games for exercise.

Lunch followed, and ball games; then either a lesson on insects or a ramble further into the woods. During the ramble all the chidren were on the alert to "find something," which they could "tell about" this "telling"

meaning a description, more or less systematic, according to the powers of the little narrator.

The various lessons were thus reviewed again and again, as we continually met with various forms of familiar objects. Also, new material was suggested for other days, and many incidental facts came to our notice which gave an ever-changing interest to our mornings.

Half past twelve by the town clock found us near home again, very much the better, both teachers and scholars, for the three hours in the open air.

As had been seen, plants and insects formed our main points of attention and inquiry. A few hints about stones, a few talks about air, wind, sunshine, clouds, and rain, crept in; but for definite lessons, botany and entomology alone were attempted; and only their simplest elements.

First, a plant was examined, and its essential parts noted. Root, stem, and leaves were within the comprehension of all. Then each part was taken in turn and compared with another, the children observing the differences and similarities, first of the leaves, then of the stems, then of the roots.

The insect lessons I could not so well systematize; the most familiar insects were taken first, but others crowded in thick and fast. Gradually, from the many-observed facts, came a recognition of the general characteristics of insects, their segmented form, and the stages of transformation: that is, the children soon began to expect to find the three distinct divisions of an insect's body, as well as its "many rings," and to inquire whether, like the butterfly, it had once been very different.

The awakening effect of those six weeks was even beyond my expectations. The children seemed quickened through and through by the beauty and wonders around them. More growth was accomplished in this short time than could have been stimulated by twelve weeks in my city kindergarten. Not only were their powers of observation and their perceptive faculties greatly increased, but I especially value the moral and social lessons gained in a class of this kind.

The freedom of the woods brought the children into more varied, and at the same time closer relations than occur in the school-room. Among themselves there seemed to spring up a miniature social organization, with its public sentiment, its rules, and its leaders.

At our commencement they showed themselves a warlike little band, bent upon the destruction of lower animal life, and filled with dissensions in their own ranks. If a spider were seen, stones or little heels were upon him at once. If a possible seat were discovered upon a bent tree-trunk, eight little voices clamored at once for the first right of way to it. But when they had become intimately acquainted with the spider, they protected it. "Let it alone," was the cry. "Let it just run along to its home!" And when they saw that a mother field mouse let herself be caught rather than desert her little ones, the disputes for precedence ceased. "The littlest first," was the unanimous decree.

I can give only a bare outline, with scarcely a hint at the possibilites of an established, well-ordered summer kindergarten. These possibilities are to be discovered by experience alone.

— The best law—the golden rule.

— A few days since a dun called on a young gentleman and presented him a bill, when he was somewhat taken aback by the gent taking him aside and blandly saying: "My dear sir, call next Thursday, and I'll tell you when to call again."

— "My very d-e-a-r children," said a traveling Sunday-school gimlet, "I love you so much, I could talk all day to you, but time forbids; but I h-o-p-e to meet you in heaven, and then—" "I hope he won't," said a restless, red-headed boy. "He'll talk us to death, won't he, Jim?"

STATE DEPARTMENTS.

Maine.

It is no use to abuse a printer. It is the common method, however, when mistakes occur in any article, to say "that is the fault of the printer." When people don't write plainly, and, furthermore, write what they do not understand when they are writing it, then blame falls upon the poor printer for the many mistakes, both in grammatical construction and the misuse of words. No, I don't mean to write a homily on printing or printers either, but let me add that all little mistakes must ever be corrected by the reader and not laid to the charge of the author or printer. If I do not say that by the words *Goshen* and *Hazelton* in last week's issue were meant *Gorham* and *Houlton*, none will ever know but what that whole statement is as wide of the mark as was the editorial of the 13th inst. It is a disgrace to be a poor penman, and still more of a disgrace to make statements that will not bear the test of "figures." It has been generally supposed that no statistician, except Delmar, knew the absolute value of figures in an argument; and the greater is the strength of such an argument because "figures never lie."

The *apparent* condition or prosperity of a town has nothing to do with its value as a place of residence. It has so many farms, worth so much, such and such manufactories, worth so much more, is well provided in numbers with stores, meeting-houses, and school-houses; the valuation of the town, with the change in the value of money, has increased; the greatest sinew in the manly contest, money, has been apparently obtained, but the people who should occupy these farms have "gone west." The manufactories overloaded with freedom from "taxation for ten years" if they would only come to this town, failed the second year of their existence, and the buildings have since served as the refuge of animals and such like things.

Now, I do not care to use the JOURNAL to discuss with the State Superintendent the position of Maine on the educational ladder. I have carefully re-read my editorial of the 13th inst., and also his communication in the issue of the 3d, and can find no antagonism between them. The one states things as they now exist, and claims that, no matter how many things have been tried within twenty years, but two now exist; and admits that against the greatest opposition the teachers and the cause of education in general has increased. The other gives the causes or reasons of some of these many changes, but really admits that these things have happened. It claims in addition, however, a gain in money, school-houses, teachers' wages, etc., etc. I don't propose to enter upon the questions of the change in money value, the rebuilding of school-houses, which must be done every year, nor in what places or sections of the country this great improvement in school-houses has been made. Neither do I propose to discuss Normal schools. I do know, however, that the strongest opposition was brought last winter against the establishment of such a school in Cumberland county, and one strong argument used was that the others were not full. And, finally, in regard to the "town plan." Twenty years ago such a plan was unknown in this State, and how the public sentiment is on that question may be shown by the action of such towns as Deering, at one meeting voting to do away with the district system, and then at a meeting a month later voting to do away with the town system.

Now, one more statement, and I have nothing more to say whether Maine is ahead or not. I have not had such an opportunity to visit all the State as I should like, and if I could do so, I should be obliged, in many localities, to take the statements of the inhabitants as to their educational position twenty years ago; but I do know some portions of Maine thoroughly. There are parts of three counties that have been known to me for many a year. And as each summer, with my fishing rod, I have traveled over these old familiar places, I have failed to see any *outward* change which is to bring that millenium in education. On the lines of the railroads, in the large business villages and cities, great increase has been made, but in the old farming towns and communities the same old way still exists; the teachers know enough without attending the new-fangled teachers' institutes; the State superintendent's office is a sinecure, and Normal schools—well, "*we* wouldn't have one of them hifalutin teachers in *our* school to teach butterflies and such things," and to cap the climax when such an one does come, "our children shant go with her, even on Saturdays, to look after rocks and such like."

AUBURN.—The school committee propose to hold a public meeting at the High School building, Saturday, April 24, where they will give opportunity to all citizens to come forward and present any suggestions or criticisms relative to the public schools that they may desire. We are glad to hear that it is the purpose of the committee to hold these meetings once a month. We like this plan very much—as it will help to bring the schools a little nearer the tax-payers, and the tax-payers a little nearer the schools.

STATE NORMAL SCHOOL. — The number of pupils in attendance at the State Normal School, at Farmington, Me., this term, is 128, representing 14 of the 16 counties of the State. The entering class is a large one, and of excellent quality. The present number of this class is 58; number of counties represented, 13; average age, 19 years; number who have taught, 35; total number of weeks taught by the class, 1,363; average number of weeks for each one who has taught, 39. The Model and Training School in connection with the Normal School is now in the sixth year of successful operation.

FARMINGTON. — Mr. Rounds, principal of the Normal School, delivers a lecture at Normal Hall, Friday evening of the present week. Subject: "Shelley, the man and the poet." . . . The school district at Fairbanks Mills have accepted the offer made by the town at the last annual meeting to establish a High school at that place, and voted to furnish school-house, fuel, etc.

LEWISTON.—Some of the old town records of Lewiston are curious documents. One of these records consists of descriptions of the ear-marks of sheep of the various yeomen of the town, with pen and ink sketches of sheep's ears clipped and perforated in every conceivable way. . . . The city council committee on schools is investigating the high school question with the view of selecting a lot for a new building.

BELFAST.—At the Belfast school meeting, Saturday, 27th ult., it was voted to thoroughly repair the grammar school-room, hire a teacher of penmanship for the High, Select, and Grammar schools, add an assistant to each of the two Primary schools, and raise $1,000 for a free High School, and an increase of teachers' wages was discussed. The city is waking up to the necessity of improving his schools. A proposition for a new High School building was referred to a committee to report upon at an adjourned meeting April 3d.

LEBANON.—The academy at East Lebanon was totally destroyed by fire at 10:30 April 30th; loss about $2,000. The fire originated in the attic near a chimney.

DEXTER.—The citizens of Dexter can claim to have taken forward steps at its recent town meetings by abolishing the school district system, and by voting that the town purchase all the text-books, for which $500 was appropriated. One thousand dollars was voted for a free High School.

LEEDS, at her last town meeting, voted to discontinue her free High School system. Three districts in the northerly part of the town are trying to unite in supporting a High School this Spring, centrally located for their convenience.

New Hampshire.

[The following able article by one of the best informed writers on education in the State, will doubtless be an agreeable change from our usual dull list of "items," though some readers may not fully agree with every point.—N. H. ED.]

The New Hampshire School Report.

The existing scheme of general supervision in this State originated in 1846, when the Whig party in coalition with the Free Soil Democrats, under the leadership of John P. Hale, overthrew the old Democracy, and sent the champion of Free Soil into the American Senate. Prof. Charles B. Haddock, of Dartmouth College, a representative for Hanover that year, drew and introduced the bill for the new scheme, and by his commanding eloquence effected its enactment. He was selected as the superintendent, inaugurated the new system with conspicuous success, but in the triumph of the Democratic party the next year, he was pushed aside, and a man of no fitness for the work put into his place. From that time onward the superintending work has been treated as party plunder, with very little reference to the transcendant cause of learning. After twenty-five years of multiplied changes in the system, suggested for the most part by scheming politicians, the State has come back substantially upon the original plan which places the whole supervision in the hands of a single officer.

RETROSPECTIVE GLANCE.

Though the superintending work during most of this time has been in the hands of inferior men, still there has been wrought a great and beneficial change in the common school-room business of the State. Schools are much more methodical, teachers are better trained, higher ideas pertaining to school-houses and facilities for teaching prevail, and more enlightened views generally pertaining to the common school work predominate. It is nevertheless true that, in the sparsely settled, rural districts, which form no inconsiderable portion of the population, the schools are in a poor condition. Very many of them, thronged with scholars half a century ago, now have barely enough to hold a school organization, and how this scattered and numerous class is to be relieved is a most difficult problem. The town system may accomplish something towards the solution, but it is not easy to discover how it can do much.

The twenty-eight published Annual Reports though pervaded with imperfections and disfigured by want of uniformity and system, are historical documents of great interest and importance to the cause. Space forbids much use of figures in this communication. The population of the State has been almost stationary for a quarter of a century, but the children of the schools have been steadily decreasing during the whole period. The annual reports give these figures:

	1850	1863	1870	1874
Whole number,	78,863	84,847	69,760	69,178
Average, . . .	53,248	52,560	45,755	47,275

There is a decrease of nearly 10,000 and no improvement in the average. During the same period the annual amount of money raised by taxation for the support of schools has been increased from $145,-

892 to $354,529. It is the painful disclosure of these reports that the children of the State are taken from the schools and put into the work of life much younger than was formerly the case, and that this evil is increasing every year. Whether the children now are going out from the common schools as well educated for the responsibilities of life as were those of half a century ago, is a problematical question; for while the period of school life has been much diminished, the amount of knowledge as a preparation for practical life demanded by the vast expansion of the realms of science and literature in modern times has been very greatly increased. The grand inquiry, whether, in the anxiety to push the children into all knowledge in the shortened period of this school life, there is not a dangerous tendency to make them superficial in everything, cannot here be discussed. It is a sound and well-nown maxim that the most formidable intellectual gladiator is the man of one book, he who wields a single falchion; and it may be safely affirmed that the primary school training which aims to make the scholar master of all books, is in danger of making him strong in none.

THE WORK OF THE PRESENT TIME.

The present Superintendent of Public Instruction has done faithful and efficient work. His management of the institutes during his first two years of service was admirable. He brought energy, system, and enlightened sense into the work, selected helpers with uncommon discretion, and for the first time in the history of institutes in the State, made them so superior as to command the respect and approbation of the whole body of teachers and educators of the State; and the abolition of these admirable agencies by the last legislature will rest as a perpetual mark of opprobrium upon that body. The two annual reports — 1872 and 1873 — prepared by the present superintendent during his first term of office, are perhaps the most valuable of the whole series. The report for 1874, the most vital portion of which was prepared by the gentleman who filled the office from Dec. 1873 till July, 1874, is not so meritorious. The teachers of the State have a right to demand in the Supervisor of Education, capacity to put his thoughts into respectable English, which is certainly not evinced in what this officer puts into this report. Bad grammar, bad rhetoric, feeble and disjointed ideas, make a peculiarly unfortunate show in a grave educational document. The report of the board of education prepared by the late Superintendent, as secretary of that board, is peculiarly provocative of criticism on these points. It is a striking commentary on the folly of constituting a board of education out of the Governor and Council — officers selected without the slightest reference to the duties of an educational board, and commonly with very little fitness for such duties—that the names of these high public functionaries are authoritatively affixed to the ridiculous piece of work. The Board of Education should be composed of men distinguished for their enlightened and enlarged knowledge of the nature and workings of our educational system, willing to give their best thoughts and efforts to the duties of their office, and not to be changed at every annual election.

(Concluded next week.)

Vermont.

By a law enacted last October, it was made the duty of the town superintendents of common schools in each county, to meet annually on the third Tuesday of March, for the purpose, first, of agreeing upon a set of questions to be used throughout the county in the written examination of teachers; secondly, of fixing the standard of qualification of teachers for the ensuing year.

In accordance with this law, the superintendents have held their meetings, and after adopting lists of questions for the written examinations, have generally voted to reject all candidates for certificates who should not answer correctly sixty-five per cent. of these questions. In one or two counties the standard is higher, and in one lower than the standard generally required.

Chester.—At a school meeting of the voters of consolidated districts Nos. 6, 20, and 22, held at the academy, March 30th, E. E. Barrey, chairman, the following gentlemen were elected by ballot, as prudential committee, in the following order: Rev. A. B. Flanders, chairman; A. F. Baldwin, William Rounds, Rev. Chas. Hibbard, W. P. Richardson, J. N. Moore. A committee was appointed to estimate the cost of either remodeling the old academy building or building new. The trustees of the academy had previously signified their willingness to give to the district, the academy building, apparatus, maps, and a piano therein, for a graded school, free entirely. This committee are to report at a future meeting of the district.

Bennington.—At the annual meeting of Bennington Graded School District, a tax of two cents on the dollar was voted to pay the indebtedness of the district for the new school building and the current expenses of the year. Major A. B. Valentine made a generous donation of ten thousand dollars to the Bennington Graded School District, as a permanent fund, the interest of which is to be used for providing additional teachers and apparatus for the use of the school.

Brattleboro.—The spring term of the graded schools of the village have commenced, the teachers being located as follows: High School, B. F. Bingham, principal; Miss Mary M. Walker of Wallingford, first assistant, and Miss Janette Howe, second assistant. Grammar School, Miss Slason, principal; Miss Emma Blanchard, Miss Julia Royce, and Miss Emma Palmer, assistants. Chase street primary, Miss Knight; High street, Miss Bullock; Elliot street, Miss Baldwin; Canal street, Miss Thomas; Chestnut street, Miss Wheeler; Washington street, Miss Starr.

The new Catholic school-house which is being fitted up on Walnut street, is 24 feet by 60, and two stories high, and it is intended to have it ready for occupancy in about six weeks. The priest is rapidly pushing forward the work, though it is understood that his policy is not in accordance with the ideas of many of the parents, who would prefer to have their children educated in the public schools. Two of the three teachers to be employed in the school are furnished by the Manchester (N. H.) Sisters of Charity.

Burlington.—The medical class of the University of Vermont at Burlington, the present term, numbers seventy-five, the largest for several years. Professor H. D. Holton, of Brattleboro gave the introductory address, last week. There are three clinics, each week, to illustrate the lectures.

St. Albans.—The last annual school meeting of the village graded district was the occasion of a determined and successful effort in the interest of economy. Considerable fault was found with the advance made last year in the salary of the superintendent. Mr. Kinney's services were acknowledged as eminently satisfactory, and the general system of management was commended, except that it was thought that the number of teachers was unnecessarily large. About one-third of the children of the village are in the Catholic parish schools.

Personal.—The many friends of J. S. Adams, formerly secretary of the board of education of Vermont, will be pleased to learn of his appointment as postmaster at Jacksonville, Florida, where he is also editing a paper entitled *The New South*.

R. G. Hard, Jr., of Brattleboro, a young lad recently admitted to the National Academy of Design in New York, by his rapid advancement in the study of art has so pleased the professors that he has been selected as one of the ten competitors for the Elliot silver and bronze medals. Of the ten persons chosen from the two hundred and thirty in the Academy, three are ladies and seven gentlemen, and all but the Brattleboro boy have been members of the academy for several months—some for years.

Massachusetts.

New England Association of School Superintendents.

The next semi-annual meeting will be held in the rooms of the school committee, City Hall, Boston, on Friday, May 7, 1875, beginning at 9:30 o'clock, A. M.

Exercises: — The presentation and discussion of the following topics and of others that may be suggested.

I. Physical Comfort and Culture. Discussion opened by J. W. Allard, of Gloucester, Mass.

II. Kindergarten Instruction: its relation to Public Schools. Paper, by Thomas Tash, of Lewiston, Me.

III. Usefulness of monthly or occasional Reports of Pupils to their Parents; manner of preparing these Reports. Discussion opened by W. W. Waterman, of Taunton, Mass.

IV. How to make Common School Education practical. Paper, by John D. Philbrick, of Boston, Mass.

All school superintendents in New England are cordially invited to be present and to participate in the discussions.

Charlestown.—Mr. Alfred P. Gage, master in the Charlestown High School, gave a very interesting and instructive lecture, a few evenings since, in the High School hall, on the "The Rail and the Wheel," in which he gave a history of the application of steam to locomotion, illustrating, by the aid of the stereopticon, the first rude attempts, and the several improvements, which have brought the locomotive to its present degree of perfection. The attendance was large, and Mr. Gage held the undivided attention of the audience during the lecture.

Provincetown. — A member of the school committee reports the schools to be in an excellent condition. The school committee consists of three ladies and three gentleman. Mr. A. F. Blaisdell is the efficient principal of the High School, assisted by Misses S. A. Hamlin and Addie S. Mitchell. A class of 19—5 girls and 14 boys— have been promoted to the High School the present week. Mr. H. A. Freeman, a graduate of Bridgwater Normal School, is principal of the Grammar School. The schools of the town are well graded, and are under the care of experienced teachers, all of whom, with one exception, are natives of Provincetown.

The Salem Spelling Match.—Dr. Loring did the handsome thing at this match. A beautiful standing writing-desk was given as the first prize, an elegantly bound copy of Worcester's Dictionary as a second, and a copy of Webster's for a third. As these all went to gentlemen, and as the Doctor felt that the young lady Miss Annie Ware, of the Normal School, who stood next, ought not to be forgotten, he generously stated that he would give her the finest copy of Worcester's Dictionary that could be had in the State: the dictionary that had been his authority for years.

Sharon.— The school committee recommend the establishment of a third school or High School, that an appropriation be made for Music and Drawing, and commend the plan adopted two years ago of purchasing out of the school fund the text-books used by the pupils in the schools. Committee for three years: John M. Bullard, Mary L. Young.

Boston.—William W. Greenough and Richard Frothingham were unanimously elected on the part of the board as trustees of the Public Library.

Lawrence.—It is only the High School which has no session on Saturday. The sessions of the other schools have not been changed.

Andover.—Twenty thousand dollars have been subscribed for the erection of a new chapel for Phillips Academy. The Winter term of this academy has closed, with a record of 200 students, and 250 for the year.

Holliston. — The annual report of the Rev. R. G. Johnson, Superintendent of Schools, recommends a grading of some of the schools, and asks better pay for teachers and janitors, and purchase of a library and philosophical apparatus for the High School.

Claremont. — The town will soon come in possession of about $30,000, bequeathed by James M. Tappan, the interest to be used for prizes for advanced scholars, and to aid the indigent in gaining admission to the High School.

Whately.—Miss Mary W. Allis, lately chosen upon the school board, will not accept the office, and another choice must be made.

Concord. — At the Centennial celebration, Gen. Francis C. Barlow will be chief marshal of the day, and Judge E. Rockwood Hoar will officiate as president. Ralph Waldo Emerson's address at the unveiling of the statue will be a grand effort.

Watertown.—The High School Association have elected the following officers: President, H. F. Bent; Vice-Presidents, S. March, Herbert Coolidge, D. D. Bond; Recording Secretary, F. H. Perkins; Corresponding Secretary, Miss Kate Barrows; Treasurer, Miss M. L. Howard.

Reading.—School affairs are under a warm discussion in this town, and after a stormy debate $6000 was voted to pay their expenses. The Music teacher is to be dropped from the rolls. Messrs. Wadlin, Hunt, Wright, and Bancroft were elected as school committee.

Canton appropriates $11,500 for schools, and authorizes the school committee to engage a superintendent of schools, and to fix his salary.

Westport.—At the close of the Winter term, on the 19th ult., the scholars of school No. 2 presented to their teacher, Miss Lizzie A. Gifford, a handsomely bound Bible as a testimonial of their kind feeling and appreciation of her labors in their behalf.

Fairhaven.—Our schools began their Spring term on Monday of last week.

Delham refuses to elect a town superintendent of schools, and appropriates $26,725 for their support.

Spelling Schools everywhere from Berkshire to Barnstable.

Rhode Island.

A full account of all of the spelling-matches within our little State during the past week would more than occupy the entire column allotted to this department. Moreover, it is hardly necessary, as the details in each case are so nearly like those of the others as to command no special attention. There have been spelling-schools the past week at Anthony, Ashaway, Bristol, Central Falls, Centreville, Crompton, East Greenwich, Olneyville, Pawtucket, Providence, Westerly, and Woonsocket. "Webster's Unabridged" continues to be the standard prize, which is as it should be. As a rule the pupils of the public schools stand the test longer than any others: a testimony to be made a note of.

Personal.—Mr. Ansel D. Nickerson, of the *Pawtucket Gazette and Chronicle*, and a member of the State Board of Examiners of the Normal School, has recently left home for an extended tour through the Pacific Coast States and Territories.

Miss Ida M. Gardner, a teacher of wide experience, a graduate of our State Normal School, and lately assistant in the Greenwich Street Grammar School of this city, has received a call to the position of an assistant in the State Normal School of New Hampshire, at Plymouth.

Providence.—The quarterly examination of the University Grammar School, occurred the 2d inst. A good company of visitors were in attendance, and the exercises of the school were very superior. This ancient school for preparatory chemical training were never doing a better work than to-day, under the management and care of the Messrs. Lyon. Merrick Lyon, LL.D., who has charge of the classical department, has filled that position for the last thirty years, and has acquired a wide reputation for scholarship and culture. Dr. Emory Lyon, at the head of the English and Scientific department, maintains an equally high standard of scholarship.

The graduates of Messrs. Mowry & Goff's English and Classical School have formed an alumni association. The officers are as follows: President, F. G. Spencer; 1st Vice-President, George Metcalf, Jr.; 2d Vice-President, Robert L. Barker; Secretary, W. H. Barney; Treasurer, E. N. Littlefield. Executive Committee—the president, *ex-officio*, chairman; F. E. Sprague, Harry F. Lippitt, F. W. Easton, Henry C. Knight. The meetings will be held annually in June. The removal of the school to the new building on Snow street will be made an occasion for the first

reunion of the past members of the school, an event expected to take place the latter part of this month.

An Elocutionary contest took place in this city on Monday night, the 27th ult., which was open to both sexes, and as well to professionals as to amateurs. It was inaugurated by a gentleman of this city, who is desirous of cultivating a love for good reading and speaking, and also of bringing before the public certain elocutionary talent which he thought was to be found here. A prize of one hundred dollars, in gold, was offered to the one who should be considered superior in vocal culture, articulation, and dramatic power. Twelve persons, seven gentlemen and five ladies, competed for the prize, which was unanimously awarded by the three judges to Miss Eva Cassender, a young lady, now a member of the High School, but recently of the Bridgham Grammar School, to the instruction and drill of whose able principal, Mr. C. W. Russell, she is undoubtedly largely indebted for her success.

SMITHFIELD.—The Fall and Winter term of the *Allenville* school, in this town, has recently closed after a most successful existence. The teacher, Miss Susie M. Steere, has now been in the school for some two years or more, during which time she has entirely changed the character of the school, bringing the unruly and insubordinate under good control, awakening a deep interest in the minds of the pupils, and infusing into them a general enthusiasm. During the term just closed the whole number registered was 52; average attendance, 47; percentage of attendance, 85; number neither absent nor tardy, 19. Few schools in the most favorable circumstances can show a better record. As this school was credited to *North* Smithfield in a recent issue of the *Bulletin*, we take pleasure in setting the matter straight, for we do not blame a town for objecting to lose such a district as this.

ASHAWAY.—The annual school meeting for this joint district was held in the school-house on Thursday evening, 25th, at which time the old officers were re-elected, with the exception of the clerk, Mr. E. C. Saunders, declining to serve again. The officers for the ensuing year are as follows: Moderator, S. C. Carr; Clerk, E. G. Cundall; Treasurer, S. C. Carr; Trustees, J. I. Gray, Nathan Saunders, H. L. Crandall; Collector, A. S. Burdick; Auditor, P. M. Barber, 2d. Very interesting remarks were made by Mr. Albert Babcock, of Westerly; Rev. A. E. Main, Hon. Wm. L. Clarke, and others. The meeting was a very large and a very harmonious one, and the action taken results in the retention of the present teachers, Mr. and Mrs. J. A. Estee.

— Prof. G. H. Ricker, A. M., formerly the efficient principal of Lapham Institute, North Scituate, is now filling the chair of Latin and Greek at Hillsdale College. at Hillsdale, Mich., with popularity and success. New England loses an able teacher.

Connecticut.

ANOTHER feature of the process for enforcing attendance at school, in this State, is shown in the document below, prepared by the secretary. As before stated, the legal provisions are so complete as to leave little to be desired, provided those having the legal power in their hands are disposed to employ it for the benefit of the children.

Prepared as a circular, it has been distributed freely in localities where it had a special application. By a judicious use of the legal authority, on the part of the officers of the State Board of Education, a cordial coöperation of employers has generally been secured, and doubtless with benefit to many children in manufacturing communities:

State House, New Haven, January 20, 1875.

"In accordance with our statutes no children under fourteen years of age can be legally 'employed to labor in *any business whatever*, unless such child shall have attended some public or private day school at least three months' in each year of such service. The penalty for the violation of this law is one hundred dollars for each offence. This law is most beneficent in its aim and results. During the five years of its operation it has met general and cordial approval, and brought large numbers into our schools.

"Of late, instances of remissness in this matter have come to the knowledge of the board of education. Reluctant to believe that employers have intentionally violated this statute, I attribute this result to inadvertency. The leading manufacturers throughout the State have cordially sustained this law, and even volunteered to sign the following pledge: 'We hereby agree that we will employ no children under fourteen years of age, except those who are provided with a certificate from the local school officers of actual attendance at school the full term required by law.' It is not believed that any one of 'the signers' intends to repudiate this agreement. They have shown a degree of liberality and interest in common schools worthy of special commendation. But this law applies not to manufacturers only, but to merchants, mechanics, farmers, and all employers of children, and should be executed with equal strictness toward individuals and companies. It protects helpless childhood, whose rights are sacred. It recognizes the claims of the humblest child to an education as that which the State cannot neglect without detriment to itself and harm to a human soul. The State, neither by act nor omission, may doom a single child to ignorance and its consequent evils. The temporary hardships occasionally incident to the observance of this law, will be counterbalanced a thousandfold by the permanent advantage of both parents and children, but its neglect will inflict lasting injury upon them and the whole community.

"While the law and its penalities are needed, it is hoped prosecutions will be unnecessary. To this end the coöperation of all citizens is earnestly invited to secure the general observance of this statute. But when reason, persuasion, and patriotism all fail, coercion must stand in their stead. As school visitors are required by law to inquire into the cause and extent of non-attendance, they are requested to communicate to the secretary of the board any facts they may learn, as to neglect in the schooling of children. While the board of education must take the steps 'proper to secure the due observance' of the law, it is hoped the necessity of rigorous measures may be avoided.

"B. G. NORTHROP, *Sec. Board of Education.*"

COLCHESTER. — The schools of the first districts closed on Thursday. The academy closed on the same day with a spelling match. Miss Sarah Foote, daughter of R. C. Foote, received the first prize, of a Webster's Unabridged Dictionary; and Miss Emily Darrow the second, of four dollars. The schools have been kept to the very general satisfaction of all concerned.

EAST HADDAM.—The educational meeting held at Music Hall, last Friday afternoon and evening was largely attended and much interest was manifested. . . . H. B. Niles, Esq., gave an exhibition of his school, at Maplewood Opera House, on Monday evening. About four hundred persons were present, and the exercises passed off with much credit to all engaged in it. The proceeds, amounting to thirty-five dollars, Mr. Niles very generously donated to the East Haddam library.

NORWICH FREE ACADEMY.—After struggling with two days of examinations, the students at the Free Academy refreshed their minds with a dramatic entertainment. It was in the Academy hall where an excellent stage had been improvised, and where a large audience gathered to enjoy the good things of the occasion. The exercises consisted of two pieces, one musical, the other dramatic. Of late it has been the practice of the musically inclined at the school, to spend an hour Fridays informally in singing, under the excellent direction of Professor Hutchinson. An informal club has been formed, and a very pretty chorus called "The Fairies" was sung by them to open the occasion. Then the comic play "Caught by the Cuffs," was presented by Miss Collins, and Messrs. Johnson, Slater, Kinney, and Hatch. They all showed a great deal of dramatic talent, and for an amateur performance it was a very creditable thing. It was applauded deservedly.

CONNECTICUT LITERARY INSTITUTION (Suffield).—The annual Prize Debate occurred March 5. Question: "Were the views of Jefferson, in regard to our government, wiser than those of Hamilton?" First prize ($30.00) was awarded to F. H. Viets, East Granby; second prize ($20.00) to F. D. Peaslee, Haverhill, Mass.; third prize ($10.00) to N. S. Calhoun, Bethlehem.

Colleges.

MICHIGAN UNIVERSITY.

The regular March meeting of the board of regents was held on the 23d ult. The resignation of Prof. E. H. Hilgard, who for two years past has successfully filled the chair of Geology, Zoölogy, and Botany, was accepted. Professor Church, of Columbia College, was appointed to fill the vacancy temporarily. The resignation of Dr. F. H. Gerish, professor of Therapeutics, *materia medica*, and Physiology, was also accepted. Dr. Gerrish has been connected with the university for two years, and his work has been very satisfactory. It is hoped that Prof. H. S. Cheever, whose place Dr. Gerrish has been temporarily filling, will have sufficiently recovered in health by the opening of the next medical term, to resume the duties of his chair.

The twenty-fifth annual commencement of the Medical department took place the 24th ult., and was an occasion of considerable interest. The address to the graduating class was given by Dr. Kedzie, of the State Agricultural College, upon "The Physician as the Preventer of Disease." The graduating class numbered 63. At the final examination ten were thrown out, or "plucked," as the medical students term it. Of the graduates, 12 were ladies. It is currently reported that two of the applicants for the honors of the Medical department were husband and wife, and that the wife was successful in the examinations, while the husband failed.

A number of the graduates of the Medical department formed an alumni association, Tuesday evening, the 23d ult. A constitution and necessary by-laws were adopted, and the following gentlemen selected as officers for the ensuing year: President, R. C. Kedzie, of Lansing; vice-presidents, B. Barnum, J. J. Mulherm, J. E. Brown, C. N. Metcalf, and U. J. Herdman; secretary, J. B. Brakey. It is hoped that the association may unite more thoroughly the graduates of the Medical department, who are now numerous and scattered over various parts of the country.

WESLEYAN UNIVERSITY.

Dr. Haven ('42), of Syracuse University, has been expressing his opinion about intercollegiate regattas. The greater number of college boys will agree, we think, in saying that the Doctor has taken a false position. . . . Prof. F. A. Robinson ('49) has become the proprietor of a boarding school at Goshen. . . . . Rev. J. S. Breckenbridge ('61) leaves Middletown this spring, having been here three years; he leaves behind him many warm friends. . . . The winter term closed Tuesday, April 6th. Spring term begins Thursday, April 16th. Junior exhibition, Tuesday evening, April 5th. . . . Preparations for the athletic sports of next term are rapidly going forward. The base-ballists are active, the boatmen enthusiastic, and everything seems to promise an extraordinary development of muscle before commencement. Board in the clubs this term ranges from $3.00 to $4.50. . . . The Seniors have had their last forensic exercise, and their last orations. The names of the Commencement speakers will be announced early next term.

AMHERST COLLEGE.

President Stearns presided at prayers on the last day of the term, and was greeted with applause and cheers. He hopes to be able to resume his duties the summer term—"if we ever have any summer." . . . Next term we expect another spelling match, this time between twenty-five South Hadley girls and twenty-five Seniors. A full house is expected. . . . Scoville, of the Senior class, has gone home sick. Out of the Senior class crew, one has died of quick consumption, one has left college on account of ill-health, another is ill, and now Scoville has gone home, and it is doubtful whether or no he returns. So much for boating. And yet ten ruin their health by hard study, while one does by boating. It is hard to preserve the golden mean of Horace. . . . An unusual number of students are in town this vacation.

The fifth anniversary of the Amherst Agricultural College has been changed from June 30th to June 23d, because Harvard's commencement was to occur the same week. The college reports a very prosperous year, and asks for an appropriation of $10,000 to meet the necessary expenses of the coming year.

MIDDLEBURY COLLEGE.

Judge James M. Slade, father of James M. Slade, Jr., and son of Gov. William Slade, formerly especially distinguished for his labor and interest in the cause of education, is lying dangerously ill at his home in Middlebury. . . . Rev. Charles H. Rowley, class of '68, has been spending some days at his former home in this place. Mr. R. vacates the pastorate of the Congregational church at Sheldon, Vt., to accept a similar position at Potsdam Junction, N. Y. . . . Prof. E. H. Higley has charge of the instrumental music at the Junior Exhibition. Miss Abbie Whinery sings on the same occasion. . . . Prof. B. Kellogg, connected with the Brooklyn Polytechnic Institute, as well as with Middlebury College, has been spending a short vacation at home, in Middlebury, and will take part in instruction during the latter part of the Summer term.

BROWN UNIVERSITY.

The Junior Exhibition occurs Saturday, April 17th. . . . By the death of Richard Ward Greene, the corporation loses its senior member, and the college one of its most distinguished graduates. He graduated in the class of '12, and was elected trustee in 1823. He was for a long term of years chief-justice of Rhode Island, and received the degree of LL.D. in 1848. B.

DARTMOUTH COLLEGE.

The following appointments for Junior Exhibition, which is April 27th, have been made; the men are appointed according to scholarship: W. M. Barnard, Franklin, N. Y., Latin Oration; F. B. Sherburne, Lowell, Mass., Greek Oration; C. B. Hibbard, Laconia, N. H., Exact Science in the United States; F. M. McCutchins, Loudon, N. H., Conditions of Professional Success; W. R. Patterson, Methuen, Mass., Obligations of Literature to Publishers; S. A. Thompson, Nashua, N. H., Burke as an Advocate of Liberty; E. P. Sanborn, Epsom, N. H., The Heroic Age of America; George Goodhue, West Westminster, Vt., Nobility and Knowledge; E. A. Paul, Wakefield, N. H., English International Education; Discussion—Thomas Flint, Concord, N. H.; H. F. Towle, Epsom, N. H.: Are Local Interests tending to separate East from West? Discussions — H. H. Piper, Dublin, N. H.; G. H. Tripp, Fairhaven, Mass.: Are Compromises necessary to National Success? F. G. Gale, Hamstead, P. Q., Desert Regions of North America; E. A. Jones, Baltimore, Md., Educating Power of Music.

RUSSIA. — According to a Russian journal there are no less than two hundred female students in the faculty of Medicine and Surgery of the University of St. Petersburg.

— The Italian papers state that Professor Florentino has discovered, in a library at Rome, a manuscript work on the Reformation, of about 200 pages, by the philosopher Campanella.

— Plan. Decide what good teaching is, how it is done, and its results.

— The organized charities of Providence, R. I., are now under the almost exclusive direction of women. Twenty years ago they were, as a rule, in the hands of men. This field of activity is one which women are peculiarly fitted to occupy, and even those who doubt the wisdom of giving them the ballot, must be glad to see them occupying it.

Foreign Educational Notes.

ITALY.—Eighty-five thousand seven hundred and fifty-three pupils go to the public schools in Milan, at an expense to the city of 1,573,397 francs (about $312,000). But the mayor says, on statistical computation, that there still remain over 50,000 children who are not receiving any education. About 18,000 pupils frequent private schools, which are mostly in the hands of the priests, monks, and sisterhoods.

A JAPANESE TEMPERANCE PAPER. — The *China and Japan Temperance Record* is a neatly printed English monthly eight-page paper, published in Nagasaki. It is filled with interesting matter pertaining to the progress of temperance in the East.

CHINESE MAXIMS.—1. Let every one sweep the snow from his own door, and not busy himself about the frost on his neighbor's tiles. 2. Great wealth comes by destiny; moderate wealth by industry. 3. The ripest fruit will not fall into your mouth. 4. The pleasure of doing good is the only one that does not wear out. 5. Dig a well before you are thirsty. 6. Water does not remain in the mountain, nor vengeance in great minds.

A STRIKING FACT.—"I have had twenty thousand prisoners pass through my hands," said the keeper of Canterbury jail, "since I have been keeper of this jail, but, though I have inquired, I have not discovered one teetotaler among them."

GIRLS' EDUCATION IN EGYPT.—The school for girls, lately established by the third wife of the Khedive of Egypt, which is one of the greatest innovations the country of the Pharaohs has ever seen, is turning out a great success. The lady bought a large house in a thickly peopled locality, near the dancing dervishes, erected around it a quadrangle of spacious buildings, handed them over to the Education Department, but herself defrays the whole cost of maintenance. The school is free to all, and when it had been open only four months there were 206 boarders and 100 day scholars, all Arabs or slaves. They discard the Oriental vail, and are dressed in frocks, pinafores, and shoes, in English fashion; and they sit, not squatting on the ground, but at desks. The must find life rather irksome and barbarous when they return home.

— A new edition of Disraeli's "Lothair," being the twelfth, is announced in England. It will prove very timely reading to those who are not familiar with it, in view of the agitation caused by Mr. Gladstone's pamphlet.

— A Chinese Polytechnic Institution and Reading Room have recently been organized at Shanghai, China, with the object of bringing the sciences, arts, and manufactures of Western nations prominently before the notice of China.

— A Scotch clergyman was endeavoring to instruct one of his Sunday school scholars, a plough-boy, on the nature of a miracle. "Now, my boy," said he, "suppose you should see the sun rising in the middle of the night, what should you call that?" "The mun, plase, sur." "No, but," said the clergyman, "suppose you knew that it was not the moon, but the sun, and that you saw it actually rise in the middle of the night, what would you think?" "Plase, sur, I should think it was time to get up."

— At a recent meeting of the Münich Academy of Science, Professor Zittel read a paper detailing the results of observations made by him with regard to the air of the Lybian desert during the months of January, February, March, and April, 1874, tending to prove that this desert contains a very much larger amount of ozone than that of the oases or the Nile valley. The belief that the desert air is beneficial to invalids, especially those suffering from pulmonary complaints, is of ancient origin, and, in accordance with this idea, the khan has recently decided to repair to Helnau, in the so-called Eastern, or Arabian, desert of Egypt.

— Italy is now preparing to celebrate the fourth centenary of her great sculptor painter; and an official life of Michael Angelo, it is understood, will form part of the tribute paid to his memory.

SWITZERLAND.—The *School Board Chronicle* gives the following interesting facts concerning education in Switzerland: "The elementary school-teachers of Switzerland are trained in thirty-two normal schools. Needlework is taught in the girls' schools of eighteen cantons. Ten cantons have asylums for orphans and deserted children, and five have schools of agriculture. The average attendance at the elementary school amounts to 15·7 per cent. of the population. No less than 400 teachers' associations number 50,000 members."

"The Federal Council of the Swiss Republic has adopted the following resolutions affecting the national schools: Instruction in gymnastics shall be given from the tenth year; the military preparatory lessons remain, as before, limited to gymnastics, and need not be necessarily given by the teachers themselves; but, on the other hand, they will be further extended to the pupils of private schools. With regard to military service, the school-teachers shall be allowed to pursue their scholastic duties on having gone through their recruit's drill. Winterthur, a Swiss town with not more than 12,000 inhabitants, devoted in 1871 a sum of 210,000 francs to its educational institutions, 90,000 being covered by the school-rate. This town has a gymnasium, a technical school, a girls' school for music, and a higher burghal school. The total school population in 1871 was 1,821, the number of teachers 58. *L'Educateur*, the educational organ of French-speaking Switzerland, is also published in Winterthur.

New Publications.

FIRST LESSONS IN PHYSICS. For use in the upper grades of our Common Schools. By C. L. Hotze, Teacher in Physics in the Central High School, Cleveland, Ohio. St. Louis Publishing Company.

It is but a few years since that the study of any subject pertaining to physical science was thought to belong exclusively to academies and high schools. But, thanks to kindergarten schools and the introduction of object-teaching, more or less generally, the children in our common schools are permitted to taste the delights which come from the study of the phenomena which their eyes behold in their daily walks and occupations. We wish our school-days had fallen in these times, when so many things which were a mystery to us are now plain as the open book to children of tender years. The author has prepared a book well suited for the school-room, attractive in form and simple in design. Beside the direct teaching concerning the various topics introduced in the book, the suggestions and references to other works on special subjects will be a valuable aid and great incentive to the further study of the science of common things. The subjects treated are: Force of Attraction and Pressure, which includes gravity, magnetic and electric attraction, lightning, cohesion and adhesion, elasticity of air, barometer, inertia, motion of masses, inclined plane, lever, pendulum, breathing, pump (common and force), and molecular motion, sound, evaporation, heat, expansion, steam engine, light, reflection, refraction, prisms, lenses, colors, chemical electricity, electro magnetic telegraph. Frequent reviews are given throughout the book, and at the end a set of judicious questions appended.

LEXICON TO THE ANABASIS. By Prof. Alpheus Crosby. New York: Potter, Ainsworth & Co.;—New England Agency, A. S. Manson, 32 Bromfield street, Boston. Pp. 156. Price $1.00.

It is fortunate, while the standard of requirements for admission to college is being raised pretty rapidly, and consequently more and better work is demanded of teacher and pupil year by year, that the path of both is occasionally made smoother and the burden lightened by some unlooked-for help. Such help can come, for the most part, only in the shape of better text books; and this is especially true in elementary classical instruction. No doubt some young and enthusiastic teachers may imagine that the kind or quality of the *tools* is a small matter; but we, who are no longer young, and whose enthusiasm is slightly sobered by an experience of twenty years, cannot look upon such things with scorn, or even indifference. It is true that our hopes of progress must depend mainly upon improved methods of instruction; but improved methods demand improved means, and cannot otherwise be realized. We therefore welcome every external aid that gives promise of facilitating the work of the instructor and hastening the real progress of the learner.

Such appeared to us to be the promise of the Lexicon to the Anabasis, by Prof. Alpheus Crosby, when it first appeared, and its constant daily use in the instruction of a class has more than realized our anticipations. To say that it has all the merits of a most accurate and complete special lexicon would be inadequate praise. It is, in fact, much more than a lexicon to the Anabasis, as a glance would show; but some of its distinctive merits will be fully appreciated only by a careful examination. To give all the words that occur in the Anabasis, with meanings appropriate to each, wherever it is found, was but a part of the author's plan. Whoever looks closely will find that the primary meaning is first given, whether it occurs in that sense in the Anabasis or not. Then the derived senses, instead of being huddled together without order or significance, as is generally the case in vocabularies for school use, are so arranged as to show the development of the original idea. Wherever the successive steps in this development are not revealed by a skillful arrangement of such meanings as are actually found in the text, the gaps are bridged by inserting others derived from foreign sources, or by brief explanatory remarks. We should like to illustrate the extraordinary merit of Professor Crosby's work in this respect by quoting at length the treatment of some of the prepositions, as ἐπί, or παρά; especially as nothing is more common than to find that students of Greek, after much reading, have an impression that "a Greek preposition can mean almost anything," and that no fundamental notion links its various and sometimes seemingly contradictory senses together. But these would require too much space, and we must choose a shorter example.

The word ἀπαγορεύω, with its associated forms, is found in the Anabasis meaning *to get tired out, to forbid, to renounce, or resign.* The word is thus defined by Professor Crosby: "*To* [speak off from a thing, bid farewell to it] *renounce, resign, give up; to give out, become exhausted* or *fatigued, tire; to* [bid one away from a thing] *forbid*: ἀπείρηκα, as pret., *I* [have become fatigued] *am fatigued, tired,* or *weary.*"

There is another point to which we should like to call attention. We mean the numerous references to the text of the Anabasis, where the main significations are illustrated. In no way can the different meanings of a word in a foreign language be fixed in the memory so well as by comparing its senses in different passages, and this is more necessary in Greek than in Latin, or in any modern language. But unfortunately this is often impracticable, for lack of sufficient references. The labor is likely to seem to the learner unremunerative at first, but if he perseveres, consulting only such passages as he has already read, he will soon find his stock of familiar words rapidly increasing, and his progress in translation correspondingly accelerated.

To gain a tolerable mastery of the Greek vocabulary is a prodigious task, and it is therefore important that the learner go at it in the right way, and with the best aids that can be afforded. Professor Crosby has suggested the right method, and supplied a valuable help, and for this he deserves hearty thanks.

A useful feature of this lexicon appears in the numerous English derivatives, which readily catch the eye from being printed in small capitals, and in the numerous Latin cognates or equivalents, which we wish had been given more frequently still. We should be inclined to doubt the expediency of so full a treatment of proper names in a lexicon, and we should have been glad to see some pictorial illustrations introduced, as has been done by Vollbrecht in his excellent Wörterbuch; but all things considered, we do not hesitate to pronounce this the very best lexicon to the Anabasis that has ever appeared.

We have left ourselves too little space to speak as we intended of the other parts of the volume before us. The notes show everywhere the hand of a master. We should expect to see abundant evidence of the most painstaking care and the most exact scholarship; but we find more. Professor Crosby's long experience as an instructor, combined with his unusual critical insight, enabled him to judge with singular precision of the needs of pupil and teacher. Hence his commentary is the most helpful that we have ever seen on the first four books of the Anabasis. If there is any fault, it is that he has, perhaps, left too little for the teacher to do.

On one point only, and that an unimportant one, we should be inclined to take exception to Professor Crosby's work. It was natural that he should often call attention to certain particles in Greek that are constantly recurring, but it was unwise, in our opinion, to try so often to find English equivalents, simply because they do not exist. As a consequence, his translations occasionally stagger under a load of words that add nothing to the sense, and render the English awkward and unidiomatic. The following is an example: "Nay, truly, if indeed any one rendered any good service upon his command, he never left his zeal unrewarded." This feeble and pointless "indeed" has altogether too much put upon it. It is pressed into the service as a substitute, or rather as a representative, of a number of Greek particles, examples of which may be seen in the notes to the ninth chapter of the first book. It is, unhappily, the school-boy's standard equivalent for at least a score of Greek particles, and it is one of the most exasperating trials of a teacher's life to hear it persistently repeated.

Our first impression was that the notes were overloaded with grammatical references, particularly on the first book, and for students who come to the study of the Anabasis with proper preparation, undoubtedly some of the references might be spared. But where they are not strictly necessary, they often suggest points of interest that might be overlooked, and it is always easy to skip.

W. C. C.

HALF-HOUR RECREATIONS IN NATURAL HISTORY: *The Population of an Apple-Tree.* By A. S. Packard, Jr. Boston: Estes & Lauriat. Price 25 cents.

This number is Part VI. of the series of Half-Hours with Insects, which is to consist of twelve parts. And after reading it, we were reminded of the old lady who said she did not know how miserable she ought to be till a dyspeptic neighbor came to condole with her, and began to enumerate her misfortunes. The apple-tree, of all the trees of our northern orchards, is the one around which cluster the love of childhood, the poetry of youth, and the affection of riper years; and that it should have such a host of enemies is much to be lamented. He who will give us the information which will enable us to destroy these pests which war upon the beauty, the fruit, and the life of this noble tree, is a public benefactor. We do not know where so much valuable information can be found respecting the varieties of insects which prey upon the apple-tree, their modes of life and propagation, and the means of their destruction, as is given in this little tract of thirty pages.

The Sanitarian, a monthly journal published in New York, by A. N. Bell, M.D., is doing a good work in its chosen field. While we cultivate the mind we must not neglect the body. Teachers have not only the interest of all good citizens, but a strong personal interest in the proper construction and ventilation of school houses, and all that pertains to the health of the school-room. The March and April numbers of the *Sanitarian* discuss such subjects as the following: "Ventilation for Health," "Brain Culture in Relation to the School-Room," "Physical Culture," "Defective Drainage as a Cause of Disease," "Abattoirs and Drove-Yards," "Ozone," "Vegetables and Fruits," "Water Supply of Cities and Towns," "Recommendations for Securing the Healthiness of Houses," "School Hygiene," "A Cheap Window Ventilator," etc.

The Popular Science Monthly for April presents the following table of contents: "The Triangle Spider," by Professor Wilder; "The Royal Institution and the Society of Arts," by B. H. Becker; "The First Traces of Man in Europe," by Professor Müller; "The Atmosphere and Fog-Signaling," by Professor Tyndall; "Apoplexy," by Dr. Black; "On the Correctness of Photographs," by Dr. Vogel; "Manufacture and Conveyance of Gunpowder," by A. H. Atteridge; "Rain-Drops on the Sea," by Professor Reynolds; "Sketch of Dr. Joseph Fraunhoper"; with other minor articles and notes. Four or five of the articles are illustrated. The topics are certainly varied and interesting.

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Paul Revere's Ride.*

BY HENRY W. LONGFELLOW.

Listen, my children, and you shall hear
Of that midnight ride of Paul Revere,
On the eighteenth of April, in seventy-five.
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry-arch
Of the North-Church tower, as a signal light—
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm."

Then he said good-night, and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison-bar,
And a huge black hulk that was magnified
By its own reflection in the tide.

Meanwhile, his friend through alley and street
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack-door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers
Marching down to their boats on the shore.

Then he climbed the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade—
Up the light ladder, slender and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the quiet town,
And the moonlight flowing over all.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride,
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed on the landscape far and near,
Then impetuous stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the old North Church,
As it rose above the graves on the hill,
Lonely, and spectral, and sombre, and still.
And, lo! as he looks, on the belfry's height,
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath from the pebbles, in passing, a spark
Struck out by a steed that flies fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed in his flight
Kindled the land into flame by its heat.

It was twelve by the village clock
When he crossed the bridge into Medford-town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock
When he rode into Lexington.
He saw the gilded weather-cock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.
It was two by the village clock
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read
How the British regulars fired and fled—
How the farmers gave them ball for ball
From behind each fence and farmyard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm—
A cry of defiance, and not of fear—
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness, and peril, and need,
The people will waken and listen to hear
The hurrying hoof-beat of that steed,
And the midnight message of Paul Revere.

* This fine poem of Longfellow's brings so vividly to mind the scenes of April 19th, 1775, that we publish it on this centennial anniversary. A careful study of its historical features will reward teachers and pupils, and may lead some to travel the road which leads from the "Old North Church" to "Concord town."—*Ed.*

The Other Side.

BY ANNA C. BRACKETT.

It must be extremely difficult, if not impossible, for a foreigner to understand the influences at work upon the average American child, or the result of those influences. Foreigners see and comment upon American children and their peculiarities, and recommend with their usual air of condescension, that they should be put under a more judicious restraint. The advice seems plausible enough, and with our usual headlong impetuosity we attempt the same kind of "hedging in" used in Europe, only to find the exuberant mental and nervous activity giving us checkmate in far more objectionable ways than those against which we were combating.

Again, the nervous susceptibility of the children, played upon by the ambition of their nervously constituted parents, in our nerve-stimulating climate, produces disease. Precocious children are numerous, but the number of them that live to be healthy men and women is small indeed.

While the delicate little brain is by the very circumstances by which it is surrounded morbidly active, we add fresh incitements, and the result is either merciful death or a series of neuralgic women and paralyzed men. The physicians, true to their pledge to relieve human suffering, sound a warning note. They point out that we have been unduly stimulating the nervous system. They urge upon easily anxious parents, the necessity of less study and of keeping the children from school till they are older.

The whole community is aroused. The school committee by strict resolutions prohibit the girls from carrying on any study at home, thereby giving them only more time and opportunity for Mrs. Southworth, Miss Braddon, and Charles Reade, and make the way easier for them to go to evening theatre or opera-bouffe. The terrified parents keep their little ones out of school till they are eight or nine years old, as they would keep them out of a small-pox hospital, and what is the result?

It is of this last case that I wish to speak, and to show that the argument has a silver, as well as a golden side.

It is undoubtedly true that many parents send their children to school too early, but it is also undoubtedly true that many keep them out too long. No child of four should be forced to read, or add and subtract; but, on the other hand, no child should be allowed to attain the age of eight without learning to read. I base the latter statement upon the nature of the mind itself and its natural process of development.

In the first place if a child at eight years cannot read, some one must read to her, and the chances are that the kind of reading selected will be above the stage of mental development attained by the little one. If she reads herself, she will naturally read stories she can understand. But more:

It is undoubtly true that learning to read is one of the most difficult things we do mentally, just as acquiring the art of balancing the body in an upright position is one of the most difficult physical feats we are called on to accomplish.

But nevertheless, by the time a healthy child has lived in this world eight years, its mind in its capacity for thought has already passed the stage at which it would have been all it could wisely do to learn the forms of the letters and their sounds, and to synthesize the sounds into words. It has also passed the stage at which the numbers should be learned, and simple combinations of addition and subtraction should be made; and it is annoying to her to be set at such simple work, when she is able to do work requiring more thought. Moreover, she must, because of her inability to read, be classed with others who do not, and must therefore be placed with girls younger than herself whose mental processes are slower.

The whole effect on the mind of the child is unhealthful. Her understanding is apt to be over-cultivated. She can suggest to her teacher the probable motive which led to the abdication of the Emperor of Brazil, but she cannot form a single letter, nor has she any conception of number.

I submit that this state of things is radically wrong. As the teacher with keen mental eye, trained by years of professional labor, looks into that mind, she sees it, as it were, all awry. The reasoning faculties are out of their

proper proportion, and the whole machine has been as it were, wrenched by an unskillful hand. It jars, and skips stitches.

No fact needs at present to be more impressed upon American parents than this: as they give to their children physical food to correspond with the growth of the health, and the strength of assimilation of the digestive organs, so they should place before them intellectual food suited to their stage of intellectual development. The most simply written Greek, Roman, or English History is no food for a young child. On the other hand, Natural History is proper food at a very early age. What the child shall be taught at first, or at what time, is not to be decided by the fancy of the child, or the caprice of the parent or instructor. There is a natural and proper order of development of the human mind. The studies to be pursued, and the time of taking them up, are to be decided only by the most profound investigations of the greatest minds at work in the science of education.

The practical moral is—in trying not to send your children to school too soon, let us be sure that we do not keep them out too long.

Spring Flowers.

BY M. E. N. HATHAWAY.

March, notwithstanding its being numbered in the calendar as one of the months of Spring, is generally Winter to all real intents and purposes. But during its latter days a slight relenting of its severe mood is discernible, so that an attentive observer of the signs of the times may spy out here and there, in sheltered corners, a few tender blades of green thrusting themselves up through the coverlet of dead grasses that has served to keep the roots warm and thus fitted them for this early commencement of activities. In April, the actual work of regeneration goes forward with unresting order, though no Spring is ever in haste in New England. In its most northern portions, where the winters are more intense and unvariable, nature is less methodical and slow, and hastens into verdure and bloom as soon as the snowdrifts disappear.

March has no wild flower of its own, and so fulfills its mission of preparing the way for a creation of beauty it can never hope to see, though even under its administration those who become impatient may discover, by searching in the proper hiding-places, the pink-tipped buds of the Trailing-arbutus, ready to expand at the sufficient invitation of the sunshine.

The first free-will offerings of the season are the blossoms of the alder, birch, and willow, that unfold while the branches are yet leafless, and droop in soft plumes and tufts, dancing in every wind that blows. About the middle of April, or a little later, the Trailing-arbutus is in full bloom, but it quickly spends its perfection, only tarrying long enough to catch a glimpse of May. It grows in pine woods, and on sunny hill-sides where shrubs and thickets afford a protection against cold winds. It is a creeping plant, with rusty, fibrous stems, and round or heart-shaped leaves. The flowers are small and clustered, varying from deep pink to white. The stems rest lightly in the soil, and rove hither and thither, lifting their treasures to the air and sun, till the withered grass and dry moss are inlaid with the exquisite blossoms and leaves. Nothing can be imagined more fascinating than its appearance thus in the first flush of its loveliness. New Englanders regard it as the fairest flower of the whole year, and seek for it every spring with unfailing affection and delight.

The Liverwort *(Hepatica)* is equally early, and where it is well known enjoys a nearly equal share of popular favor. The blossom is purplish-blue, fading to white, and opens almost as soon as it peeps from the ground. The old leaves still remain about the roots to shield from danger the little flower that will not wait, while the new ones appear some time later.

In searching after wild flowers and noticing their various habits of growth and peculiarities of structure, one is conscious of an interest and enthusiasm quite distinct from the sentiment of admiration inspired by the high-bred beauties of the green-house and garden. These are the children of civilization, marking the progress of culture and refinement, demanding the utmost devotion of art and labor, which they reward by their exaggerations of form and color, conscientiously paying their debts, and loving those that love them. But the wild flowers, asking only for a share in the general gifts of life, offer themselves alike to the whole world as a joyful inheritance, and so excite a deeper sympathy in the mind, and kindle happier fancies in the imagination; seemingly, more "akin to human things."

When you go out to gather the Trailing-arbutus you will probably see the Shad-bush putting out its white blossoming in lavish display, while the leaves, with less energy and courage, remain yet longer wrapped in their warm, downy coats. With the arrival of May the flowers come trooping forth in rapid succession on the borders of woods and meadows, so that each day is as the turning of a new page, bringing more radiant illuminations to view. Violets spring up in great abundance, several species of blue, and two of white, being very common. The blue Violet with a yellow eye *(V. pedata)* growing in high sandy pastures, is perhaps more universally admired than any other of the tribe, but it lack the delicacy and depth of color which distinguish those growing in the more moist soil of the lowlands. A yellow Violet *(V. pubescens)* is more rare and must be sought after in secret places. It grows quite tall on a slender, branching stem, and is very handsome with its showy blossoms and large, heart-shaped downy leaves.

One of the favorites of the season is the Solomon's Seal, a pretty, low-growing plant, with its stem clasped midway by two broad, shining leaves, and at the summit surrounded by a profusion of tiny white flowers. It is sturdy and upright, and endures being gathered with admirable equanimity. In this respect it differs most satisfactorily from the Anemone and Bellwort that are usually found inhabiting its neighborhood. These are so extremely reserved and sensitive that they resent the least handling by a speedy shrinking up and dropping of their petals. The little Star-flower *(Trientalis)* is also fashioned with the utmost fragility and sensitiveness. Its large, thin, veiny leaves are borne in a terminal whorl, from the center of which the thread-like, almost invisible stems proceed, each bearing a single, white, star-shaped blossom. So slight is its support that it seems to float on the air, an actual star in space.

Among the earliest arrivals is the Cowslip, having its home in wet meadows. Sometimes it is seen in running brooks, swaying with the movement of the rippling waters, its deep golden hue vieing with that of the Dandelion on the grassy margins.

The Columbine, Corydalis, and Saxifrage agree in choosing the same location, preferring bleak, exposed places. They may occasionally be found in neighborly association on the top of high rocks, where a sufficient depth of soil has collected for them to take root and thrive. The Columbine fluttering on its breezy elevation, offering its gold and scarlet nectaries to the wandering bee, is the most brilliant of the fraternity, but the little Saxifrage, with its erect stem and compact crown of white, is the most attractive. The Corydalis is pale, and droops with a languid, dreamy air, as though it had been called too soon from its slumbers, and its health were impaired by the severities of its situation There exists a remote family connection between this and the Dicentra of the garden, but the resemblance is not striking.

One of the most beautiful of the spring visitants is the Dog's-tooth Violet. It is singularly misnamed, since it belongs to the Lily family, and presents no likeness to the Violets. Each flower-stem grows from a distinct bulb, and is sheathed near the base by two long, spreading leaves, showy and lustrous, mottled with brown. The bell-shaped blossom nodding at the summit, is yellow variegated with pale brown. It inhabits swampy lowlands, where it may sometimes be discovered in profusion.

As May progresses, here and there in low, moist meadows, the pretty little Bluets cluster in populous communities, while the Buttercup and Five-finger, unattached to special localities, flourish almost everywhere.

Soon the earliest Rose shows its flushing face on some thicket's edge by the side of the social Cranesbill; above them the Cornel shakes out its clouds of white, and at their feet the Strawberry spreads its exuberant tangle.

Now, two members of the Orchis tribe may be found by those who want their acquaintance. They wait to be sought out in retired haunts, being more conservative in habit and less fond of congregating in crowds than many of their contemporaries. The curious, purple Lady's-slipper dwells in the seclusion of shady woods, and the Swamp-pink *(Arethusa)* display sits lovely blossom in the deceitful vicinity of bogs and ditches.

As June advances nearer, deeper and fuller the tides of bloom gather, sweeping over the orchards and submerging them in floods of color and fragrance, prophetic of coming fruitage; for May contains the hope of autumn, and is the oracle of promise for the seed-time and harvest of the whole year.

The Moral Element in Education.

A Paper read by Rev. J. H. WORCESTER, D.D., before the Vermont State Teachers' Association, Jan. 22d, 1875.

[CONTINUED FROM No. 15.]

Nor is it for his own guidance alone that the teacher needs this knowledge. He needs not only to know the laws of human nature, but to teach them.

It is in the pupil; proven to do for himself what no one can do for him. His own high purpose, his own fixed resolve, and intelligent and determined will to make the most of himself and the best of himself, can not be dispensed with, if the best ends are to be attained. Hence, not formally, perhaps — yet perhaps he ought, formally, to teach them to those of proper age—but incidentally, as occasion arises, the teacher should instruct his pupils in the laws of their own being, — how certain habits affect the physical health, — how certain habits affect the intellectual powers,—how certain habits affect the moral well being of man,—how certain habits of thought even, if I may be pardoned the expression, demoralize the brain.

Especially should these things be taught to the more advanced pupils. They have a right to know them. "I have written unto you, young men, because ye are strong," says an apostle. And young men *are* strong —strong for self-culture — strong, and at the same time plastic.

The young child is plastic, but not yet strong. He has not, as yet, the intelligence to comprehend the laws, nor the force and persistency of will to apply the knowledge if he had it. He is plastic, but others must mould him.

The mature man, on the other hand, is strong but not plastic. He studies, perhaps, the laws of his own being, but only to find that his study is too late. His health, it may be, is already ruined. His intellectual and moral habits are already fixed, and not easily changed. If he would mould himself he is no longer plastic as he once was. His opportunities, too, of self-culture are gone by, at least the best of them. His relations in life are already determined—his occupation chosen — a dependant family calls, perhaps, for all his efforts. It is too late. But with the more advanced pupils of our public schools, it is neither too early nor too late. They are not yet entangled with the fixed relations of life. Nor are they too old to be moulded. They are yet plastic; they are also strong—strong, that is, for self-culture, of comparatively mature judgment to see and appreciate what concerns their own well-being, as at an earlier age they could not. They have

also no longer the infirmity of a child's will. They are now capable of forming and holding themselves resolutely to purposes, and under the influence of these purposes, of training themselves to those habits on which their future well-being depends. It is a sad, sad pity they should not "know, at least in this their day, the things which belong to their peace" — that they should be left to find out the laws of their own well-being only by the penalties of transgression, when now it is too late to escape them for themselves—too late, perhaps, to avoid transmitting a physically, or mentally, or morally, perhaps even a physically, *and* mentally, *and* morally enfeebled, diseased, and corrupted nature to their children after them.

Surely the study of his own nature, and of that nature as plastic, yet subject, in the moulding, to invariable laws, should be a part of the education of every pupil, as soon as he attains sufficient maturity.

Meanwhile the teacher will find invaluable aid, and more and more as the pupil advances in years and maturity, in the earnest coöperation of his pupils, if these pupils know themselves, if they know these laws of their own well-being by which the teacher's efforts for them are, or ought to be guided, if they know that all which he requires is for their good, and how it is for their good. And here it is wisely provided that while the younger pupils, who can not understand, take more readily on trust, the older, who will no longer take on trust, can understand.

But knowledge, important as it is, is not enough. To suppose it so was the old error of Socrates, who having discovered that vice is always ruinous to those who practice it, supposed that if all men could know this they would be virtuous. Experience shows, alas! that it is far otherwise. The urgency of a present temptation is often more effective than the apprehension of a distant danger, or a distant good. Especially is this the case with the young, to whom the present is very real, the future very distant and very vague.

For this reason, and for others, if the pupil can do for himself what no other can do for him, and if for this reason it is necessary to secure the coöperation of his own intelligent will, it is equally true that others can do for him what no pupil can do for himself. This is the whole rationale of education. On this ground the young are taken in hand by their elders, and trained. The very purpose of his will to make the most of himself, can only be formed in view of adequate motives, and these motives may be presented by others, long before the pupil could see them for himself. This purpose, too, can only be accomplished by the use of means in which the experience of others must instruct him. His education, indeed, must begin before he has either the intelligence to choose the ends to be sought, the methods by which they must be attained, or the power of will to hold himself to them when chosen. The purpose of the teacher for him must take the place of his own purpose for himself, the teacher's guidance of his own self-direction, while his own fickle and yet immature right will must be supplemented by the teacher's firmness and authority. And this process must continue till the maturing and instincted intelligence and right will of the pupil make it no longer needful—till the pupil merges in the student, and the master in the teacher.

Of *this* office of the teacher, then, still looking at the subject in its moral aspect, what is the rationale? Aristotle defines virtue as the habit of right action This definition, if not wholly correct, contains important truth for the teacher's use. His business is to train his pupils to habits of right action, physical, intellectual, and moral. Even in the domain of intellect, it is not the knowledge the pupil acquires alone, which is to do him good. It is the habit of acquiring knowledge, the habit of valuing knowledge, and the power that comes of a disciplined mind, of right intellectual habits.

Especially is this true in all the domain of morals. It is not the knowledge of what is right, merely, that the pupil needs—though with this, in the main, our systems of morals end. It is the established habit of right action, which the pupil needs to acquire. It is the habit of right action to which the teacher is to train the pupil. It is the habit of right action to which the teacher is to instruct the pupil how to train himself. He is to show how action grows insensibly to habit, and how, by establishing or by rooting out habits, a man has power to change, as it were, his very nature. He is to show how the same things which, at first, it cost strong efforts of attention and of will to do, become at length so spontaneous that it may cost great efforts to refrain from doing them. By line upon line and precept upon precept, he is to know the inestimable value of right habits, and the overmastering power, and unspeakable wretchedness and bondage of evil habits.

But the responsibility of the teacher does not stop here. Indeed, for most pupils, this is the least important part of that responsibility. He is *himself* to form them to right habits. The pupils are before him. By physiological law their brains are changed by every mental act, by every volition, by every thought, even, which passes through them. Some power or habit of the mind is strengthened, or is weakened; some tendency to, or capacity for some form of future action is increased, or is diminished by every activity of the present, even as that present is, in great measure, the outcome of the activities of the past. As

> Our deeds still travel with us from afar,
> And what we have been makes us what we are,

so, in fact, the very thoughts we are now thinking make us what we shall be in the future. Now to a great extent the whole present mental action of the pupil is at the disposal of the teacher. It is in this fact that the teacher's chief power lies. By holding his pupils steadily and firmly, day after day, and week after week, to right action, he himself establishes in them the habit of right action. He does this whether they designedly coöperate or not. He does it, often, without suspicion on their part of what he is about. And just this it is his business to do. This is the work to which he is appointed. On his success in this his main value as a teacher depends.

(Concluded next week.)

Mispronunciation.

It is possible that some one who reads the title of this article, may find himself guilty of failing to pronounce *ci* like *sh* in shun. I find that my lady friend, who is very precise in her language, will persist in accenting *etiquette* on the first, instead of the last syllable. My good minister, who has the greatest aversion to any thing wrong, was greatly surprised when I mildly suggested to him that *aspirant* should be accented on the penult, while my musical niece mortified me the other evening by pronouncing *finale* in two syllables. I heard my geological friend the other day explaining the *subsidences* of the earth's crust, but he should have accented the second instead of the first syllable. The same mistake happened the other day to my friend, the President of the Reform Society, who spoke of the *vagaries* of certain people, by accenting the first instead of the second syllable. He also announced that I would deliver an *address* that evening, but I knew it was not polite to tell him to accent the last syllable. My boy says that he left school at *recess*, accenting the first syllable, and he was loth to believe that whatever the meaning of the word, it should be accented on the final syllable. Then my friend, the President of the Debating Club, who is a great student of Cushing's Manual, tells us that a motion to adjourn takes the *precedence* by accenting the first, instead of the second syllable. My other lady friend says that she lives in a house having a *cupelow*. She should consult the dictionary for that word. But I will close by remarking that my legal friend, who is very scholarly, always accents *coadjutor* on the second, instead of the third, where the accent rightfully belongs. N. T. T.

Mrs. Williams' Views.

"Bother the school board and compulsory education, as they call it," said Mrs. Williams, in a loud and angry voice to her neighbor, Mrs. Hodge. "There, I've just had one of those saucy, prying, impertinent fellows, called a school visitor, here, inquiring how many children I have, and what their ages are, and whether I send them to school. He is just going into Mrs. Cope's now; he seems to be calling at a good many houses in this street, but if he meets with the reception in other houses that he met with in this one, it will be warm work for him. I gave him the length of my tongue, and made him glad to quit; and I wonder that you don't all of you do the same. It is a shame of the government, that it is, to compel poor folks to send their children to school, when they are so badly wanted at home; and though it is but a few pence, its something to find every week. Let them find me a servant to do my work if I am to send my eldest girl to school."

"That's what I say," said Mrs. Hodge. "It is very hard upon us to be compelled to send them, whether one can really spare them or not, and they must go so clean, and all. Why, the other day, one of those young misses, that they call the mistress, sent my children home to get their hands and faces washed. I went down to the school, and I told her what I thought of it, you may be sure."

"And quite right, too, said Mrs. Williams; "she sent mine home for the same reason, till I took them away, and then this precious visitor comes inquiring into the reason of their absence. "See," she exclaimed, "he is just coming out of Mrs. Cope's; I hope she has given him a piece of her mind."

"Oh!" said Mrs. Hodge, "you don't know Mrs. Cope, if you think she would be anything else than civil to him. She quite approves of it, and thinks it is a fine thing for the children."

"It's not fine for me, whatever it may be to them," said Mrs. Williams; but at this moment the visitor left the house, politely showed out by Mrs. Cope, who waited a moment before shutting the door, to purchase some potatoes of a man who just then happened to be passing with his cart.

"Good morning, Mrs. Cope," said Mrs. Williams, coming round to Mrs. Cope's door, followed by Mrs. Hodge; "you have had that fine gentleman paying you a visit, I see."

"Yes," said Mrs. Cope pleasantly; "he called to ask why Sarah and Hetty had not been to school lately. I told him they had been poorly with whooping-cough, but are well again, and have gone back this morning. It was kind of him to come; he is a pleasant gentleman"

"Kind!" said Mrs. Williams; "he only called that he might bring you up before the board for not sending them, if he could find out they had not been ill. It's shameful that poor people's children should be hunted up in this fashion, and the parents summoned for not getting them educated, as they call it, whatever inconvenience it may put the parents to. Compulsory education, as I said to Mrs. Hodge, is tyranny."

Mrs. Cope looked grieved. "I am sorry to hear you talk in that way," said she, "because I take quite another view of it. I think it is very kind of the Government to take such an interest in our children, and to provide them with the means of getting a good education at so very little cost. It is an excellent thing for the dear children, and really a great advantage to us. They are so well taught, and the charge is so very trifling, that it would be unfair to them not to take advantage of it."

"They ought not to compel it," said Mrs. Williams; "they ought to leave it open to us to send them or not, as we feel inclined, and not to come looking us up, and prying into our houses, and threatening to bring us up before the board if we don't send them as long as they are well enough to go."

"I am afraid, if that were the case, many thoughtless mothers and fathers would never trouble to send their children to school at all, and so the poor little things would be suffered to grow up in ignorance, dirt, and misery; for you see, we must send them clean to school, and the very fact of being clean, makes a child feel happier and more respectable, if its clothes are not very good; to say nothing of the immense advantage to both parents and children to be derived from a good education. Excuse me, Mrs. Williams, if I say that I must differ with you, when you call compulsory education tyranny. I should call it benevolent force, or something to that effect."

"But what if parents really cannot at all times send their children?" said Mrs. Williams, on whom Mrs. Cope's views were beginning to make some impression. "If the eldest girl is really wanted at home, to mind the baby while the mother goes out, perhaps to earn a bit of bread for them to eat?"

"The board is never unfeeling in such extreme cases," said Mrs. Cope; "and I am sure that our children should be educated when it is possible. Ought a drunken father, for instance, to drink away the few pence paid weekly for schooling, which might lay the foundation for his children's future respectability? I, for one, am thankful that the government has taken up the question."

"Did you say," said Mrs. Williams, "parents were benefited by their children getting educated?"

"Certainly," said Mrs. Cope; "has that never struck you? A little reflection will make it very apparent."

"The fact is," said Mrs. Williams, "that I have been so angry, and so much put about with the inquiries that have been made at my house about my children, and the trouble of getting them off to school, that I have not bestowed much thought upon the matter; and I don't see now how it is to benefit the parents."

"Well, now," said Mrs. Cope, smiling, and beginning to damp and fold some dry clothes that lay on her neat kitchen table, ready for ironing; "suppose you wanted to get a place as nursemaid for your eldest girl by and by— she must do something for her living—would she not be likely to get a better place, and be much better paid if, she were a well-taught, nicely behaved girl, that could read pretty stories to her young charge, and keep them happy and amused when they were not able to get out, and it was necessary that they should be quiet in-doors. And if she could sew nicely, and help to keep the children's clothes in repair, how much would be thought of that! A girl who has been taught at school, and knows how to behave, and to make herself thoroughly useful, must be more respectable and respected, and command better wages, than a poor, ignorant, shiftless girl, who neither knows how to read, write, nor sew."

"There is something in that, certainly," said Mrs. Williams.

"And the same thing holds good with the boys," said Mrs. Cope. "They must command better wages the better and the more intelligent they are; and they will be prized according to their capabilities. An educated youth may be placed in such a position that he may earn twice the money weekly that another of his age may do without education; and what a help that is to the parents at home!"

"I see what you mean," said Mrs. Williams, of whom Mrs. Cope's words were just making a convert.

"My children are learning so much at school in every way," said Mrs. Cope, "that I would not have them miss it, however much it may inconvenience me, if I could possibly help it. Look at this little dress; Hetty made this for baby herself, at school, and put the trimmings on. Of course, it was placed for her. It is a great help to me, the work she does there, for I have none too much time for sewing myself, and I am sure I should not have cut it out so well. You see, the young people who teach there are taught to cut out; and do all they profess to do well."

Mrs. Williams and Mrs. Hodge both examined the dress, and expressed their astonishment at the beautiful way in which it was made.

"You were angry the other day, I was told," said Mrs. Cope to Mrs. Williams, "at your little folks being sent home to have their hands and face washed; but you see, they could not do such work as this with dirty hands."

"I did not like the way in which the young mistress spoke about it," said Mrs. Williams, trying to vindicate herself. "The fact is, I don't like Miss Loxley, the mistress, at all."

"Don't you? I always have thought her such a nice young person. And when so much pains are taken with our children, the least we can do is to see that they go clean. My children won't go dirty," continued Mrs. Cope; "they wash their faces with soap and water, and rub them until they shine again; and as for Miss Loxley, they are so fond of her, that they are always wanting to take her some flowers out of the garden."

"Well, of course, they could not sew nicely with dirty hands," said Mrs. Williams, "but, I never gave my children any needlework to do there; though I think Miss Loxley gave them something to do."

"Oh, you should find them some work to do," said Mrs. Cope; "it will be such a help to you. These wing done is worth the money paid for the teaching."

"Perhaps I have been too hasty in my way of speaking about the mistress," said Mrs. Williams. "I see, of course, that it is better for the children to go to school and be taught; and I am glad that I have had this talk with you, and I don't think that I shall speak against the School Board in future. I am sorry now for what I said to the gentleman that called this morning,—the visitor I mean; but my temper always was a hasty one, and always will be. But, I am determined upon one thing: that the children shall always go clean to school for the future. I am glad you showed me that little frock of the baby's. Good morning, Mrs. Cope; you have been right and I have been wrong, and I am not too proud to say so. Perhaps you will let me have a little more talk with you another day. It strikes me you could teach me many things, if it is only how to be civil. I am vexed at what I said just now, for it has let me down."

"I am so glad you see it, Mrs. Williams," said Mrs. Cope. "It does let us down when we lose our temper because people are only doing their own proper work, without any intention of offending us, though I should not have liked to tell you so. If I can help you in any way at any time, I shall be glad to do so."

From that day Mrs. Williams needed no persuasion to send her children to school, and she was as good as her word; she saw that they were clean when they went, and seeing how being clean improved their appearance, she began to take pride in their dress, and turning them out as neat and as nice as Mrs. Cope's children. She did not accomplish all this at once; but it soon became easy to her, and her home, in a short time, was quite another sort of place to that it had once been. Being a candid woman, when convinced that a thing was good, she became as fond of sending her children to school and getting them educated, as she had before disliked the thought of it.

—British Workwoman.

—"The ancients, who wished to illustrate illustrious virtue throughout the empire, first ordered well their own states. Wishing to order well their states, they first regulated their families. Wishing to regulate their families, they first cultivated their persons. Wishing to cultivate their persons, they first rectified their hearts. Wishing to rectify their hearts, they first sought to be sincere in their thoughts. Wishing to be sincere in their thoughts, they first extended to the utmost their knowledge. Such extension of knowledge lay in the investigation of things."—*Ta-hio*, 4: *Confucius*.

Scientific Department.

Edited by DAVID W. HOYT, Providence, R. I.

[All communications relating to this Department should be addressed to its Editor, as above.]

Feathered Friends.

BY WALTER HOXIE.

The commonest little bird round the house and orchard all winter long is the Chickadee, or, as he is called in Europe, the Titmouse. He is cheerful in the coldest weather, and although he has to keep busy all the time to glean his scanty subsistence, he sings at intervals to enliven his labors. He often brings his second cousin, the Nuthatch, to share his (literal) "grub." A dozen times the little party will go over the old apple bough in front of your window, each time finding a few more of the insect enemies of the good old tree, and you may thank them, no doubt, for the ripe Baldwin you are eating in your snug room, while they, out there in the cold, are insuring your next year's crop for you. Mr. and Mrs. Nuthatch usually come together, without the children, but the patriarch little Chickadee brings the whole family with him; and while the staid Nuthatches converse in little guttural confidential-sounding undertones, the Chickadees maintain a jolly little family dialogue full of sparkling sallies and gay repartees, no doubt. If you wish to give them unbounded satisfaction and have them about your house all the time, fasten an old bone, with liberal shreds of tough meat and gristle still adhering to it, in some secure position, inaccessible to the cat, and the little fellows will thank you for it till the buds of spring begin to open.

Two kinds of black and white Woodpeckers, also, are often seen among the trees near the roads and houses at this time of the year. Instead of an impression of jollity and good fellowship, these really beautiful birds always leave an impression on my mind of complaining painstaking. They seem to work very hard because they have to work, and every querulous, sharp note they utter seems to express discontent and hardship. And even after disinterring a fat, white grub from what was, to the previous weaker little gleaners, an impregnable retreat, this ungrateful fellow utters a complaining monosyllable, and continues to creep dejectedly on through life as though there are not as big worms in the bark as ever were caught.

Once in a while, through the winter, the little brown Creeper will visit these same localities, gliding in a ghost-like way from twig to twig, probing each crevice with his crooked bill, and no doubt finding, from his ability to reach round a corner, many minute eggs and insects which our other little friends had labored for in vain.

In May we shall find the whole coterie in the woods, building their nests, all but the last-mentioned excavating a hole in some old bough; and the little Creeper frequently takes possession of a last year's habitation of one of these other little carpenters. Chickadees, Nuthatches, and Creepers all build snug, warm nests, and ornament their eggs with delicate reddish spots. The Creeper's eggs are also tinged with gray all over. The Woodpecker's eggs are glassy white, and the little Woodpeckers have only a few chips for a bed. Perhaps it is this lack of home influence that makes them seem so sad and lugubrious through life. It often has a similar effect on the human biped.

For the convenience of those who like to identify the birds which they often see, I subjoin a concise description of those mentioned in this article:

The Black-capped Titmouse (*Parus atricapillus*) is ashy gray tinged with brown above, becoming rusty near the tail and dull white or bluish on the larger wing feathers; chin and top of head black; cheeks white; underparts grayish white, becoming a little rusty on the sides and near the tail. Length 5 inches; wing 2½ inches.

Of the Nuthatches we have two species. *Sitta carolinensis* is bluish slate above; top of head and neck shiny black; outer

tail-feathers black, tipped and crossed by white; underparts and sides of head pure white; young and female specimens have a lead-colored crown. Length 6 inches; wing $3\frac{3}{4}$ inches.

Sitta canadensis is lead color, the head and neck black; a black stripe through the eye and a white one above it. Forehead ahd cheeks white. Outer tail-feathers barred with white and tipped with brown; underparts reddish rusty; chin white. Females have a brown tinge on the top of the head, and the underparts are lighter. Length $2\frac{1}{2}$ inches; wing $2\frac{3}{8}$ inches.

The Brown Creeper (*Certhia americana*) is brown, with a dull white mark on each feather; a white streak over the eye, and a white spot in front of it; wings and tail uniform brown; underparts white, with a brown shade under the wings. Length $5\frac{1}{2}$ inches; wing $2\frac{1}{2}$ inches.

The Downy Woodpecker (*Picus pubescens*) is the most common species in New England, though the Hairy Woodpecker (*Picus villosus*) is often met with. They are both beautifully marked with black and white, and the male has a red patch on the back of the head, extending a little down on the neck. Young specimens of both species and sexes show irregular marking of red and yellow, or yellowish red all over the head. Length of *pubescens*, $6\frac{1}{4}$ inches; wing $3\frac{3}{4}$. *Villosus*, length $9\frac{1}{2}$ inches; wing 5 inches. They are at once distinguished by their difference in size.

The Public Health.

We find in the *Sanitarian* a table, giving the rate of mortality in different American cities of 40,000 inhabitants, or over, for the year 1874. The number of deaths per 1,000 inhabitants varies from 38.96 in Charleston, to 13.06, in Hartford. Commencing with the one in which the rate of mortality is highest, the cities would stand in the following order: Charleston, Jersey City, New Orleans, Boston, Troy, New York, Fall River, Pittsburg, Richmond, Brooklyn, Memphis, Paterson, Baltimore, Cincinnati, Chicago, Providence, Washington, Philadelphia, Milwaukee, Albany, New Haven, Rochester, Cleveland, St. Louis, Hartford. In the death-rate for the month of February some of these cities stand in the following order: Charleston, Washington, New York, Paterson, Memphis, New Orleans, Philadelphia, Brooklyn, Baltimore, Boston, Providence, Cincinnati, Pittsburg, Richmond, Chicago, Milwaukee, St. Louis, Toledo; varying from 39.79 per 1,000 a year in Charleston, to 11.76 in Toledo. The high rate of mortality in Charleston is accounted for, in part, by the careless and vicious habits of the colored population. During the severe weather of January and February, there was a marked increase in the number of deaths in many cities.

The Paragraphical Mind.

The paragraphical mind is a miserable modern development, and is due, in a large degree, to the itemizing, encyclopedizing daily newspaper. The public school also contributes somewhat towards the development of this mind, notably so by the manner in which it teaches Geography and History. Such a mind has no power of concentration, no ability to pursue its game like a hound that cannot be shaken from the track. In vain may we look to such a mind for any addition of value to the scientific, philosophic, theologic, judicial, political, poetical, artistic wealth of the world. He who possesses the paragraphical mind, as so many do, would have the Iliad "*boiled down*," as he phrases it. to fifty lines, and Gibbon's Rome to a newspaper column, while the grandest of Webster's orations would please him best concentrated to a chippy paragraph. And what excuse does he make for his paragraphical mind? None; in his judgment, it is all right. But, he says, he has no time for "long-winded" editorials; he does not say foolish editorials. He says he has no time for volumes; he makes no exception in favor of those that are wise, yet the aggregate of the newspaper items that he devours in a month, exceeds the longest epic that ever was written The paragraphical mind is narrow; the paragraphical mind is ignorant; the paragraphical mind is weak; the paragraphical mind is illogical; all its knowledge is like a pile of bowlders thrown together without order. SYZYGY.

Department of Mathematics.

Edited by PROF. E. T. QUIMBY, Hanover, N. H.

NOTWITHSTANDING the criticisms and advice of our friend "J. E. V.," we propose to continue "pitching into the middle of subjects," whenever we can find any that need "*pitching into*." In "swinging round the circle" we have found something on "*circular measure*" that interests us. It may be a question how far an arithmetic should include Geometry, but leaving that subject for another time, there can be no difference of opinion on the question of teaching correctly what is attempted. In the matter of "*circular measure*," so called, the book we have in hand is no worse and no better than all the rest. We have yet to find an arithmetic that is right on this point; and the young man about to enter college, who had definite and correct ideas in relation to it, did not call on us to be examined. It takes longer to clear away erroneous notions of the measurement of arcs and angles from the heads of most college students than it would to teach them the whole subject if they had never heard of it before. We copy the following from an arithmetic:

> The circumference of a circle is divided into 360 equal parts, called *degrees*; each degree into 60 *miuntes*, and each minute into 60 *seconds*. These are units of circular measure.

Further on we are told that "the table for angular measure is the same as the table for circular measure." Now, however the author may explain his meaning, every scholar who studies the book understands that an arc is measured in *degrees*, etc., which is wholly wrong. The length of an arc is to be measured with the same unit as any other line, and the $\frac{1}{360}$ part of a circumference is not a degree. An angle is a quantity totally different from linear quantity, and the two should not be mixed. A degree is the $\frac{1}{360}$ part of *a revolution*, and not of *a circumference*.

But we have said enough to indicate the error we would see corrected, and perhaps enough to call out "D. C.," or somebody else who clings to the old phraseology, after which, and when we have more space, we will explain more fully.

Problems.

PROBLEM VI.—Solve the equations—

$$x^2+y=11$$
$$x+y^2=7$$

G. W. B. and A. Q. J.

PROBLEM VII.—Given—

$$x^2+xy+y^2=49$$
$$x^2+xz+z^2=117$$
$$y^2+yz+z^2=151, \text{ to find } x, y, \text{ and } z.$$

A. Q. J.

PROBLEM VIII.—

I placed a bowl into a storm
To catch the drops of rain;
A half a globe was just its form,
Two feet across the same.
The storm was o'er, the tempest past,
I to the bowl repair;
Six inches deep the water stood,
It being measured fair.
Suppose a cylinder whose base
Two feet across within,
Had stood exactly in that place,
What would the depth have been? A. Q. J.

PROBLEM IX.—A man sold one-half of a lot of tea at a profit of 50 per cent., and the remainder for 65 cents per pound. This so much reduced the profit that the average profit was only 40 per cent. What was the cost per pound? A. Q. J.

PROBLEM X.—A and B enter into partnership, and gain $200. Now six times A's accumulated stock (capital and profit) was equal to five times B's original stock, and six times B's profit exceeded A's original stock by $200. What was the original stock of each? A. Q. J.

PROBLEM XI.—I pay $1000 for a five years' lease, and $200 for repairs. What rent, payable quarterly, is this equivalent to, allowing interest at 10 per cent. per annum? A. Q. J.

PROBLEM XII.—A man sold a horse for $90, and bought him back for $80; then sold him again for $100. How much did he make by the transactions? J. D. B.

PROBLEM XIII.—Two men were to dig a ditch at $1 per rod, each to dig one-half the ditch and receive $50. One end proving harder digging than the other, they agreed between them that one should receive $1.25 per rod and the other $0.75. How many rods must each dig to receive $50? J. D. B.

PROBLEM XIV.—If two circles of the same diameter touch each other externally, and one be rolled around the other, continuing tangent to it, how many times will the first circle revolve on its axis in going once round the second? M.

PROBLEM XV.—A rectangular field contains one acre, and the difference of two adjacent sides equals the perpendicular upon its diagonal from an opposite angle. Required the sides.

PROBLEM XVI.—Find the volume of a wedge made from a given cylinder, by passing two planes tangent to one base through a diameter of the other. J. M. L.

PROBLEM XVII.—Find the volume common to two cylinders of equal diameters whose axes intersect at right angles. J. M. L.

PROBLEM XVIII.—Find the volume generated by revolving a circle about its tangent. J. M. L.

PROBLEM XIX.—Find the sum of n terms of the series $ab+(a+d)br+(a+2d)br^2+$ &c. L. B.

PROBLEM XX.—A gun which may be heard 6 miles on land or 10 miles at sea, is stationed inland 4 miles from the coast, which is a straight line. What area of water is within sound of the gun? L. B.

PROBLEM XXI.—What is the probability that the equation $ax^2+bx+c=0$, has real roots, a, b, and c being real quantities? L. B.

PROBLEM XXII.—What is the probability that two chords of a circle drawn at random will intersect? L. B.

PROBLEM XXIII.—Show the fallacy in the following:

$$\frac{1-x^5}{1-x}=1+x+x^2+x^3+x^4,$$

and

$$\frac{\dfrac{1-x^6}{1-x}-5x^5}{1-x}=1+2x+3x^2+4x^3+5x^4$$

Suppose $x=1$. The second members become 5 and 15, and the second fraction becomes

$$\frac{5-5x^5}{1-x}=5\left\{\frac{1-x^5}{1-x}\right\}=5\times5=25.$$

Hence $25=15$. L. B.

Solutions.

PROBLEM IV. (*p.* 33).—

Let r = radius of the circle in inches.
b = the number of sq. inches in one acre.
$2n$ = the side of the square in inches.

$$\text{No. of acres in the square}=\frac{8n}{60}=\frac{4n^2}{b},\quad n=\frac{b}{30}.$$

$$\text{No. of acres in the circle}=\frac{2\pi r}{60}=\frac{\pi r^2}{b},\quad r=\frac{b}{30}=n.$$

The area of the circle $=\pi r^2$, and
The area of the square $=4r^2$.

Hence the square was the better portion, being in fact the square circumscribed about the circle. F. P.

PROBLEM V. (*p.* 33).—

Let x = the height required.
h = the vertical height of the foot of the pole above the point on the ground where the top falls.
m = the horizontal distance from the foot of the pole to the same point.

Then $x:15=h:m$,

$$m=\frac{15h}{x}.$$

$$(1)\quad (75-x)^2-h^2=\frac{15^2h^2}{x^2}.\qquad (2)\quad 20^2-(h-x)^2=\frac{15^2h^2}{x^2}.$$

From these two equations x may be found. F. P.

PROBLEM IV. (*p.* 105).—

Let w = weight of the whole cheese.
x = length of arc of sector equivalent to the segment.

Then area of 60° sector $=\frac{1}{6}\pi r^2$.
area of 60° triangle $=\frac{1}{4}r^2\sqrt{3}$
area of 60° segment $=r^2(\frac{1}{6}\pi-\frac{1}{4}\sqrt{3})$.

$$r^2(\tfrac{1}{6}\pi-\tfrac{1}{4}\sqrt{3}):\pi r^2=1.5 \text{ lbs.}:w$$

$$w=\frac{1.5\pi}{\frac{1}{6}\pi-\frac{1}{4}\sqrt{3}}=52.02 \text{ lbs.}$$

sector : segment = arc of sec. : x.

$$\tfrac{1}{6}\pi r^2 : r^2(\tfrac{1}{6}\pi-\tfrac{1}{4}\sqrt{3})=\tfrac{1}{3}\pi r : x.$$

$$x=.1812r.$$

The angle of the sector $=10°-23'$. F. P.

[Solutions of this problem have been received from the following pupils in the High School, Decatur, Ill.: Mary Brett, M. F. Fulton, Bettie Wingate, Emily C. Clarke, Mary Wise, Lucy A. Clarke.]

ERRATA (p. 161).—In solution of Problem III. first equation, for × read +.

In reply to D. C., read *safe* for *sure*, and *hinted* for *printed*.

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Boston, Mass., April 17, 1875.

Centennial Calendar.

1775. — 1875.

THE COMMENCEMENT OF THE WAR
OF THE
AMERICAN REVOLUTION.

April 15,—A day of Fasting and Prayer, appointed by the Provincial Congress.

April 16,—Gen. Gage prepares to seize the military stores, which the patriots had collected at Concord. The Committee of Safety, John Hancock, Chairman, and the Committee of Supplies, Elbridge Gerry, chairman, were busy in preparing for immediate hostilities.

"Nothing was wanting," writes Gordon, "but a spark to set the whole continent in a flame."

April 17,—The Committee of Safety met at Concord, and adjourned to Menotomy, West Cambridge, now Arlington, and orders were given for the removal of military stores from Concord, to Sudbury and Groton.

April 18,—Gen. Gage prepares to move on Lexington and Concord. Lieut. Col. Smith leaves Boston Common at 10 P. M., with 800 troops, en route for Lexington. Paul Revere's ride at 11, P. M.

The Battle of the Minute-Men.

April 19,—Lexington Militia assembled under Capt. John Parker at 2 A. M. Gen. Gage sends six companies of infantry under Major Pitcairn, to reënforce Col. Smith.

The fight at Concord and Lexington. Sam. Adams heard the volley of musketry and exclaimed, "O, what a glorious morning is this!"

"Old Prob." says that the weather was fair, windy, and cold.

April 20,—The Great Uprising of the patriot colonists.

Partisan Attacks upon our Public Schools.

All who believe with the editor of *Harper's Weekly*, that "Free, unsectarian public schools for every child in the country are the sheet-anchor of liberty in America," must regard with some degree of apprehension the fierce assaults made upon our public schools by the Roman Catholic Church. The attempt has been made time and again, and is now renewed with vigor, to secure State appropriations for the parochial schools of the Catholic Church, and so to weaken and depress, and ultimately destroy our common school system. It is an attempt which can hardly be characterized by too strong or too indignant language. Sometimes this attempt is not confined to the Catholic Church, as is attested by the following incident as narrated by the Chicago *Journal*:

"Considerable excitement has been created here [Des Moines], during the past week, by reason of remarks made by J. Sanders Reed, rector of the Episcopal Church, during his sermon on Sunday, a week ago. He was admonishing his church of their duty to support a church school, and told them they should do it, and not allow their children to be turned out upon the world heathens, as they are in the public schools. He further said the public schools were demoralizing, and even though the Bible was read and prayers said, it was a mere formality, and had no good effect. So incensed were some of his parishioners that they got up and left the church. The press of the city took it up, and the rector soon found himself in hot water, and on Wednesday evening he made explanation to his church, in which he said he did not refer to the city nor Iowa schools, but to the whole system of public schools. It was wrong. Scholars should be educated under the care of the church. He predicted that in ten years no person who was able to do otherwise would send his child to a public school. His remarks were promptly endorsed by the Catholic priests of the city by long letters in the city papers. One of them, Father Sassil, says: 'Say, therefore, the greatest shame instead of gem in the crown of America, is the public schools.'" This only added intensity to the feeling, and the result is that the rector, it is reported, has tendered his resignation."

In all candor we ask what class of our population have been benefited more largely by our public schools than the children of our Irish Catholics, and in view of this fact, what judgment shall be passed upon the words of Father Sassil?—"*Say, therefore*, the *greatest shame* instead of *gem* in the crown of America, is the *public schools*." It is a solemn duty to let the public know what these men really say and think, that the friends of our common schools may be put on their guard, and be prepared to meet the peril, if it ever comes.

Father Walker of New York says "he would as soon administer the sacrament to a dog as to a Catholic who would send his children to the public school." Strange language to be used in America, by those upon whom America has conferred so much. It would seem impossible for religious fanaticism to go further than this. All we have to say to such men is, if you wish to establish parochial schools you are at liberty to do so, and no man will dispute your right to control them, or mould them at your will. But let our public schools alone. You are welcome to send your children to reap all the benefits they offer, but you cannot overturn or weaken this great national safeguard. The common school system is the ward of the nation, and the nation will protect it at any cost. The school committee of Buffalo, in reply to the memorial of the Catholics, *wisely* said:

"The common schools are neither Protestant nor Catholic; they are not established and maintained as nurseries of creeds; they are, and ought to be, sustained exclusively for the tuition of children in the studies which are recognized as essential to a good business education. Your committee do not undervalue religious training, but this is not the province of the city or the State."

Wise words! Let the response of every school board in America be equally prompt and decisive, and all danger will be averted. Let it be clearly understood, also, who are the friends and who are the enemies of our public schools.

IN accordance with the advice of *The Congregationalist*, we have done what our able contemporary so fondly advised us to do, namely: to study our child's history to learn more concerning that great and good man, Roger Williams. To our surprise, we have found the source of the extensive historic knowledge of our friend who dwells so near the sublime heights of Beacon Hill. Really, how could we have clung to our errors and our idols so long? and to show how earnestly we have been seekers after the truth in this matter, especially since our brother of the scissors has so kindly admonished us, we have consulted our neighbor's authorities, the child's histories of that eventful period; and we rise from their perusal to affirm that Roger Williams was a myth; that the troubles currently reported at the time were but mental hallucinations preparatory to the Salem witchcraft; that the story of the banishment was but a telegram to the Boston *Daily News Letter*, which was contradicted in the second edition of that paper. We are indebted to the *Congregationalist* also for a clearing up of false ideas concerning the settlement of that ancient Commonwealth of Rhode Island. It used to be commonly reported in the plantations that this mythical Roger affirmed freedom of opinions in religious concernments. But we are now gravely assured from the study of our little history, that the aforesaid principle was evolved according to the laws of primordial development and predestination, from his early progenitor Adam, and consequently not original with the mythical Williams, and that his eccentricities at Salem and Providence were the result of defects in the school and home discipline in the boyhood of the Hebrew children, Cain and Abel.

It is hard to give up all that we loved in our supposed hero, but truth compels us to let it all go. Good bye, Rhode Island Baptists,—Roger never founded you. Farewell classic shades of the sour apple tree on Prospect Hill in Sullivan Dorr's garden. You never ate up Roger Williams. Adieu, "Ye Ancient Historie of the Plantations." The fable's charm has failed. The child's history of Beacon Hill has done it. We owe it all to our beloved friend, *The Congregationalist.*

THE past week has been signalized by the passage by the General Assembly, of two important facts bearing on educational work in Rhode Island. The first and most important one, is a bill making an apportionment to provide a home for the State Normal School. This bill appoints a commission to negotiate for, and put in proper condition for the use of the school, the building at present occupied by the Providence High School. The building is centrally located, well built, and as at present arranged quite well adapted to the wants of the Normal School. The city is compelled to give it up on account of its size, the number of pupils being by some 50 to 75 more than can possibly be crowded into the building. Plans are now nearly completed for the new High School building, which will probably be begun at once, and on its completion the State will take possession of the present building, provided the necessary arrangements can be made, as we believe they will. The State is to be congratulated that so beneficent a measure, and one looking to the permanent establishment of the Normal School, has been carried through both branches of the General Assembly by almost a unanimous vote in each House.

The second act of special educational importance, is one providing for the grant of State aid to the Libraries throughout the State. As long ago as when Hon. Henry Barnard was Commissioner, he caused to be arranged, mainly through private generosity, public libraries in nearly all the towns of the State, hoping that after they were once organized, the town or the State would extend over them a fostering care, and see to their maintenance, and the perpetuation of their usefulness. But for reasons not to be determined, in nearly every case they have died out and become disbanded. By this bill, the Board of Education is made the agent of the State, in carrying out the provisions of the bill, which, in brief, provides for the annual payment of fifty dollars to each public library in the State which has 500 volumes, and an additional sum of twenty-five dollars yearly for each additional 500 volumes. Such sums are to be used wholly for the purchase of books, in order to secure a regular increase of the number of volumes. It is to be hoped that many of the town and villages in the state, will soon place themselves in condition to make this offer of the State available. A good library is an invaluable educator, and any commu-

nity is to be congratulated which counts such an institution among its possessions.

THE NEW ENGLAND JOURNAL OF EDUCATION "rises to explain" that in its issue of April 3 it finds one typographical error. *Testacious* was testy, and would have an *i* in place of an *e*. Although we have not competed for the first prize at the spelling matches, we submit that one mistake in our reading columns, which contain nearly thirty thousand words, would be called *tall spelling* by a *moderately tall speller*.

Now, as to the *Globe* correspondent, who calls upon us "to sit down." He spells *three* words for us, which he says are wrong. If he will consult his dictionary, he will find that we rest undisturbed in our "eyrie," even though "woolen" heads attack us. The *Globe* correspondent is entitled to the premium of a New England Primer; and if he will call at our office, we will confer the prize. Furthermore, in view of his ability in spelling, as evidenced by the *Globe* article, we hesitate not to say, and we say it boldly, that we challenge the aforesaid correspondent to a single combat in spelling, at the Philadelphia Centennial, July 4, 1876. Subscribers to the NEW ENGLAND JOURNAL OF EDUCATION will be admitted free to this great national contest.

School Street, Boston, April 19, 1775.

Old and New in the April issue, gives the following glimpse of Boston life on that memorable day: "While the half-brigade was waiting for the marines on what is now Tremont Street, its line crossing the head of Beacon Street, a little boy nine years old, named Harrison Gray Otis, was on his way to the old school on School Street, where Parker's stands to-day. Here is his account of it, printed for the first time:

'On the 19th of April, 1775, I went to school for the last time. In the morning, about seven, Piercy's brigade was drawn up, extending from Scollay's buildings, through Tremont street, and nearly to the bottom of the mall, preparing to take up their march for Lexington. A corporal came up to me as I was going to school, and turned me off, to pass down Court street; which I did, and came up School street to the school-house. It may well be imagined that great agitation prevailed, the British line being drawn up four yards only from the school-house door. As I entered school, I heard the announcement of '*deponite libros*,' and ran home for fear of the regulars. Here ended my connection with Mr. Lovell's administration of the school. Soon afterwards I left town, and and did not return until after the evacuation by the British, in March, 1776.'"

Correct Spelling.

It has been well said the province of the lexicographer is to tell us what *is* in language, not what *ought* to be in it. Any one who will examine the standard works of our language will find that *centre*, *theatre*, *traveller*, *height*, *axe*, are thus spelled in four-fifths of them, and not *center*, *theater*, *traveler*, *hight*, *ax*. Among these are the following: All English publications, all our Bibles and prayer-books; nearly all our American classics, including the works of Bancroft, Prescott, Irving Hawthorne, Bryant, Everett, Longfellow, Lowell, Whittier, Holmes, etc.; most of our works on English and American literature, and works of reference, including Chamber's Cyclopedia of English Literature, the New American Cyclopedia, Allibone's Dictionary of Authors, Lippincott's Pronouncing Biographical Dictionary, etc. Among periodicals that spell in the good old way, as represented in Worcester's Dictionary are: *The North American Review*, *Galaxy*, *Nation*, New York *Herald*, New York *Times*, New York *Evening Post*, *Graphic*, *Golden Age*, the New York *World*, Philadelphia *Ledger*, and many others, representing, unquestionably, the greater part of the culture, scholarship, and influence of the periodical press. If one believes with Horace, that "use is the law of language," and wishes to follow the best reputable usage as to the form of English words, his spelling will conform to that of the great body of English and American writers. ORTHOGRAPHIST.

The Classical and High School Teachers of Massachusetts in Convention.

EIGHTH ANNUAL MEETING.

The State Association of classical and high school teachers held its annual meeting in the hall of the English High School, Bedford street, Boston, on Friday and Saturday, April 9th and 10th. Between seventy-five and a hundred teachers were present, including several ladies, and the meeting was called to order by the president, Charles Hammond, principal of the Monson Academy, who made a pleasant introductory address, indulging in reminiscences of the formation and history of the association. The records of the last annual meeting were then read by the recording secretary, Mr. W. F. Bradbury, of the Cambridge High School.

THE METRIC SYSTEM

of weights and measures was the first subject for discussion, and an able and interesting paper on this topic was read by Mr. W. F. Bradbury. He stated the outline of the system and reviewed its origin and history from 1790, when a movement was first made in France for a uniform system of weights and measures. A proposal of this nature was sanctioned by the French Emperor and was considered by a conference of representatives from Spain, Italy, the Netherlands, Denmark, and Switzerland. A meridian survey, which occupied seven years, was made to establish the standard metre which is the base of the system.

About half the population of the globe are now using the metric system in full, and its use is allowed in the United States, so that a single system of weights and measures for the whole world is speedily being established. Washington, Jefferson, Madison, and Adams felt the necessity for a uniform or metric system, and one evidence of the advantages of the system was found in the fact that provinces that had thrown off the yoke of France and repudiated the system as a badge of servitude, had voluntarily re-established it.

It has become an integral part of the system of the industrial statistics of the world, and all valuable scientific works were now published in accordance with the metric system, which was becoming a universal language of science. Most of the objections to the system were frivolous. Some are of the opinion it is too long for short distances, and too short for long distances. One man objects on religious grounds, believing that the inch was divinely given to Cheops, the builder of the pyramids, as a standard, and again given in the same manner to Moses. Others were of the opinion that the standard should be some portion of the human frame; but the only serious objection seemed to be that it was a change from an old system, which would lead to confusion until the new was firmly established. A system of weights and measures born of philosophy, instead of chance, would become a new element and aid to civilization, and half undo that primeval confusion of which the Tower of Babel was the representative.

Mr. W. C. Collar, of the Roxbury Latin School, made a suggestion that examinations for admission to college should cover the metric system only, as three times as many boys were now conditioned on arithmetic as in the languages.

THE STUDY OF GREEK.

Ex President Woolsey, of Yale College, had a paper on "The Advantages of the Study of Greek," which, in his absence, was read by Professor E. G. Coy, of Phillips Academy, Andover. It claimed that the study of Greek and Latin was vastly superior to that of the modern languages as a linguistic discipline, and that among the advantages of the Greek were the order of words—greatly superior to ours; its highly inflectional character; the wonderful simplicity and variety of its style, and the sense of beauty, proportion, and fitness which was a characteristic of all Greek art; its variety of dialects, which have a great charm; the originality of its literature, which like Greek mind shows a sense of proportion.

Mr. Collar contended that modern literature would compare favorably with the classical, especially the Greek. He thought Macaulay and Froude as interesting historians as Herodotus; that Grote and Gibbon were abler authors than Xenophon or Theocritus, and he would rather listen to Wendell Phillips than the stilted style of Cicero. He spoke with much force in defense of modern as contrasted with classical literature, and said he thought it was not necessary to study the Greek language to secure the value of Greek literature, and that it did not pay to occupy the time of the student with the study of more than one dead language.

The venerable Professor Cole, of Ipswich, while admitting the excellence of American and German literature, thought it largely due to the classical study which had been fostered by these nations.

THE PRONUNCIATION OF LATIN.

was the next question for discussion, and was opened by Prof. G. M. Lane, of Harvard College, advocating the new system of pronunciation. He argued that it was superior to the present English method, as it would give an individuality to the language, and enable students to read the Latin understandingly. It was adopted in Harvard and Vassar colleges, while Yale, Bowdoin, and Amherst adhered to the old rules. Professor Lane was pretty closely and good-naturedly criticised by several gentlemen during the discussion which followed, and on being asked to give a sample of the new system, declined, saying that he was not an elocutionist, and might not do the system justice.

W. C. Collar, of the Roxbury Latin School, read a paper on the object and best method of teaching Latin composition. It would be a mistake, he said, to suppose that the writing of Latin was an object *per se*. The true object was to train the mind, and the question was How would the study of Latin tend to the general culture? The two most important benefits, either of which would justify the giving of more time to it in preparatory schools than now, were, first: It compelled the closest scrutiny and the most careful hearing of the meaning of words and an attentive observation of their use; second, it tended to the formation of the habit and love of accuracy.

Professor Harkness, of Providence, agreed with the paper in most points, but took exception to the method proposed of translating Latin. Instead of reading each word in order in the Latin sentence, he favored the plan of seeking out subject, predicate, object, and modifiers of each, in order to build the English sentence according to the English idioms. He said his trial of the method as recommended by Mr. C. had proved a failure. Professor H. also recommended the memorizing of the Latin vocabulary, to both of which positions Mr. Collar strongly objected.

Professor Coy, of Andover, favored Professor Harkness' plan, and Professor Thompson, of Newburyport, favored the views of Mr. Collar. The Association then adjourned till Saturday.

The session which opened on Saturday morning at 9 o'clock, found an attendance of from one hundred and fifty to two hundred teachers. The first matter attended to was the

ELECTION OF OFFICERS

For the year ensuing. The choice resulted as follows:

President—Elbridge Smith, Principal of the Dorchester High School.

Vice-Presidents—Larkin Dunton, Principal of the Girls' High and Normal School; M. Grant Daniell, of the Roxbury Latin School, and Frank A. Hill of the Chelsea High School.

Recording Secretary and Treasurer—W. F. Bradbury, of the Cambridge High School.

Corresponding Secretary—A. H. Davis, of the Worcester High School.

PREPARATION FOR COLLEGE.

A vote was passed authorizing the president to appoint a committee of seven to take into consideration the whole subject of requirements for admission to colleges and other higher institutions of learning, and to report at the next meeting. The committee named consisted of Prof. E. P. Seaver, of the English High School; W. P. Atkinson, of the Institute of Technology; L. R. Williston, of the Cambridge High School; W. C. Collar, of the Roxbury Latin School; W. F. Bradbury, of the Cambridge High School; E. G. Coy and Mr. Bancroft, of Phillips Academy, Andover. The constitution of the association was amended so as to allow high school teachers outside of Massachusetts to become members.

THE STUDY OF LATIN GRAMMAR.

The first discussion of the forenoon was upon the method and extent of the study of Latin grammar in secondary schools, which was introduced with an interesting and instructive paper by Prof. E. G. Coy, of Phillips Academy, Andover. Professor Harkness, of Brown University, Hon. John D. Philbrick, and Mr. White, an instructor at Amherst, participated in the discussion which followed.

MEMORIAL TO PROFESSOR CROSBY.

A Committee on Necrology, consisting of Mr. M. G. Daniell and Mr. W. C. Collar, of the Roxbury Latin School, reported resolutions to the memory of the late Prof. Alpheus Crosby, expressing a sense of the great loss the Association has sustained by his death, and their high appreciation of his great literary attainments, his ardent devotion to the cause of education, and the preëminent purity and simplicity of his private life and character.

MORALS AND MANNERS IN SCHOOLS

Was the topic of a paper read by Mr. Elbridge Smith, of the Dorchester High School. He believed the moral questions involved in education had not received sufficient attention. The heroes of the day were physical heroes, and the knights-errant went forth not like those of old, but to play base-ball, billiards, and to engage in public sports.

He thought the schools were working too exclusively in the education of the intellect, and criticised the physical sports fostered by colleges, and characterized the coming college races at Saratoga as the "great carnival of sin." He believed in many sports, like base-ball and boating, but thought they were carried too far, and did not believe in sending college students to become "the pawns and pieces of those who live not by honest gain." The great want of the age was not bodily strength and intellectual power, but moral integrity.

THE BIBLE AS A TEXT-BOOK

Was the topic of the last paper, presented by the Rev. Andrew P. Peabody, D.D., of Cambridge. He argued that it was better for a child to grow up with strong sectarian proclivities than to grow up in ignorance of the Bible and the history of our religion. He would banish scriptural question books, as they had been the greatest enemies of scriptural education, and a child never gets a connected idea of scriptural narrative from their use. He advocated the reading of the narrative portion of the Bible in the school-room, and the use of the Bible as a reference-book in Hebrew history and the archæology of ancient customs. There was a great deal in the Iliad and the Odyssey that could be better illustrated from the Bible than from any work on Grecian history, and he argued the importance of the Bible as an auxiliary to classical study. After a discussion of the subject, in which Mr. Charles Hammond of the Monson Academy, Mr. Minns and Mr. Wm. H. Ladd of Concord, took part, the meeting dissolved.

Dialogues and School Entertainments.

Edited by MRS. M. B. C. SLADE, Fall River, Mass

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write to us, defining their wants and needs, stating on what subjects, and for what times and occasions, they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Toussaint L'Overture.

BY WENDELL PHILLIPS.

There never was a slave rebellion successful but once, and that was in St. Domingo. Every race has been, some time or other, in chains. But there never was a race that, weakened and degraded by such chattel slavery, unaided, tore off its own fetters, forged them into swords, and won its liberty on the battle-field, but one; and that was the black race of St. Domingo. Toussaint made Hayti what she is!

I would call him Napoleon, but Napoleon made his way to empire over broken oaths and through a sea of blood. This man never broke his word.

I would call him Cromwell, but Cromwell was only a soldier, and the State he founded went down with him into his grave.

I would call him Washington, but the great Virginian held slaves. This man risked his empire rather than permit the slave-trade in the humblest village of his dominions.

Fifty years hence, when Truth gets a hearing, the Muse of History will put Phocion for the Greek, and Brutus for the Roman, Hampden for England, Fayette for France, choose Washington as the bright consummate flower of our English civilization, and John Brown the ripe fruit of our noonday: then, dipping her pen in the sunlight, will write in the clear blue, above them all, the name of the soldier, the statesman, the martyr, TOUSSAINT L'OVERTURE!

Summer Insects.

School makes a low buzzing sound, in regular cadence, like swarms of insects in the Summer air. Enter girls, with gauzy drapery, representing GNATS, DRAGON FLIES, *and* BUTTERFLIES. *All sing together, dancing about in any natural way.*

O warm, bright air elastic!
O motion, light and plastic!
In graceful, mystic dancing,
Like sunbeams, we are glancing!

How beautiful thus lightly
To glide, with movement sprightly!
Fair, lace-like wings to quiver,
Along this shining river!
The Summer air so glowing!
The perfumed blossoms blowing!
A glorious life we're living,
Each day new pleasure bringing!

DRAGON-FLIES, *characterized by blue and white gauzy hues, interspersed with sparkling ornaments, sing together.*

What joy, on gauzy wing
To float and dart and sing!
What wonder and surprise
Greet our resplendent eyes!
Our food about us swarms,
In myriad insect forms.

Our fate we did deplore
On yonder muddy floor;
Brown, scrawny beetles there,
We crawled and swam our share.
Our swift-propelling tail
Served both for oar and sail.

But new-born hopes awoke,—
Our horny shells we broke.
High on a swaying reed
We panted to be freed;
And then, O wonder true!
Outspread these wings and flew.

GNATS, *in more sober colors, but very light, sing*

Merry is our circling mazy
In this air, so soft and hazy.
Black and white and grey our dresses,
Tossed aloft our plumy tresses;
Up and down, right and left,
Till of life we are bereft.

Did you see our mimic boat
On the sunny waters float?
Made of hundred eggs—a wherry
Cunning, safe as any ferry;
Every egg a tiny ark,
Till we left its prison dark?

Then we lived like fairy bubbles,
Happy, buoyant, free from troubles,
Till, when warmest breezes blowing
Burst our Pupa-corslet, showing
Plumèd head and filmy wings,
Rising with aërial things,

BUTTERFLIES *in all gorgeous colors, as fine as may be — but some in quieter shades, sing together.*

To sip golden honey,
Through days fair and sunny:
To drink, without toiling,
Our spiral tongues coiling;
Quaff out of pearl chalice,
In gay flower-palace,
Then forth, on bright pinions,
To roam our dominions!

To mount and to rove,
To live and to love!
Such joy in surviving
All darkness and striving!

'Twas not ever so;
We struggled below.
In slow, patient toil
We clung to the soil,
And did our dull duty,
Without joy or beauty.
When kind Nature bade,
Our white shrouds we made,
And wrapped us about—
In blind faith, no doubt.
Then woke: how surprising,
How glorious our rising!

An older scholar recites.

From lower to higher,
We reach and aspire.
We'll do what is given,
With trust in high Heaven.

Then turn we, when ready,
With faith true and steady,
To spheres that await us,
With nobler afflatus;

Old chrysalides leaving,
Without care or grieving;
Hands reaching above us,
To angels that love us.

Platitudinous Ponderosity.

A LECTURE (*Serio-Comic*).

BY AUSTIN Q. HAGERMAN.

In promulgating your esoteric cogitations, or articulating your superficial sentimentalities and amicable, philosophical, or psychological observations, beware of platitudinous ponderosity.

Let your conversational communications possess a clarified conciseness, a compacted comprehensibleness, a coalescent consistency, and a concatenated cogency.

Eschew all conglomerations of flatulent garrulity, jejune babblement and asinine affectation.

Let your extemporaneous descantings and unpremeditated expatiations have intelligibility and veracious vivacity, without rhodomontade, or thrasonical bombast.

Sedulously avoid all polysyllabic profundity, pompous prolixity, psittaceous vacuity, ventriloquial verbosity, and vaniloquent vapidity.

Shun *double entendres*, prurient jocosity, and pestiferous profanity, obscurant or apparent.

In other words, talk plainly, briefly, naturally, sensibly, truthfully, purely. Keep from "slang"; don't put on airs; say what you mean; mean what you say. *And don't use big words!*

— He that loveth a book will never want a faithful friend, a wholesome counselor, a cheerful companion, an effectual comforter. By study, by reading, by thinking, one may innocently entertain himself, as in all matters, so in all fortunes.—*Barrow.*

The Flower of Love.

[A Recitation for two Girls.]

BY REV. WILLIAM O. CUSHING.

First Girl.—(*Dressed as for a ramble.*)—

O'er the dewy hills of morning,
Gemmed and starry-crowned with flowers;
In the wild-wood, where the silence
Whispers to the dreamy hours;
In the meadows, where the lilies
Wear their plumes and crowns of gold;
Where the tiny, meek-eyed violets
Hide within the mossy mold,
I have sought this one sweet blossom,
Beauteous as an angel's eyes;
Somewhere in its glory shining,
This fair floweret of the skies.

Second Girl.—O'er the dewy hills of morning,
Gemmed and starry-crowned with flowers;
In the wild-wood, where the silence
Whispers to the dreamy hours;
In the meadows, where the lilies
Wear their plumes and crowns of gold,
What sweet floweret art thou seeking?
Strange, sweet flower of wondrous mold.

First Girl.—Where the haunted wild-wood arches
All their silvery echoes tell;
Every nook where sleeps the sunshine,
Every lone, enchanted dell,
I have sought, and dreamed, and wondered;
Dreamed, and sought, but never found
That sweet vision, angel-haunted;
Fair and bright and glory-crowned.

Second Girl.—Where the haunted, wild-wood arches
All their silvery echoes tell;
Shining through the mystic shadows,
Does this strange, sweet floweret dwell?
Is it sweeter than the roses,
With their perfume-laden cells?
Is it fairer than the lilies,
With their golden-tinted bells?

First Girl.—Somewhere in the bloom of Summer,
Somewhere in the woof of gold;
Like a diadem of beauty,
Do its wondrous leaves unfold.
It is sweeter than the roses,
With their perfume-laden cells;
It is fairer than the lilies,
With their golden-tinted bells.
Beaming on me like an angel,
Like a presence from the skies;
Somewhere near me, in the silence,
I can feel its starry eyes.
In the shadowy, dreamy wild-wood,
By some hidden, quiet stream,
I have felt its spell around me,
Silent, like an angel's dream.

Oh! this weary, weary longing,
Fills me, thrills me with its woe;
Tell me, winds from out some Eden,
Tell me all my soul would know!
Tell me, tell me, winds and waters;
Whisper through your silent dells,
Tell me lilies, fairy lilies,
With your golden-tinted bells!

Second Girl.—In the blush and bloom of summer,
In its shining woof of gold,
This sweet vision, angel-haunted,
Never shall thine eyes behold.
In the shadowy, dreamy wild-wood,
In some lone, enchanted dell,
Winds and waters cannot whisper,
Cannot this sweet mystery tell.

Somewhere in the Land Immortal,
Where its radiance never dies;
By some shining, golden portal,
Blooms this floweret of the skies.
On the diadems of angels,
On the thrones and crowns above,
This is written, that the sweetest,
Fairest flower of Heaven is Love.

All the bliss of all the angels,
All the glory of the skies,
Wrapt, enfolded in the petals,
Of this one sweet floweret lies.
Plucked for thee by angel fingers,
All thy longings shall be stilled,
Thou shalt see, in Heaven's bright dawning,
All thy holiest dreams fulfilled.

Concord and Lexington, 1775.

In the midst of all this excitement, General Gage, the royal governor, called the Legislature of Massachusetts together, and then, changing his mind, dissolved it before it had met, by a proclamation dated September 28, 1774. Upon this, all the members elected to the legislature came together, by agreement, without asking his leave, and organized themselves as a Provincial Congress. They at once began to get the militia into good working-order; and a quarter of the militiamen were called "minute-men," and were bound to assemble at the very shortest notice. Then the Provincial Congress saw to the collecting of arms and ammunition, and stored these at Concord and Worcester; and, in short, the governor found himself in more trouble than if he had allowed the legislature to meet. Meanwhile British troops kept arriving in Boston; and General Gage kept sending out spies in disguise to find where the military stores of the patriots were deposited; and they in turn kept careful watch on his movements, lest he should send out to capture these same stores. It was agreed that a special watch should be kept at Charlestown, and that, if it was known at any time that a large force was preparing to go out of Boston at night, a lantern should be hung out from the North Church, by way of signal.

One night the watchers on the Charlestown side of Charles River saw the lantern gleaming in the steeple. Instantly all were in motion; and messengers went riding in all directions. Other messengers had meanwhile been sent across in boats from Boston; and one of these, named Paul Revere, mounted a horse immediately after landing, and galloped out to Medford, to a house where the patriotic leaders, John Hancock and Samuel Adams, were sleeping.

"Do not make so much noise," said the soldier on guard before the house.

"Noise!" said Paul Revere. "You'll have noise enough before long. The regulars are coming out." So he galloped on from house to house, awakening all the principal farmers; and we may well suppose that there was no more sleep in any house that night, after Paul Revere had passed by.

Meantime some eight hundred British soldiers, embarking in boats at the foot of Boston Common, crossed to what is now East Cambridge. They marched silently along the marshes; when suddenly the bells of the country-towns began to ring, and it was plain that the alarm had been given. Paul Revere and the other scouts had done their work well. The commanding officer of the British then sent back for more troops, and Major Pitcairn was sent forward with two or three hundred infantry, having orders to secure the two bridges at Concord. But when Pitcairn passed through Lexington, at four in the morning, April 19, 1775, he found sixty or seventy militia collected on the green, commanded by Capt. Isaac Parker.

"Ye villains, ye rebels, disperse!" cried the English officer. "Why don't ye lay down your arms?"

Then the British soldiers fired; and the Americans fired in return, but did little damage. Eight of the Americans were killed and ten wounded; and this was the first blood shed in the Revolutionary War.

After this the British, or "regulars," marched on towards Concord, giving three huzzas. By this time the main body had come up and joined them. While this went on the Concord people were removing their military stores to the woods for safety. Then the minute-men, who had been hurrying towards Concord, — to the number of about four hundred and fifty in all,— took up a position on the high ground near what is called the "North Bridge," which is just out of the village. They could see the British soldiers moving about the street, destroying military stores and provisions, cutting down the liberty-pole, and setting the court-house on fire. Then the officers of the minute-men decided to march down to the bridge, and at least drive away the British soldiers who were stationed there. Captain Isaac Davis, of Acton, said proudly, "I haven't a man that is afraid to go;" and he and his company marched at the head.

When they reached the bridge, the British soldiers fired, and Davis fell dead. Then Major Buttrick called, "Fire! for God's sake, fire!" Then the Americans fired, and the regulars retreated in great disorder, one man being killed, and several wounded. But the Americans knew that they were too few to attack the main body, until it should have set out on its return.

When the British troops had destroyed all the military stores they could find at Concord, they prepared to return, carrying with them their wounded. They were now sixteen miles from Boston, and they were not to go back as easily as they came. The bells and guns had roused the whole country round, and men came hurrying from all directions, commonly in their shirt sleeves, without order or discipline, but with guns in their hands, and every man ready to shelter himself behind a stone wall or a tree. A British officer wrote afterwards, that it seemed as if men dropped from the clouds. Sometimes there were companies of minute-men, and at other times only single farmers. Every mile that the tired English soldiers marched from Concord to Lexington, they had more and more opponents, who kept firing from behind walls and trees; so that men were constantly falling, wounded or killed. At last the British soldiers fairly ran. There was great confusion. Their ammunition was almost gone, and they would have had to surrender, had not Lord Percy marched out to meet them with re-enforcements, and formed his troops into a hollow square at Lexington. Into this square the tired fugitives ran, and were safe at last.

"They had to lie down for rest on the ground," an English historian says, "their tongues hanging out of their mouths, like dogs after a chase."

Lord Percy had now eighteen hundred men under him, and he retreated more slowly for the rest of the way; but he was pursued to Boston by greater and greater numbers, and was constantly fired upon, and his troops were glad, at sunset, to get under protection of the guns of the men-of-war. The British had suffered nearly three times as much in "killed, wounded, and missing," as the Americans.

Great was the excitement produced throughout all the colonies, and great was the wonder in England, over this astonishing retreat of regular officers before provincials. The American farmers, the English said, had been called "too cowardly to face the regulars," and yet the affair had turned out a flight of the English, and "Lord Percy's activity was in running away." This was very unjust to Lord Percy, who was a brave officer; but it shows the feeling that existed in England. And in America, this day was the real beginning of the Revolution. Samuel Adams, when he heard the guns at Lexington, exclaimed, "Oh, what a glorious morning is this!" for he knew that the contest would end in the freedom of the colonies. President Jefferson said afterwards, "Before the 19th of April, 1775, I never had heard a whisper of a disposition to separate from Great Britain."

—Young Folks' History of the United States: Higginson.

— Great care is to be taken that our studies encroach not upon our sleep: this I am sure; sleep is the great balsam of life and restorative of nature, and studious sedentary men have more need of it than the active and laborious. We are to lay by our books and meditations, when we find either our hearts or stomachs indisposed upon any occasion; study at such time doing great harm to the body, and very little good to the mind.—*Locke.*

— True eloquence, indeed, does not consist in speech. It must exist in the man, in the subject, and in the occasion.—*Webster.*

—Virgil has the majesty of a lawful prince, and Statius only the blustering of a tyrant.—*Dryden.*

Department for Written Examinations.

Examination Papers—Newport, R. I.

INTERMEDIATE SCHOOLS, 1874.

MUSIC.

1. What effect has a dot upon a note, when placed after it?
2. What does a dash after a figure denote?
3. Where does the middle scale of C begin? Where end?
4. What is an interval?
5. Name the kinds of Scales.
6. What is the difference between a slur and a tie?
7. Write a quarter note, eighth note, quarter rest, slur, and tie.
8. Write two measures in the key of C.
9. How many beats to a measure in six-eight time?
10. What do these signs denote? *pp ff.*

INTELLECTUAL ARITHMETIC.

1. How many eggs at 20 cents a dozen can be bought for 90 cents?
2. A boy sold onions at 20 cents a bunch, and received $1.40 how many bunches did he sell?
3. A boy having one dollar bought a knife for 40 cents, a top for 10 cents, some oranges for 25 cents, and marbles for 21 cents how much money had he left?
4. 7 times 12 are how many times 6?
5. The interest of one dollar is 6 cents a year; what is the interest of $4 for 2 years?
6. If coffee is 60 cents a pound, what part of a pound can you buy for 50 cents?
7. How many sevenths is 7 and $\frac{3}{7}$?
8. How many gills in 1 gallon, 2 quarts, and 1 pint?
9. A man gave to one boy $\frac{3}{4}$ of an orange, to another $\frac{1}{2}$, to another $1\frac{1}{4}$, and had $\frac{1}{2}$ of an orange left; how many oranges had he at first?
10. A boy had 30 marbles, lost 4 and found 10; he then divided what he had among 6 boys; how many did he give to each?

ARITHMETIC.

1. What is Arithmetic? What is Numeration?
2. Rule for writing numbers. Write two millions sixty thousand one hundred seven.
3. Add these numbers—2,040—seven hundred eighty-four —and MDCXCV.
4. Write the letters used in Roman Notation.
5. Define Minuend, Multiplicand, Product, Quotient, and Divisor.
6. If you earn $400 a year, and pay $12 a *month* for board, $67 a *year* for clothes, $99 a year for other expenses, how much can you save in three years?
7. Define Short Division, and give an example.
8. If bank stock worth $3,570,000 be divided into shares of $500 how many shares will there be?
9. From 16,984,672 subtract 15,992,800, and prove the operation.
10. What is the value of $6,844 + 7,962 + 1,284,674 - 344,006 \times 304 \div 16$?

GEOGRAPHY.

1. What is the earth? Its shape? Diameter? What are its motions?
2. What imaginary lines bound the Torrid Zone? How far are they from the Equator?
3. What causes day and night? Change of Seasons?
4. Define Peninsula, Island, Sound, Strait, Desert, and give an example of each.
5. What are some of the productions of the temperate zones? From what zones do we obtain cloves, nutmegs, cinnamon, and other spices?
6. Name the races of mankind, and state to what race the Indians of this country belong.
7. What is the Government of this country? Of England?
8. Give the capitals of the Eastern or New England States.
9. Mention a State noted for its manufactures, one noted for wheat and other grains, one for cotton, one for tobacco, and one for its garden produce.
10. What are the most useful animals in the United States, Lapland, Africa, Russia, and India?

Spelling.

Shakespeare, of all men the most expressive, used fifteen thousand words. Dr. Johnson, with all his love for Latin derivatives, used eight thousand. Ordinarily, men following literary pursuits use five or six thousand. Yet the average spelling-book found in the public schools, and studied from beginning to end by a large part of the pupils, contains fifteen thousand words. Spelling-books are not wanting that contain forty thousand. Now add to these facts this other fact, that spelling is one of the stupidest studies, giving the least possible amount of mental discipline, and is it not proper to ask if it would not be an open blessing to reduce the spelling requirements of the public schools?

SYZYGY.

STATE DEPARTMENTS.

Maine.

KITTERY. — The citizens at their town meeting voted $3,200 for their common schools, and $500 for the continuance of the free High School, besides $200 for the contingent expenses of the same. Last year this latter sum was paid by District No. 9, where the school is located. This school will begin April 19th, under the charge of Mr. F. E. Rowell. Besides the usual contest in spelling, the scholars of this town have had a competitive examination in practical Arithmetic, with very satisfactory results to their teacher and themselves.

MAYSVILLE.— Mr. John Allen has given to the town $1,250, the interest of which is to be used for the support of a free High School. This school has become, under the care of Mr. A. L. Hardy, very popular. Mr. Hardy has had charge of the school since its establishment.

DENNYSVILLE.—Dennysville is a town of less than five hundred inhabitants, which spent last year over two thousand dollars for the support of an excellent system of public schools, besides one thousand dollars for the building of a new school-house; is free from debt, has a surplus of fifteen hundred dollars in cash funds on hand, and not a dollar of unpaid taxes outstanding. This little burg is an example worthy of the imitation of many larger towns.

WILTON.—A correspondent writes: The school at Wilton Academy is in a most flourishing condition. The number of pupils this term is unusually large. The manner of instruction under the old board of teachers is very satisfactory to all concerned. Prof. D. T. Timberlake, the able principal, is a native of Livermore, and a graduate of Bowdoin College.

BANGOR. — Miss Hallowell, first assistant in the Bangor High School, has accepted a position in Wellesley College, Mass., at a salary of$1,800. The promotion is well merited, as Miss H. is one of the finest teachers the school has ever had, says the *Democrat.*

GARDINER.—The school committee have arranged for a change of readers in our public schools, and the city council thereupon told them by a censurable vote that they ought not to have done it. The city schools began Monday, April 7th. Nearly all the teachers employed last year have been retained.

LEWISTON.—Sixty-one teachers have been employed during the past year. . . . The city paid $11,745 for support of poor last year. The cost of school-house repairs was $3,241; the cost of schools was $35,076. . . . It is stated that the plan of furnishing text-books to schools by the city has materially tended to increase the attendance upon public schools in Lewiston.

New Hampshire.

The New Hampshire School Report.

[Concluded from last week.]

The late superintendent appears to no better advantage in handling figures than in other particulars. His tabular statements show so large a variance from the report of 1873 in the figures of some half the counties of the State, that any person at all intelligent in work of this kind will at once discover that there must be great blundering somewhere. Rockingham county, in which the report for 1873 shows the average attendance of scholars to have been 7,187, while that of 1874 shows 6,477 only, is an example. The schools of a county do not become depleted in this wholesale manner. A glance along the column shows the blunder to be in connection with the large town of Exeter, which is marked "no return." A simple postal card sent to the school officers of that town would undoubtedly have brought the correct figures; or at any rate the figures of the former years should have been used rather than vitiate the whole report by such an omission. Another blunder in connection with this same town makes the amount of school tax for each scholar, as given in the Report of the Board of Education, $5.56, while the tabulated figures show it to have been $7.76. But there is no space to pursue this matter further.

The portion of the report furnished by the present Superintendent embraces an account of his valuable institute work, a feature that has given peculiar value to all his annual reports, and makes them in uncommon demand. Two or three of the lectures were hardly worthy of special record, and two or three of the excellent lectures were very badly reported, disfiguring the document. Among those whose lectures were superior may be mentioned Professors Sanborn and Quimby of Dartmouth, Knight of New London, Mowry of Rhode Island, Vose of Francistown, Orcutt of Lebanon, Avery of Tilton, Meservey of New Hampton, Superintendent Edgerly of Manchester, and Mr. J. W. French, a graduate of Plymouth Normal School. The great work accomplished by the present superintendent in his management of the institutes has already been referred to. His suggestions and recommendations throughout the report are marked by care and good judgment, and the chapter upon the *town system* should command the special attention of those who are to guide in the educational business of the ensuing legislature.

THE NORMAL SCHOOL.

The report of the Normal School, by the principal, in connection with the condition of the school at the present time, is very encouraging. One year ago the number of students was but 27, and these of not a very high grade. Now the school contains fourfold that number, and the grade of scholarship and attainments has improved most conspicuously. The principal and his assistants are commanding the universal and highest confidence of the students and enlightened friends of the school, the patronage is constantly expanding, and the institution may now be justly regarded as solidly fixed in the confidence and affections of the whole commonwealth.

REPORT OF THE BOARD OF EDUCATION.

The rrational scheme under which the board of education is constituted has already been noticed. There is but a single notion embraced in their report in the document under notice. It it said that taxation "imposes equal burdens upon the taxpayers," but is "far from imposing equal privileges" to the school population; and upon this statement several pages are covered with the names of towns and figures to show the varying average sum expended out of the taxes upon a scholar in the various towns. Not the shadow of a recommendation upon the elaborate matter is furnished, either in this report or in any remarks by the late Superintendent elsewhere in the document. It is not easy to see any force in the long array of figures, so far as benefit by change to the small districts appertains; for it is well known that the smallest rural districts generally have the largest amount of school tax in proportion to the number of scholars. Consolidation of the small schools under the operations of a town system, seems to be the only practical mode to bring aid to the case. A proper board of education might well take up this subject and give it an exhaustive consideration.

M. B. G.

CONCORD.—Miss Helen L. Webster, lately assistant in the Stetson High School, Randolph, Mass., but recently elected first assistant in the Concord High School, is a graduate of the Salem (Mass.) High School, class of '72, and entered the State Normal School, Salem, the same year. She commenced the duties of her new position at the beginning of the present term, and is performing them with marked acceptance.

Vermont.

THE spelling-school mania has invaded the Green Mountain State, and is now the favorite amusement. Rutland has just arranged for an orthographical match, with as much form as attend the Saratoga races, or the running for the Derby cup.

CAVENDISH. — At the annual school meeting in Duttonsville, March 30, Joseph Adams was elected district treasurer for the fifty first time, having been elected to that office in 1825, and has held the office every year since.

MANCHESTER.—The Summer term at the famous Burr and Burton Seminary opened the 24th ult., under the most favorable circumstances. The school never has been more successful than it is now under the efficient management of Rev. H. H. Shaw. The seminary is in better condition than it has been for years, over $1,000 having been expended for repairs during the last vacation.

BURLINGTON. — Mayor Blodgett in his annual message thus speaks of the Fletcher Free Library of that city: "This library will soon be opened to the public, and it cannot fail to be highly appreciated when the citizens become acquainted with the choice and varied selections of books it contains. The trustees have had a work of great care and responsibility in selecting the books, and I am sure their selections will prove most satisfactory. It is not only creditable to them, but to the donors through whose liberality this institution has been established. This library at present contains seven thousand two hundred volumes, and the work of cataloguing and the classification of the same has consumed much time."

ST. JOHNSBURY. — The exhibition of the Middle Class of the Academy occurred Friday evening, April 9th. There have been 245 students in attendance so far.

RUTLAND.—This live place had its "spell" on Friday last, forty-eight pupils of the public schools were pitted against thirty outsiders. Worcester's and Webster's Dictionaries were the prizes, the choice to go to the champion. Will N. Eddy was the victor and chose Worcester.

RANDOLPH.—The Normal School has 119 students.

Rhode Island.

SPELLING SCHOOLS are still prosperous. We hear this week of tournaments at Richmond, East Providence, Woonsocket, Pawtucket, and East Greenwich. As usual the public school scholars bear off the palm, and ofttimes it is one of the younger pupils. It is a matter of congratulation that in these contests the children do so well, for it is a practical test of the work of the school-room, conducted in such a way as to preclude all idea that it has been prepared for the occasion.

PROVIDENCE. — *Mt. Pleasant.*—The private school kept at this place by Messrs. Jencks and Joseph E. Mowry, closed its Spring term on Friday, the 9th inst. Their flourishing school has gained for itself a wide reputation for the thoroughness and solidity of its work. . . . At the recent election of school committee several changes were made. In the third ward Prof. E. W. Blake succeeds J. F. Tobey. In the fourth ward H. H. Burrington succeeds Elisha S. Aldrich, and Rev. J. G. Vose succeeds Mrs. Anna E. Aldrich. In the seventh ward E. C. Peirce succeeds W. D. Hilton. In the eighth ward G. E. Whittemore succeeds Frederick Burgess. In the ninth ward James Ardern succeed R. K. Knowles. In the tenth ward Hugh Broadley and William Duffy succeed C. C. Holden and Edwin Reynolds. Attempts were made in two wards, the fourth and fifth, to elect ladies, and in the latter case the "regular" nomination was a lady, but in both instances the attempt failed.

WARWICK.—A lively meeting was held in the *Old Warwick* district on Friday evening, the 2d inst. A full attendance betokened unusual interest in the affairs of the district. Quite a contest ensued over the election of trustee, which resulted in the election, by a large majority, of Mr. E. Dunbar over O. P. Sarle. Thomas Spencer was chosen treasurer. It is understood that the election of Mr. Dunbar is an endorsement of the policy pursued by the district the past year, and that the old teachers will be retained. *Centreville.*—The school here has been temporarily closed on account of the appearance of the small-pox in the village. School officers should be empowered in all of our towns to enforce vaccination upon every member of a public school. This is the law in Providence, and it results most beneficially not only to the school, but to the whole city.

BRISTOL.—Quite an animated meeting was held on Friday evening, the 2d inst., by the tax-payers of this town to consider the general subject of retrenchment. Of course the public schools were looked after, and one or two attempted to advocate a reduction of their support, but they were ably defended by so many of the best men of the town, and their economical management was so well shown by the Superintendent of Schools, Mr. R. S. Andrews, that the attempt to curtail their revenue was abandoned. It is a good thing for a community thus to meet with the public school system. No part of our political administration will bear closer inspection.

RICHMOND.—*The School Committee.*—At the annual town meeting, held April 7th, Mr. A. B. Moore was re-elected a member of the school committee for three years, and Mr. N. K. Church for one year, in place of Mr. L. K. Barber, resigned. Nelson K. Church was elected Superintendent of Schools for the ensuing year, in place of Rev. G. Tillinghast, who has been superintendent or visiting committee for a number of years. The Rev. Mr. Tillinghast has done a very excellent work in this town, and his labors have been very fruitful. He will be greatly missed both by teachers and school officers.

SCITUATE. — At the annual town meeting Mr. J. H. Field was chosen school committee in place of Rev J. M. Brewster. Rev. Mr. Brewster, during his membership of the committee, also served as superintendent, and the town will feel the influence of his guiding hand for a long time. He has removed from Scituate to Providence, where he is settled over the Park street Free Baptist Church. The annual report of the school committee, prepared by Mr. Brewster, is out, and shows the schools of Scituate to be in very good condition.

WOONSOCKET. — The schools of the Intermediate consolidated district closed on Thursday, April 9th, for the Spring recess. The exercises were varied by recitals, declamations, and dialogues, which were carried out in a very creditable manner to all concerned.

HOPKINTON.—The Teachers' Institute of Hopkinton will hold a session in Hopkinton City, commencing on Wednesday, April 21st, at 9:30 A. M., to continue at least two days. The Hon. T. B. Stockwell, State School Commissioner, is expected to be present and give a lecture. Other lectures and essays may be expected. It is intended to make the session one of interest and profit. Friends of education are invited to be present.

MIDDLETOWN.—At the annual town meeting Benjamin Wyatt and John Bailey were re-elected members of the school committee for three years. George P. Leonard was elected for one year, in place of Charles H. Hazard, resigned. Town appropriates for public schools eighteen hundred dollars, same as last year.

JAMESTOWN.—At the annual town meeting Wm. G. Carr was elected a member of the school committee for three years, and Wm. H. Gardner for two years, in place of Hon. Elijah Anthony. Wm. H. Gardner was also elected superintendent of public schools. It was also voted that $400 be appropriated out of the treasury for the use of the public schools. Town appropriation last year, $250.

TIVERTON. — At the annual town meeting $2,500 was appropriated, $200 of it for incidental expenses for the support of public schools. Town appropriation last year, $2,000. We notice that there are no changes of the members of the school committee.

PORTSMOUTH.—George Manchester, Stephen T. Sherman, and Rev. Benjamin Chase were re-elected members of the school committee for three years. John H. Cross was elected for one year to

fill the place of Rev. R. D. Hall, resigned. Town appropriations $3,500, same as last year.

At the annual town meeting of school district No. 1, held April 2d, the following officers were elected for the ensuing year: *Chairman*, — Samuel G. Arnold; *Secretary*, — Peleg T. Coggeshall; *Trustee and Treasurer*,—Joseph Anthony. The trustee was authorized to have the necessary repairs made, and hire the money to defray the expense.

Massachusetts.

Middlesex County Teachers' Association.

The twenty-second annual meeting of the Middlesex County Teachers' Association, held in Woburn, Friday and Saturday, April 9th and 10th, was an occasion of unusual interest to teachers. The attendance was very large, and the hall of the Cummings School, where the day sessions were held, was filled with an attentive audience. After organizing for preliminary business, Rev. Mr. Thompson, of the Woburn school committee, gave an address of welcome, which was fitly responded to by the president, L. F. Warren, of West Newton. At 11 o'clock, C. Goodwin Clark, of the Gaston School, Boston, read an essay on "The Absurdities of Geography," in which the special point urged was the importance of a thorough knowledge of the scholar's own country, State, and town rather than foreign countries, with their rivers, mountains, and cities of unpronounceable names. A class exercise in music was then performed by scholars of the Woburn schools, directed by Charles E. Whiting. An excellent dinner was then provided by the citizens of Woburn and served in the Congregational church during the noon recess, under the direction of E. H. Davis, superintendent of schools.

The afternoon session was opened with a practical lecture on penmanship by J. W. Webster, of the Hancock School in this city, who with a class and the blackboard illustrated his ideas. Joshua Bates, of the Brimmer School, followed with a very interesting and profitable lecture on "Habits, Morals, and Manners." The Rev. A. D. Mayo, of Springfield, then read an essay on "What next in the Common Schools?" He spoke of the changes in the last ten years, and believed that in the next twenty years the method of education for the next generation would be decided. The common school system had been roughly jostled in the last ten years, and awaits a severe trial. The question how we should organize the great army at our command, so as to educate the whole people, is a great one. He did not believe in our present system of common schools, but thought highly educated teachers should be placed in the primary schools.

In the evening, President Eliot, of Harvard University, lectured on wise and unwise economy in schools. His principal suggestions and criticisms were these: That no attempt to save money in the management of schools to their detriment should be made; that the ultimate object of public economy is to increase the common weal, and this has its root in the intelligence and morality which the whole promote; that there can be no good teaching of children without quick sympathy and perception in the teacher; that twenty-five pupils are as many as an average teacher can teach well; that it is a mistake to substitute superintendence for real teaching; that it is a mistake to employ an undue proportion of women teachers:—women, as a rule, stop teaching upon marriage, and, being weaker than men, are more apt to be worn out by the fatigue of teaching, and, with some of them, teaching is not a life-work, as it ought to be, but a temporary resort on the way to another mode of life. At the close of President Eliot's fine lecture, Professor Churchill gave some readings, which were much enjoyed.

The Association met on Saturday at 9.00 A. M. and chose the following officers for the year: President, John D. Billings, of Cambridge; Vice-Presidents, S. S. Dunbar, of Arlington, Everett A. Thompson, of Woburn, J. S. Barrell, of Cambridge, Miss Ella G. Bates, of Newton, Henry F. Howard, of Somerville; Executive Committee, N. T. Allen, of Newton, Eunice B. Dyer, of Chelsea, Miss N. J. Miles, of Waltham, Calvin W. Burbank, of Lowell; Secretary and Treasurer, George A. Littlefield, of Malden. The treasurer's report showed that $54.45 had been received, and $51.50 expended; balance $2.95. The executive committee were instructed to inquire as to the feasibility of limiting the sessions of the association to one day only, although by so doing they would have to surrender the State grant of $25.00 yearly. After listening to essays by Alfred S. Hall, on "The Teacher's Individuality," and E. H. Lord, of the High School of Lowell, on "Grammar considered as a Requisite of Admission to the High Schools," and the passage of a vote of thanks to all who had contributed to the success of the meeting, the convention, at 10.15, adjourned.

Essex County Teachers' Association.

The forty-second annual meeting of this association was held at Salem, on Friday and Saturday, April 9th and 10th, and Lincoln Hall was well filled with the teachers and their friends who gathered at this re-union of the oldest teachers' association in New England, which was formed at Beverly, in 1830, and has on its records of membership some of the leading names among Massachusetts teachers.

The sessions were presided over by J. W. Upton, of Peabody. The opening essay was by Mr. S. C. Bennett, Supervisor of Music in the Salem public schools, who gave an illustration of his methods with one class from the Primary and two from the Grammar Schools of the city. Mr. Bennett closed with the bold assertion that "the methods of voice culture as taught in Europe are radically wrong, and often injurious, rather than properly cultivating the human voice, and singers cannot be instructed to sing in tune by those methods." In the afternoon, Prof. Walter Smith, of Boston, delivered a lecture on Drawing, which was discussed by Gen. H. K. Oliver, of Salem; Henry Moore, and J. W. Freeze, of Lynn. Then followed a paper by Miss S. J. C. Needham, of Peabody, on the Schools of Berlin. She thought that many of the German methods might be introduced into our schools with great benefit. General Oliver took occasion, after the reading of the essay, to call attention to the "compulsory education law" of the State of Massachusetts, and spoke of it as a rattle of words, plenty of thunder, but no lightning. He said that the great number of unenforced laws of the Commonwealth upon education were not worth the paper on which they were written. He might have said as much of all laws which are not executed. On Saturday morning, the Rev. H. F. Harrington, of New Bedford, delivered a valuable essay on "Language." Officers for the following year were elected as follows: President, Edward S. Sargent, of Lynn; Vice-President, C. C. Hunkins, of Haverhill; Secretary, C. H. Goulding, of Peabody; Treasurer, O. B. Stone, of Salem; Counsellors, W. P. Lunt, of Newburyport; H. Hollowell, of Gloucester; P. Warren, of Lawrence; Miss Jennie Colburn, of Salem; and Miss Dodge, of Beverly. The association then adjourned.

BOSTON. — The Boston Public Library has received from the English government a valuable donation of 2,500 volumes of drawings and specifications of American, English, and French patents. The series includes the English patents from 1617 to the present time, the paper and printing of which cost the English government more than £3,000. Boston has now the most complete studio for inventors and students in the United States, and on an average 150 students each month make use of this collection.

AUBURNDALE.—*Lasell Seminary.* — All alumnæ of this school are earnestly requested to send at once their names and addresses to Principal Bragdon; an Alumnæ Association is to be formed. Also anyone knowing the whereabouts of any alumna will confer a great favor by sending it to same party. *Lasell wants to know where her daughters are!*

Connecticut.

HARTFORD.—The class day exercises of the graduating class of the Hartford High Schools were held Friday afternoon in the large hall of the building, which was filled with an audience of invited friends of the class and members of the school. The hall was trimmed with blue, the class color, and the class motto,

"Quod Facimus, Bene Faciemus,"

was placed in a conspicuous position in the room. Frank E. Hyde, president of the class, presided. The order of exercises began with a song by the class, to the air "Old and New Year," the words composed by Charles H. F. Bliss. After a few remarks by the president, H. H. Saunders delivered an oration, and Miss Grace E. Cooley read a poem. A song, composed by Mary R. Williams, was sung by the class to the tune of "Lovely May." The following is an extract of the song:

The leaves that all the summer time
Dance in the rustling breeze,
At dreary winter's dread approach
Are parted from the trees.
And some are borne far o'er the land,
Some float upon the sea,
And some are seized and whirled aloft,
Far from the parent tree.

So we, dear classmates, soon must part,
Must leave our school for aye;
Each fleeting moment nearer brings
Our graduation day.
Each in the busy world of work
Must take his special place,
And every one, in different course,
Must run his earthly race.

Interesting class histories were then read by Miss Tunie F. Smith and Charles H. J. Bliss. They abounded in amusing hits, and were much enjoyed. Miss Mary R. Williams next read an essay, and after a song composed by Miss Grace E. Cooley, C. W. Canfield read the prophecy, which caused much merriment. The exercises closed with a song, written by H. H. Saunders, set to the air of "Auld Lang Syne." The following extract shows the style of the poem:

As after sunset's brilliant glow,
The sun no longer seen,
The twilight comes, and so we know
How bright the day has been.
The shadow of the parting hour
But serves to makes more dear
The sweet, calm days of student life
We've shared together here.

But now, like birds from downy nests,
That with uncertain wing,
Longing, and yet afraid to fly,
Go trembling, fluttering.
Our hopes leap forth to meet the years
That stretch before our sight,
And flutter with expectancy,
Half dread and half delight.

The class had been drilled in the songs by Mr. Irving Emerson, and the rendering of them proved very satisfactory.

A few sporadic cases of the spelling fever have appeared in Connecticut. Among the more conspicuous performances was one in Hartford, of which the following account is furnished by the press: "The first spelling match of the season took place at the parlors of the First Baptist church, Friday evening, and was a complete success both in point of attendance and in the amusement it afforded to the audience. Hartford has been sadly behindhand in this matter compared with other cities, but now that a beginning has been made it is probable that there will be spelling enough to satisfy the most enthusiastic disciple of Noah Webster. At the match Friday night there were twenty-one on a side, Mr. C. B. Canfield and C. E. Willard being the captains. The words were given out by the Rev. Dr. Sage, pastor of the church, and the Rev. F. F. Emerson acted as umpire, assisted by Mr. E. G. Barrows. By the rules adopted proper names, derivatives from proper names, scientific and technical words and provincialisms were excluded. The words were first selected from Noah Webster's spelling book, but that didn't floor the spellers fast enough to suit, and a list of difficult wordspublished in the N. E. JOURNAL OF EDUCATION, Boston, was used. After an hour's spelling only four were left standing on one side. Words were then given out to the latter, and the match was won by Mrs. Julius M. Lester. It should be mentioned that those who took part in the match were not selected on the ground of their known proficiency, but volunteered in order to get up a match. The following words were among those which caused the most trouble with the contestants. They are given as they were incorrectly spelled: Remnent, akme, crudness, cabol, contem, guilless, glaceal, nickle, etherial, sinthesis, apothem, pascal, saccarine, architype, breize, retreive, conferable, satir, capilary, poligamy, metonomy, perlew, friccasee, frankincese."

NEW HAVEN.—Prof. W. D. Whitney, of Yale College, sailed last week for Europe, where he proposes to spend several months. The learned men over the water are making large preparations for his reception, evidently anticipating a rich treat from his visit.

Mrs. Anna L. Biddle has resigned her position in the High School, which she has filled with marked ability since September 1, 1872. Miss Eva L. Griffing, a teacher in the Webster Grammar School, sailed for Europe on Wednesday, April 7th. A party of about a dozen young ladies, under the convoy of professors, will make a tour occupying several months. By rare good fortune, which seldom happens to teachers, at less than a week's notice, she finds herself out of the school-room, on the broad ocean, with pleasant companions, free of expense, making a voyage greatly desired by multitudes, but accomplished by few comparatively of "the profession."

Colleges.

WESLEYAN UNIVERSITY.

Junior Exhibition passed off with great *eclat*. Competent critics say it was the best exhibition that has been seen in college for years. The fact that prizes were offered, of course furnished additional incentives to carefulness in preparation, and delivery. The articles were all excellently written, and with few exceptions well delivered. The singing deserves the highest praise. All honor to '76 for what they have done. The following is the programme: Music—Trio (original), Peace on the Deep; Prayer; Music—Chorus, May God protect Columbia; 1. The Charge at Balaklava, Jennie Larned; 2. The True Orator, Burton Thompson Beach; 3. Supposed Appeal of Kossuth to the Free Nations of Europe, Wilbert Celestus Blakeman; Music — Quartette,—Moonlight on the Lake; 4. Pulpit Power, Benjamin Coulbourn Connor; 5. The Defence of Lucknow, Edward Arthur Wilkie; 6. The Philanthropist and the Statesman, Joseph Fithian Andrew; 7. The Battle of Lookout Mountain, Charles Edward Davis; Music—Solo and Chorus,—Ring the Bell, Watchman; 8. The Law, George Silas Colman; 9. Michael Angelo, William Copeland Wallace; 10. One of our Customs, Timothy Prescott Frost; Music—Quartette,—Cousin Jedidiah. The order of speakers is arranged by lot. The Ferry prizes were awarded the same evening, the first of $30.00 in gold to B. C. Conner, the second of $20.00 in gold to T. P. Frost.

The term closed very quietly Tuesday evening at 6 o'clock. It has always before been the custom to close the term on Wednesdays, but as many of the students were in the habit of applying for excuses to go home Wednesday mornings, that in despair the faculty have decided to close on Tuesday and have done with it. Things will probably not go on long under this *regime*, before applications will be made for excuses Tuesday mornings, for it is the nature of the average student always to want to get away a few hours before the regular closing of the term.

Several of the boarding clubs have made changes in localities during vacation. The Alpha has moved from College street near Main, to corner William and High. The Chique Chaque from High to 93 College street. The Chronometer will soon move to William near High street.

The past term has been marked by unusual religious interest among all classes. Although but few extra meetings have been held, much earnest work has been done privately, and with great success. There have been 28 men converted or revived, 10 of whom are members of the Senior class. The revival has all

through been characterized by the deepest religious feeling, with almost an entire absence of the excitement which so usually attends revivals. A. S. U.

DARTMOUTH COLLEGE.

Dr. Labaree is here at present, laboring with the Seniors in "Butler's Analogy." . . . The spelling epidemic has struck Dartmouth. A trial between the classes is to be had on Tuesday evening, in College church, ten men from each class in the Academic department, and two from each class in the Scientific, the proceeds to go to the boat club. At no distant day there is to be a trial between Dartmouth and Tilden. . . . The Spring recess of one week begins April 16th. Classes are to be examined the present week in those studies they have completed. . . . A full length statue of Daniel Webster, lately presented to the college by Mr. Thomas Ball, now stands at the *head of the college library*. . . . The religious interest which has been manifest here for months past, still deepens. The Y. M. C. A. of New Hampshire, held a series of meetings here April 2d, 3d, and 4th, which were well attended. Daily prayer meetings were held by the students, and Sunday evening fills the church, a thing never before known in the memory of the oldest inhabitant of the place. . . . . The Aggies go home on Wednesday, to give practical demonstrations of what they have learned about farming.

MIDDLEBURY COLLEGE.

Prof. M. E. Cady, class of '69, principal of the Troy Conference Academy, spent Sunday, the 4th inst., in town, and occupied the pulpit of the Methodist E. Church, to the great satisfaction of his friends. . . .The spring term closed on the evening of April 6th, with the Junior Exhibition, which was unusually satisfactory, both in the performance of the class and in the musical accompaniment. . . . The members of college are scattered among their friends, a good number remaining in the vicinity, visiting the sugar orchards and playing at sugar-making. The vacation, for a rarity, is two weeks long and more, the summer term beginning on Thursday, April 22. . . . Announcement comes from Fort Atkinson, Wis., of the death of Rev. Edward W. Hooker, D.D., class of '74. . . . T. W. Darling, class of '74, has just shown his genial face, visiting his friends in town. Leaving the interests of Middlebury at the Yale Theological School chiefly in the care of Messrs. Ladd and Tenney, he has for a time joined the teachers' corps under Professor Stebbins, at the Collegiate Institute, Springfield, Mass. He brings good word of the success of this new educational enterprise.

AMHERST COLLEGE.

Professor Snell's meteorological journal gives the mean temperature for the month of March, 27.70. Depth of water fallen, 4.2 inches; depth of snow fallen, 31.5 inches. . . . The renowned Johnston brothers are in town. . . . Dr. Vincent has left for a six weeks' trip to California on account of his continued ill-health. . . . The annual report of the Agricultural College has just been published. . . . Amherst is to have the third position at the Saratoga regatta. . . . Term commenced Thursday, 15th inst. . . . Camilla Urso concert Friday night.

Letter from Nebraska.

NELSON, NUCKOLLS CO., NEB., April 10, 1875.

MR. EDITOR:—Having learned through the medium of our valuable monthly, the *Nebraska Teacher*, that the various educational journals of the east had combined, and are now printed as a weekly, I hasten to send you greeting from the "far west," though really in the centre of the continent. I am a graduate from a Normal school in the "Old Pine Tree State," and though I have sought a western home, the scenes of my childhood and school-boy days are yet vivid, and the interest which attaches itself to all that tends to advance the educational status of my native State, remains undiminished.

Great pains are being taken to make Nebraska second to none in its school privileges. School-houses dot the prairies in every direction, like white sails upon the ocean. While it must be said that the people have not, as a whole, exercised proper judgment in burdening themselves with local taxes, they may look with just pride to the numerous fine school edifices throughout the country. At this place, scarcely two years old, a house with all modern improvements has been built, costing $1,500, and it would be an ornament to many an eastern district where poor buildings now *dis*grace the community.

An institute was held here not long since, composed entirely of *home* talent. Here teachers from Maine, Vermont, Connecticut, New York, Pennsylvania, and more western States, met together and abundantly proved that, at least, some good seed sown by eastern teachers had been sown on good ground. Nebraska has talent enough to make a strong intellectual State, and from what I know of the State Superintendent and his counselors, I feel that the day is not far distant when this portion of Fremont's "Great American Desert" will furnish brain power that will perform no small labor for the future welfare and government of our great republic. Compulsory education is freely discussed, and probably some action will be taken upon the subject this year. Wishing abundant success to your new enterprise, I remain,

Yours truly, C. W. S.

New Publications.

THE MASTERY SERIES: *Latin*. By Thomas Prendergast. 12mo, second edition, London: Longmans; 1875.

Every year gives us a number of books to facilitate the learning of languages, and the advertisements heralding some of them claim that a plan has been found which makes the task much easier than heretofore.

The student of languages, from an acquaintance with many of these books, comes to regard an examination of any new "method" or "course" as hardly worth his while, assuming that it is nothing but some different form of the old grammatical process. We had included in this view the "Mastery Series," until we happened to read Mr. Prendergast's exposition of his system, which is set forth in "The Hand-Book to the Mastery Series." We have since made trial of his method for two modern languages, and we became convinced that it is the true one.

His manuals are books of about one hundred pages each, and consist simply of a series of progressive sentences, with the English equivalents of those sentences standing opposite to them—no grammatical explanation whatever. The foreign sentences are to be learned by heart by frequent repetitions, by which means the structure of the language and its grammar reveals itself, and there is acquired the habit of arranging the foreign words in their proper order, and speaking idiomatically.

The explanations contained in grammars are, of necessity, mostly of a complicated character, and the logical rule is far more difficult than the understanding of the point it explains, when that point is exhibited in a sentence. This is shown by the fact that children who hear only correct speech imitate it, and speak correctly, though they cannot comprehend the grammatical rules which cover the very sentences they utter. Mr. Prendergast maintains that his method is precisely the child's process systematized, and that the learner who keeps before him the same sentences until they are known by heart, and their idiomatic arrangement has become a habit, cannot fail to speak the foreign tongue with absolute correctness with the words that he knows; and the acquiring of a larger vocabulary is then a simple matter.

The books for Spanish, French, and German have been used in private study, both here and in England, with great success, and have been adopted in some of the large English schools.

The author, maintaining that if the method is true for one language it is true for another, has prepared the present volume for Latin, the same argument applying, that it is far more profitable to fix the principles of the language and its idiomatic arrangement in the mind by means of sentences committed to memory than to begin with the round-about process of grammatical rules. This method does not propose to dispense with the reading of grammars at a later stage, but gives the pupil first the structure of the language itself, and thus prepares him to read a grammar intelligibly, because he has already in a concrete shape most of the information it contains in the abstract.

Many readers of this notice will undoubtedly bear evidence to having spent years of faithful study upon the Latin language, without being able, even, to read it with fluency. Any such, or any who have allowed their Latin to fall into disuse, will, we think, find this book an agreeable means of reviving and increasing their knowledge.

The author invites the severest scrutiny, and we commend the book to the attention of teachers. W. E. K.

LYMAN'S HISTORICAL CHART: presenting the World's History by Centuries, and containing all the prominent events of the Civil, Religious, and Literary History of the World By Azel S. Lyman. Philadelphia, Pa: Jones Bros. & Co., 1003 Arch street.

This chart presents the subject of History by a novel and ingenious method, the value and efficiency of which any intelligent person cannot fail to appreciate. The distinctive feature of the work is an appeal to the eye, and through the eye to the law of association—a principle at once philosophical and practicable. Time is represented as a stream flowing from left to right, seven inches every century. The different colors in the stream designate different contemporary nations. When a nation's history begins, its color begins; when one nation conquers another, both continue in the stream under the color of the conqueror. The events in the history of each nation are written down in the stream just where they took place—those more prominent in larger type, those less prominent in smaller type. Thus the reader has the history of a period spread out under his eye in such shape that it takes in at a glance and impresses on the mind the relative importance of each nation, the particular history of each, and the contemporaneous history of all. Embodying as it does the essential principles of the object system of instruction, it presents a continuous series of historical pictures in their most instructive and impressive form. For the mastery of history no means could be more economical in the outlay of time required, no method more direct and wholly admirable. The work is one of greatest value and importance, and we advise our readers to give it a careful examination.

WHITE AND RIDLEY'S LARGE LATIN-ENGLISH LEXICON. Imported by Ginn Brothers, Boston.

This work, contains, as nearly as we remember, about 3,000 pages. Its preëminence among Latin-English lexicons is in its great number of interpretations of words in special connections, which show careful reading, and seem judicious, so far as an opinion may be formed from reading parts of articles here and there. Its claim to much advance in its etymology is not sustained. Its changes have been made without sufficient knowledge or discrimination, and from sources in part untrustworthy. Moreover, the absurdities of assibilating and digammating the Greek breathings, and of the passing of continuous sounds to explosives, have been retained, as if it were not yet settled that water does not tend to run up hill.

For school use, *Crosby and Schem's* Latin-English Lexicon seems admirable, giving methodically, compactly, and in type pleasant to the eye—all that most young students would obtain from larger lexicons, except the too costly and bulky one named above. I. D.

CASE'S MAP OF THE UNITED STATES, the British Provinces, Mexico, and part of the West Indies. Compiled from the latest Government Maps and other official sources. Hartford: O. D. Case & Co., publishers; 1874.

This map hangs in our office, and attracts the attention of our friends by its beautiful appearance and its many striking excellences. While it is somewhat difficult to set forth the good points of a map, except by representing its exact form and features, we take pleasure in referring to the following valuable elements: It presents the whole extent of country, from ocean to ocean, at one view, with all the physical features of each section, State and Territory, beautifully represented. The mountain topography, the lake and river systems, the valleys, plains, watersheds, and coast lines, are delineated with a remarkable degree of clearness. As a county map it is complete, and as a railroad map it shows all the lines in operation in the United States, the British Provinces, and Cuba. In fidelity of details, accuracy of outline and location, beauty in finish, it is the most reliable and authoritative map of the United States yet published, and is equally fitted to the wants of schools and colleges, business and professional men, families and libraries. Its size is 5½ by 6 feet, and forms a useful ornament for the walls of the school, the office, or the dwelling.

CARMINA YALENSIA: A collection of Yale College Songs, with Music and Piano-Forte Accompaniment. Compiled by Ferd. V. D. Garretson. Enlarged edition, with Popular New Songs. Arranged by J. O. Heald and S. T. Dutton. New York: Taintor Brothers, 678 Broadway.

The Yale spirit and customs are embodied in these songs, and the words, as well as the music, will bring back to the Yale alumnus the jolly occasions and festivals of college life, when the class songs enlivened the intervals of study. Every Yale graduate will have a copy of the Carmina, and the alumni of other colleges would enjoy it.

HAPPY HOURS: A collection of Songs for Schools, Academies, and the home circle. By Howard Kingsbury, assisted by Rev. Alfred A. Graley. New York: Taintor & Brothers, No. 678 Broadway; 1868.

An excellent collection of tunes and words.

The American Journal of Science and Arts for March contains LeConte on some Phenomena of Binocular Vision; Prof. Gray on Jeffries Wyman; Cephalopods of the Northern Atlantic; Trap-Rocks of the Connecticut Valley; with short articles on Geology, Natural History, and New Tertiary Mammals. The April number contains the following articles of interest to teachers: History of Young's Discovery of his Theory of Colors; Recent Progress and Present State of Systematic Botany; and Scientific Intelligence on Chemistry, Botany, and Natural History.

The Journal of the Women's Education Union, edited by Miss Shirreff and Geo. C. T. Bortley, London, is the organ of the National Union for the Education of Women of all Classes, and contains matter of interest to those who seek the higher education of women in America. Price, sixpence. Chapman & Hall, 193 Piccadilly, London, W.

Littell's Living Age for April 10 has three articles of interest to teachers: The Heart of Africa and the Slave-Trade, *Ed. Review*; Saxon Studies—Part VI., by Julius Hawthorne, *Contempo. Review*; and Have We Two Brains? *Cornhill Mag.*

L. Prang & Co. publish a pamphlet of 54 pages, containing a course of three lectures on "Industrial Drawing in Public Schools," addressed to the principals and teachers of the primary, grammar, and high schools of the city of Boston, by Walter Smith, Art Master and State Director of Art Education.

Education of the Kindergarten, No. 1, is a valuable contribution on the subject of the Nursery and Kindergarten, by Elizabeth P. Peabody, Cambridge, Mass. This little pamphlet of thirty-four pages contains much that is valuable to those who are inquiring concerning the objects and methods of this system of child-instruction.

The Unitarian Review, or April, has among other articles of interest, The Struggles of Science, by Thomas Hill, D.D., LL.D; A Remarkable Self-made Man, by John L. Sibley; The Concord Fight, by Rev. Grindale Reynolds.

Dr. Edward H. Clarke's Address to the Legislative Committee, on "Drainage and Sewerage," appears in the *Boston Medical and Surgical Journal* of April 1. Other articles of interest are: Recent Progress in the Treatment of Throat Diseases, and Public Parks and Public Health.

Worcester's Pocket Dictionary, compiled from the quarto and school dictionaries, by Loomis J. Campbell, illustrated with numerous cuts, and containing tables, lists of foreign words and phrases, rules for spelling, etc., is a valuable guide to the spelling, pronouncing, and defining of over 1,600 of the common words of our language.

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LEXINGTON, 1775.

CENTENNIAL POEM: BY JOHN G. WHITTIER.

No maddening thirst for blood had they,
No battle joy was theirs who set
Against the alien bayonet
Their homespun breasts in that old day.

Their feet had trodden peaceful ways,
They loved not strife, they dreaded pain;
They saw not, what to us is plain,
That God would make man's wrath his praise.

No seers were they, but simple men;
Its vasts results the future hid;
The meaning of the work they did
Was strange, and dark, and doubtful then.

Swift as the summons came they left
The plough, mid-furrow, standing still,
The half-ground corn grist in the mill,
The spade in earth, the axe in cleft.

They went where duty seemed to call;
They scarcely asked the reason why;
They only knew they could but die,
And death was not the worst of all.

Of man for man the sacrifice,
Unstained by blood, save theirs, they gave.
The flowers that blossomed from their grave
Have sown themselves beneath all skies.

Their death shot shook the feudal tower,
And shattered slavery's chain as well;
On the sky's dome, as on a bell,
Its echo struck the world's great hour.

That fateful echo is not dumb;
The nations, listening to its sound,
Wait, from a century's vantage-ground,
The holier triumphs yet to come,—

The bridal time of Law and Love,
The gladness of the world's release,
When, war-sick, at the feet of Peace,
The hawk shall nestle with the dove,—

The golden age of brotherhood,
Unknown to other rivalries
Than of the mild humanities,
And gracious interchange of good.

When closer strand shall lean to strand,
Till meet, beneath saluting flags,
The eagle of our mountain crags,
The lion of our mother land.

Samuel Adams,

THE FATHER OF THE REVOLUTION.

From the Centennial Oration of George W. Curtis, at Concord, Mass., April 19, 1875.

But here and now I cannot speak of the New England town meeting without recalling its great genius, the New Englander in whom the revolution seemed to be most fully embodied, and the lofty prayer of whose life was answered upon this spot and on this day. He was not eloquent like Otis, nor scholarly like Quincy, nor all-fascinating like Warren: yet bound heart to heart with these great men, his friends, the plainest, simplest, austerest among them, he gathered all their separate gifts, and adding to them his own, fused the whole in the glow of that untiring energy, that unerring perception, that sublime will, which moved before the chosen people of the colonies a pillar of cloud by day, of fire by night. People of Massachusetts, your proud and grateful hearts outstrip my lips in pronouncing the name of Samuel Adams. Elsewhere, to-day, nearer the spot where he stood with his immortal friend, Hancock, a hundred years ago this morning, a son of Massachusetts who bears the name of a friend of Samuel Adams, and whose own career has honorably illustrated the fidelity of your State to human liberty, will pay a fitting tribute to the true American tribune of the people—the Father of the Revolution, as he was fondly called. But we also are his children, and must not omit our duty. Until 1768, Samuel Adams did not despair of a peaceful issue of the quarrel with Great Britain. But when in May of that year the British frigate "Romney" sailed into Boston harbor, and her shotted guns were trained upon the town, he saw that the question was changed. From that moment he knew that America must be free or slave, and the unceasing effort of his life, by day and night, with tongue and pen, was to nerve his fellow-colonists to strike when the hour should come. On that gray December evening, two years later, when he rose in the Old South, and in a clear, calm voice said, "This meeting can do nothing more to save the country;" and so gave the word for the march to the tea-ships, he comprehended more clearly, perhaps, than any man in the colonies the immense and far-reaching consequences of his words. He was ready to throw the tea overboard because he was ready to throw overboard the King and Parliament of England. During the ten years from the passage of the stamp act to the fight at Lexington and Concord, this poor man in an obscure provincial town beyond the sea was engaged with the British Ministry in one of the mightiest contests that history records. Not a word in Parliament that he did not hear; not an act in the cabinet that he did not see. With brain, and heart, and conscience all alive, he opposed every hostile order in council with a British precedent, and arrayed against the government of Great Britain the battery of principles impregnable with the accumulated strength of centuries of British conviction. The cold Grenville, the brilliant Townsend, the obsequious North, the reckless Hilsborough, the crafty Dartmouth, all the ermined and coroneted chiefs of the proudest astocracy in the world, derided, declaimed, dênounced, laid unjust taxes, and sent troops to collect them; cheered loudly by a servile Parliament, the parasite of a headstrong king—and the plain Boston Puritan laid his finger on the vital point of the tremendous controversy, and held to it inexorably king, lords, commons, the people of England, and the people of America. Intrenched by his own honesty, the king's gold could not buy him. Enshrined in the love of his fellow-citizens, the king's writ could not take him. And when on this morning the king's troops marched to seize him, his sublime faith saw beyond the clouds of the moment the rising sun of the America we behold, and careless of himself, mindful only of his country, he exultingly exclaimed, "Oh! what a glorious morning!"

If a child does well in school, the parents applaud his wonderful genius; but if stupid, the teacher is at fault.

Lessons from the Spelling Furore.

BY CHARLES F. KING.

Now the wordy combats are nearly over, let us gather into a few sentences the lessons and suggestions which may be learned. We perceive, and that more emphatically than ever, how easily the American people are interested in new excitements, and how quickly this same interest dies out. These contests have been healthy, innocent, and amusing. Old and young have learned to spell with astonishing ease, for the mind grasps readily and retains tenaciously when excited

This fact can be advantageously employed by teachers in permitting matches in their rooms, say, once a quarter in the recitation of dates, localities, etc., as well as in the spelling of words. These contests should, however, never be considered as fair or sure tests of orthographic scholarship. He who wins to-day may lose to-morrow. Let the same contestants *write* the three hundred words, and then pass papers, correct and compare notes, and the result would probably be very different; it would certainly show more exactly their real knowledge. Good spelling is an inherited gift. It is the result of a peculiar power of memory. A scholar of good, sound mind, fine reasoning powers, an excellent speaker, with a wide-awake, intelligent brain, may be so weak in spelling capacity as to miss, after considerable study, eighteen words out of twenty. Such a case has recently come to my knowledge. No amount of study will ever make a good speller of such a person. He must go through life yoked to a dictionary. Let teachers who can spell every word in the language be patient with all such cases. Away with the spelling book gauge of a man's ability! This we say without detracting one iota from the importance of good orthography.

Girls are, on the average, better spellers than boys, and hence are naturally adapted to make excellent compositors and proof-readers. It is a comparatively easy matter for those gifted in the art to "cram" for special occasions.

It has also been most conclusively demonstrated, and we record it with pleasurable pride, that amid all the excitement of the *new* studies, viz.: Music, Drawing, Sewing, English History, Natural Philosophy, and oral lessons in Physiology, Physical Geography, Vocal Culture, Mineralogy, etc., etc., the teachers of the public schools have not neglected this old-fashioned study of Spelling. Creditably as the work has been done (judging from the numerous matches in which the children have won the prizes), it has cost an immense amount of time and labor, because the text-books still in common use—ancient relics of the past—are so defective.

We believe in making the reader and every other text-book, a speller and definer. Great advantage is also gained by requiring pupils to commence their words when writing in columns with small letters, unless capitals are required. It is wonderful how easily a considerable knowledge of capitalization can thus be imparted. If the teacher habitually deducts merits from the value of every paper examined because words have been noticed misspelled, the scholars soon become extremely careful.

In addition to these different methods, however, pupil and teacher feel the need of an "improved speller," one especially adapted to interest and help the younger scholars, and the one-talented learners of greater age. Most of our spelling-book makers have arranged their words according to a wrong classification. They have

grouped together words with similar terminations, or those containing some common peculiarity in spelling rather than in pronunciation or meaning, thus assisting the scholar for the time being, to his confusion afterwards. Words in composition never occur in this beautiful regularity.

We call for a committee on spelling and spelling books.

Drawing in the Public Schools.

OBJECTIONS THAT ARE MADE TO ITS STUDY.

BY C. B. STETSON.

DRAWING AN ENGLISH BRANCH.

It is said by those who oppose the introduction of Drawing into the public schools, that none but English branches should be taught in such schools, and hence Drawing should be excluded. Now, if Drawing is not an English branch, then surely Arithmetic is not. Drawing is the representation of form, and so is a universal language. Any foreigner, ignorant of the English language, but acquainted with Drawing, can, upon entering an American machine-shop, ship-yard, stone-quarry, take the drawings he will find there for his guidance, and go intelligently about his work; while an American, ignorant of Drawing, would require the constant supervision of some one to keep them from making blunders. Furthermore the principles and methods of Drawing, like those of Arithmetic, can be set forth in English as in every other language. Indeed, Drawing is no more Greek or French than English, as Arithmetic is no more English than Arabic. Either Drawing is an English study, or no study is English unless, like Spelling and Grammar, its direct object is to give a knowledge of the English language. Where, then, is the justice of denouncing Drawing on the ground that it is not an English study?

OTHER STUDIES WILL NOT SUFFER.

Again, it is said that if Drawing is given a place in the public schools, the pupils will thereby be kept from properly learning the "English branches", to wit, Spelling, Reading, Writing, Arithmetic, Geography, Grammar. Now, this is pure assumption. It cannot be shown that in those schools where Drawing is taught, the pupils do not learn to spell, read, write and cipher just as well as in the schools from which Drawing is excluded. So far, indeed, as the facts have been investigated, the showing is not against, but in favor of Drawing. In reply, however, it will be said: "This does not stand to reason; even now the boys and girls in the public schools acquire no sufficent knowledge of the English branches; if we add Drawing, it is evident, *a priori*, that the English branches must fare still worse." Now, they who take this ground, overlook several very important factors which must be considered, or there can be no correct solution of the problem.

A VARIETY OF STUDIES FOR YOUNG CHILDREN.

You cannot keep the minds of young children long engaged upon one thing, unless that thing is specially delightful in itself, without producing disgust and deadening the intellectual faculties. In the Primary school there must be a daily variety of intellectual employment, or much of the time of the children will be wasted, to say the least, simply from their inability to put their minds on one, two, or three things continuously. To train a child's mind in any one direction, to the best advantage, you must train it in various directions. The teachers being equally good, the best reading for example, will always be heard in those Primary schools where instruction is given in a large number of things. In this way nature manages to save her children from abnormal development in any one direction—to save them from provincialism and bigotry. When casting about for the best things to occupy the time of children and to afford them a varied discipline, you should bear in mind that they take special delight in seeing and doing. Now Drawing is both seeing and doing, and so is, in that respect, one of the best studies for young children.

Those who have charge of Primary schools have not only begun to recognize the love of young children for intellectual variety, but, in many instances, have begun to broaden, accordingly, the course of instruction in such schools.

DROPPING STUDIES AT INTERVALS.

At all stages of its development through childhood and youth the immature and rapidly growing mind must be treated quite differently from the mature mind, if it is to be informed and trained with the greatest degree of success. Where a mature mind can take a logical study, as Grammar or Arithmetic, and push rapidly forward from beginning to end, meeting with no greater difficulties at one point than at another; an immature mind, on the contrary, with some of its higher faculties hardly more than germs, will soon reach a point beyond which it cannot advance without the greatest effort on its own part and without undue assistance from a teacher. And the trouble will all be owing to the rudimental condition of certain faculties, called upon to make an undue exertion at this stage of their development.

What is the rational thing to do? Evidently to drop the study for a season. With a pupil anywhere under fifteen an interval of six months usually makes a marked difference in his ability to grapple with difficulties arising as here described. For him to continue the study without an interval of rest is to make slow progress even with great personal effort and much assistance: to grow discouraged, and become a dawdler. On the other hand, when he takes a study, he should pursue it with all his might. Having come to a point where the difficulties are fairly beyond the ready grasp of his powers, he should drop the study for a time, and take another level with his comprehension. Light gymnastics are best for the immature mind.

This cardinal feature in mental development, with its bearing upon instruction in childhood and early youth, is not generally recognized; certainly it is not generally acted upon in graded schools, though there is nothing to prevent such action. It will be seen at once that such action would give two things: room for Drawing, and other new studies, in Grammar and High schools, with continuity and concentration of effort on the part of the pupils. The evils which result when the attention of the older pupils is divided among too many things each day, would be avoided even with an increase in the number of studies.

As pupils advance in years and acquire better control of their powers, the number of studies to receive their attention daily should be lessened.

BEARING OF ONE STUDY UPON ANOTHER.

Among many studies there is a certain interdependence; they have certain things in common. As Drawing deals with the representation of form, it bears, directly or indirectly, upon nearly every other study, as it bears upon nearly every industrial pursuit. By training the eye to a quick and accurate perception of form, Drawing helps the child to recognize letters and words, and so helps him in learning to read and to spell. By training both the hand and eye it helps him in writing, and enables him to do his Arithmetical exercises in a more orderly manner. For similar reasons it aids the study of Geography, Geometry, or any natural science. It can also be made to contribute, in a marked degree, towards accuracy in the use of language and in the interpretation of the printed page.

POWER DERIVED FROM BREADTH OF CULTURE.

There is a certain power, an intellectual grasp, a quickness of perception, and a solidity of judgment, which comes from breadth of culture, and from that alone. This general power aids the learner in the mastery of each and every individual study. It is, however, the tendency of many teachers, if not wholly to overlook, yet greatly to undervalue, this power. They act upon the belief that the pupil can best master the "three R's," for example, by attending to them alone. They can see the best percentage only in exclusiveness—in following the narrow path, with no glance to right, or left.

Two objections to the study of Drawing in the public schools have now been considered. The one is the old fogy's objection; the other is the objection of him who does not see how more can be safely attempted in the public schools. Much might be said in favor of contracting the dimensions of studies which have long been on the compulsory list, and thus obtaining room for the two or three things which should be added to the curriculum of all public schools.

The Moral Element in Education.

A Paper read by Rev. J. H. Worcester, D.D., before the Vermont State Teachers' Association, Jan. 22d, 1875.

[Concluded from No. 16.]

In the remark just made, I have used the expression, right action, in a way to include right intellectual, as well as moral action. But, morally, what is right action? If virtue is, in part, rightly defined as the habit of right action, right action itself may be defined as acting out of the highest motive applicable to any case.

Among the motives which, at any moment, urge us this way and that, we may easily realize the relation of lower and higher, of less worthy and more worthy. The teacher should cultivate in his pupils the habit of thus comparing motives, and of acting always from the highest and the best. Unfortunately the teacher is often tempted, not only to neglect this regard to the higher motive, but himself positively to cultivate the habit of acting from a lower motive.

The explanation is easy. Main objects with every teacher are order in the school room, and intellectual progress. His temptation is to appeal to whatever motive will be most immediately effective to these ends.

The fear of corporal punishment is one such motive, and one heretofore much relied on in English schools to secure intellectual effort, as well as good behavior; in American schools to secure good behavior chiefly. Judiciously appealed to, the motive is effectual, not only in securing good order, but in securing mental application, and so in establishing habits of good behavior and of mental application. To a certain extent, and with certain natures, it is still necessary.

But in the main this is a motive which, as civilization advances, become less and less needful, less and less useful, and more and more objectionable in every respect. Certainly it is not the *highest* motive, either for study or for orderly conduct, and while invaluable habits may thus be formed, both of mental application and of submission to rightful authority, they are not habits of such application and submission from the best of motives, and there is much danger that when the motive ceases, the low-motived and imperfectly formed habit will cease with it.

But the fear of corporal punishment has very much given way, of late, to emulation. And this has been found very effective, especially in stimulating to intellectual effort. In may cases, indeed, it is most effective where least needed, failing where most needed. Still it is, on the whole, when skillfully used, very effective; and because it is so, it has been, and I suppose still is, very much relied on to this end. But is even this the highest motive applicable to the case? I am not of those who denounce all emulation as wicked. Let but one member of a laggard class rouse himself and go to work, and every generous mind in the class will feel the influence, and that without one word of stimulus from the teacher. And this is emulation—the instinctive impulse every generous nature feels to imitate all high achievement, and surpass it if he can. In this simple and natural form it need not be suppressed. It is often well to appeal to it. It is one of the nobler motives.

But it is not the highest motive, nor the most endur-

ing motive, even to intellectual culture, and the habit of appealing to it constantly, and almost solely, while it may secure, in a high degree, that intellectual effort which it is, perhaps, too much the teacher's main object to secure, in its effect upon the highest nature of the pupil, can only tend to demoralize and to degrade. Against this danger let every teacher guard.

The love of knowledge for its own sake—one's own well-being here and hereafter—his own nobleness and excellence, his own purity and integrity, and virtue, his best influence on society, his fitness for every duty, and every relation of a man in a world like this, the approving 'well done' of his own conscience and of his final Judge: these are motives the established habit of acting out of which ennobles the man; these are motives which, in whatever relations of future life, can never fail. These then are the motives to rouse and appeal to.

Above all let the teacher be right himself, morally and religiously. Let him be not merely a correct man in his morals, but an enthusiastic man in his benevolence, in his love for the right, in his desire for the high character of his pupils. This spirit, burning in him as an unquenchable fire, will manifest itself in his intercourse with his pupils, in the motives he appeals to, and it will be contagious. It is not only what the teacher says and does, but what he is, which tells upon the pupils, and goes to form their character. No teacher can successfully act a part. He must be what he would seem.

In this view, we need a high grade of men for teachers. Do we not need the *highest* grades of men, men not only of intellectual capacity, and of ability to teach and to govern, but men, also, of moral worth, of elevated character, who act themselves out of the highest motives, and whose example will be a constant inspiration to their pupils?

Some such teachers I remember from my boyhood. Unconsciously, without effort on their part, there went out from their very presence an elevating influence.

Such a man, too, I remember in St. Johnsbury, the first teacher of its academy; calm, quiet, thoughtful, christian, commanding respect by his scholarship, by his intelligence, by his excellent judgment, by his capacity to teach and to govern, and by his thoroughly christian spirit, and never resting in less than the highest good of each pupil as his end, he was eminently fitted for his work. All too soon he rested from his labors. May his mantle rest on each of his successors. So only shall this noble building, in which we meet tonight, answer the high and christian purpose for which it was erected.

Early Educators of New England.—No. III.

BY REV. J. C. STOCKBRIDGE, D.D.

"The collegiate school of the colony of Connecticut" was commenced in A D., 1700, ten of the principal ministers of the colony having associated themselves "as trustees to erect and build a college." The tradition says that some time during this year they brought together a number of books, each of them saying as he made his gift, "I give these books for forming a college in Connecticut." Such was the humble beginning of Yale College. Its first presidents were Rev. Abraham Pierson, Rev. Timothy Cutter, Rev. Elisha Williams, Rev. Thomas Clapp, and Rev. Naphtali Daggett. We do not propose to present sketches of the lives and professional labors of these gentlemen, all of whom did good service in the cause of education. We shall devote this paper to a brief notice of

PRESIDENT EZRA STILES.

Ezra Stiles was born in New Haven, Dec. 10, 1727, and was graduated from Yale College in 1746. In 1749 he was appointed tutor in the college, filling the office to which he had been elected with marked success for more than six years. During his tutorship, he pursued the study of Law, the state of his health being such, that he thought it doubtful if he would be able to enter the ministry, a profession to which his thoughts seem to have been turned. Subsequently, however, he changed his mind, abandoned the law, resigned his office as tutor, and in 1755 became pastor of the Second Congregational church in Newport, R. I. While faithfully discharging the duties of the ministry, from the outset of his public service as a clergyman, he took a lively interest in all matters pertaining to education. Soon after his settlement he was appointed the librarian of the celebrated "Redwood Library," and enriched the library by the addition to it of many valuable books. He was also intimately associated with the gentlemen who laid the foundation of what in after times became "Brown University," and had not a little to do with the drafting of its charter. The degree of D.D. was conferred upon him by the University of Edinburg in 1765, at the request of his friend, Benjamin Franklin, who said of him that he was a divine of "an excellent character, and as greatly esteemed by his brethren, the clergy, even of other denominations, for his extensive learning, and the Catholicism of his temper." Newport was, at the time of which we are now writing, the home of quite a number of wealthy and influential Jews. That he might be brought into pleasant, and, as he hoped, profitable relations in a religious way, with these "sons of Israel," Dr. Stiles made himself so thorough a master of the Hebrew language that he could readily speak and write it. He, moreover, gave his warm sympathy and aid to young men who were struggling to improve their minds. We are told that As he was sitting one day in a bookseller's shop in Newport, a young man entered, dressed in a plain Quaker garb, which exhibited marks of the laborious occupation of the weaver, and said that he wished "to buy a book." When he was asked what book, he was thrown into some embarrassment, from which Dr. Stiles, struck with his frank and ingenuous countenance, stepped forward to relieve him. After some conversation, a book was selected. Dr. S. was so much pleased with his new acquaintance that he invited him to his house, and gave him advice respecting his future reading. This casual interview led to greater intimacy; and the youth in his frequent visits to Newport on business, often called on his clerical friend, to receive new counsels and direction in the prosecution of his studies. This aspirant after knowledge, so promptly aided and encouraged by Dr. Stiles, was *Nathaniel Greene*, whose services in the Revolutionary war place him in the highest rank among his countrymen, as a military commander and patriot. General Greene retained through life his friendship for Dr. Stiles, and ever spoke of him with great respect and veneration.

It would be interesting, had we space, to refer to the part which Dr. Stiles took in these important events which finally resulted in the Declaration of Independence. Like most of the leading clergy of the day he was a warm patriot, and did not hesitate to denounce from the pulpit the oppressive acts of the mother country.

The presidency of Yale College having become vacant by the resignation of Dr. Daggett, Dr. Stiles was elected to the office, and on the 8th of July, 1778, he entered upon his new duties, pronouncing an oration in Latin on the occasion of his inauguration. "No single production of his pen," says Chancellor Kent, who, as a Freshman, listened to it, "exhibits so complete a specimen of the extent and variety of his mental accomplishments." It was not a "bed of roses" on which the new president had come to recline. What we have already said of Harvard College, its faculty, its struggles for very life, may with equal truth be said of Yale College at this period of its history. It was in the midst of the Revolutionary war that President Stiles became the head of the college Its funds were very low. Whatever might have been the disposition of the Connecticut Legislature toward the institution, they were unable to do anything for it in the depressed state of public affairs. New Haven was exposed to the attacks of the British, and as a precautionary measure the college library had been removed into the country. "The whole community was in a state of feverish agitation; and those who would devote themselves to the cultivation of literature, found, amid the bustle of war, little to encourage them and much to dishearten and depress." President Stiles addressed himself to his work with his characteristic energy, and soon made his influence to be felt in the college. When in 1779 the British troops landed in the neighborhood of New Haven, great fears were awakened in behalf of the college buildings, lest they might be destroyed; but through the influence of one of the officers who had received his education in the college, the edifices were not harmed. The close of the war found the institution in an exceedingly depressed condition, and the hope that it would rise from this condition was a feeble one. Besides the general poverty which prevailed in the community, there was another reason which operated unfavorably to its interests. There were many persons who thought the clergy occupied too prominent a position in the government of the college. At length, after years of discussion, in 1792 a change was made in the charter, and other classes besides the clergy were represented in the corporation

The peculiar tastes of Dr. Stiles In the direction of the study of the Oriental languages induced him early to give more than usual prominence to the acquisition of these languages. He himself, as we have already seen, was a superior Hebrew scholar, and it was his aim to awaken in the minds of his students the same love which he felt for this language. No public commencements were held for several years, in consequence of the distracted state of the country. It was decided in 1781 to have one, and Dr Stiles introduced the exercises of the morning with a Hebrew address, and those of the afternoon with a Latin one. He seems to have had a special fondness for such an academical display, and, as President Sparks says, when he pronounced his Latin addresses "the superlatives of the Roman language were laid under very heavy contribution." We are told that when he preached the funeral sermon of Rev. Dr. Wales, he announced his text in the original Hebrew and preached in Latin, a proceeding which we in these days should pronounce somewhat savoring of pedantry.

We cannot go into detail, in a sketch like this, of the many ways in which Dr. Stiles manifested an interest in all subjects which naturally came under his notice as a ripe scholar and the head of the second great literary institution in New England. He corresponded with oriental scholars on subjects which he deemed worthy of the most earnest investigation. He took special delight in the study of all matters connected with the early history of New England, and did more than any other man to unravel the mystery connected with the lives and adventures of the famous three judges who gave their votes for the execution of Charles I, and afterward fled to this country for safety—Whalley, Goffe, and Dixwell. He wrote a defense of their act, and a eulogium on the character of Cromwell. It is well known what sanguine expectations were cherished in many quarters of the results of the French Revolution. President Stiles shared in these expectations, but he lived long enough to learn that his hopes had been too highly raised as to the speedy elevation of a race, who, like the French, had for so long a time groaned under the oppression of monarchical institutions. He was a strong anti-slavery man, and cast the full weight of his influence on the side of any and every plan for the social, moral, and religious elevation of his fellow-men. His last sickness, which came suddenly upon him, found him in the full harness of successful work. His death took place on the 12th of May, 1795.

In looking over the biography of Dr. Stiles, we reach the conclusion that he was among the most eminent scholars of his time, and deserves to be classed among

the best cultivated men that our country has produced. It is the testimony of Dr. Channing, himself a native of Newport, and cherishing a most profound reverence for the pastor of his early youth: "This country has not, perhaps, produced a more learned man. To an enlarged acquaintance with physical science he added extensive researches into philology, history, and antiquity; nor did his indefatigable mind suffer any opportunity to escape him of adding to his rich treasures of knowledge. His virtues were proportioned to his intellectual acquisition. I can well remember how his name was cherished among his parishioners, after years of separation. His visit to this place was to many a festival. When little more than a child, I was present at some of his private meetings with the more religious part of his former congregation; and I recollect how I was moved by the tears and expressive looks with which his affectionate exhortations were received." Chancellor Kent, in his oration before the Phi Beta Kappa society, at the Commencement of Yale College, in 1831, thus alludes to Dr. Stiles: "Take him for all in all, this extraordinary man was undoubtedly one of the greatest and best gifted men of his age. In addition to his other eminent attainments, he was clothed with humility, with tenderness of heart, with disinterested kindness, and with the most artless simplicity. He was distinguished for the dignity of his deportment, the politeness of his address, and the urbanity of his manners. Though he was uncompromising in his belief and vindication of the great fundamental doctrines of the Protestant faith, he was nevertheless of the most charitable and catholic temper, resulting equally from the benevolence of his disposition and the spirit of the gospel."

This is high praise, coming from persons so distinguished as Dr. Channing and Chancellor Kent, and places President Stiles among the most gifted educators of modern times. The great gifts with which Providence endowed him he cultivated with great fidelity, and rose to an eminence which few scholars of our land have reached.

Each for All.

BY GEORGE S. BURLEIGH.

We live not for ourselves alone;
In all we have and are
The dwellers of the farthest zone
Have rights we cannot bar.

The whispered thought, the secret deed,
Some destined aim fulfill,
And every feeling sows the seed
Of vital good or ill.

How darkly round the heart of strife
A bitter circle grows,
And silently an evil life
Sheds poison as it goes.

How sweetly from the true man's face
A healing sunshine beams,
A benediction on his race
In every smile outgleams.

From the far ends of earth and sea
The cords of influence bind
In one our broad humanity,
Of every mood and mind.

The eye that sees a light within
Rays out a cheering look;
The brow that hides a secret sin
Records it as a book.

No forest shadows may conceal
The life lived true to heaven;
Each word and action shall reveal
What silent years have given.

Thy truth sends out a virtuous thrill,
A pulse from pole to pole;
Thy courage with new hope can fill,
Far off, the gloomiest soul.

Defraud not man of that true blood
Apportioned to thy veins,
Nor wrong our common brotherhood
By taint of inward stains!

SCIENCE.

Observations of the Transit of Venus.

The work of the American observers may be summed up as follows:—

NORTHERN STATIONS.

1. Vladivostok, Siberia, Professor Hall. First and second contacts successfully observed, third contact uncertain, fourth contact lost on account of clouds. Thirteen perfect photographs taken, and numerous distances of the two limbs measured. A slight ligament, or black drop, seen.

2. Peking, China, Professors Watson and Young. The four contacts obtained with probable accuracy, with a marginal error of 30 seconds in estimate of first contact. Nearly 100 photographs taken. Spectroscope useless, on account of clouds. No black drop. Planet not seen before contact, as it was at stations where the sky was clear. First two contacts about one minute later, and last two about one minute earlier, than computed times.

3. Nagasaki, Japan, Professor Davidson. Second contact observed well; first and third contacts observed through clouds, and somewhat doubtful; fourth contact not seen. Sixty good photographs taken. No black drop. Various micrometric measurements of cusps, etc.

Lieutenant Day, U. S. Navy, now in the service of Japan, made successful observations in Jeddo, at the request of the Japanese government. The sky was clear, and all four of the contacts were observed, but not with so great accuracy as by parties perfectly equipped.

SOUTHERN STATIONS.

4. Queenstown, New Zealand, Dr. Peters. Second contact well observed, and perhaps the first; but the third and fourth not seen. Two hundred and thirty-seven perfect photographs taken during the first part of the transit. Slight black drop seen. Cloudy weather seems to have prevailed throughout the island, and the American was the most successful party in New Zealand. Dr. Peters regards his observations as successful, because he does not consider all the contacts as necessary, relying mainly upon the photographs.

5. Hobart Town, Tasmania, Professor Harkness. No good observations of either contact, on account of clouds. One hundred and thirteen protographs taken, and very good results in that department.

6. Campbelltown, Tasmania, Captain Raymond. Third and fourth contacts observed; but not the first and second, on account of clouds. One hundred and twenty-five photographs taken. This party was originally designed for Crozet Island, but finally located about eighty miles from Hobart Town.

7. Chatham Island, Mr. Edwin Smith. None of the contacts observed, on account of clouds. Twenty photographs taken Some observations made with the equatorial while the planet was on the disk of the sun; some measurement of cusps.

8. Kerguelen Island, Lieut.-Com. Ryan. Weather cloudy; the first contact well observed, the second obtained a little late, the last two contacts (egress) not accurately obtained Sixty-five photographs taken, including several of the different stages of egress. This was regarded as a very important station, whether the method used be Halley's, Delisle's, or the direct; and it was therefore occupied by the English and Germans, as well as Americans.

It is a little singular that of the eight regular American stations, there is not one where the observations were not interrupted by clouds; and yet there is not one where protographs were not taken during some portion of the transit. It is claimed that the American photographs are superior to all others. They give a measurement of angular position, a plumb line having been photographed on the same negative with the sun and Venus. The important question is, Can these photographs be measured with sufficient exactness? Will the collodion shrink, subjected, as it must be, to such changes of climate?

OTHER NATIONS.

As there were nearly one hundred parties of observers located in different parts of the world, of course we can not refer to the work of each one. The most we can do is to allude briefly to the reports from successful parties.

The Mexican party, at Yokohama, Japan, made their observations under very favorable circumstances. The weather was perfect, and all four contacts were noted. The transit commenced three minutes after the computed time The black drop was seen. There was also an Austrian party of observers at Yokohama, and French and Russian parties in Japan.

The English parties were favored with fine weather, and made successful observations in Egypt, Australia, the Sandwich Islands, and Rodriguez Island. They have, therefore, obtained the ingress, or first two contacts, in the islands above named, and the egress, or last two contacts, in Egypt and Australia, thus making sure of two pairs of observations for comparison by the Delisle method. There was no black drop seen at Thebes, Sidney, or Honolulu, and no appearance of a satellite. At each of these places the whole of the planet Venus was visible before the second contact; that is, it was seen surrounded by a faint halo or ring of light, before it had wholly passed on to the disk of the sun. At Honolulu, Venus was visible 12 minutes before the second contact. This appearance was probably caused by the atmosphere of Venus. It seems to have been an unexpected phenomenon to most of the observers; and yet the London *Times* states that the same visibility of Venus before internal contact was seen in 1761 and 1769, and that a drawing was then made, giving the horns of Venus visible beyond the edge of the sun. The ingress was about two minutes behind the computed time at Honolulu, and three minutes behind at Sidney. Over 1,000 photographs were taken in Australia, but at Honolulu the photographs seem to have been unsatisfactory. The English also met with partial success at Kerguelen and Mauritius.

The French party at Peking met with about the same success as the American observers, but the former report a slight black ligament. At Campbell Island the French made no observations of any kind, on account of a storm. At St. Paul's Island they obtained both internal contacts and numerous photographs; but the first and fourth (external) contacts were obscured by clouds. The distinguished French astronomer, Janssen, in Japan, reports no ligament or black drop, successful observations of all the contacts but the fourth, and good photographs taken. He calls special attention to the fact that he saw Venus before she touched the sun, and considers the phenomenon a partial eclipse of the coronal atmosphere of the sun. On the 9th of December he saw Venus at a distance of two or three minutes of arc from the sun's limb. He caused a photograph to be taken at the moment when the second contact appeared to the eye; but on the plate the contact had not taken place. If this difference is found to exist in other cases, the discovery may lead to important results. The French expedition to New Caledonia report cloudy weather, but all the contacts well observed except the third; one hundred well defined daguerreotpye pictures taken; with silvered objectives no sign of black drop, but with the unsilvered objective a slight ligament or haziness, lasting 34 seconds; 3½ minutes difference between the estimated and observed times of first contact.

The Italians were successful in their observations in India, especially in the use of the spectroscope. They found that the third contact (interior egress) was given more than two minutes earlier by the spectroscope than by the telescope; This seems to prove that the sun's extreme edge, which we see in a telescope, differs physically from the part just within it, though the eye does not perceive any difference. This fact may be connected

with the difference between the testimony of the eye and the photograph reported by Janssen, and may prove the basis of a most important discovery in solar physics. The Italians also observed with the spectroscope the luminous ring around Venus, and thus determined that her atmosphere is made up in part of aqeous vapor.

The Germans met with partial success at Mauritius and Kerguelen. The Prussians at the Auckland Islands observed the transit on the only clear day they had experienced for weeks, obtaining perfectly the third and fourth contact and one hundred and fifteen photographs.

The Russians had a large number of stations, some of which were favored with good weather.

The reports of the black drop differ considerably; but it does not seem to have been as prominent in any case as we were led to expect. It is to be expected that when the ligament was slight, some observers might consider that there was none worthy of note, while others at the same station might report a slight one. Where the sky was perfectly clear, and the sun far above the horizon, no ligament seems to have been seen through the best instruments. Where the black drop was seen it may have been the result of the hazy condition of the atmosphere, or of the imperfection of the instruments used.

VENUS AS A LUMINOUS RING.

In connection with Janssen's report of the late transit, it may be well to note the fact that Venus was first seen near her inferior conjunction by an American observer, eight years ago. In 1866 Prof. C. S. Lyman reported through the *American Journal of Science and Arts* that he thus saw Venus, as a very delicate but perfect luminous ring of light. The observations were made by so placing the telescope as to have the sun cut off by a distant building, while the planet was still visible.

Professor Lyman writes to the same journal that on the 8th of last December, five hours before the transit, he again saw a "delicate, silvery ring enclosing her disc, even when the planet was only the sun's semi diameter from his limb." The ring was brightest on the side towards the sun; on the opposite side the thread of light had a slightly yellowish tinge. He considers the formation of the ring to be due to the atmosphere of the planet; and his observations give the horizontal refraction of the atmosphere of Venus about one quarter greater than that of the atmosphere of the earth.

LANGUAGE.

Points in Etymology.—Gender.

We must make our pupils thoroughly acquainted with the etymology of our language. They must have a clear conception of what Gender, Number, Case, and Person are, and then master perfectly the various *forms* indicated by these terms. I have already discussed the matter of *Case*. I wish now to consider Gender.

What then is *Gender?* What are the pupils in our schools to learn, is meant by this term?

Let us for one moment first consider what, as a matter of fact, they are to-day learning as the definition of grammatical Gender.

Clark.—"Gender is the *modification* of such nouns and pronouns as by their forms distinguish sex."

Kerl.—"Gender is that *property of nouns* and pronouns which distinguishes objects in regard to sex."

Pinneo.—"Gender as used in Grammar is the *distinction of nouns* with regard to sex."

Weld.—"Gender is the *accident* that distinguishes *objects* with regard to sex."

Murray.—"Gender is the *distinction of sex.*"

Hallock.—"Gender is the *distinction of names* with regard to sex."

Cruttenden.—"The *mode or manner* in which nouns express sex or the absence of sex in things named by them, is called the Gender of the noun."

Fowler.—"Gender is a *grammatical distinction* in nouns expressing the natural distinction of sex."

Hart.—"Gender is the *distinction of nouns and pronouns* in regard to sex."

Wells.—"Gender is the *distinction of objects* with regard to sex."

The pupils, then, of New England are taught to-day that Gender, in Grammar, is a *property of nouns; a modification of nouns; a distinction of nouns;* an "*accident* which distinguishes *objects*": "a *distinction of sex*"; a "*distinction of nouns in regard to sex*"; "*a distinction of objects* in regard to sex;" *a grammatical distinction* in nouns, etc., etc.

Very many grammarians speak of Gender as something belonging to *words*, that is, nouns and pronouns; and quite as many, perhaps, use the term with reference to natural *sex*. Thus, some of the foregoing definitions make it a *property*, a *modification*, a *distinction of nouns;* others make a distinction of *sex*, an *accident of objects*.

Now is this clear? Do these men themselves, have the same idea of Gender? I think we all are very clear, as to what is meant by the expression "*the distinctions of sex.*"

I think we can get a notion, though not a very clear one, of what is meant by "a *property* of *nouns*." Of course it means something pertaining to the *words* we call nouns. Now I wish to ask whether there are any points of *similarity* between these two things, thus defined, by these authors, to be grammatical gender?

That grammarians do not have the same idea of gender, and consequently give very different definitions of it, is further manifest from the fact, that some make in our language *two* Genders,—a masculine and a feminine; some *three*,—a masculine, a feminine, and a neuter; and some *four*,—a masculine, a feminine, a neuter, and a common; and some add what they call a *doubtful* gender.

I ask a man, how many Webster's Dictionaries there are in this world. He says, why, there is only *one* Webster's Dictionary, as far as I know. I know of no Lexicographer by that name except Noah Webster. I know of only one *Webster's* Dictionary.

I ask another man. He says, why, I cannot tell. It has passed through many editions, and many thousands were printed in each edition. There must be now very many thousands of Webster's Dictionaries in the world.

Can anything be more plain than that these two men have two different ideas as to what I mean by Webster's Dictionary? Thus, when one man says there are *two* Genders (Frazee, and many others), and another that there are *three* (S. S. Greene, and many others), and another that there are *four* (Kerl, and many others), I am certain that these men do not mean the *same thing* when they talk about Gender.

Now it seems to me, that the pupil has a right to know just what grammatical Gender *is*. And it seems to me a matter of great importance to discriminate carefully between what grammatical Gender *is* and what it *does;* for in the study of etymology, he is chiefly concerned with the former.

What then is it? Simply a FORM of word. In the words "author," "author*ess*," we have two Gender-*forms*. So in "baron," "baron*ess*," "king," and "queen."

If, then, grammatical Gender is a *form* of a *word* used to indicate sex, it certainly is a most easy matter to ascertain how many of these Gender-*forms* there are in our language; and we find, on examination, that there are *two*, and only two: one form to indicate the male, and one to indicate the female sex. No *noun* has more than two Gender-*forms*, while some nouns have no gender-*forms* at all, as *child*, *bird*, *sheep*. Let, then, the pupil understand that grammatical Gender, like grammatical *Case*, is a *form* of noun or of a pronoun, upon which the eye may rest. These *forms* he is to master. Given the feminine *form*, he must be able to pronounce, spell, or write the masculine *form* of the same, and vice versa. And right here there is solid work for him. Some Gender-forms are from the Saxon, some have been imported from the Latin, some from the Spanish, some from the Greek. Hence the mastery of all these *varieties* of Gender-*forms* will require considerable study. Let him see clearly the exact thing to be done, and then have him thoroughly accomplish it.

It should be noted, in this connection, that only a very small proportion of the nouns in our language have Gender-*forms*. Not more than about *one hundred* out of the thousands of nouns, and only *one pronoun*.

Now it will be said that the personal pronoun has three Gender-*forms*, viz., *he*, *she*, *it*. I answer that *he* and *she* are indeed Gender-forms, but *it* is not a Gender-form. Whatever this pronoun is, and it is one of the most wonderful words in our language, as I hope to show in a future paper, it certainly is not a Gender-form, — that is there is nothing about the word to indicate sex. It may refer to a *male*, a *female*, or a *thing*. I can say with equal propriety, it is *he;* it is *she;* it is a *stone*. So there is no common Gender-form. The words *sheep*, *deer*, *swine*, have no Gender-form at all. They indicate no sex. In the same way these words have no number-*form*. Sheep may be singular, it may be plural; there is nothing about the word to tell. So the word *it* may refer to *one* or to a dozen. *It* is *he* (sing.), *it* is *they* (plural). Hence it would be just as proper to say these words have a *common* number-*form*, as to say that *sheep* is of the common Gender-form.

The conclusion, then, of the whole matter is briefly as follows:

1. Grammatical *Gender* is a special *form* to indicate sex.
2. Only a very few *nouns*, and *one* pronoun, have these Gender-*forms*.
3. We have *two* Gender-*forms:* one to indicate the male, and the other to indicate the female sex.
4. The great majority of nouns, and all the pronouns, save one, have no Gender-forms whatever.

"Is it Regular?" Rectified.

Strayed away and foully dealt with! I had a little article of property, which it seems the grammatical editor fell in with somewhere, and deeming it an obnoxious animal sought to impound, and in so doing put its limbs out of joint and jammed its body out of shape, so that it is hard to recognize the poor beast. Shall I not try to restore it? But metaphor aside.

In *Is it Regular?* page 173 of the JOURNAL, the beginning of paragraphs (1) (2) (3) (5) should be in Roman, not in *Italic*. In line 2 of (1) "everything" should be "anything." In line 6 of (3) "little" should be "tithe." To the end of (3) there should be only one paragraph. These interrogatories were begun in a spirit of sport, or, if any one pleases, there was a bubbling over of nonsense, which might relieve the usual gravity of the JOURNAL. If the grammatical editor and all the teachers in the country reject half the *dicta* of the makers of English grammars, it will not grieve me inconsolably.

In what I said, whether sportively or soberly, there is no reference to "the simplest rules of syntax." Any one who will take the trouble to look up "these rules," those proposed on page 89 of the JOURNAL, may judge how intelligible they are to the average child.

All of (4), except the last sentence, belongs to the citation from Dr. Becker, and should be incorporated with the preceding paragraph.

The last sentence of (4) should begin (5), which refers solely to Dr. Becker, which would be clearly apparent if the paragraphing had not been disturbed.

I believe there can be no true or scientific grammar which has not a sound logical and psychological basis; that for the want of this basis, grammar is so largely empirical and unsatisfactory. I suppose that it is obvious to most people that what is adapted to "child-instruction" is one thing, and what is suitable for the study of "young people" may be quite another.

I. D.

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Boston, Mass., April 24, 1875.

Centennial Calendar.

1775. — 1875.

THE COMMENCEMENT OF THE WAR OF THE *AMERICAN REVOLUTION.*

APRIL 20. — A call to arms. The colonies aroused by the Lexington and Concord massacre.

APRIL 21.—Siege of Boston began, — 20,000 militia assembled, General Ward in command.

APRIL 22.—A town-meeting held in Boston to confer with General Gage.

APRIL 23 —The Provincial Congress at Concord resolve that there is need of raising an army of 30,000 men, Massachusetts to raise 13,600 troops as her proportion.

APRIL 25.—Rhode Island voted to raise 1 000 men, under Gen. Nathaniel Greene, called "The Rhode Island Army."

APRIL 26. — Connecticut voted to raise 6,000 men, General Joseph Spencer in command.

APRIL 27.—The besieged loyal Bostonians delivered up their arms to the town authorities, and a large number left the place.

APRIL 30. — Congress took measures to raise a train of artillery.

MAY 1. — The Connecticut Assembly send Johnson and Wolcott as a committee to General Gage to procure a suspension of hostilities. They report adversely.

THE great event of the week has been the centennial celebrations at Lexington and Concord; and we do not wonder that the whole American people have had their eyes and thoughts turned toward these historic towns of New England. A hundred years of history as a free people, during a period of unexampled prosperity, have rendered the events of April, 1775, more significant than any others in our history subsequent to the landing of the Pilgrims. In the early dawn of that April morning, with only the moon and stars as guides, the patriots of the Colonies arose to defend their rights and to protect their homes. The night was still about them, but their prophetic vision saw "a glorious morning" coming, and could those Minute-men of Essex and Middlesex have mustered their little bands on the 19th of April, 1875, their eyes would have been dazzled by the brightness of the risen sun which they heralded.

The great anniversary was most fittingly commenced by the lantern service at the old North Church, Boston, on the evening of the 18th, when the acts of Robert Newman, the sexton, who hung the beacon-lights from the belfry-tower, and of Paul Revere, the dashing rider of the Revolution, received appropriate honors. The story, known in prose and verse to every school-boy in the land, will have a fresh interest from this time forward, and will awaken patriotic feelings wherever and whenever it is told. The towns of Lexington and Concord made most ample provisions for the celebration of the 19th inst., and received the thousands who flocked to the towns with a generous hospitality. And the thousands who came were but the representatives of a great host who were present in heart and spirit, though not in person. The occasion was fittingly honored by the presence of the President of the United States and his cabinet, by the executives of the New England and other States, and by eminent soldiers, statesmen, and civilians, from all parts of the country.

The orators of the day, Hon. Richard H. Dana, Jr., at Lexington, and George W. Curtis, at Concord, gave voice to eloquent utterances, which will be read with admiring interest. Other great men responded to the sentiments offered, some of which will be received with peculiar interest at this crisis of our political history, when the lessons of the earlier contest have been emphasized by the bloodier struggle of the Rebellion. Among these we take pleasure in referring to the words of Governor Chamberlain, of South Carolina, and General Bartlett, of Massachusetts. Each eloquently maintained the fidelity, the unity, and the fraternity of all the States of the Federal Union, on the basis of the principles of the Revolution, and each held out to the other the hand of an abiding friendship as the pledge of renewed loyalty and brotherly love between the two States as representatives of the whole Union. "Let us have Peace," says the President, and the people say "Amen." Let the North and the South, the East and the West, awakened by the patriotic and stirring memories of Lexington, bear in mind the devotion of the patriots of 1775, and bear toward each other that charity for all, and malice toward none, which should characterize a nation, purchased by such costly sacrifices. In the words of Lincoln, at Gettysburg, "It is for us, the living, rather *to be dedicated*, here, to the unfinished work that they have thus far so nobly carried on. It is for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that the nation shall, under God, have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

How to Get to our English.

On the Scottish border they have a saying which they apply when a man, getting in a passion, uses better, as well as more forcible language, than is his wont,—"Ah! you have gotten to your English!" This suggests the question: When, or how, do we get to our English? And the question is most pertinent as bearing on that other vexed question: How shall we get into fair and correct shape the English to which we have gotten? Otherwise, how shall we study English Grammar to make it of half the practical use to which it makes such extraordinary pretensions?

Now, the simple fact is, we get our English, first, just as we get our first sustenance—from home sources; we drink it in, as it were, with our mother's milk. As we grow, we add to it, just as we add to our bodily substance, from all surrounding associations. When we have learned to read, we add another portion from the books and papers which we read. In all this we proceed according to the simple order and law of growth: we add by littles, and advance—if advance it be—by slow degrees. And all such growth becomes of necessity, from habitual and unconscious use, ingrained, second nature;—in other words, our native English becomes about as easy to change as the Ethiop's skin, or the leopard's spots.

It is now easy to see, that if in all this period of English growth, we have had access only to "the well of English undefiled," we shall have *practically* no need to study English Grammar. So far as the mere theory of the language is concerned, the study of Grammar amounts to a mere naming and classifying of the tools and materials which, as skilled workmen, we are daily using, and using well. It is all very well as a matter of technical knowledge; but as a matter of practical art, of what use is it? To the professed teacher, perhaps a necessity; what is it to the mass of pupils, other than so much additional toil and puzzlement,—quite as often as otherwise, only an embarrassment in knowledge and waste of time?

If, however, our native English is bad—if it is mixed up with baby-talk, cradle idioms, slang phrases, broken or bad forms, false syntax, and vicious rhetoric, the case is quite otherwise. A serious and sore work is before us—if, indeed, it is a work which the double aid of books and teachers can ever enable us to perfect. We have to find out both the faults to which we are subject and those to which we are exposed; the choice of the one has to be broken, and the peril of a lapse into the other has to be barred out Can the technical study of English Grammar—especially as currently pursued—do either for us? Hardly, unless the fountains of our bad English are dried up, or others of a purer nature are opened to us, from which we come to drink either exclusively, or by an absorbing preference.

Now, the former is hardly possible. How, then, shall the latter be effected? is, we apprehend, the real question. Common sense answers only in much the same way in which we reached the former—that is to say, the associations and habitual use of our education, must build up in us, by slow degrees, the true and proper English which we need. We must have teachers who use such English in our hearing; we must have school-books from which we gather such English alone; we must, by reading, familiarize ourselves with finer models and its genuine master-pieces; and we must, by the constant practice of careful compositions, both oral and written, fix in ourselves the habit of making the language thus brought about our thought—absolutely our own. To this, can the technical study of English Grammar prove of any other use than that of a specific aid in mere correction? It can only correct; it cannot create. To use a religious phrase, it can, perhaps, bring us to repentance; but it does not produce a thorough conversion; it may abolish the specific sins; it does not regenerate the nature.

ARTISTIC skill as a creator of values was well illustrated by Walter Smith in a recent lecture, when he referred to an article now to be seen in the Boston Athenæum, namely: a rug about six feet long by four feet wide, which was purchased for the Art Museum for $450. It was considered a good bargain at that, for the same rug had previously been sold in England for £1000. It is a Persian rug on which the artistic skill of foreign designers and workers has been expended. A rug of similar size, of American manufacture, and equally good for mere utility, may be bought at from $15 to $30. The difference of value is in the artistic design and skillful workmanship When the agent of the most successful carpet manufactory in England was asked to explain the prestige which its goods had in the market, he said, "It is because we are paying ten times as much for designs as any other establishment.

When any new design has run the gauntlet of all our designers, and is put into manufactured goods, these goods are sure to be just what the people want, and they sweep the market." The lecturer gave some further illustrations of his proposition that the amount of artistic skill which is put into an article settles the value of that article, and claimed that herein American manufactures could not compete in the world's markets with those of European countries. The superior skill and the superior designing of Europeans he attributed to the influence of art schools and museums, and predicted that the time would soon come when drawing and designing, and in general, artistic instructions would be considered an indispensable part of the American system of public education.

University Graduates as Applicants for Positions in the British Army.—According to the new regulations respecting examinations of first appointments in the British army, a graduate or student of one of the universities who is a candidate for the commission of sub-lieutenant must send an application to the military secretary not later than the 31st of May or 31st of October next, following the dates of his university qualifications, with a view to his appointment. The application must be accompanied by a certificate from the proper authority that he has taken his degree in Arts, or has passed the University examination specified below: — Oxford, 'moderations'; Cambridge, 'the previous examination'; Dublin, 'the final examination of the senior freshman year; Durham, the first year's examination'; Queen's University, Ireland, 'the first university examination in the arts or in engineering'; Scotch Universities, 'the examination for candidates for the army'; London University, 'the first examination for the degrees of B.A., LL.B., B.Sc., or M.B. Notice is to be given from time to time of the number of vacancies which will be allotted half-yearly to university candidates. In case there should be more candidates than vacancies, the required number will be selected by competition among the said candidates, at the ensuing July or December examination for first appointments, but without a preliminary examination. The successful candidates must then be prepared to accept commissions in the course of the following six months, otherwise their claims will lapse.

The *Christian Union* thinks that there is hope for the innocents, inasmuch as the physicians are beginning to take an interest in them, and in proof of the point, cites the action of the Rhode Island Medical Society. As Daniel Webster won great renown for his eloquent "Supposed Speech of John Adams on Independence," so the *Christian Union* is entitled to great credit for promulgating the supposed action of the aforesaid society of doctors, when in fact they have not acted at all upon the resolutions referred to, except to lay them upon the table, to the great disappointment of the medical profession, and of teachers as well, who had a right to exercise "great expectations" from so intelligent a source. It was heralded in advance that the learned doctors were about to solve all the difficulties, and to remove the excessive hardships connected with child-education. The local journals gave the doctors and their resolutions a good send off, and the teachers, the people, and the press watched the dawning of new hope for the rising and the unrisen generations. Boards of Education have for years discussed these hard questions of ventilation, Kindergarten, proper ages for admission to school, school hours, home study, exercise, incentives to emulation, etc., etc.; teachers have held conventions upon them; the press has lifted up its voice, and the children have watched the coming of a promised deliverance from the ills of school-life. Lo! the wise men have come to announce the new gospel of education The doctors have assembled at Providence to act upon, and promulge the edicts which were to break the fetters, and save the innocents. Three months had been given for a full consultation upon these resolutions, fraught with so much interest to the teachers, pupils, and parents, in relation to our wretched public school-system.

The preamble and resolutions reported at a previous meeting were read, and the doctors proceed to the diagnosis and treatment of this new patient,—the sick, prostrate, enervated school system of the country. On page 110, of our issue of March 6, will be found the carefully prepared statement of the case. The preamble was again read, and a motion was made to lay it upon the table. A question was raised whether such action would not kill the resolutions, even if it did not save the patient. The first resolution, "that gymnastic exercise should be made a part of our school system," was also read and passed by, to await discussion on other parts of the indictment against the system. Resolution second came up, which says that the "Kindergarten system, should be engrafted upon our public school system." An eminent M.D. arose with a volume of Froebel in hand, to enlighten his brethren on this recent remarkable discovery of a new method of child education. Under the influence of the wonderful revelations, which several chapters furnished, the doctors began to show the practical truth of the preamble, namely, "that the nervous system is developed, to the omission of other portions of the body." The question was raised, whether the learned gentlemen had any personal knowledge of the system of Mr. Froebel, a kind of knowledge so much more to be desired, than that contained in books. The reading ceased, and the discussion ended. The mountain was now in labor,—and lo! by a unanimous vote, resolutions, preamble, speeches, books, doctors, and all are laid upon the table, and the learned fraternity adjourn to the nearest hotel, to refresh their exhausted nervous systems, which were suffering even then the ills engendered in a *medical body*, by an old fashioned public school system. That "dinner of herbs" was a luxury to those who had proven by a life-long devotion to temperance in eating and drinking, that theory and practice, were most harmonious yoke-fellows, in the life of one of the learned professions at least.

How in the world did the *Christian Union*, get the notion that Boards of Education would do well to follow those resolutions? Where? Under the table? And then the editor suggests that they are not protected by copy right!! They certainly ought to be, for any educated man, or medical society, or board of education, in this country or in Europe, that should steal those resolutions for the purpose of adopting them, would be condemned before the bar of Rhetoric, English Grammar, and Common Sense, and we are not sure but that the author would fare hard before the tribunal of a country spelling school. Society should be protected, even if the resolutions are not.

We submit that the *Christian Union* should make an apology to the Rhode Island Medical Society, for making it the mouthpiece and advocate of the resolutions referred to, and if the *Union* has not read them, we will forward them a copy, and we are sure that justice will then be done.

The American Social Science Association will hold its next general meeting at Detroit, Mich., on the 11th of May next, and continue four days, or until the reading and discussion of papers are ended. The sessions will be opened by an address by the president, Hon. David A. Wells, and will be followed on Tuesday by a paper by Prof. W. T. Harris, of St. Louis, on "Ideal Education in America," and by a report from Dr. D. F. Lincoln, of Boston, introducing papers on "The Health of Pupils in the Public Schools."

On Wednesday, the 12th, Hon. J. A. Garfield, of Ohio, will read a paper on "American Finance," which will be followed by a debate on "Problems of Trade and Industry in the Southern States." Papers will be read by Gamaliel Bradford, Esq., of Boston, on "The Fiscal Policy of England and of the United States;" and by George Walker, Esq., of Springfield, Mass., on "The Financial Experience of France a Lesson to the United States." There will also be a conference of boards of public charities, for the consideration of questions relating to pauperism, insanity, the care of neglected children, etc. [This is a sectional meeting, continuing through the day.]

On Thursday, May 13, there will be a report from the department of Social Economy, introducing papers on "Homes for the People, Life Insurance for the Poor, and Medical Charities." A paper by Charles L. Brace, Esq., of New York, on "Pauperism at the East, contrasted with Pauperism at the West." The conference of boards of public charities, second day's session; [sectional meeting, as above.] A continuation of the papers upon "The Health of Pupils in the Public schools;" [sectional meeting, lasting all day.] A paper by Rev. W. G. Eliot, D.D., of St. Louis, Mo., on "The Treatment of the Guilty," and a paper by Hamilton A. Hill, Esq., of Boston, on "Immigration."

On Friday, the 14th, a paper will be read by Prof. William G. Hammond, of Iowa City, on "Legal Education in the West and Northwest;" by Hon. Dorman B. Eaton, of New York, on "The Experiment of Civil Service Reform in the United States," report by John M. Forbes, Esq., of Boston, Dr. John W. Hoyt, of Wisconsin, and Henry Villard, Esq., of Boston, on "The Railroad Question in the United States," a paper by David A. Wasson, Esq., of Stuttgardt. on "The Relations of Church and States in Germany;" a report by the secretary of the association, F. B. Sanborn, Esq., of Massachusetts, on "The Work of Social Science, Past and Present."

Papers and reports are also expected from Professor Benjamin Peirce, of Cambridge, Mass., from Dr. Nathan Allen, of Massachusetts, from two or three gentlemen of Michigan, whose names and subjects cannot yet be definitely announced, and from others. Sectional meetings will be convened during Wednesday and Thursday, and during Friday, if necessary, so that no paper submitted need fail to be read and fully debated.

It is the wish of the association to make the Detroit meeting eminently an occasion for debate, in which the opinions of able men from all sections of the country may be expressed, listened to, and compared. With this object in view, upwards of fifty persons have been invited to take part in the discussions. Ample time will be given to each subject, and when the speakers particularly invited have been heard, the questions will be open for discussion by the members of the association present.

At the Teacher's Institute, held in Norwich, Conn., last week, Mr. L. W. Russell, principal of the Bridgham Grammar School, Providence, described the method of teaching English composition which he has successfully practised for some years. He also read a number of compositions which had been written by his pupils, and thus showed the members of the Institute the actual results of his method. His plan is simple and rational, and makes the writing of compositions a thing of pleasure as well as profit—a thing desired and not dreaded by the pupils. Why won't Mr. Russell give a full account of his method in book-form—in a large book, for it cannot be done properly in a small one? There is great need of such a book for teachers, and teachers only; we have nothing of the kind now, but various books intended to go into the hands of the pupils. The latter books have not produced, in the hands of small children, and never will produce, satisfactory results. It is the teacher who requires a book, methodical in arrangement and filled with explicit directions.

Lovers of rare and standard books, at reduced prices annexed, will do well to send to Estes & Lauriat, Boston, Mass., for their Fourth Clearance Catalogue.

PRIMARY.

Discipline.—No. III.

In touching, heretofore, slightly upon *comfort* as a means of discipline, I by no means exhausted the subject, and it is my desire in this article to convey more definitely my meaning. Severe military tactics demand the most rigid discipline without regard to comfort, but such a degree of perfection is acquired only through suffering, while it is to be *our* pleasant duty to preserve both discipline *and* comfort intact.

First, then, as the sitting posture fills, by far, the greater proportion of the time in schools, the seats and desks should be as nearly adapted as may be to bring about this "comfortable" state of things. I venture to suggest that the chairs may be much improved in some of our primary buildings, at least, and I sincerely hope they will be. I have learned that there is a new invention in desks, giving an altogether different altitude to the book, thus relieving the student immeasurably, — but as our little fellows do, or should do, precious little in the direction of *study in books*, they wlll hardly be ordered for us. The chairs, then, are the most important; however, as we are obliged to take things as we find them, it becomes our duty to make the best of them, and secure all the good we can from the material at hand.

Children can be relieved from undue restraint in a variety of ways—taught to sit, stand, or walk properly; it is useless to say that what comes natural to a child is the best thing for that child, — for, while it is true of much, it is untrue of still more. Some time ago, we had a professor in our Boston schools, who, among other things, prescribed set rules for the feet, for instance; there was a great deal of good in it, but the poor little feet could'nt keep still and square according to *any* rule; in a degree it was beneficial, and far better than the many uncouth positions they would be inclined to take, but the *comfort* was missing if the thing was insisted upon as a *rule*.

And this brings me to the chairs again. I insist upon it, if the *seat* be comfortable, the feet and limbs will be far more likely to assume proper and becoming positions. But as we look about us for other items of comfort, we shall find that sun, and light, and air, and *the proper adjustment of each*, exert a powerful influence in this direction.

A visitor stepped into my room on one of those bright days when the whole earth seems bathed in sunshine, and, as I never, on any pretext, shut out a single ray, it naturally fell directly across a bevy of little girls. I was anxious to note what effect their next movement would have on my visitor, so made no explanation. They had been taught to leave the seat of their own free will, if they did not like to sit directly in the sunshine, and take any other chair at hand, out of it, — returning, when it should be again shaded, without comment on my part. So, then, it was perfectly natural for one and another to move to a more comfortable locality, which they did, exciting no surprise on the part of the other scholars, because it was of almost daily occurrence, but I must say not a little on the part of my friend.

"Are those children at liberty to leave their seats without permission?" he said.

"Perfectly," I answered.

"How can you preserve order," he then inquired, "if you make no restrictions here?"

To this query I replied that "I regarded even *little* children as possessed of the intelligence which admitted of my *trusting* them in a rational manner, and that I found from experience that I could allow this freedom of movement without the confidence being misplaced."

I have the greatest faith in the beneficent effects of the sun, and can almost find excuse for the "fire-worshippers," but I have been pained, too, sometimes to see poor little fellows drooping, like so many tender flowers, under an amount of sun altogether too intense for *comfort*, to say the least — and a careful thoughtfulness, even in this one particular, will assist you amazingly.

Do not *shut out* the sun, for you need it as a potent physician, which can work marvelous cures; his presence is a blessing few fully comprehend, but, as in taking a flower from his too bright rays you do not condemn it to darknsss, so remove a child, at its pleasure, from a forced sitting in it, although you still let it flood and permeate with brilliancy and beauty each corner and crevice of your room.

Again, I say, let *the sun* help you, as he assuredly will, to govern the little ones, by acting directly on their physical necessities, and thus improving disposition if nothing more!

Music in Primary Schools.

Children love to sing. Music is almost as natural as breathing. It is, in fact, Nature's method of breathing. The child will play and sing until artificial life represses the song-ardor, and turns the thoughts and the currents of life into new and unnatural channels. In the kindergarten great value is attached to this child-passion, and the various exercises of the schoolroom and the play-ground are made to accompany tunes, time, and rhythm. Miss Noa, in the *Kindergarten Messenger* for April thus writes concerning Music in primary and kindergarten schools:

"Who does not know how the emotions are waked up, as well as moderated by music? English and American educators say, 'Suppress the emotions.' We continentals reply, 'No! develop and regulate them.' Music is a great means for this. Caroline Weseneder used for the purpose:

1. *Exercises of the memory*, in repeating the words of little poems, by which the children prepare the movement plays which the poem suggests. The fancy of the child, full of the desire for the coming results, eagerly assists the memory. This is not rote-learning, but *learning by heart*.

2. *Marching and finger exercises.* — Exercising the fingers, hands, and wrists are of the greatest practical importance. Nothing marks noble freedom more than the free use of wrists, hands, and fingers. The uneducated in body and mind use the whole arm with awkward elbow, while the educated slightly move the hand from the wrists. Music, accompanying finger exercises, gives grace, precision, and force to them, which stands the child in good stead afterward for almost any performance. Even by dancing masters, the free use of hands and arms is considered as the foremost of all the graces of the drawing-room.

3. *Song.*—Of all music, song from his own and companions' lips, delights and attracts the child. The soul plays in song, and beauty steals across upon it. In our recollections early songs are early homes to us. To play and sing makes the child truly a child; and when we are old, brings us back into childhood's paradise as long as music sounds.

4. *Rhythm*, which, whether made by clapping the hands, stamping with the feet, striking with the hammer, beating the drum, is life to the child! When he is not only allowed but desired to play thus, he is supremely pleased. When marching to the melodies of their songs, the Weseneder system lets the children emphasize the rhythm with various instruments, more or less musical. What in the Kindergarten is childs' play, becomes an instrumental orchestra in the higher classes of the school.

Art should precede science in education. It develops the whole human soul more unconsciously, more harmoniously, and thus we obtain as *the foundation* what is now only the superstructure of culture. Of all arts, Music and Drawing are the first in order."

School Anecdotes.

— Full of newly-fledged dignity I commenced my first school in a country district, where the school-house was old-fashioned and inconvenient. A slab running around the room served for benches. My lesson of propriety was well learned. Like an orthodox minister I was to keep on a long face, no matter what happened. A laugh with my pupils was something not to be thought of. Alas! for human expectations. A mischievous boy had propped up a broken end of the slab, and as I seated myself near him to render desired assistance, down came the bench, and down came I, to the exceeding merriment of the whole school. Dignity had fallen to the lowest notch, and to this day it has never since risen to par value. What could I do but laugh too? So I laughed, and if young mischief had expected a scene he was mistaken, and my revenge was complete.

— A young lady, in endeavoring to read of the dowry required by King Saul of David, when he wished to marry his daughter, read thus: "The king desireth not any dowry; but a hundred *firkins* of the Philistine, to be avenged of the king's enemies." This was too much. Goliath, as an exponent of the size of the men of that nation, arose before me, and crowding such a man into a firkin seemed such an absurd proceeding that laugh I must, and laugh I did, till the blunderer was angry.

— About the time of the formation of the Republican party a little girl read, "Behold a man gluttonous and a wine bibber, a friend of re-publicans and sinners." This brought a smile to the Democratic side of the house, but the old-line Whigs, who had always been accustomed to keeping good company, were not well pleased at the classification.

— An excuse, sent by a mother who had little patience with the red-tape system of modern schools, read in this wise: "Miss ———, please excuse the Lord for making Hattie sick."

Another invariably said, "Please excuse Peter for being absent from his mother." The point of the last joke lies in the lack of a point of punctuation.

"THAT'S HOW!"—After a great snow storm, a little fellow began to shovel a path through a large snow-bank before his grandmother's door. He had nothing but a small shovel to work with.

"How do you intend to get through that drift?" asked a man passing along.

"By keeping at it," said the boy, cheerfully; "that's how!"

That is the secret of mastering almost every difficulty under the sun. If a hard task is before you, stick to it. Do not keep thinking how large or hard it is, but go at it, and little by little it will grow smaller and smaller until it is done.—*Selected.*

Opinions of Educators.

Asher B. Evans, *Prin. Lockport (N. Y.) High School.*—I am satisfied that it is the freshest and most desirable journal for teachers who wish to drink from a *living spring*. I have presented its chief points of excellence to my teachers, and have obtained the enclosed list of ten subscribers.

A. J. Rickoff, *Supt. Cleveland Schools.*—The last number of the *N. E. Journal of Education* is the best I have ever seen of any educational paper.

W. T. Harris, *Supt. St. Louis Public Schools.*—I have no doubt of the eminent success of the paper, and can cordially recommend it to teachers.

Horatio O. Ladd, *Prin. N. H. State Normal School.*—All success to you in your work. The paper grows better every week. Good!

H. S. Jones, *Supt. of Schools, Erie, Pa.*—The *N. E. Journal of Education* is *acceptable to all classes of teachers*. It is fresh, sharp, and progressive. The article by Prof. Tweed on "Drawing in the Common Schools," in reply to the New York *Tribune's* tirade, is worth a year's subscription.

Wilson Palmer, *Supt. of Public Schools, Ottumwa, Ia.*—A promising start. It has already found its way into Iowa, and made for itself an excellent impression.

W. E. Wilson, *Prin. State Normal School, Peru, Neb.*—I have never been so much pleased with anything in the line of teachers' journal before. I place in the reading room of the school, and it is much read.

S R. Winchell, *Principal High School, Milwaukee, Wis.*—I am frank to say that I think it is the nearest approach yet made to the real needs of our schoolmaster army. The idea of the *weekly* is the great one in this enterprise.

B. Mallon, *Supt. Public Schools, Atlanta, Ga.*—Your journal is a welcome visitor, and would be welcome even if it came oftener than once a week. I am greatly pleased with it.

Prof. R. G. Hibbard, *Wesleyan University.*—I am greatly interested in the success of your journal. The numbers already received give promise of a brilliant career.

C H. Fisher, *Member State Board of Ed., R. I.*—I must say that you are sending forth the most spicy, vigorous, and instructive educational journal in the whole country.

D. S Farnham, *Master of Mason School, Newton, Mass.*—Numbers one and two are worth the cost of the *Journal* for three months. I commend it to all educators and parents.

EXAMINATIONS.

Written Examinations

FOR PROMOTION TO THE HIGH SCHOOL, ATLANTA, GA., JUNE, 1874; B. MALLON, SUPT.

ENGLISH GRAMMAR—FIRST GRADE.

Five Questions—Twenty Credits Each.

1. Define, and give an example of each of the following:

A sentence, a simple sentence, a complex sentence, a compound sentence, a clause, and a phrase.

2. Define and give an example of an irregular verb, a passive verb, the subjunctive mood, and the perfect tense.

3. Correct the following sentences, and give reasons:

Neither the inclination nor the ability were wanting.
The rose smells sweetly.
Come quick.
You will find these sort of apples delicious.
I will be afraid if it is dark.

4. Analyze the following sentences:

The utility of the telegraph is acknowledged.
My desire is that you may succeed.
He bought his goods in the cheapest market, and sold them where he could get the highest price for them.

5. Parse the words *italicized* in the following sentence:

The *Lord* my *pasture* shall prepare,
And *feed me with* a *shepherd's* care.

COMPOSITION.—FIRST GRADE.

1. Write a letter addressed to superintendent, teacher, or parent, and speak of your wishes, anxieties, and plans about your school and school life,—also of your plans and wishes for the future.

ARITHMETIC.—FIRST GRADE.

Five Questions—Twenty Credits Each.

1. Divide $\frac{3}{4}$ of $\frac{2}{5}$ by $\frac{3}{8}$, and reduce the answer to a decimal, explaining why the value has not been changed by the reduction.

2. Divide .0018891 by 3.75, and write the quotient in words.

3. What will be the amount of principal and interest due on a note of $3,500.75 given to-day (June 19, 1874), if paid September 21, 1875, the rate of interest being 8 per cent?

4. If 4 men dig a trench 84 feet long and 5 feet wide in 3 days of 8 hours each, how many men can dig a trench 420 feet long and 3 feet wide in 4 days of 9 hours each? By proportion and analysis.

5. A cotton speculator sold a lot of cotton for 5 per cent. less than cost, losing thereby $237.50; what was the cost of the cotton?

GEOGRAPHY.—SECOND GRADE.

Four Questions—Twenty-five Credits Each.

1. Define Peninsula, Plateau, Water-shed, Latitude, Volcano, and Illustrate.

2. Write a general description of Europe—its mountain and river systems, climate, state of civilization, commercial advantages, etc., mentioning the several States and their governments.

3. Write out in detail the geography of England.

4. Draw map of Africa.

ENGLISH HISTORY.—FIRST GRADE.

Five Questions—Twenty Credits Each.

1. What was the character of the ancient Britons? When did the Romans conquer Britain, and how long did they hold possession of the country?

2. Give the dates of the following events: Cæsar's Landing in Britain, the Saxon conquest, the Norman conquest, Accession of Henry II., Accession of James I.

3. Write a brief sketch of the life and times of Alfred the Great.

4. Give an account of the Norman conquest, and point out some of the changes it brought about it England.

5. Give a brief account of the "War of the Roses."

— As good almost kill a man as kill a book. Who kills a man, kills a reasonable creature—God's image; but he who destroys a good book, destroys reason itself—kills the image of God, as it were, in the eye. Many a man lives a burden to the earth; but a good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.—*John Milton.*

— A bad handwriting ought never to be forgiven. Sending a badly written letter to a fellow-creature is as impudent an act as I know of. Can there be anything more unpleasant than to open a letter which at once shows that it will require long deciphering? Beside, the effect of the letter is gone, if we must spell it. Many applications for aid, positions, and coöperation are prejudiced, and even thrown aside, merely because they are written so badly. . . . Writing seems to me just like dressing; we ought to dress well and neat; but as we may dress too well, so many a pedantically fine hand show that the writer has thought more of the letters than the sense.—*Lieber's Reminis. of Niebhur.*

Notes from Correspondents.

CLINTON, MASS., April 20th, 1875.

Editor of New England Journal of Education:

DEAR SIR:—I have enjoyed reading your JOURNAL very much indeed, and I have not only gained a pleasant pastime for an hour, but also instruction. My occupation is teaching, and I think your paper helps me in various ways. It shows me what others are doing, and how they are doing it. It gives me some entirely new ideas, and I wish to thank you in my own behalf (and I know I speak the minds of others), for the good work you are doing.

Our schools are graded, and are generally considered *good.* We have, however, more pupils in our schools than the number of teachers employed can properly care for: but we hope this will be overcome in the future.

During a few weeks past I have heard a little discussion regarding the words "*pupil*" and "*scholar.*" Will you please give me your opinion whether they are words meaning one and the same thing, or whether scholar refers to one whose education is considered complete, while pupil refers to a learner? H.

The word *scholar* is from the Lat. *scholaris*, belonging to a school, from *schola*, a school. Hence a *scholar* is one who attends school and is under instruction.

Pupil is from the Lat. *pupillus*, diminutive of *pupus*, boy, *pupa*, girl, and means a youth or scholar of either sex, under the care of an instructor.

The word pupil implies care and attention as well as instruction, and indicates one who is under the personal supervision of an instructor; hence we speak of a bright *scholar* and an obedient *pupil.*

With this explanation, the term *pupil* is preferable, for common use, inasmuch as it includes, care, discipline, and instruction.

GOSHEN, CONN., April 16, 1875.

Editor of New England Journal of Education:

Our teachers of common schools are much interested in the study of Geology, and one day a carriage stopped at my house, two young ladies coming in to see my collection of minerals. They were pleased with the beautiful specimens of iron ore from Salisbury, at the northwest corner of our State. With hammers in their hands they had been on the top of Ivy Mountain, where the United States Coast Survey signal stood.

We do not know that any observations have been made by a regularly educated geologist, on these high lands of Litchfield county, but I would call the attention of scholars to some marks on the rocks, made by the stones frozen into the glaciers which passed in a southeast direction over this part of the country, before it was raised up to its present height, and ages before the creation of Adam, while the world was being fitted for his home. How true it was that "the earth was without form and void." I have been looking for them thirty years, and have at last found them; the difficulty having been that the marks are worn out by the rain which has fallen on the rocks for ages; but where they have been covered with earth they are as fresh as ever. The most remarkable may be seen at the quarry near the Connecticut Western Railroad in Norfolk, where the workmen have taken off the earth from one to two feet in depth, on about an acre of land, laying bare the solid rocks of beautiful granite. Here may be seen a great many marks, some long, and some short, cut deep, as if a sharp plough had passed a hundred times over the hill, almost perfectly straight, in a direction about S. 40° E.

On a mountain in Winchester the earth has been taken off for a road, and here may be seen twenty-six parallel marks pointing a little west of Torringford church. There are three places in the northwest part of Goshen where these "glacial scratches" are very fine, and we hope in the spring to examine them more. Just south of the Massachusetts line in Norfolk the marks are visible, although exposed to the weather. H. N.

Sonants and Surds.

Editor of New England Journal of Education:

I was much interested in the discussion in your issue of Jan. 9th, concerning the distinction between surds and whispered sonants. I had been examining the point myself with some care after reading Madame Leiler's remarkable little books, "The Voice in Singing" and "The Voice in Speaking." My conclusion was that in the sonant there is a simultaneous action of the mouth and the glottis, while in the surd the action is in the mouth only,—using the term mouth to include the lips. Thus, in *plumped* pronounced as one syllable, the three final consonants are produced as follows: *m* is the closing of the lips while the vocal chords still sound; *p* is an interval of silence produced by elevating the uvula and suddenly cutting off the nasal passage, while the tongue prepares for the *t* sound by pressing against the hard palate; *t* is the breaking of the silence by first opening the lips silently, and then dropping the tip of the tongue explosively. In the word *plumbed*, pronounced as one syllable, in a whisper, the glottis closes suddenly when the uvula rises for the *b*, and opens suddenly, simultaneously with breaking the tongue-contact for the *d*.

I have known phonologists to assert that these words are identical in sound with *plumt* and *plumd* But to my analysis these latter differ, when carefully pronounced, by omitting the *sudden silence with closed lips*, which is the essence of *p* and *b*. That is, in saying *plumt* carefully, so as to give no *p* sound, the tongue must make the T contact while the *m* is sounding, and the lips must open simultaneously with the cessation of the vocal vibration. In whispering *plumd*, the like action takes place, but the glottis closes with the cessation of the *m* and opens simultaneously with the breaking of the *d* contact.

So it seems to me; but I wish that Mr. A. Graham Bell could find time to give his opinion to the JOURNAL. H.

EAST ANDOVER, April 22d, 1875.

Editor of New England Journal of Education:

DEAR SIR:—Please find enclosed three dollars, my subscription for the NEW ENGLAND JOURNAL OF EDUCATION. I think very highly of it, and think it is destined to do a great work in advancing the cause of education. It has bone, muscle, and brain.

Would it not be well to publish in the JOURNAL where some of the aids to teachers might be obtained, with the price? Such as, Professor Orcutt's Manual; New Primary Object-Lessons, by N. A. Calkins; Methods of Instruction, by J. P. Wickersham; etc. I would like a copy of each now. I think the publishers of such works would do well to deposit them in the hands of superintendents for sale. I am twenty-five miles from any book-store of note. This is a difficulty in most back rural towns. Such works as I have named would be very helpful to teachers in preparing for examination. A young lady came to me for examination a few days since, bringing quite a package of certificates, stating that she had taught nine terms. I told her I should expect and require a thorough knowledge of the elementary principles of each branch, and a correct mode of teaching them. I must begin at the foundation of each. What is a letter? A sound!!! After a few questions, none of which she could answer, I suspended the examination for a month.

Yours truly, H. M.

STATE DEPARTMENTS.

Maine.

ELLSWORTH.—The published will of Seth Tisdale makes public the fact that among the bequests the sum of $50,000 is set aside to be known as the Tisdale Fund, which is "at all times in trust for the purpose of assisting needy young persons, of both sexes, in obtaining an education such as they may seek, the principal sum to be safely invested, and the proceeds or income thereof only to be used, the same to be used as follows: — The trustees for the time being will, from such income, loan to such persons as aforesaid, as they deem worthy, such sums as they may think proper and necessary, not exceeding three hundred dollars per annum to a single individual, for the purpose of aiding them in procuring an education of a collegiate, academical, scientific, or other character, taking the responsible receipt of the person to repay the same without interest when able to do so, no surety or any security to be required, and no regard to be had to the age of the party, whether under age or not, the honor and integrity of the party accommodated to be regarded as security sufficient. No part of the principal shall be thus appropriated or paid out, but all repayments of such loans to be subject to such use as earnings."

LEWISTON.—On the first of April, 1874, there were in Lewiston 6,279 scholars between the ages of four and twenty-one, an increase of 553 since the year before. Of these, 2,423 were between the ages of fifteen and twenty-one, leaving 3,856 scholars under the age of fifteen years. There have been 3,220 scholars in attendance on the public schools the past year. There are about 500 children (of school-going ages) under fifteen years of age who have not been connected with Lewiston schools the past year. The tendency is to a marked increase in the proportion of those children who attend over those who do not attend school.

PORTLAND.—At a special session of the school committee, held last Wednesday evening, Mr. Ephraim W. Hunt, formerly principal of the Girls' High and Normal School of Boston, but now of Reading, was elected superintendent of schools, at a salary of $2,500.

CASTINE.—Miss Ellen M. Stevens, a graduate of the Eastern State Normal School, has been appointed assistant in the Roxbury (Mass.) High School, at a salary of $1,000.

MR. EDITOR: In the last JOURNAL OF EDUCATION there are notices of the "State Normal Schools," and the "Castine Normal School." Maine has two Normal Schools—the *Western* State Normal School at Farmington, and the *Eastern* State Normal School at Castine. Each school has a model or practice department. At this time the two institutions have the same number of teachers and pupils. TRUSTEE.

AUBURN.—The cost of the new Auburn Grammar School-house was $26,253. In enlarging the school-house at West Auburn $2,025 was expended, last year.

Superintendent of Schools Small, of Auburn, we believe, is to resign his position, to accept the office of treasurer of the new Lewiston Savings Bank.

The highest salary paid last year for school teachers is $1,366—to the principal of the High School. The principal of the Grammar School received $933 last year. The city paid about $13,000 for salary of teachers. The whole cost of schools, including fuel, repairs, etc., was $17,609.

THOMASTON.—Recently Mr. D. J. Starret, teacher in the Maine State Prison, delivered a lecture before the Wiscasset Reform Club. It was based upon facts obtained during his stay in the prison, and was very interesting. He made the statement that out of 135, convicts 125 were, directly or indirectly, brought there by the use of intoxicating drink.

— Twenty students of Lewiston High School have challenged an equal number of students of Bates College to meet them in a public spelling match. The challenge is accepted by the boys.

— Mr. G. M. Seiders, formerly principal of Greeley Institute, Cumberland, and who is now sub-master in the High School of Waltham, Mass., has recently been invited to a position in the Episcopal Academy of Connecticut, at a salary of $1,800.

— Dr. J. H. Hanson, at a reception given to the seniors of the Classical Institute, at his residence, at Wateville, on Friday evenning, the 16th inst., was made the recipient of an elegant silver ice pitcher and goblets, as a token of regard from the classes of '75.

— At the school meeting at Farmington Falls, the school district voted to furnish the school-house for the use of the fall term of the free high school, which will be held at that place.

— The Pembroke High and Grammar schools challenge any school in that county to spell against twenty-five scholars selected from the former.

— Mount Desert is to build two new school-houses this season.

New Hampshire.

KIMBALL UNION ACADEMY, Meriden, is obliged to give up its English and Preparatory departments, for the present, at least, for want of funds. The income of its original endowment of $30,000 can be used only to aid young men in preparing for the ministry, and not for the support of a local high school, and therefore there was but one course open to the trustees.—*Congregationalist.*

From the subordinate courses of Meriden have gone forth hundreds of teachers hardly inferior to the best Normal graduates. Is this supply to be cut off? It will be a serious calamity.

Years ago old Meriden sent up the best scholars to Dartmouth of any school in the country. Now the college professors send their sons to Vermont for their preparation. It is a shame to our State. For years the academy has been cramped for funds Thousands of her graduates are in high positions all over the land — men and women of honor, influence, wealth. Ten dollars from each would set their old alma mater on the high road to success again. Yet though appealed to again and again, not one soul moves to the rescue. Where is the manhood of the Meriden alumni?

Isms are out of place in this paper, but there is a truth to be said in this connection. Baptists, Methodists, and other denominations in the State have come up to their duty in keeping their own special schools fully abreast with the times. Congregationalists have been often urged in behalf of what is emphatically *their* school, set apart by the fathers for the education of *their* ministry, but have always gone by on the other side. It is a disgrace and a damage to them which they should not suffer for a single year more.

No one knows of these words, or is responsible but the editor of this column. For the reasons given—first, the needs of our schools; second, the honor of a noble school and the credit of its alumni; third, the vital interests of a great denomination, we have spoken, as we should of New London, or any similar school under like circumstances. It will be pitiful indeed if this state of things is allowed to remain.

NASHUA.—The dedication of the new school building took place Wednesday, the 14th inst. The building, in expense, beauty, and convenience is unsurpassed by any educational structure in the State. The building is adapted to both the High and Grammar schools, — was in process of erection but little more than a year, and the total cost was $90,500. The services were such as are usual on such occasions, and were very interesting. Mayor Whitney presided. The devotional exercises were conducted by Rev. Messrs. Gorman and Alvord. Excellent music was furnished by the High School choir. Addresses were made by Mayor Whitney, ex-Mayor McKean, Rev. H. D. Kelsey, of the school board, G. C. Ramsdell, Esq., W. W. Bailey, Esq., General Stevens, Hon. U. C. Gilman, Dr. Spalding, Hon. Thomas W. Gillis, of Nashua; Hon. Abner J. Phipps, of the Mass. Board of Education; Superintendent Edgerly, Hon. Joseph Kidden, Col. F. W. Parker, and W. W. Tewksbury, of Manchester; Superintendent Allard, of Gloucester, Mass., formerly superintendent of Nashua, and others.

MANCHESTER.—T. W. Worthen, tutor of Mathematics at Dartmouth, has been engaged as assistant in the Manchester High School. Salary at the rate of $1,000. . . . The Excelsior Literary Association, composed of printers and members of the High School, had a reunion on the 7th inst., after an interval of fourteen years. Supt. J. G. Edgerly presided. Interesting addresses were made, interspersed by poems, music, etc., and followed by a banquet in the evening.

Massachusetts.

BOSTON.—The trustees of Boston University and corporation of the State Agricultural College at Amherst, Mass., have recently entered into an agreement, by virtue of which the college secures an honorable alliance with the university and the university an Agricultural department. . . . Boston University has 102 women students in its several departments.

Mr. Justin Winsor, the Superintendent of the Public Library, has issued the usual monthly report for March. The use of the several libraries in volumes has been as follows: Bates Hall, 10,499; Lower Hall, 30,591; East Boston Branch, 9,981; South Boston Branch, 12,601; Roxbury Branch, 10,240; Charlestown District, 9,299; Brighton District, 2,641; Dorchester District, 6,210; total, 92,061. The largest daily average for an entire week yet reached in the Lower Hall was 12,201 during the second week of March. The total delivery of books for the month is 92,061, nearly 19,000 more than during the corresponding period last year. The reading room conveniences have been availed of by 30,558 persons. The entries on the accession catalogue, by purchase, gift, or exchange, have been 1674 volumes and 1252 pamphlets. There have been a few minor changes in the service of the library during the month.

The committee on licenses are endeavoring to arrange with the proprietors of theatres for preventing boys and girls of tender years from entering these places of amusement, unless accompanied by a parent or guardian; and it is proposed to place a police officer on duty at each museum and theater to prevent young children from entering.

The New England Conservatory of Music, in Boston, Dr. Ellery Tourjee, director, is the largest in the world, and the Paris Conservatory ranks second. The largest number of pupils in attendance at Paris at any one time is 551; at the New England, 875.

LAWRENCE.—Vacation in the schools of one week, from April 19th. . . . The experiment of having no school on Saturday extends only to the High School, in which there is but one session daily, from 8 o'clock to 1 o'clock.

— The Dedham school committee wants $1,000 more than the $16,650 voted last April, a school superintendent, and free text-books.

— The Stoughton school committee has made appointments as follows: Grammar School, principal, Willard Allen Esty; assistant, Miss Carrie A. Pollard; primary, Miss Mary L. Young; East School, Miss Mary J. Gannett; West School, Miss S. Amelia Sweet.

— A representative from Turkey upheld the honor of the Seniors against the Sophomores, in a spelling-match at Amherst last week.

Rhode Island.

PERSONAL.—A finely executed portrait has been recently hung upon the walls of the Athenæum Library. It is a beautiful likeness of the late Miss Mary A. Shaw, a lady who enjoyed the respect and esteem of a wide circle of friends; a teacher, possessed of the lasting affection and love of her admiring pupils. Retaining a grateful remembrance of the kindness and devotion which she ever bestowed upon them, they have endeavored to present a visible token of their regard, and have adopted this method as one permitting all to join in the duty of love. The portrait is the gift of a large number of Miss Shaw's former pupils, and has been placed in the Athenæum with the kind permission of the trustees, as the most favorable place for those who desire to see it.

The principal of the Rhode Island Normal School, J. C. Greenough, has been invited to give the annual address at the closing exercises of the New Hampshire Normal School, at Plymouth, on May 4th.

STATE APPROPRIATION FOR PUBLIC EDUCATION FOR 1875–6.—For public schools, $90,000. For the support of the Rhode Island State Normal School, $10,000. For traveling expenses for the pupils of the State Normal School, $1,500. For teachers' institutes, for defraying the expenses of procuring teachers and lecturers, to be holden under the direction of the commissioner of public schools, $500. For evening schools, $3,000. For the support of juvenile offenders, sentenced to the Providence Reform School, $22,000.

PROVIDENCE.—*Meeting of the School Committee.*—The annual meeting of the school committee for organization, was held at the High School Building, Friday evening, and was called to order by the president, Rev. H. W. Rugg. Most of the newly-elected members of the committee were duly engaged by his honor the mayor. Mayor Doyle nominated Rev. H. W. Rugg for president, and Mrs. Sarah H. Ballou for secretary of the committee, and they were unanimously elected.

The committee on finance reported several matters of business which were disposed of in accordance with their recommendation.

The committee on vacation schools made their report, recommending the continuance of said schools, which report was received and ordered to be communicated to the city council with the annual report.

The committee on text-books reported that they had introduced Shaw's New History of English and American Literature into the High School, and Goodwin's Greek Grammar into the Classical department of the High School, which report was received.

The committee on evening schools (in the absence of the chairman) reported verbally that the schools had been very successful.

The president announced the appointment of the following standing committees, and they subsequently organized by the choice of chairman and secretary, as stated:

Executive Committee—H. W. Rugg, chairman *ex officio;* Wm. Johnson, secretary; Nicholas Van Slyck, James Y. Smith, George P. Tew.

Committee on Finance.—Charles Morris Smith, chairman; James Shaw, Jr., secretary; George L. Clarke, Dexter Knight, A. Duncan Chapin.

On the High School.—Carlton A. Staples, chairman; Abby J, Slocum, secretary; David H. Greer, George I. Chace, James G. Vose.

On Vacation Schools.—E. M. Stone, chairman; Gilbert A. Whittemore, secretary; S. S. Sweet, George E. Webster, W. H. King.

On Evening Schools.—S. S. Parker, chairman; H. A. Howland, secretary; W. C. Potter, Hugh Broadley, E. C. Mowry.

On Text-Books.—A. A. Harrington, chairman; J. E. Cranston, secretary; E. W. Blake, W. D. Hilton, Alfred Metcalf.

On By-Laws.—Stephen A. Cooke, Jr., chairman; E. A. Smith, C. A. Hall, W. B. Beach, E. C. Pierce.

The following committees were appointed by the members from the several wards, confirmed by the general committee, and subsequently organized by the election of chairman and secretary as stated:

Committee on Qualifications.—Benjamin F. Clarke, chairman; Edwin A. Smith, secretary; Charles A. Nichols, George I. Chace, Arnold Greene, David H. Greer, Lemuel S. Osler, J. M. Addeman, S. H. Webb, Joseph F. Brown.

Committee on Drawing and Penmanship.—E. M. Stone, chairman; J. C. Thompson, secretary; J. Lewis Dinman, James E. Cranston, Stephen A. Cooke, Jr., Clifton A. Hall, Royal P. Gladding, H. V. A. Joslin, James Ardern, Edwin Reynolds.

Committee on Music.—John B. Anthony, chairman; John W. Angell, secretary; S. S. Sweet, Carlton A. Staples, Daniel Henshaw, Ossian Sumner, Wm. S. Johnson, Gilbert A. Phillips, Lewis T. Downs, Hugh Broadley.

The chairmen of the District Committees were announced as follows: First district, George L. Clarke; second district, Arnold Greene; third district, Daniel Henshaw; fourth district, H. A. Howland; fifth district, Ossian Sumner; sixth district, William Y. Potter; seventh district, Joseph F. Brown. Sub-committees were assigned to the care of the different schools, as usual. The secretary was requested to cause to be printed, for the use of the committee, the full organization of the committee.

The chronic question "What to do with the excess of pupils in the High School," was again discussed, and no conclusion reached. It is to be hoped this question will receive a definite solution soon, through the action of the city council providing for the erection of the contemplated new building for the school.

WOONSOCKET.—The regular quarterly meeting of the school committee was held April 12th. Present: Rev. C. J. White, A. A. Smith, Amos Sherman, E. Richardson, N. T. Verry. Amos Sherman was elected chairman *pro tem.* The superintendent made a brief report, which states that the schools are generally in good condition, and embraces a few suggestions which were generally adopted. Among several matters it was

Voted, That Dana's Geology and Mitchell's Ancient Geography be adopted as text books for the High School.

Voted, That Union District No. 6 be furnished with a map of the United States, one of South America, and a small globe.

Voted, That the superintendent have power to procure not to exceed seven globes for the public schools, size from six to twelve inches.

Upon the question of a supply of school books, the superintendent made a report of the probable number of books necessary for the several schools, and a debate ensued relative to the propriety of purchasing books by the committees to be supplied to the pupils at cost. No action was finally taken on the subject.

After considerable discussion it was

Voted, That the superintendent notify parents who send their children to schools other than those in the district in which they reside, that they are liable to pay tuition for the same, except for those who attend the High School.

SOUTH KINGSTOWN.—The school committee met for organization April 12. Rev. E. F. Watson, and Rev. William H. Kling, members elect, were duly engaged, and the committee chose Rev. E. F. Watson, chairman, J. G. Perry, clerk, Rev. William H. Kling, superintendent. William H. Kling, H. S. Braman, and E. S. Watson, were appointed examiners of teachers, the examinations to be henceforth conducted in writing and all candidates to come before a full board. Steps toward the establishment of a High School were taken, and W. H. Kling, T. G. Hazard, and N. C. Peckham, Jr., were chosen to report upon the matter. H. T. Braman and D. B. Rodman were appointed to apportion the public money, and J. G. Perry, W. H. Kling, and T. G. Hazard to examine the school-houses in districts 3, 5, 8, and 19, and report whether they ought to be condemned or not.

ASHAWAY.—We inadvertently omitted the name of Miss Emma E. Kenyon as one of the teachers in the graded school in this village. Miss K. has been connected with the school since the organization on the graded plan, and her success entitles her to a rank among the most successful instructors in this section of the State.

Connecticut.

NEW HAVEN.—The annual examination of the High School has been in progress during the past three weeks. The graduation exercises of the senior class were set down for the evening of April 20th. The examination of candidates for admission to the High School will be completed on Monday, the 26th, and all the schools of the city will close the next day, April 27th. The summer term will begin on Wednesday, May 6th.

Miss Elizabeth Cooper, who resigned a year ago, has been reappointed to fill the vacancy made by the resignation of Mrs. Biddle, for the remainder of the school year, which ends July 3d.

PRESIDENT PORTER, of Yale College, recently gave the following laconic advice to the students in the course of an extended address: "Don't drink. Don't chew. Don't smoke. Don't swear. Don't deceive. Don't read novels. Don't marry until you can support a wife. Be earnest. Be self-reliant. Be generous. Be civil. Read the papers. Advertise your business. Make money, and do good with it. Love God and your fellow-men."

MIDDLETOWN.—As is common in Connecticut, the city and town organizations are distinct, the city embracing only the more thickly settled portion of the town. The city is mostly included in one school-district, formed by an act of the Legislature in 1839, which consolidated four previously existing districts and incorporated them as "The City and School Society of Middletown." This "school society" in 1857 accepted the provisions of the act of the preceding year, and took its present name of "The Middletown City School District." As far as relates to school affairs the district is an independent corporation, voting appropriations and taxes and electing its board of education, to which the control and supervision of the schools are committed.

The Central School embraces the senior department, or High School, and a portion of the junior, intermediate, and primary departments. The Johnson School building contains six rooms. This is a new house, having been occupied but about two years. Drawing and singing are regularly taught by special instructors. In the senior department pupils who desire it are fitted for college. A commercial course has recently been established in this department, a competent instructor devoting his entire time to business studies and penmanship. A free evening school was opened in November last, for the instruction of young men and boys above sixteen years of age who cannot attend the day schools. The attendance, good order, and interest in this school have more than equaled the anticipations of those interested in its establishment.

H. E. S.

TEACHERS' INSTITUTE IN NORWICH.—The first thought on assembling in the spacious hall of the Free Academy on Thursday evening, was of Governor Buckingham, who had so large a hand in establishing the institution, and who is greatly missed, not only in business interests but in all others, religious, philanthropic, and educational. The attendance at the opening exercises was very large. Punctually at 7:30 o'clock the meeting was called to order by Secretary Northrop, and prayer was offered by Professor Bodwell. Professor Butterfield then introduced a class of juveniles of both sexes from the Broadway school, thirty or forty in number, who sang in a way to call forth expressions of high commendation. The remainder of the session was occupied by Dr. Northrop, who gave his very instructive and valuable lecture on "The New Educational Movements in Europe, their Causes and their Lessons for us." The lecture was rich in well selected facts, statistical and others, proving how indispensable is popular education to the good morals and thrift of a nation. The secretary stated that whereas, previous to the inauguration of the common school system in England, pauperism had been steadily and frightfully on the increase, since that time it has steadily diminished. Four important particulars were referred to in which we may profit by following the educational plans of European States, especially giving far greater prominence to the mother-tongue and to drawing in our public schools.

Friday morning at 9.00 o'clock, Professor Tenney, of Williams College, was introduced, and lectured on Natural History—how the divisions of the animal kingdom may be taught in our schools. Professor Bodwell followed on Vocal Culture. Mr. Northrop lectured on Language Exercises, as taught in the schools of Germany, and the morning session was closed by the singing of the children —illustrating the methods and results of teaching music by note.

The afternoon session opened with a short exercise in criticism. The Hon. T. B. Stockwell, of Providence, lectured on Arithmetic; Professor Tenney, on Physical Geography, and the secretary on the Kindergarten system, with the apparatus used in the Kindergarten schools of Germany; what features of the system it is practicable to put into our schools. Secretary Northrop held his first State teachers' institute in this city eight years ago, and continued it through a whole week.

The exercises opened on Friday evening with an increased attendance of teachers from abroad. Professor Tenney gave an exceedingly interesting and valuable lecture on the Coal-fields of North America, illustrated by large and beautiful charts. Professor Bodwell followed with a lecture on Education in England, showing the close connections between ignorance, poverty, and crime in that country. He also referred to some important features of English schools, especially in the great attention given to their own history and the mother tongue in the earlier stages of education; and spoke in terms of high commendation of Colonel Higgins's History of the United States, for children.

On Saturday morning Professor Tenney gave another of his valuable lectures on our far West and Salt Lake City. Secretary Northrop gave a very valuable talk for teachers, on Language Exercises. The Hon. E. A. Apgar, Superintendent of Schools in New Jersey, lectured on Botany, and closed the morning session. Prof. I N. Carleton, principal of the State Normal School, lectured on School Hygiene; Mr. Apgar on Map Drawing; and the Secretary of the Board on School Incentives. Thus closed an interesting series of meetings. The attendance of teachers was large—170; many citizens were present, and the interest was sustained throughout. Teachers attach great value to these State institutes, under the direction of Secretary Northrop; they are known to be of a high order when compared with similar meetings iu other States, and no one who will be at the pains to inform himself, can have any doubt that the expenditure of money involved brings a large return in the improvement of our common schools.

It is needless to say that the hospitalities of this charming city have been abounding. The institution in whose spacious hall the meetings have been held is a thing of which Norwich may well be proud. About fifteen years ago, in response to appeals from Rev. Dr. Gulliver, then a much-loved pastor of one of our city churches, the citizens erected this noble building, on their finest avenue, and with characteristic munificence added to it an endowment of $80,000, making it a free academy for their children. Its advantages are of the highest order. It has accommodations for 130 pupils, and nearly that number are in attendance at the present time, Pupils from abroad are admitted on payment of $10 a quarter.

HADDAM.—The spring term of Brainerd Academy was announced to begin on April 6th. The prospects of this institution are improving under a liberal management which, with the efficient principal, make it worthy of a general patronage. The Valley Railroad company make very generous deductions for those along the line of the road who may wish to attend and board at home. The arrival and departure of trains is at very accommodating times for full school-hour attendance.

Minnesota.

REV. D. BURT, of Winona, has been appointed by the governor State superintendent of public instruction. All who are acquainted with Mr. Burt personally, and are familiar with his valuable labors in behalf of the cause of popular education, regard this as a capital appointment. It is one of those rare cases in which a man has been chosen for a public office simply and solely for the reason that he is admirably fitted to discharge the important duties of that office, without regard to political influence, outside pressure, or the use of any of those questionable means by which offices are too often obtained by corrupt and designing men.

Mr. Burt is a native of Massachusetts, where he passed through a full collegiate course, both scientific and classical, graduating with the highest honors. With the clerical profession in view he also graduated at the Theological Seminary, Andover, Mass. It was, however, ordered that his life work should be largely educational. At the age of nineteen he began to teach school, and has devoted his life to the various departments of educational work, from the district school to general supervision. We can but congratulate the State on the possession of a man so well fitted for the work of State supervision.

Colleges.

WESLEYAN UNIVERSITY.

The Spring term opened Thursday morning, the 15th inst., with an unusually full attendance. Students were no more prompt in their return to college under the old system of subtracting demerits from standing in scholarship. This term, though the shortest of the year, being only ten weeks in length, generally witnesses an increase of life in all the departments of college work, mental and athletic. As soon as winter takes his final departure, the date of which event we are unable at present to announce, the geological class, with all those interested in scientific research, will begin to take short trips to some of the interesting localities which abound in this valley. None of our Eastern colleges are better situated than Wesleyan for this practical application of the winter's theorizing. Quite an extensive excursion to Mt. Holyoke is planned for the last of next month.

The university crew and the various class-crews have been training in the gymnasium during the winter, and are now beginning active work on the river. The crew selected for Saratoga are as follows: Downs and Fort, '75; Whitney, '76; Marsh, 77; Jack and Rodgers, '78. The Spring regatta between the class crews will take place in a few weeks, together with the foot races for the Osborne prizes.

The spelling-match fever has hardly reached the college as yet, but a "spell" is announced at the Methodist church, in which most of the faculty and some of the students take part. . . . The first proof-sheets of Dr. Cummings' new edition of Butler's Analogy are now out. . . . The Seniors are enjoying a course of Law study, consisting of International Law and Civil Government. . . . Four Seniors entered upon their clerical duties at the late sessions of the Methodist conferences, but a large proportion of the class has other callings in view.

T.

DARTMOUTH COLLEGE.

About one-half of the students are away for the recess. . . . McGregor, a recent graduate of the Agricultural department, has entered the Medical School, preparatory to the study of Dentistry. Another "farmer's son weaned from farming." Of the eleven Aggies who graduated on the 14th inst., two intend to make farming their business, the remaining nine are divided among the different professions. . . . There was considerable excitement in college on Wednesday, caused by a Freshman wearing "a hat" into chapel, the Sophomores considering it as a challenge to "go for it," which they did, in earnest—the first rush of the season. The faculty carried off most of the hat, which will be kept for mementoes. The terms of settlement were that the two classes should sign a paper, binding them to do no more hat or cane rushing during the remainder of their college course. The Sophomores have come to terms, but the Freshmen are still considering the matter. . . . Wednesday evening Judge Crosby, class of '20, of Lowell, Mass., gave a lecture in college chapel, on "The History of Dartmouth" from the foundation to the time of his graduation, 1820. He was personally acquainted with some member of every class which preceded him; he made his lecture very interesting as well as instructive.

AMHERST COLLEGE.

The Juniors are fortunate enough to have Professor Seelye this term. . . . The faculty have made a few changes in the ranking system. . . . Church service in the afternoon is to be held hereafter at a quarter to five instead of quarter past three, as was the custom, and there is to be no Sunday evening meeting as formerly. Thursday and Saturday evening meetings are to commence at half after seven. . . . The Seniors have no compulsory "gym" exercise. . . . Smith's Female College, across the river at Northampton, is to open in September, 1875. Amherst will probably lose some of its interest in South Hadley. . . . The Seniors are having Dr. Hitchcock in Geology, instead of Professor Emerson, who is south on account of ill health. The doctor is to make it interesting by having weekly excursions in search of knowledge, rocks, and so forth. Amherst is peculiarly favorably situated for studying, in a practical manner, Geology, Mineralogy, and Botany. The valley of the Connecticut is rich in geological and mineralogical specimens, while the hills and valleys afford almost every species of the vegetable world of New England produces. Also there is the largest and best collection of Ichnites: the Hitchcock Ichnological Museum, in which there are 20,000 specimens, the largest of which is the *Otozoum moodii*, or giant frog; there is a large Botanical museum; and, lastly, Professor Shepard's Mineralogical cabinet, the largest and most valuable in this country. . . . The Massachusetts Central Railroad is not to be of much advantage to the students after all, since it will not pass within a half mile of the college as was agreed. . . . Only about one-fifth of the Amherst students use tobacco. . . . It is well, under the cover of the new law, to sleep awhile on Sabbath afternoon, but it is better not to prolong the nap too far, especially if one presides at the afternoon service. . . . President Stearns preached last Sunday at Lexington.

HARVARD COLLEGE.

A writer in the *Harvard Advocate* suggests the importance of rifle shooting as a noble college sport, and cites the contests of the English universities as an illustration of the interest of such intercollegiate matches. As this sport involves truly scientific principles, and has a direct relation to strength of morals and nerve, we shall agree with *Forest and Stream* that the men who run the fastest, jump the highest, and pull the best oar in the boat-race are sure to make the best shots.

HARVARD MEMORIAL HALL.—A subscription has been set on foot among the alumni and other friends of Harvard, for two purposes: 1, to complete the sum necessary to build the auditorium or theater; 2, to complete the details of the hall, and to lessen the debt of the students' dining hall association, by paying a part of that incurred in fitting the building for "commons." There is now on hand the fund left by the late Charles Sanders, to build the theater; but in order to avail of the present low prices of labor and material, an additional sum of $13,000 is needed. The students' commons are in the great dining hall, where five hundred young men daily assemble. The saving in cost thus effected enables many of the poorer students to complete their college course. The association is, however, hampered by a debt incurred in putting up the necessary fixtures. To pay off a portion of this debt, and to complete some needed details of the hall, would require about $17,000.

HOWARD UNIVERSITY.

It is confirmed that General Howard's resignation of the presidency of Howard University has been accepted.

Prof. G. W. Atherton of Rutgers College, has been tendered the presidency of Howard University, Washington. Professor Atherton is a gentleman of great executive ability, and he would be a most valuable acquisition to that institution.

— Rev. Dr. Bugbee, who for some years has been president of the Wesleyan College in Cincinnati, has been chosen president of Alleghany College, at Meadville, Penn. He will accept the new position.

— Henry C. Sheldon, B.D., a graduate of Yale College, and of the School of Theology of Boston University, has been elected aasistant-professor of Historical Theology in the latter institution.

Publisher's Notes.

Parties about to build school-houses would do well to consult J. W. Smith, of Cleveland, Ohio, in regard to ventilation. See his advt.

Mr B T. Wells, our neighbor, occupying the tore under us, will be found one of the most reliable seedsmen in Boston. His stock of utensils and ornamental goods for the lawn and the flower-garden will be found large and of the best class.

The man of all men known to the teachers of Boston is J. L. Hammett, of Brattle street. His 100 geographies advertised this week will be of interest to every teacher.

Brewster & Knowlton, on Arch street, have fine Zoölogical and Mineralogical collections. Teachers and others interested in scientific matters would do well to take a look at their museum.

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LEXINGTON, 1775.

CENTENNIAL POEM: BY OLIVER WENDELL HOLMES.

Slowly the mist o'er the meadow was creeping,
Bright on the dewy buds glistened the sun,
When from his couch, while his children were sleeping,
Rose the bold rebel and shouldered his gun.
Waving her golden veil
Over the silent dale,
Blithe looked the morning on cottage and spire;
Hushed was his parting sigh,
While from his noble eye
Flashed the last sparkle of liberty's fire.

On the smooth green where the fresh leaf is springing,
Calmly the first-born of glory have met;
Hark! the death-volley around them is ringing!
Look! with their life-blood the young grass is wet!
Faint is the feeble breath,
Murmuring low in death,
"Tell to our sons how their fathers have died;"
Nerveless the iron hand
Raised for its native land,
Lies by the weapon that gleams at its side.

Over the hill-sides the wild knell is tolling,
From their far hamlets the yoemanry come;
As through the storm-cloud the thunder-burst rolling,
Circles the beat of the mustering drum.
Fast on the soldier's path
Darken the waves of wrath,
Long have they gathered and loud shall they fall;
Red glares the musket's flash,
Sharp rings the rifle's crash,
Blazing and clanging from thicket and wall.

Gaily the plume of the horseman was dancing,
Never to shadow his cold brow again;
Proudly at morning the war-steed was prancing,
Reeking and panting he droops on the rein:
Pale is the lip of scorn,
Voiceless the trumpet horn,
Torn is the silken-fringed red cross on high;
Many a belted breast
Low on the turf shall rest,
Ere the dark hunters the herd have passed by.

Snow-girdled crags where the hoarse wind is raving,
Rocks where the weary floods murmur and wail,
Wilds where the fern by the furrow is waving,
Reeled with the echoes that rode on the gale;
Far as the tempest thrills
Over the darkened hills,
Far as the sunshine streams over the plain,
Roused by the tyrant band,
Woke all the mighty land,
Girded for battle, from mountain to main.

Green be the graves where her martyrs are lying!
Shroudless and tombless they sunk to their rest,—
While o'er their ashes the starry fold flying
Wraps the proud eagle they roused from his nest.
Borne on her Northern pine,
Long o'er the foaming brine
Spread her broad banner to storm and to sun;
Heaven keep her ever free,
Wide as o'er land and sea
Floats the fair emblem her heroes have won!

A Dying Race.

BY MARY P. THACHER.

Why does not some benevolent person organize a society for the protection of plants? Our societies for the prevention of cruelty to animals increase and multiply, and the chief apostle of the cause is constantly on the war-path, ubiquitous, irrepressible, a terror to evil-doers. But the children of the soil which live, move, and have their being in so many bright and beautiful forms, suffer almost unnoticed. They perish by violence, or are banished from their peaceful haunts by bold and grasping foreigners, as our native song-birds are driven away by the saucy little English sparrows. Yet these friends of mankind are lineal descendants of the very oldest families, and have such intimate relations with the animal kingdom that it is impossible, in their lowest forms, to distinguish the plant from the animal. To be sure the trees, which are so needlessly sacrificed all about us, find some able champions, and it is cheering to know that the planting of forests is encouraged at the West by the local governments. But do we realize how rapidly our wild flowers are disappearing, frightened away by the encroaches of man? The flora of some parts of the West has almost entirely changed within a few years. Weeds and vagabond plants from the Eastern States, those "gypsies of the vegetable world," have crowded out the native growth; and one who now goes West, having heard much of the blossoming prairie, is apt to vote it all a delusion and a snare. The increasing love and cultivation of flowers is a good sign of the times; but what garden flower can eclipse in beauty the fragrant clusters of Swamp Pink, or Azalea, the brilliant Cardinal Flower, the dainty Lady's Slipper, the drooping Arethusa, or the Painted Trillium? Every year these fair harbingers of Spring grow scarcer and scarcer. We cut down the woods which shelter them; we trample them down, invade their sanctuaries, and let in the glaring light of day upon the sweet seclusion of their lives. Thus they retreat farther and farther from the abodes of man; or when they still lovingly linger about their old haunts, meekly crying "all we want is to be let alone," we give them no peace. We either pick the blossoms so thoroughly that they have no opportunity to propagate themselves by seed, or gather them so carelessly that the very roots come up in our hands. The Trailing Arbutus has been actually exterminated in many parts of New England by being pulled up in this reckless way. The beautiful "Hartford Fern," as it is popularly called, is threatened by a similar fate. This is one of the few species of climbing fern, and the only one found in the United States. But though it is so rare, and grows in only a few localities, it is brought in large quantities to Boston every fall and sold in bunches, roots and all, at the street corners. Indeed, there is such a furore now for pressing and transplanting ferns that many of the more common kinds are growing rare. A striking illustration of the wild-flower's readiness to resent familiarity is furnished by that curious plant, the Indian Pipe. It lifts its clusters of waxy stems, crowned with the pale, nodding flowers, from the rich soil of deep, dark woods; but if handled, no matter how charily, its hue changes to a deep black.

Yet what happiness to discover the haunts of these untrained beauties! Ah, those poor unfortunates who only see the May flowers tied up in stiff little bunches in our city streets, know nothing about it. Then, too, wild-flowers are graceful ornaments for the house, and in early Spring nothing can be more charming than a dish of Violets, Hepaticas, and Anemones, grouped with moss about the stems, as if growing in the water. But better "love the wood-rose and leave it on its stalk," than rob the woods and fields forever of their short-lived glory. On the border of some dense woods upon the coast of Maine I once discovered a large clump of Rhododendrons, a shrub hitherto unknown in that region, all in full bloom. With the air of a second Columbus, I carried home great branches of the magnificent flowers and divided them among my friends, far and wide. From that day my treasures were doomed. Enthusiastic women, arming themselves with trowels and knives, made repeated pilgrimages to the spot, and transported the plants to their gardens, where they invariably pined away and died In a short time only a few poor shrubs were left, and they, robbed of their glory, indignantly refused to blossom more. A patch of Harebells, those "bonny blue bells" of Scotland, was afterward ruined in the same way; and a certain sunny hillside, which the melting snow once left fairly blue with Hepaticas, has been despoiled in like manner. And now if I know where the Mayflower hides its pink buds, or the Maiden-hair spreads its delicate green, I dare not breathe the secret to my dearest friend. I pursue the most roundabout paths to reach the charmed spot, watching, like a guilty thing, lest my steps should be dogged. And when people say: "O how lovely! where did you get it?" I conscientiously direct them so that they can never find the place.

It is true that many wild-flowers, if properly moved, bloom and thrive in the garden; but their charm is gone. They not only seem to lose their native modesty and grace among the flaunting garden-flowers; but their surroundings, the protecting old trees, the moss-grown stumps, the trailing vines, and all the green things that run riot in the forest are wanting. And the poor, little strangers remind one of Emerson's captured sparrow:

"He sings the song, but it pleases not now,
For I did not bring home the river and sky;—
He sang to my ear,—they sang to my eye."

Now most of our native flowers may be easily coaxed back to the woods and groves, and we have many parks and shaded pleasure grounds where they will grow luxuriantly. This experiment has been tried with perfect success at Bussey Institute, near Boston; and the beautiful Bussey forest is gladly carpeting itself with wild flowers, as if hoping their fresh innocence will cover up the stain upon its guilty heart. Most of these plants need no special preparation of soil, and once started take care of themselves. With our own wild flowers we can plant many beautiful western species, and even those of other lands may be naturalized in our woods. The roots or seeds of the best hardy exotics may be easily procured, and will thrive in our northern climate as well as native plants. Thus our wild or partly cultivated places can be made attractive with very little trouble. The exquisite water-lily may be planted in bogs and ponds, and on the margins the Marsh Marigolds, the "winking May buds" of Shakespeare, will "ope their golden eyes." While in dryer spots the Columbine and Anemones, wild Roses, and Harebells, the Bloodroot, Solomon's Seal, and an endless variety of our neglected wood flowers, will take root and make the desert places bloom with beauty.

The prevailing ignorance about even our simplest plants is almost incredible. A lady who lived in a rural town once declared that none of her gentlemen friends knew what a potato-blossom was. This assertion being treated with scorn, she filled a vase with the

blossoms and presented it to her brothers, who had hoed potato-hills all their lives, but could not guess what these strange flowers were. Not content with this test, the same lady actually went to an evening party with potato-blossoms in her hair. The pretty purple and white flowers were much admired, and nobody suspected their ignominious origin. Not long since, a gentleman of wealth and taste nursed in his conservatory what he supposed a rare plant. Everybody admired the delicate green foliage drooping over the pot, but no one could tell what it was, till an old farmer, with a hearty laugh, revealed the secret It was the common chick-weed!

Unfortunately the ancient traditions which throw an added charm over so many of the English wild flowers we must do without, or take at second-hand. Moreover we are not a sentimental people, and we cherish neither ruins nor traditions. An Englishman plucks the common Dog Rose, and remembers that he holds in his hand the military badge of the doomed houses of Lancaster and York. No fragrant romances cluster about our own wild roses; indeed, we are apt to consider ourselves fortunate if that fashionable epidemic known as "rose cold" allows us to gather them at all! The Forget-Me-Not, according to Miss Strickland, was first used as a parting token by a royal hand, that of a Plantagenet; while the very name of that famous race of kings is said to have been taken from the common Broom, the *Plantagenista*. But though no associations with royalty endear our native flowers to our democratic hearts, the Indians have left us a few legends, and we can make the floral histories, myths, and traditions of all other lands our own. In our country strolls we shall give a second look at the fragrant white clover, if we remember it is the far-famed Shamrock of Ireland. The ox-eyed daisy, which our maidens call *Marguerite*, the abhorred whiteweed of the farmer, gains new importance in our eyes when we reflect that the European daisy was the favorite device of the unhappy Margaret of Anjou, and that it was worn in the hair and embroidered upon the robes of the maids of honor, as our field daisy is now worn by modern belles.

No one disputes the services done by plants to man in the way of food, or medicine, or clothing. The belief in the medicinal virtues of certain herbs is common, and there are old women who still make "diet drinks," prepare yearly conserves of rose leaves, and rejoice in elderberry wine; though the elder bush was probably never planted before houses in this country to keep off witches, unless in the troublous times of the Salem witchcraft! But the good done by the mere beauty of the wayside flowers, is not so easily computed. Who shall say how many wanderers have been guided to heaven by these "stars of earth"? The Boston Flower Mission does its best work in bringing the blossoms of the woods and fields, from the Buttercups and Violets of early spring to the Asters and Golden Rod of autumn, into the close wards of the hospitals.

The sweet Violets may deck our meadows and the Golden Rod hang its rich tassels from the roadside for ages to come. But the shy woodland flowers are melting away before the inroads of civilization, like those ruder aborigines, the Indians. Before they completely vanish, can we not intercept their flight and bid them stay? It will cost a little money, a little labor, and hardest of all, O countrymen and lovers! a little time. But we shall save a dying race; and lo! future generations will rise up and call us blessed.

— For the study of language I recommend you, above all, Demosthenes and Cicero. Take the speech of the former *for the Crown*, that of the latter *pro Cluentio*, and read them with all the attention you are master of. Then go through them, giving account to yourself of every word, of every phrase. Draw up an argument; try to get a clear view of all the historical circumstances, and to arrange them in order. This will give you an endless work; and hence you will learn how little you can, and consequently do yet know.—*Niebhur.*

Written Examinations.

BY MARY M. IDE.

I. Value of Written Examinations as compared with Oral.

What is an examination, and what is its object? Webster defines it as "a careful search, investigation, or inquiry, a process prescribed or assigned for testing qualifications, as the examination of a student."

This is certainly a correct definition, and the object of an examination in schools is to ascertain the real or comparative scholarship of pupils. The best kind of an examination then, is the kind which will most easily and effectually accomplish this object. In most schools the promotion of a pupil from one class to another depends more or less upon the results of his examinations in his various studies, and upon these also depends his rank in his own class.

Now, it is very evident that an examination to be a *perfect test* of comparative scholarship, must be so conducted that every pupil be required to answer the same set of questions. This might be done, it is true, in an oral examination, but as each pupil would have to be taken alone, it would require so much time as to render it altogether impracticable.

An examination, to be a thorough test of what a pupil has acquired of a study, must be somewhat exhaustive, *i. e.* it must be of sufficient length to touch upon all the principal topics of the study he has been pursuing, and show whether or not he has a good general knowledge of it. This might be done, it is true, in an oral examination, but the time it must occupy would forbid it; for to answer such a set of questions would take certainly an hour; in a class of twenty this would require twenty hours, and weeks would be necessary to thus examine a large school in all its various branches. But suppose we attempt an oral examination of this same class of twenty, in the way usually adopted We will give them an hour and a half for the examination, which is more time than is usually allowed. Each pupil recites on a different topic. Ninety minutes for twenty pupils gives each four and a half minutes. Can "a careful search, investigation, or inquiry" be made in this length of time, into what a pupil has learned in ten weeks or more? He may have received the only topic with which he is familiar, and he may have received the only one of which he knows nothing. Such an examination is no accurate test of scholarship, and to consider it such is to reason by induction from premises altogether insufficient.

Then, too, it is impossible to make out a list of topics all of equal difficulty. A teacher may try to do this, but he knows he does not succeed, and so, if the pupils all recite correctly, each his own topic, they have not all been put to the same test, and do not deserve the same commendation. Another objection to oral examinations is, that there are many pupils who are faithful but slow, and if questioned upon anything which they have not prepared expressly for the occasion, they need a little time to think before answering. Such pupils pass at an oral examination, as being much poorer than they really are.

Then there are other pupils, and these are sometimes among the very best in the class, who are so timid that the presence of strangers (as even the committee are too apt to be) embarrasses them. They seem frightened at the sound of their own voices, when they attempt to speak, and never do themselves justice at an oral examination.

Then there is another class of pupils—the poor, dull ones. Nature has given them but one talent, and but little should be required of them. An oral examination may give them as good an opportunity to do themselves justice as it does other pupils, but there is no reason why their dullness should be shown up to the public, and oral examinations are generally public.

There is still another and most aggravating class of pupils, the "guessers." These become very apt in reading the expressions and inflections of their teachers, and can sometimes even catch those of the committee themselves. They idle and guess the term away, and though often reproved and even snubbed by their teachers, are generally very prompt to answer the questions of strangers. They make up in assurance what they lack in knowledge, and sometimes look so bright and guess so well on examination day, that they get much credit they do not deserve.

When this class of pupils pass along into college life, as they sometimes do, strange as it may seem, they are noted for getting along on "cheek" as it is then called, and as a rule, "cheek" prefers trusting to the inspiration of the moment, and is much opposed to written examinations.

Another objection to an oral examination is, that it presents a temptation to the teacher when he has the management of it entirely in his own hands. The committee often say to the teachers, "You may conduct the examination, we will listen." Now no teacher can have a class through a term of ordinary length without learning pretty well the capacity of each pupil in it. He knows what this one can do, and what that one cannot do. A "still, small voice" will whisper that John explained square root perfectly, that James will work out a long problem, but cannot explain a theory; that William must have something very easy, or he will do nothing at all; and, perhaps too, William's father is present, and is minister, or wealthy, or committee, or somebody else of account

I once knew a teacher of an intermediate school whose examinations were always a perfect success. The committee smiled approvingly on the teacher, and the parents smiled approvingly on their children.

I understood it, when a little girl said to me after the examination: "Don't you think! I had Africa to-day, and I'd recited it every day this week and knew it best of anything." The child regarded it as a wonderful coincidence, and I did not enlighten her; but I was myself enlightened.

This was an extreme case. I believe the majority of teachers who have oral examinations try to make them as fair as possible; yet can any of us, at such times entirely forget who are the best and who the poorest pupils in the class? I do not say that any one of us teachers ever allowed himself in his questionings thus to "temper the wind to the shorn lamb"; all I do wish to say is, that a written examination does away with even the possibility of such a temptation.

I know that this may also be said of an oral examination when the topics are written, and each pupil draws one; but aside from this, and the consideration that each pupil, except the first one who writes, has more or less time to think of his subject; this way is open to all the objections against oral examinations generally. Another objection still, to an oral examination (and I mean a public one; the usual kind), is, that it does not spare at all the feelings of the teacher. Though this reason weighs heavily with me, I advance it with caution, knowing that there are in the teacher's profession, as in all others, a few rare beings who are superior to weakness of any kind, and are entirely above caring for the opinions of others; but that some one has suffered I know, as the public oral examination has been termed the "teacher's inquisition." Teachers are but human, and the great majority of them have the feeling, or weakness it may be, of shrinking from having their own faults, or those of their pupils, which they know will be attributed to them, shown up to the public gaze. The teacher knows that those present cannot know all the circumstances of each case, but he cannot help himself. He cannot explain: "This one is so dull it was impossible to make him learn. I have remonstrated and tried my best with another, but he is thoroughly indolent. A third is so embarrassed that he does not do himself justice," and so on. Suppose a teacher should try to shield himself from unjust censure in this way. What effect would it have? Simply an

incredulous smile on the lips of his hearers. So the teacher has to endure in silence; and to a sensitive, conscientious teacher, one who is not full of wisdom and experience, and self-esteem, this is no small thing to endure. It is a pleasure to have the few brilliant scholars, who are always self possessed, questioned by others; but when one of the dull ones, or, still worse, one of the guessers, gets on the stand to be questioned by the committee, the teacher can only agonize in spirit while the absurd answers are coming, and say to himself: "Oh, I do hope they will not think I ever taught him any such thing as that." I once had one of these guessers at an oral examination attempt to answer questions upon a subject which had never been touched upon in the class beyond the point to which it had advanced. I informed the committee of his mistake, but the pupil seemed as much surprised as the committee Trusting entirely to his natural talents, he felt himself equal to anything, and probably could have answered questions on that topic about as well as on any other.

I acknowledge that the failure of idlers and cheeky ones at an oral examination is but just, and would seem desirable if they either suffered or derived any benefit from it; but as a rule they favor oral examinations because they can trust in *luck*, in which they are accustomed to trust.

I have known of a teacher's saying that he rejoiced in public oral examinations, because he could then show up and *cut* the negligent pupils; but he who does this cuts with a two-edged sword, and wounds his own reputation with that of his pupil.

(To be continued.)

Protestant Schools in Italy.

BY REV. W. S. ALEXANDER.

While the schools of Italy were under the control of the Roman priesthood, and were used simply to perpetuate the power of the Romish Church, separate schools for Protestant children were a necessity. The instruction gained in priestly schools was of small account, and the influence and discipline in favor of the Catholic Church was of the most arbitrary kind. Under these circumstances the Protestant Churches, which were springing up in many parts of Italy, established parochial schools and committed them to the direction and supervision of the Evangelists. These schools have accomplished a good work, whose influence will be felt in the religious development of Italy. They are still doing an important work. Their mission is not yet fulfilled. In the judgment of many devoted friends of Protestantism in Italy there should be a limit to the establishment of these parochial schools. Where no good municipal school exists properly supported by public funds and made accessible to all classes, or where these schools are in any degree under the supervision of the Roman priesthood, let the Protestant churches set up schools of their own, in which the religious culture of the children will be cared for, or at least where the children will be safe from the influence and false teaching of the priesthood. But where the cities or towns in their corporate character have established and continue to maintain schools of approved excellence, and of unsectarian character, let them be encouraged and supported by all classes. We would not advise the setting up of sectarian schools in America: why should we abroad? The common school system is one of the mightiest bulwarks of liberty and religion in our own country. So it will become in the countries of the Old World, if aided by the sympathy and support of all classes. Moreover, I happen to know from personal observation, that the municipal schools of Rome, Florence, Milan, and Turin are infinitely better than the best church school in the kingdom of Italy.

Take Rome for an example: The schools are under government control. The minister of public instruction has a supreme voice in their direction. The course of study is arranged after the most approved modern methods. The discipline is well-nigh perfect, and the schools are as free from priestly interference as are the schools of Boston, and they are free to the children of the poor as well as the rich. Why then should the feeble Protestant Churches of Rome maintain separate schools for the children of their families, attended, as such a policy must be, by *great expense*, and necessitating frequent and urgent appeals to philanthropists and Christians in America and England?

Many of these Protestant schools are worthy of a visit, and they cannot fail to excite the deepest interest in all who are watching the moral growth and development of this interesting country.

Upon one occasion I went into the Waldensian school in Rome. The principal was a bright, genial, intellectual man of about 30 years of age. He was educated up in the vallies of Piedmont, at the Waldensian College in Latour. He was watchful and faithful. The children, distributed in different rooms according to scholarship, evinced keen interest in their studies, and their record showed that they had made commendable progress during the year. The weariness of study was often relieved by the singing of religious songs, and sometimes by calisthenic exercises.

I remember pleasantly the public exercises at the close of the Free Church School in Rome. The young Evangelist Conti was the moving spirit on the occasion. With animation and ability he conducted the musical part of the feast, and with aptness and skill called off the different parts of the programme. The beautiful Italian children were dressed in gala costume, and every movement and feature showed how truly and enthusiastically they entered into the scene. The two results attained were *thoroughness of instruction* in the studies of the year, in which they would compare well with our American common schools, and a wise blending of religious teaching which cannot fail to affect the entire history of this interesting throng of children.

And so God is working out his plans of good for Italy through the agency of schools and churches, and we believe in the application to this Protestant movement in Italy, of the good old State motto of Connecticut: "He who has Planted will Sustain."

Florence, Italy.

The Girls Again.

In the Journal of Education for April 3d, M. C. Fairman, under the title of "A Word for the Girls," gives a sly but not very gentle hint at ladies' attire, especially that pretty little vice which is employed to give tenuity to the figure, — yclept the *corset*. Whether a journal devoted to educational matters is a suitable place to discuss either dress or hygiene, it remains a fact that the average size of lady-teachers' waists is smaller than of any other class of women who earn their daily bread, not excepting dress-makers, whose delight it is to fit dresses only over tight and smoothly setting stays.

The example of tight-lacing set by the teacher is readily followed by the pupil; denunciations of the corset and anathemas against fine figures have little effect on pupils, who generally suppose that Miss Crossticks only derides a fine figure because she does not possess one herself, and is jealous of those who do. A teacher can do injury if she encourages the pernicious practice by precept and example; matrons of boarding-schools where tight-lacing is compulsory, as it was formerly in a school near Zanesville, Ohio, do still greater injury; but in all efforts to prevent and discourage it their powers are very small. Mothers enforce it, young lady friends advise it, gentlemen frequently encourage it, and it cannot be denied that society favors it.

What is to be done? Are we teachers powerless to resist it? Prevention is better than cure, but where the former fails, a wise physician will not hesitate to try the latter. *Non est dubium quin*, young ladies in a majority of cases *will* lace, but the evil effects of lacing can be partially prevented by suitable exercise, diet, and care for the general health. The young Prussian and Austrian soldier laces tighter than his sweetheart, and the army that marched victoriously into Paris contained a much larger proportion of tapering waists than did the vanquished army. Many a city belle has envied the figure of a West Point cadet, yet the severe compression of the waist which has given the cadet his hollow back, and the Prussian officer his wasp-like waist, have been attended with none of the deplorable consequences that the school-girl suffers, when equally squeezed. Why this difference? I answer, *exercise!* We, who have lived long with our eyes open, have known strong, healthy women, mothers of healthy offspring, who in youth, and far into life, drew the corset-string with no small degree of tension. Mary Somerville, one of the few women whose biographies are worth printing, a giant in intellect, and not feeble in body, tells of the severe lacing that she was compelled to submit to when a girl. Queen Elizabeth and the Medici family did not fall victims to their cruel stays, as many belles do now. Encourage exercise, make it compulsory, if practicable, build gymnasia for girls, inspire your little girls with a love of out-door life, make romps and tom-boys of them before they are old enough to wear corsets, and their vigorous habits may prevent their acquiring a taste for tight clothing, or, if not, will almost neutralize the injury that corsets would inflict on more sedentary persons. This course we believe will prove more effective than any attempt at banishing the corset; just as intemperance yields more readily to counter-excitement or amusement than to prohibitory laws. There is a certain fascination in the elegantly-made corsets exposed for sale on every street, and pictured in every paper, which may be compared to the power which the glass exerts over the toper; judgment, reason, sense, falter and are overpowered. The first sensations, as the strings tighten, are pleasant; the mirror flatters the vanity of the sufferer; she draws them a little tighter; then her dress-maker purposely makes her new silk just a little too small, and her vanity forbids her letting out the seams; her friends praise the "set" of her new dress, nature soon yields obedience, and discomfort soon vanishes. A fresh attack is made with each new dress until at length the habit has become so firmly fixed that the victim cannot break it if she would. Do not vent your wrath on her sinful head, but help her to reform. Do not tell her that exercise will injure her form, or she will resist it. But make exercise a pleasure, draw her into it before she knows it; but best of all, draw her into it, as teachers best can, before the habit has become fixed, before it has been formed at all. Let our pupils see that we are not afraid to throw aside our corsets and join them for a half-hour at dumb-bells, or clubs, and we shall be better and healthier for it as well as they. Let those lace who will, provided they take enough exercise to preserve the bloom on the cheek and a good appetite.

Experience.

Composition Writing.

I am about ready to admit that how we acquire the power of expressing our thoughts in writing is "one of the things which nobody can find out." The most perfect "course of language and composition lessons," most strictly obeyed, will not make a writer. I never have hit upon what I judged was just "the thing" to develop the power in my classes, but that I soon found I was working away at only one corner of the building, and that I must transfer my scaffolding and forces to other parts. I have not met the man who could give a clear account of just how he had attained facility in composition. Probably we can all recount most of the distinct steps by which we mastered Arithmetic and Geography; we may remember when we learned where to place periods, semi-colons, and capitals—if, indeed, we have learned where to place the latter; but I hardly think one of us can recall any process or plan which we can

declare was the method *par excellence* by which we acquired what degree of writing power we may possess. Somehow or other it seems to have come to us, just as the tree grows leaving no indications from whence its material was drawn. And yet there are teachers and authors who live in the happy delusion that they have discovered *the* secret by which the power may be imparted, or at least that they have the only plan worthy of attention.

A good composition is the resultant of forces too numerous and variable to make it possible to reach all the components by one process. Prepare and till our artificial soil as carefully as we can, it may nourish, but it alone will not produce the perfect fruit. There are elements needed which cannot be supplied artificially; or, at least, which no direct school training and drilling in that line can furnish. School work on this subject is invaluable; but it is futile to depend upon any one system to impart the power of expression; and especially to depend upon a system dealing mainly in details.

A great amount of what we may accomplish in teaching composition is to be achieved largely, not by aiming directly at the essay-product, but in other directions.

1. We must have the power to speak our mother-tongue, before we can with any advantage attempt to write it. Many a teacher, at the requisition of superintendent or course of study, is wasting her strength over compositions and their correction, while the thing her pupils most need is to learn how to talk I do not say that their written productions will not be superior to their ordinary conversation; but surly their writing will never be above the power, the possibilities of their conversation. It is the *power* of employing correct language, not merely the habit of doing so, which many pupils want, who are now trying to rake up what will pass for a composition, and which will prove but a spurious and worthless target upon which the teacher is to squander her marks and remarks. Let conversation first be attended to; the clear expression of clear ideas orally.

2. There is little use in trying to write before we can read. I do not mean to read orally; but to read truly mentally; to grasp the author's idea firmly; to see what is implied as well as what is stated. I believe this is a rare power among average adults; I am sure few teachers realize how rare it is among children. It takes more than ordinary probing to find the weakness; but it is there, and in nine cases out of ten will account for the vague ideas our pupils possess, and for their nerveless, milk-and-water essays. The power to read is absolutely essential before any sensible writing can be done. Still many of us have to require compositions from pupils who cannot yet penetrate beneath the thinnest crust of another's language, and to spend our strength upon faults in detail which might be corrected in general by teaching our class how to read, instead of vainly trying to teach them how to compose.

It is true that talking, reading, and composing react upon each other. An exercise in composition must do a *little* for the powers of talking and reading. But the order of evolution which I have given is so natural and effective that it is absurd to act regularly upon any other. Water *may* be warmed when the heat strikes it from above, but how much better it is to act upon nature's suggestion, and apply the heat underneath. Composition-writing is the burdensome thing it is because we labor so hard upon the superstructure, while the proper foundations have not been laid. It has been said that reading (oral) is the blossoming of all culture. The remark is equal true of composition. The only way to get a perfect blossom is to attend to the tree from the root up. A comparatively slight amount of labor is requisite upon the top.

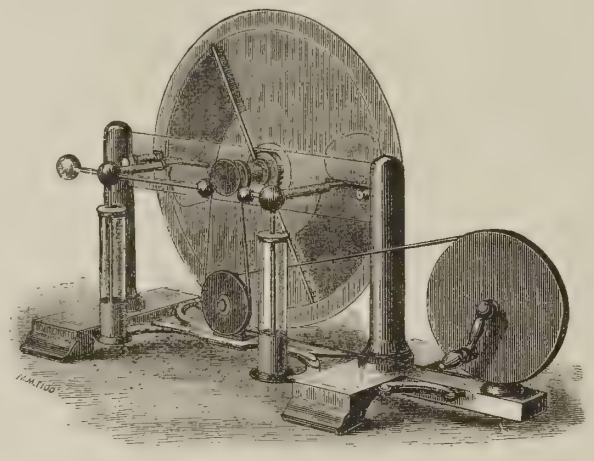
In no place is it so true, as in this greatly abhorred but very important part of education, that "the farthest way round is the shortest way home." I think it also proves to be by far the pleasantest way home. *

— Courts are the worst of all schools to teach good manners.

SCIENCE.

The Holtz Electrical Machine.

This machine derives its name from its inventor, a gentleman residing in Berlin. It is greatly superior to the frictional machine, both in quantity and intensity of electricity developed; and as it is now sold at a price not much exceeding that of the old frictional plate machine, it is fast superseding that piece of apparatus. In response to the request of teachers engaged in imparting instruction in electricity, we are enabled, through the kindness of E. S. Ritchie & Sons, to publish a beautiful cut, representing the Holtz machine.



Ritchie's Patent Holtz Machine.

CONSTRUCTION OF THE MACHINE.

In its simplest form the Holtz machine consists essentially of the following parts:—

1. A thin, circular plate of non-conducting material (glass or vulcanite) mounted on a horizontal axle, which may be put in rapid rotation by means of a crank, pulleys, and belts. In the cut before us this axle is sustained by a stout glass plate, which is itself supported by mahogany posts on a metal frame; and the revolving plate is the smaller of the two circular plates, situated next to the observer.

2. Two semi-conducting bodies held very near the backside of the revolving plate, on opposite sides of the axle. These bodies, whose shape varies in instruments of different makers, are called "sectors," "armatures," or "inducers." They are made of paper; and to keep them insulated and in the proper position they are pasted on a thin stationary sheet of glass, called the "sector plate," set parallel with the revolving plate, and very near to it. This sector plate has two openings of some size cut in it, called the "windows," each situated at one extremity of an "inducer." Into each of these "windows" projects a "tongue" of paper, the right-hand one upwards, and the left-hand one downwards. Each "tongue" is simply a continuation of one of the "inducers." Ritchie prefers to use a row of pins in place of a paper tongue. In the cut before us the fixed "sector plate" is the larger of the two circular plates, situated back of the revolving plate, and farthest away from the observer, sustained by two small bars attached to the supporting-plate, and having a third bearing on the base. The "inducers" (represented in darker shading) and the "windows" are seen through the revolving plate, and a portion of them also through the stout glass supporting-plate.

3. Two metallic conductors, resting on thoroughly insulating supports. Each conductor must be provided with a "collector," or "comb," whose line of sharp metallic points must be presented to the front side of the revolving plate, opposite one of the "inducers," near the "tongue" and "window." One or both of the conductors should have sliding metallic rods, with balls and insulating handles, to allow the conductors to be brought in contact, or separated, at the pleasure of the operator. In the cut before us there is one such sliding rod; and the conductors are attached to the glass supporting-plate. The two "combs" are shown, though the teeth, which run through the stout glass supporting-plate, are necessarily hidden by the rods to which they are attached

The parts described above are all that are *essential* to the action of the machine. It is found in practice, however, that the performance of the machine is much improved, both as to certainty and energy, by a metallic rod, armed with "combs," called the "cross-bar," or "cross-comb." It is fixed in front of the revolving plate, and presents a row of points opposite each "inducer," at the extremity of the inducer farthest removed from the comb of the conductor. Each conductor may also be connected with the inside of a Leyden jar, and thus the power of the Leyden jar is added to that of the machine. Both of these improvements are shown in the above engraving; but in order to make the explanation as simple as possible, we omit further reference to them for the present.

THEORY OF ITS ACTION.

In order to start the machine, the two conductors are brought in contact, or quite near each other, the revolving plate is set in motion in such a direction that the left of the plate shall move upwards, and a pretty strongly electrified body is held behind one of the inducers, at one of the windows, on the backside of the sector plate.

Suppose a piece of vulcanite to be rubbed with cat-skin, and held on the backside of the machine, opposite the comb of the left-hand conductor. It will act upon the inducer, or paper sector; but, through the revolving plate (which is a di-electric), the negative vulcanite will also act, inductively, upon the comb, and positive electricity will be drawn to its points, while negative electricity will be driven to the points of the other comb. From the well-known action of points, the electricity accumulating in them will stream over to the revolving plate and be carried away by its rotation. The *upper* half of the plate thus becomes electrified *positively*: and the *lower* half, *negatively*.

The positive electricity of the upper portion coming opposite the tongue of the right-hand inducer, draws out negative electricity, and that inducer becomes charged positively. A further supply of positive electricity arriving on the plate is carried between this positive inducer and the comb of the right-hand conductor. It is here acted on by two forces,—the repulsion of the positive electricity in the right-hand inducer, and the attraction of the negative induction opposite the left-hand inducer. It therefore leaves the plate, enters the points of the right-hand conductor, flows back to the left-hand conductor, and once more pours out upon the revolving plate. If we now remove the electrified vulcanite which started the action, the opposite current may be explained in precisely the same way, exchanging the terms positive and negative, upper and lower, right and left. Under the conditions named, the positive current constantly goes from the right-hand conductor to the left, and thence around on the upper half of the plate; the negative current goes from the left-hand conductor to the right, and thence around on the low r half of the plate. The right-hand conductor therefore becomes the positive pole; and the left-hand, the negative one. Of course the poles will be reversed if, in starting, a positive body be used instead of the vulcanite, at the same place, or if the vulcanite be placed opposite the right-hand comb.

Let us now separate the poles. The tension on each conductor increasing, the tension on the revolving plate also increases; hence each inducer becomes more highly charged, and reacts with greater energy, to force over the electricity. There is therefore no limit to the tension, except that offered by the insulation of the oppositely electrified parts of the machine from each other. In order to obtain a distinct, strong spark, the Leyden jars, or "condensers" should be used. The greatest length of spark thus attained is usually somewhat less than the radius of the revolving plate; but, in favorable states of the atmosphere, the 24-inch Ritchplate has been known to give a 13-inch spark.

We may call the Holtz machine a double-action elec-

trophorus. Each inducer, after it is once fully charged, remains in the same electrical condition (the right-hand one positive and the left-hand one negative, under the conditions above named), its tongue seeming to act as a point only so far as to supply the leakage, and keep it up to the required tension. When the tension is high, however, the machine sometimes discharges itself, or changes its poles.

ACTION OF THE CROSS-BAR.

The left-hand inducer, as explained above, is negatively charged. It draws positive electricity from the points of the cross-bar, making the upper part of the plate more positive; and drives negative electricity to the other end of the bar, making the lower part of the plate more negative. The right-hand inducer acts in a similar manner.

OTHER FORMS.

Machines are also made with four, six, or any even number of inducers, and a corresponding number of combs The alternate combs must be united by metallic rods, and the two sets connected respectively with the positive and negative conductors. Each alternate inducer will have electricity of the same sign, and the revolving plate will be divided into as many sectors, differ ently charged, as there are inducers. The foregoing explanation then applies to each pair.

M. MOUCHEZ, the chief of the St. Paul French Transit party, gave before the Academy of Sciences, of Paris, at its sitting of the 15th ult., the first part of his report. M. Velin, the naturalist of the expedition, brought with him to Paris three living, and a number of preserved specimens of all the species of the existing fauna, which is almost entirely marine. No landing could be effected on Amsterdam Island. St. Paul and Amsterdam cannot be regarded as the remains of a shattered continent, but from their appearance and geological connection must have been elevated from the bottom of the ocean by individual volcanic eruptions.

MATHEMATICS.

Teaching Algebra.

We desire to say a few words in relation to teaching Algebra. The particular point we wish to make is that, as we believe, many teachers make a serious mistake in overlooking the real difficulty of the student, and spend their time and strength on matters of secondary importance. This opinion is f rmed from an experience of ten years in examining students for admission to college, and in attempting to teach them Mathematics after they have entered. From this experience we are compelled to believe that the *language of Algebra is too little taught.* The teacher, doubtless, thinks that if a student has some general idea of the meaning and use of the algebraic signs and symbols, he may then go on to the "more important" (?) part of the book, and as he will be constantly using these signs, he must become familiar with their use and learn to understand their meaning. This may seem reasonable, but experience does not warrant the expectation, and we are fully convinced that if teachers would spend double the time in practice calculated to illustrate the language of Algebra, such as the manipulation of quantities expressed algebraically by the various processes of addition, subtraction, multiplication, division, involution, evolution, reduction, and last, but by no means least, the substitution of numerical values for letters in algebraic formulæ, they would gain the time twice over in later work. In this matter our text-books are at fault in giving too few exercises, particularly in reduction of complex expression, and in substitution; but every teacher can provide such exercises for himself, and should not fail to do so.

As a good illustration of the importance of correctly understanding the language of Algebra, we may take the signs $+$ and $-$, of which our books generally give an inadequate and frequently an incorrect idea. As evidence of this we may mention, the general belief that every quantity is either positive or negative intrinsically; the usual method of showing that the product of two negative factors is positive; the difficulty of understanding the negative sign when used with an exponent; and the reversal of the "rule of signs" in the product of imaginary factors. To get a clear conception of the force of these signs the student must first understand that they have no reference to the magnitude of a quantity, but only to the direction in which it is taken. This involves an examination of the relation of direction to quantity. It will be seen that the direction of a quantity need not be considered; that is, it is not inseparable from the quantity. The *measure* or *magnitude* of a quantity may be the sole object of inquiry, in which case the answer to the question will contain only that, and will have neither of the directive signs $+$ or $-$. For example, we ask the distance between Lowell and Boston, and when we are told that it is 25 miles we are fully answered. It is neither $+25$ nor -25, since the direction is not considered. Moreover if the answer should be given as $+25$, it would mean nothing more than simply 25. But if the question be how far one place is east of another, then a sign belongs to the answer. And lines are not the only quantities to which direction may belong. Money may pass *to us* or *from us;* time may be reckoned future or past, *i. e. forward* or *backward;* changes of thermometer or barometer may be *up* or *down;* and all quantities may be added or subtracted, *i. e. put in* or *taken out* of a sum. In some of these cases the word '*direction*' may seem to be used figuratively, but we think it can easily be applied to all quantites with no great stretch of the imagination, and there is great advantage in reducing all the reversals of quantities to one idea, like this of direction; yet those who prefer can omit the use of this word, and speak only of the reversal without stating in what respect the quantity is reversed.

The two opposite directions in which a quantity may be used are called positive and negative, and when the direction as well as the measure of a quantity is under consideration, the proper sign to indicate the direction must be used. But it would be an erroneous, as well as inadequate, explanation of the use of these signs to say that $+$ indicates the positive, and $-$ the negative direction. While it would explain the use of the positive sign, the negative sign requires a *reversal of direction.* In military phrase the sign $+$ may be represented by the command, "*Forward!*" and may be repeated any number of times without changing the direction of the march, while the sign $-$ is the command, "*Right about face!*" and will reverse the direction every time it is repeated. So whatever number of positive signs precede a quantity, they only reiterate the assertion that it is to be taken in that direction which we have agreed to call positive; but each and every negative sign *reverses the direction.* Hence the final direction in which a quantity will be left will depend on the number of reversals, an even number leaving it positive, and an odd number negative; and it is not a *thing to be proved,* as is so often attempted, that two negative factors give a positive product. When we speak of multiplying $-a$ by $-b$ we mean that the quantities a and b are to be combined as factors in a product, and the sign of each applied to that product. This will give two reversals of the product, and it does not require proof that two reversals must be equivalent to none at all. And whatever the number of factors in the product, it is evident that each pair of negative factors will be equivalent in sign to a positive; hence if the number of negative factors is even, the product will be positive, and if odd, negative. The same principle applied to imaginary factors will to determine the sign of the product without resorting the expedient of reversing the "rule of signs." If we have $\sqrt{-a}$, $\sqrt{-b}$, $-\sqrt{c}$, and $-\sqrt{d}$, to multiply we shall have, multiplying without regarding the signs, $\sqrt{abcd}$. If now we count the negative signs we shall find three, each of those under a radical being counted as only ½ a sign, the radical indicating the ½ power of whatever it covers whether quantity or sign. The umber of signs being odd, the product will be $-\sqrt{abcd}$. But suppose the last factor had been $-\sqrt{-d}$; we then find 3½ negative signs, and our rule will not apply, since we have neither an odd, nor an even, but a fractional number of negative signs. We may, however, reject the pairs of negative signs (each pair being eqnivalent to $+$), and throwing out all the pairs we have left 1½ to be applied to the product, thus $-\sqrt{-abcd}$. Make the last factor $\sqrt{-d}$, and the negative signs number only 2½, and only ½ a negative sign belongs to the product, thus $\sqrt{-abcd}$. The "rule of signs," then, which will apply in all cases, is this: *Reject the pairs of negative signs, and apply the remainder to the product.*

The negative exponent is also explained in like manner: that is, on the principle that a negative sign *reverses* the quantity to which it is prefixed. An exponent indicates the number of factors used. But factors can be used in two directions; they can be *put into* a product (multiplication), or *taken out* (division). These two opposite directions can properly be indicated by the signs $+$ and $-$ before the exponent.

This is exceedingly simple, and may seem too simple to be made so much of; but there are two reasons why it deserves attention, though very simple: first, because everything in Mathematics is simple when thoroughly and correctly understood, and therefore it should be our aim to make it simple since only then we make it right; and, secondly, because this is one of those "*simple things*" that ninety-nine hundredths of the students applying for admission to at least one of our colleges know nothing about; and if anybody doubts that statement we will modify it by including the other hundredth.

Queries.

From GEO. B. VOSE.—Problem III. (p. 105) is obscurely stated. What is the mouth of a spiral? Is it a point, line, surface, or volume?

[Will the proposer of that problem explain?—*Ed.*]

From S. C. G.—(1) What is the true value of the fraction $\frac{x - x^5}{1 - x}$ when $x = 1$?

Ans.—4: found by performing the division and then putting $x = 1$.

(2) What is the "rule of thumb"?

Ans.—Measuring roughly with the thumb, instead of accurately with scale.

From J. D. F.—Why is the Connecticut Rule for the computation of interest upon partial payments *sometimes* more favorable to the *creditor* than the United States Rule?

[We have not yet got so far as partial payments in our arithmetical studies. Will some one who knows, answer.—*Ed.*]

Problems.

PROBLEM XXIV.—Given $x^x = .2078$, to find x.

S. C. G.

PROBLEM XXV.—A man having m sons left his property by will as follows:—to the first son he gives $\frac{1}{n}$ of the whole; to the second $\frac{1}{n}$ of the remainder plus a dollars; to the third $\frac{1}{n}$ of the remainder plus $2a$ dollars, and so on, the final remainder being left to a charitable institution. In the division of the estate it was found that the pth son received b dollars more than the qth son. How much did each receive?

PROBLEM XXVI.—A grocer has two casks partially filled with wine. He pours from the first into the second as much as the second contains, then from the second into the first as much as the first contains, and so on pouring alternately, from one to the other n times, when he finds that there are a gallons in each. How much did each contain at first?

PROBLEM XXVII.—A man walking through a forest finds he can walk in any part of it at the rate of as many miles per hour as he is miles distant from the center of the forest. In what curve can he walk quickest from a point one mile north of the center to a point two miles east of the center?

PROBLEM XXVIII.—What curve rolling on a straight line generates a conic section by the motion of a point in its plane?

[The above four problems were received from George B. Vose.]

THEOREM I.—If the earth were self-luminous, like the sun, the shadow of the moon from the earth, and those of the earth and moon from the sun, would have their apexes in the same straight line. Prove it.

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Boston, Mass., May 1, 1875.

THE claim for a continuance of German as a branch of public instruction in the schools of New York is urged on the ground that one-fourth of the population of the city are Germans, who use the German as their daily tongue, and that there are 8,000,000 of German-speaking population in the United States, having 300 publications in their own language.

THE excitement over the compulsory school law in New York seems to have practically died out. Mr. Stanton, the Superintendent, has no power to compel any but vagrant or truant children to attend school at present, as the law recognizes the ability and willingness of every one to obey it, and penalties for its disobedience as against employers cannot be enforced until next year. The discussion on the subject of compulsory education in the rural districts of England is kept up, and it is justly claimed that a wise measure of direct compulsion would at least have a fair chance of securing the moral support of farmers and parents whose interests had been consulted, as well as of educating the children.

THE close of the course of mid-day historical lectures in Boston, by Dr. Lord, furnishes renewed occasion for calling attention to the remarkable success which has attended the lecturer's efforts. As we have already said, probably no other man in the country could call together such large, intelligent, and cultured audiences at the noon hour, for so many successive weeks. And, after all, the attendance on these lectures is but an evidence of the increasing desire for information on the part of the public which makes such a lecturer as Dr. Lord one of the best schoolmasters of the age.

THE Committee on the Girls' High School, Boston, state that one of the most prevailing deficiencies to be observed in the pupils from the grammar schools, especially among those at the minimum age recognized by the rules of the board, is the want of development of the thinking and reasoning faculties. This characteristic, it is stated, is so general and so striking as to lead to the conclusion that there must be something wrong in the system on which they are taught. If it should be found, on careful investigation, that the memory has been trained too exclusively, to the neglect of the power of thought and reason, the committee urge that this fact would suggest the inquiry as to whether that faculty is especially to be considered in a course of training for real mental discipline. Pupils entering this school will often pass an excellent examination in studies requiring only a quick memory; but the moment they are put into studies requiring thought and some maturity of mind, they fail entirely, and have to be dragged along at the foot of the class, unable to derive any benefit whatever, simply because such studies are beyond and above them. In other words, certain studies that must constitute an important part of any high-school course require a certain development of mental maturity which ordinarily comes only with years.

KING KALAKAUA promises that the Sandwich Islands shall be well represented at our Centennial in 1876. We are not informed what measures are to be taken to exhibit evidences of the advancement of education among the King's subjects, beyond the exhibition of certain books in the Hawaiian language: but it is interesting to note that he intends to send for exhibition the ancient weapons of his native chiefs, consisting of spears, daggers, and clubs, made of tough, hard, and highly polished woods; slings manufactured from human hair or the fibers of the cocoanut, with which they throw small, smooth stones with great force and precision. The King also intends sending a feathered war cloak, made from the feathers of a bird called the mamo. The last specimens of these cloaks belonged to Kamehameha I. This cloak occupied nine generations of kings in making. Each bird furnishes but two feathers, of bright yellow, one under each wing, so that an immense number of birds were captured to make this mantle, which is four feet long and eleven and a half feet wide at the bottom. The value of the cloak is $50,000. The bird from whose feathers this cloak is made is only found in the most mountainous parts of the island, and requires much patience and skill for its capture. The Hawaiian band of native youths will accompany the King and his escort.

Special Need of the Teaching Art.

Almost of necessity, our art of education must be painfully affected with crude notions and grave fallacies. It has to deal so constantly with mind too immature to force us to sift our conclusions, and too limited in its power to inspire us with a spirit of exhaustive investigation. It has to fall too generally into the hands of inexperienced, untrained workmen to receive other than the crudest treatment, or in anything better than that, to rise above mere traditional imitation. It furnishes, also, too little inducement to permanent pursuit to allow the experience of years to compensate for want of professional training. What is, perhaps, worse than all the rest, among even the more thoughtful teachers, whose better qualities are our only hope for the correction of the faults of the multitude, it cultivates assiduously the most impregnable dogmatism, than which nothing can be more hostile to clear-sighted truth, and solid comprehension.

Now, what is to be done in the premises? Are we to go on forever, either enervated with the everlasting platitudes, or confounded with the endless logomachies of our scholastic discussion? Must we continue to tread "the crude consistence" of a chaotic art created wholly by an ever-conflicting individual "rule of thumb?" Are we to pursue our most important work to the end of time, only under the dubious gospel of the old saying, "Every man for himself,"—not so much warranted, however, in supplementing it with the traditional "God for us all," as with that other cadence of a guess-and-dash struggle, "The devil take the hindmost?"

How much improvement in this direction is to be expected from the masses of our public school teachers, so passes our "art of divination" that we venture no prophecy. From the more select and intelligent in ability and professional in feeling, we do think something should be expected, even though Curtius-like they find it necessary to throw themselves into the yawning abyss of the general ignorance and unconcern. And the time for action was never, perhaps, more hopeful than now. The possibility, through the concentration of our journalistic effort on a single organ, and the general life which, through its columns, seems to be prevalent, encourage us to believe this.

But there is a one, first "thing needful" to be resolutely sought. And that is a true *learner-spirit* among that select few. There must be a more common abnegation of self for the sake of simple, humble, loyalty to the truth of our art of teaching. There is wanted, wherever there is opportunity for an interchange of views, a more candid balancing of experiences, and expedients, of suggestions and considerations. Our true path of progress is not that of extremes We want to find the *juste milieu.* That requires of us an eclectic temper. Its *In hoc signo* is *catholicity* in art.

Ancient Pronunciation of the English Language.

The ever fresh but ever old discussion over the early pronunciation of the English language, is revived by the publication of a work on the subject, in London, from the pen of R. F. Weymouth, D.Lit., M.A. Dr. Weymouth's work is intended especially to combat the views maintained by A. J. Ellis, F.R.S., in his book on "Early English Pronounciation." Mr. Ellis, it will be remembered, argued that a material change has taken place in the pronunciation of the words since the days of Chaucer. Dr. Weymouth, on the other hand, endeavors to show that no such change has taken place, but that there has been a "permanency of pronunciation," and that the early forefathers of England sounded their vowels in the same manner as do their descendants of the present day. The practical results of a discussion of this kind may not add materially to our stock of information, but the discussion itself cannot but be of great interest to the philological student. The *Pall Mall Gazette,* in answering those who object to such discussions, asserts, truly, that "an inquiry into the ancient pronunciation of a language is perfectly legitimate," and says, further, that "Beza, Sir Thomas Smith, Sir John Cheke, Lipsius, Linacre, and others in the sixteenth century, and Corrsen, Monro, Roby, Kennedy, in our times, have devoted much attention to this subject; and the practical result is that we are reforming our school pronunciation of Latin."

Aside, however, from the question of the relative importance of the discussion, in itself considered, there is no little degree of interest felt in the results of the study and inquiry into the general subject. It is a pet theory with some modern students that the languages of the various nations of the world will gradually be combined and fused with each other, until all nations shall speak a common tongue. To such students, the elements that are to predominate in the formation and structure of the cosmopolitan language of the future are the English and the German tongue. Without joining in a discussion of this kind, it is easy to prophecy that the circumstances which now shape the course of national events and control the intercourse between nations will not permit the permanency of any local systems of pronunciation. The conversations growing out of constant meetings of persons from widely separate points will surely tend to break down customs of speech that might otherwise continue to prevail, and to leave their mark on a language for an indefinite period of time. Hence it is almost impossible to apply any ultimate present tests to the controversy between the ideas represented by Dr. Weymouth and Mr. Ellis. And yet there are not lack-

ing evidences which go to prove the correctness of the position held by the former. It is easy to believe, for instance, that, if in any way the people of certain sections of the Southern States should be cut off from communication with other parts of the world, the local pronunciation would remain unchanged for an indefinite period; the "flo" for flow, the "do" for dow, and other local peculiarities of speech, would be perpetuated. In fact, it is not out of the range of probability, that so firmly rooted would become the custom that the spelling of the words might be gradually changed to conform to the sound. And the same might be said with the same reason for other sections. It is easy to believe that the old fathers of Chaucer's time pronounced their vowels in almost precisely the same way as do the Englishmen of the present day. But it is hardly probable that, under the existing modifying circumstances already referred to, the Englishmen of five hundred years hence will maintain the pronunciation of their fathers of to-day.

It is truer in our times than in those of Solomon, that much study is a weariness to the flesh, and of making many books there is no end; and to each new volume which comes as a claimant for fame and fortune, we must submit the trying question, "*Cui bono?*" *before* we can admit it to our circle of literary friends. While this is true of every literary enterprise, it is most emphatically true of a class of works which educated men in all departments of study, and business men in all lines of trade, must possess to enable them to grasp at a single effort the lines of communication which join all branches of knowledge. Our age has a taste for, and in its hurry a necessity for compends of wisdom, drawn from all sources of research, and reduced to the strictest limits of truth and accuracy. In this the demand of our times differs from that of two centuries ago. That was the day of ponderous volumes filled with the profuse and wordy style of men, who, though they had much to say, multiplied words often without increasing knowledge. The successful author must now drive straight to the mark, and if he hits it, well; if not, he and his work together go to the wall. What is true of a single work is most emphatically true of a compend of all human knowledge, as illustrated in the great cyclopedias, which in Britain, on the Continent, and in America have amassed such stores of information, and have held them as a rich museum of literary wealth for the world's enjoyment and improvement. The great value of cyclopedic literature has come to be recognized by all who make any claim to scholarship, and it is one of the blessings of our times that these volumes of treasure have reached such a cost as to place their benefits within the reach of the school-children of the poorest village in the land.

About twenty years ago, an enterprising publishing house in New York conceived the plan of meeting the want of the great reading public of America by the publication of what was termed "The New American Cyclopedia," and its great merits secured for it an immense circulation in all parts of the United States. The reputation of the authors, and the character of the articles entitled it to high consideration as the only standard American work of its kind then published. In the judgment of the severest critics of the day, that cyclopedia was regarded as second only to its great British counterpart the Encyclopedia Britannica of London. Since the period of that publication the progress of discovery in every department of knowledge has made a new work of reference imperative, and the publishers of the old, now issue a thoroughly revised, new American Cyclopedia, covering the discoveries and developments in science, literature, and art to the present hour. The political history of the world has witnessed the most remarkable changes within two decades, corresponding to the wonderful developments of the material world as revealed through the microscope, the telescope, and the spectroscope. Travel, discovery, and explorations have enriched the world's stores of knowledge, as well as wealth.

The publishers have spared neither money nor pains to make the new edition superior in many respects to any other work of its kind extant; and to give freshness and reliability to the articles, the highest authorities have been secured as writers, to show the advance which has been made in the period since the first publication. The results of great wars, and the more honorable conquests of peace, must have a record; and added to these, the decennial censuses of the world afford new material with reference to wealth, population, and the industries of the races of the globe. All these must find their way into the new cyclopedia for the American people.

As editors-in-chief of the American Cyclopedia, we have the eminent scholars, George Ripley and Charles A. Dana, of New York, assisted by experienced and competent writers of distinction in the departments to which they are contributors. In the revision of articles from the old work, there has been retained only such portions as were found to be in accordance with the existing state of knowledge, and every topic has been subjected to the most careful scrutiny and criticism as regards its accuracy; and as a proof of the accuracy of such a revision, we have only to refer to the associate editors and staff of revisers, among whom we find the names of Prof. T. M. Cooley, LL.D., Prof. John C. Dalton, M.D., Prof. T. Sterry Hunt, LL.D., Prof. Charles A. Joy, Ph D., Samuel Kneeland, M.D., Rev. Franklin Noble, Richard A. Proctor, A.M., London, England; Prof. Alexander G. Schem, and others equally eminent as writers and reviewers. It is pleasing to note that in addition to the two hundred and fifty scholars who made Appleton's first cyclopedia so valuable as a work of reference, we have in this second issue such names as Whitney on Language, March on Anglo-Saxon Language and Literature, Kneeland on Archæology, Cooley on Jurisprudence, Shea on the American Indians, Wright on Annuities, Clarke on Materia Medica, Dalton on Acclimation and Animal Heat, Du Pont on Artillery, Guernsey on America, Hillard on the Adams Family, Squier on American Antiquities, Eaton on Education, Abbe on Magnetism, Hazewell on Macaulay, Rossiter Johnson on Credit Mobilier, O'Reilley on Catholicism, Youmans on Correlation of Forces and the Atomic Theory, Wyman on Book of Common Prayer, Noble on Calvanism, Down on Metallurgy, Griffis on Japan, Henry on Magnetism, Cooke on Molecules, Baird on Money, Banks, and Banking, Bennett on Methodism, Proctor on Astronomy, Thurber on Botanical Articles, Hunt on Geology, etc.

While we do not claim to agree with the opinions of these and other writers in all their articles, we may honestly acknowledge their eminent ability to speak upon these and kindred topics. Concurrence in views in the vast range of cyclopedic literature and discussion is merely a thing impossible.

While we can only call attention to the leading points of this great work, marked for its comprehensiveness, thoroughness, fullness in detail, clearness and accuracy of statements, and its scientific and literary merits, we can especially commend for their lucid and exhaustive character, such articles, as the following which we have examined: Education, Boston, Columbia College, Italy, Japanese, Thomas Jefferson, Judson, Kant, Franklin, France, Fox, Flax, Fish Culture and Fisheries, Galvanism, Hebrews, Gold, Greece, Baptists, Bacon, Austria, Charles (Germany), Chemistry, Chicago. These with others in the several volumes, we find to furnish the information we sought.

In order to illustrate the text, the publishers have introduced a large number of well selected cuts, which, with the maps, form an essential part of the ready-reference character of these volumes. Then those who enjoy excellence in typography will find Appleton's Cyclopedia pleasant to the eye, as well as attractive to the mind. With so great excellences, and so few defects, endorsed as it is by many of the most discriminating minds of the country, we cannot withhold our opinion that Appleton's American Cyclopedia is well worthy of a place in every well selected library in the land, and that few scholars can afford to be without the wisdom which is treasured upon its pages.

The Boston School Committee recently gave permission to Prof. Henry P. Bowditch, of Harvard University, to ascertain the height and weight of pupils in the public schools of this city. At first thought it might appear that our educational work was to be subjected to the test of the scales and the yard-stick in order to prove its capacity and its gravity; but it seems that the intellectual status of teachers or pupils is not sought after at all by this searching examination, although the operation may suggest to school committees some invention by which the progress of pupils may be measured and weighed, in place of the old-time methods of oral or written examinations.

The real purpose of using Long Measure and Avoirdupois Weight in this matter is to determine the conditions of health and the laws of growth as manifest in Boston children in the several grades of schools. These vital statistics will show the average yearly increase in height and weight of the school-boys and girls from four to sixteen years of age, and will show also the difference in size and growth between the two sexes. In order to use the statistics which are here gained so that they shall be of general value, there will be need of obtaining similar statistics in other cities and towns in the country, for the purpose of making comparisons and general deductions. Still further, the results will be of greater value provided the children of the country towns as well as the cities are weighed in the balances, in order that it may be determined which shall be found wanting in the health-rates of the child-population of the country. We suggest also that the same test be applied, so far as may be, to children who do not attend school; those in shops, factories, and at trades, as well as those upon the streets, in order that we may know to what extent the attendance upon school affects their natural growth. The results of a thorough examination will be of great value in many ways, and we are glad that the doctors are on the investigating track.

The New England Association of School Superintendents will hold its next semi-annual meeting in the rooms of the School Committee, City Hall, Boston, on Friday next, May 7, at 9.30 A. M. The discussion of Physical Comfort and Culture will be opened by J. W. Allard, Gloucester, Mass.; of Kindergarten Instruction by Thomas Tash, of Lewiston, Maine; Monthly Reports of Pupils, by W. W. Waterman, Taunton, Mass.; and How to make Common School Education Practical, by John D. Philbrick, Boston. The town, city, and State School Superintendents of New England are invited to be present and to participate in the discussions.

Such a meeting ought to have a large attendance. The time is favorable, the subjects are vital and practical, and the superintendents are able. The people look to school superintendents to solve the difficult problems of education, and certainly such an association of wise and experienced men will not disappoint public desires. We have one criticism to make upon the order of exercises, — an error too common in connection with teachers' institutes and educational meetings, — namely, too many topics for a day's work. Three subjects would be better than four, and two better than three.

President Harris, of St. Louis, writes us that the local committees are making ample arrangements for the next annual meeting of the National Educational Association, to be held in Minneapolis, Minn., August 3d, 4th, and 5th, 1875. The officers and counselors decided, by a vote of thirty-two to fourteen, to accept the invitation of this young and growing city of the North Central State of the Union.

Dialogues and School Entertainments.

Stolen Goods.

BY MRS. M. B. C. SLADE.

CHARACTERS:—MOTHER, GRANDMOTHER, BROTHER, *three* SISTERS.

SCENE:—*A Parlor.* MOTHER *and* GRANDMOTHER *seated at a work-table.* BROTHER *reading.* *Three* SISTERS *enter in a hasty and excited manner.*

Nell. — Oh, mother and grandmother and John, we've such a splendid story to tell you!

Kate.—It seems as though we had been to the Black Hills and brought home great nuggets of gold, in spite of General Sherman!

Mary. — You'll think we've found Aladdin's wonderful lamp, that supplied his every wish or need.

Nell.—And, John, who did have,—what,—that everything he touched turned to gold? I'm just like him.

John.—Midas, Nelly, that was; and "King Midas hath ass's ears," so the rushes whispered.

Mother.—Calm yourselves, girls, and tell us what wonderful good fortune has befallen you.

Kate. — But you must just promise strictest secrecy. Nobody but ourselves is to know, not even Uncle John's folks.

Mother.—Very well, we promise; now tell.

Mary.—You know, mother, we have wondered how the Manly's could dress so finely on such a small salary, and now Ida's mother has given her permission to tell us all about it and to help us do *just as the Manly's do!* Isn't it glorious!

Nell.—And Oh! mother! We can have such lovely silks and gloves, — three-, four- — buttoned!—and velvets, and collars, and Malta lace, and—

Kate. (*Interrupting.*)—We can send to Europe for our dresses; send our measures and have them come all ready made, latest Paris fashion!

Mary.—Yes, mother, finished elegantly! So that all you have to do is just to put them on and wear them!

Grandmother. — I should think you'd have at least one thing more to do,—to pay the bills.

Mother.—Molly, are you crazy? If not, begin at the beginning and tell us how Mrs. Manly gets her fine things, and how we are to "do as the Manly's do."

Mary.—It is in this way, mother: They have been learning how, and managing and contriving, for ever so long, and have things sent over to them from Europe; Oh! in such funny ways!

Nell. — And you know, mother, one can get lovely things for next to nothing, there, that cost everything here.

John. — What things, Nell? Perhaps I should like to invest: "Next to nothing" is just my income.

Nell.—Magnificent silks, for instance; everybody said that elegant dress of Mrs. Manly's must be five dollars a yard; yet Ida says it cost no more than mother's shabby, old black cashmere; and mother might just as well have had the silk, for the same price.

Grandmother. — Do you tell me that Ida Manly called your mother's best dress a shabby, old black cashmere?

Nell.—No, no, grandmother; that was my *addendum.*

Grandmother.—Ida Manly's speeches are foolish enough, without having you *add-end-'em* that fashion.

Mother.—And, girls, do you really wish me to send to Europe and make my purchases in this way?

Kate.—Yes, mother; I told Ida you would jump at the chance of doing so.

Mary.—And Ida says there's always somebody coming over who will buy for you. That very dress of Mrs. Manly's came over inside a feather bed that Mary Mahoney's mother sent her, — and there were two elegant sets of table linen inside that same bed.

Grandmother.—Pretty place for table linen!

Nell.—Then they have a friend in England, who sends them all their laces, inside their letters; and gloves,—

John.—"Two-, three-, *four*-buttoned!"

Nell.—Don't you interrupt me, John Lee. They send the gloves just folded in newspapers, and Ida says they never get caught.

Mother.—And the Malta lace?

Kate.—You'll laugh at the way that came: A friend of theirs brought over an immense quantity, and when the vessel was nearing New York, he just made believe he had a broken arm, and the lace made up into a long, thick sling, in which he kept the poor, splintered limb. Ida says the *ruse* was a capital joke, besides being a complete success.

Grandmother. (*Aside.*)—Thieves and liars!

Mary. — Grandmother's talking in her sleep. I don't believe she understands a word we say.

Kate. — But Ida says she never can tell us who brought the Malta lace, for he is a person we know well; and he is eminently pious, and he would'nt like the joke to get abroad.

Grandmother.—Shouldn't think he would. "*Em-i-nent-ly pious!*"

Nell.—Now, mother, let's go into the business. I am thoroughly disgusted with the half-way nice things we've always had to wear. I wonder how it will seem to be "clothed in purple and fine linen"?

Mother.—My daughters, have'nt I always dressed you to the extent of my somewhat limited means?

Mary. — Yes, indeed, mammy dear, and there's the rub. Now, here, you see, a way opens by which you can stretch the narrow means and widen them.

Kate. — And, mother, I can really have my heart's desire; you know that's a gold watch. Ida says she knows a lady who brought over three watches hidden under the braids of her back hair.

Nell.—Yes, and she was scared half out of her wits; for just as the custom house officials approached her, one of the watches began to go; and she was in a panic lest they should hear the ticks in her head! But she pretended to be chilly, and threw a shawl over her head and escaped detection.

Grandmother.—Daughter, please hand me down my watch from the watch-case on the shelf. I'd better take care of it, I'd be sorry to have it stolen, if there are thieves around.

Kate.—Dear grandma, she must be dreaming.

Mother. (*Handing the watch.*)—Here's the watch, Mother, though I guess there isn't really any danger.

John.—But, girls, I don't see the need of taking all this trouble and sending so far to get things cheaply. Why not supply yourselves with money enough and buy the same things here?

Mary.—That's more easily said than done. You just tell us how.

John.—Uncle John is city treasurer; now why don't you go to his office, and slyly help yourself to money from his desk; tuck a handful of bills under your back hair, *pretend your are chilly, throw a shawl over your head and escape detection?*

Grandmother.—Yes, or pretend you have the toothache and tie a handkerchief over your face, this way (*tying one over her head*), stuffing it first with bills, and let your Uncle John think it's a mustard poultice?

Nell.—You are too bad, both of you; you don't think we'd *steal!*

John.—You've been making plans for stealing ever since you came in.

Mary.—It's no such thing, John Lee! I wouldn't do a dishonest thing a bit sooner than you would.

Mother.—I think, John, you should explain your meaning to your sisters.

John.—Well, Molly, do you know why these goods are cheaper when brought in these clandestine ways?

Grandmother.—Clandestine ways! Call things by their right names, John; say smuggled.

John.—Very well, then, when they are smuggled?

Nell.—No, not exactly; what is it? There is something about duties, isn't there?

Grandmother.—Don't you know what the tariff means?

Girls.—No, I'm sure I don't. Nor I. Nor I.

Grandmother.—I heard you say, you thought women ought to vote. Great voters you make, while you know nothing about the laws and are trying to break them?

Nell.—What is the tariff, John, and what has it to do with Mother's having or not having a black silk dress.

John.—Let's begin etymologically. Kate where's Spain?

Kate.—In the south of Europe. (*Aside.*) Has that anything to do with Malta lace?

John.—What straits are these, and what little town at the entrance of the straits?

Mary.—Oh! I remember. It is Tarifa, just at the entrance of the Straits of Gibraltar; and when the Moors held that part of Spain, they used to make all vessels stop at Tarifa and pay, just as we stop at a toll-gate to pay toll.

John.—Yes, and they paid more or less, according to the value of what they carried.

Nell.—Oh, I begin to see; that is where we get our word tariff.

John.—Yes, and tariff means a list of goods with the duties that must be paid on them.

Mother.—Yes; and by the duties, we mean the money that has to be paid to our government, for the privilege of taking into a country goods made or grown in other countries.

Kate.—But I don't yet see any harm in—

John.—In "the way the Manly's do"? Then I'll show you. You admit the right of our government to collect a revenue in this way, to establish a tariff, and to appoint officials to collect such revenue?

Mary.—Yes, of course.

John.—You can see that our government has expenses that must be paid, and that the revenue thus collected is one means of paying them. Now if government has a right to impose such duties, and make such laws, is it right for American citizens to evade these duties and break these laws?

Mother.—And isn't it just as wrong, really, as it would be to steal the city revenues, that Uncle John receives for payment of the city expenses?

John.—Just as wrong to cheat your "*Uncle Sam*" as your Uncle John?

Kate.—Oh, dear me! I suppose I must say yes, and see my lovely "castles in Spain" go down before the forces of Tarifa, marshalled by the patriotic John Lee.

Nell.—What does our government want of so much money?

Mother.—Don't answer, John; girls, think for yourselves.

Nell.—There's the president's salary, and the salaries of the foreign ministers, and all the members of Congress.

Kate.—And the river and harbor improvements,

Mary.—And the forts, and the army expenses.

Grandmother.—Yes, children; and to pay your mother the pension she receives as the widow of a loyal soldier; and yet you would cheat the goverement your fathers fought and died to save, and that supplies you with the money you use for that purpose.

Nell.—Oh! it begins to look horrible.

Mother.—I believe half the smuggling is done through sheer ignorance.

Mary—It must be so, Mother; for Ida says the very best people do these things—real ladies, of the very first families.

Grandmother. — Don't tell *me!* They either don't know the laws, and that's ignorance, or they break them, knowingly, and that's defrauding the government; and I don't call either of those things very first-familyish.

John.—Well, Grandmother, they repent sometimes. Here, in this evening's *Journal* I find (*reading from newspaper*)—

"The United States Treasurer, Saturday, received an anonymous note from Philadelphia, signed 'Conscience,' enclosing a check for $1,200, to cover the duty on personal apparel imported for his use since the year 1866, with interest. The Treasurer also received $25.00 from New York, to the credit of 'Customs'."

Mother.—Yes; such things are becoming quite common. I often see similar notices of the return of "Conscience Money," as it is called.

Nell.—Well, dear folks, I throw up all my European intentions. I say, let us be honest though we—

Kate.—Though we wear "half-way nice things," and our mother that "shabby old black cashmere." It's an honest old turncoat Mother, isn't it? Turned three times, but never against the government.

Kate.—But my lost, little gold watch! I'm afraid I shall never find that, in paths of patriotic honesty.

John.—Never you mind, Kate; I'll buy you an honest Waltham watch that shall "keep time to the music of the Union"—when my ship comes in! And on special occasions she may wear yours, mayn't she, Grandma? (*Holding up Grandma's enormous, old silver watch.*)

Mary.—For my part, I'm thoroughly awakened to the enormity of my designs, and I'm ready to declare that I never will wear or use a smuggled article as long as I live.

Nell and Kate.—Nor I. Nor I.

Mother.—But, daughters, I fully appreciate the kindness of your motive in bringing home the wonderful information, though I'm glad we are now all agreed in preferring plain clothing, honestly obtained, and worn conscience free, to elegant attire that costs deception and fraud in obtaining, loss of self-respect in wearing, and disloyalty to the government to which we owe a willing and grateful allegiance.

John.—Hurra! for our patriotic little mother! Come, girls, let's all go to the piano and sing "Hail Columbia."

The Flowery Hillside.

I know a lovely hillside,
Lies sloping to the West,
And over all its grassy mounds
Where darling children rest
Spreads such a sweep of fair spring flowers,
The sweetest and the best.

And, as the winds blow over,
They bend in tender grace
And throw their kisses o'er the slope,
As if they saw the face
Of some child-angel looking down
From its high, heavenly place.

Then wave their pure, soft blossoms
In billows of fair hues;
The Strawbell's graceful pendants,
The Violet's azure blues,
Dear Honsatonia's pearly stars,
And pensive Meadow-Rues.

And banks of great white Daisies
Hold up their faces bright,
With golden rows of Buttercups,
Resplendent to the sight;
Like Heaven's radiant gates they shine,
And walls of Chrysolite!

And on the crystal lakelet
That nestles in the vale,
Outspread the placid Lilies,
In all their glory pale;
Their sweet, undying perfume
Is wafted on the gale.

So, while beside our baby's grave,
My dear Mamma and I
Heap up the flowers beautiful,
Our swelling tears we dry,
Such blessed messages of love
Are blowing gently by.

— Every day is a little life; and our whole life is but a day repeated; whence it is that old Jacob numbers his life by days. Those, therefore, that dare to lose a day are dangerously prodigal. —*Bishop Hall.*

Here and There.

— "I wish you would say in the *Journal* that school officers should be elected for their ability or efficiency, or for their good sense, and not because 'it is Tom's turn,' or 'Dick wants it,' or 'Harry belongs to your party,' or your church, or married my wife's sister.

"That school directors have other duties than providing for impecunious male or female relatives.

"That a *good* teacher is *cheap*, and a *poor one dear* at any price.

"That babies should not always be sent to school to 'get them out of the way' (for a good teacher may be an indifferent nurse), neither should pupils be kept at home to do chores.

"That a building so full of dirt, decay, disease, discomfort, disagreeableness, and discouragement, as to be totally unfit for anything else, will not necessarily make a good school-house.

"That simply paying a man's school-tax will no more insure his children a good education, than paying a minister-tax will give him a warranty deed of heaven."—*American Journal of Education.*

— The problem of higher education for women is likely to receive light from the experiment undertaken at the new college at Northampton. Its curriculum is not quite so elaborate as that of Yale and Harvard, but it is fully up to the standard of Amherst, Brown, or Wesleyan, and is largely in advance of what is required at Vassar or Mount Holyoke. Under these conditions Dr. Clarke's theories of feminine brain-building might be tested with prospect of a tangible result.

TEACHERS' SALARIES, ETC.—The average salary paid to male teachers in Rhode Island is $83.00 per month, and to females $43.00. The average cost of educating each pupil, exclusive of expenditures for school-houses, is $10.95. In Rhode Island, the ratio of male to female teachers is 1 to 4. The highest salary paid to male teachers in Illinois is $330 a month; the highest paid to female teachers, $220. The respective averages of the sexes are $48.19, and $33.46; in Massachusetts, $94.33, and $34.34. In Massachusetts, one teacher in eight is a man, while in Illinois three teachers in seven are men.

— The Japanese ar taking up education with intens ernestness. A new law has enacted that 53,760 skools shall be establisht. The whole cuntry is divided into seven circuits, each of which is to hav a hih skool. These circuits ar to be subdivided into thirty-two districts, each of which is to hav a middle skool. These districts ar to be further subdivided into smaller districts, each to be furnisht with an elementary skool. Ther is to be an educational department to control all these skools, and to take any further steps in the work that may be desirable.—*The Educational Reporter.*

— The following, as written, was placed upon the blackboard by a member of a Massachusetts School Committee, at the examination of a class to enter the high school of the town:—"Give two theories as to the origen of the indians."

— A law which has just gone into effect in Wisconsin provides that every woman of the age of 21 years and upward, residing in the district within which the duties of the office are to be performed, is declared to be eligible and may be elected to the following school offices, viz.: the office of director, treasurer, and clerk of school districts; director and secretary of town boards, under the township system of school government; member of a board of education in cities, and county superintendent of schools.

— Dr. E. O. Havens writes that Syracuse University is practically out of debt, and we can heartily rejoice over the result reached. A debt of $100,000 had been incurred in laying the foundation, in furnishing, and in employing an able faculty. The conditions of the donation require that it shall be applied to the extinguishment of the debt, and that no farther debts shall be incurred until the endowment fund shall reach at least $400,000. This institution has started on a career of great usefulness, and we predict great success for its several departments of instruction.

— The Empress of Japan has decided on the erection of a college for young girls who wish to devote themselves to teaching, and has given a liberal sum from her private purse toward the expense of construction.

— Germany has 1,484 gymnastic societies, numbering 150,000 members, among whom ar 100,000 skool teachers and skool boys. France has 30 such associations, with 1,500 members. The truth is, that France is losing in population at the same rate as Germany is rapidly increasing hers, in spite of the empire's annual loss of 400,000 individuals thru emigration. The Emperor William has often given credit to the German exercises in gymnastics for a good deal of his military successes.—*The Ed. Rep.*

MICHIGAN. — The system of county supervision of schools which has been in operation for eight years, has been repealed, and the old township system is again in force. *The School* thinks the change a grave mistake, and one which will stay or set back the progress of educational interests. . . . Carl Schurz, in his address at Detroit, in illustrating the readiness with which little children acquire language, mentioned his own little daughter, who could speak three languages when but three years old.

— In the year 1799 a knowledge of Latin grammar was not required as indispensably necessary for admission to Harvard University, the oldest and most renowned of all our literary institutions. At this date—1875—the "requisites for admission" (which fill a page of the annual register), require the study, for years, of Latin and Greek, Mathematics, Geography, History, and many other branches. These facts would seem plainly to show that public education has been a progressive science in this country for the last two generations. A fair inference from the same facts would be that the titles B.A., M.A., D.D., etc., so far as they honestly represent literary and scientific attainments, must represent much more now than they did in the days of our fathers.

— The sure foundations of the State are laid in knowledge, not in ignorance; and every sneer at education, at culture, at book-learning, which is the recorded wisdom of the experience of mankind, is the demagogue's sneer at intelligent liberty, inviting national degeneracy and ruin.—*George William Curtis.*

— Schoolmasters are not allowed to marry in Austria without the permission of that government. A late official decree reads as follows:—"Considering, 1, That the schoolmaster, N., applying for permission to marry, is possessed of no private fortune and enjoys an income of only 431 florins p. a., which would not suffice to sustain a family; and, 2, That his affianced bride has no more than 400 florins of private fortune, the legal license to marry can not be granted to said schoolmaster."

— In a recent contribution to a London paper, Prof. Bonamy Price pays a high compliment to our public school system. Speaking of the Normal Schools of America, he says: "The success in training teachers of the highest order is often most remarkable. Whilst the promoters of the higher education of women are almost brought to a stand-still in England for lack of efficient teachers, in America large public schools are conducted by women, whose qualities as teachers deserve the greatest admiration." These warm words of endorsement from so distinguished a person as Professor Price will be fully appreciated by our American lady teachers, who are doing so much, and doing it so well, to train the youth of this country.

— Edward Sabine, the well-known English general and writer, has been elected by the French Academy, corresponding member for the class of Geography and Navigation, in place of Antoine Marie Remi Chazallou, deceased.

— The new silver coin of twenty cents is soon to be issued at the United States Mint. As the twenty-cent piece will correspond with the franc of France, Italy, Switzerland, Belgium, and some other countries, this is the most important coin that could be put in circulation to inaugurate the adoption of the metric system with us. We have already the ten-cent piece, and with that and the new twenty-cent piece it will be easy later to carry out the rest of the system.

STATE DEPARTMENTS.

Maine.

CALAIS.—School year commenced April 1st. Appropriation for schools by city council, $14,500. Whole number of persons between 4 and 21 years, 2,549. Whole number between 5 and 17 years, 2,011. Whole number of different pupils in school during the past year, 2,032. Whole number in school two weeks and more, 1,671. Average attendance for the year, 1,392. Teachers employed during the year, 28. Teachers employed temporarily, 2. Teachers, graduates of normal schools, 15. Examined for promotion to high schools, 50. Passed on a rank of 75 in 100, 39. Examined for promotion to the grammar schools, 72. Passed on a rank of 75 in 100, 61.

Written examinations monthly in all the schools above the primary. Scholars must attain a rank of 75 in 100 to pass with their class from grade to grade. Scholars capable of more rapid advancement than the average of the class receive promotion each term. The committee have just adopted White's Arithmetics, and Monteith's Geographies, for use in the public schools. W. J. Corthell, after six years of service as superintendent, was unanimously reëlected to that position at the last meeting of the city council. Mr. C. A. Page, formerly a teacher at Warren, Mass., is principal of the High School, and is doing well. Mr. A. St. Clair is principal of Grammar School No. 1, Mr. J. W. Stetson of Grammar School No. 2, and Miss Mary C. Durgan principal of Grammar School No. 3, all first-class teachers. This "down east" town has become fully awake to the necessity of progress in the educational work, and is now proposing to yield to none in the excellence of her schools.

LEWISTON.—From Superintendent Tash's annual report of the schools of Lewiston, just issued, are gathered many interesting and valuable facts respecting the schools of the city: Population of Lewiston, by census, 1870, 13,602; estimated population, 1874, 20,000; number of persons from 4 to 21 years of age, as found by by census, April, 1874, 6,279; number in April, 1873, 5,726; increase for the year, 553; number of children from 4 to 15 years of age, as found by census, April, 1874, 3,856; number in April, 1873, 3,644; increase for the year, 212; number of school population under 6, 700; number of school population from 6 to 16, 3,656; number of school population over 16, 1,923; total number of legal school age, 6,279.

There are in the city 2,742 children of American parentage; 1,706 of Irish, 1,502 of French, 234 of English, 29 of German, and 48 of Scotch, 3 of Swiss, 6 of Norwegian, and 4 of colored parentage. There were 3,220 pupils registered in the schools last year, and 3,059 not registered at all, of whom, however, 873 were between 4 and 15 years of age.

There are 154 high school pupils and 464 grammar school pupils. The average number of pupils to a teacher is 30 in the high school, and about 40 in other schools, save rural schools, where the average is down to 20. There are 60 teachers in the city schools, 61 school rooms, and 6 school halls and recitation rooms. The school-houses of the city are valued at $175,500. The valuation of the city is $12,494,376. Teachers' salaries last year amounted to $22,355, and $1,127 was paid for janitors. It cost $3,780 to heat the school-rooms.

The High School has been in session 46 weeks; the Grammar School, 39 weeks; intermediates and primaries, 37 weeks; and rural schools, 36 weeks. For most of the pupils the school year has been divided into three terms of 12 and 13 weeks respectively.

— A few rods above the Falls on Mousam River, at Kennebunk village, there is an island some fifteen or twenty rods in length, and several rods wide at its widest part. At the time of freshets this island is usually all covered with water. At the time of the recent rise of water, the people of Kennebunk looked from the bridge to see the water rise on the island, as usual, but failed to see it. On investigation it was found that the solid ice around the island, with the rise of water, had lifted the whole top of the island down to the frost line with the ice. The island, generations ago, it is said, was formed by the accumulations of drift-wood, soil, etc. Quite a growth of alder and other growth had sprung up, which several years since was cut off, and the island sewed over to cranberry vines; the latter are now missing.

New Hampshire.

PLYMOUTH. — The anniversary exercises of the Normal School will be held May 4th and 5th, examination both days. The annual address will be given Wednesday morning, by Prof. J. C. Greenough, Principal of the R. I. Normal School. Exhibition of the graduating class, Wednesday, P. M.

Professor Ladd claims to be the originator of the great spelling mania of the season, the first match having been held at the Normal School, on Christmas eve. Connecticut Normal followed, Jan. 8. The thing fairly took on its epidemic form in Providence, in the contests between Brown and the Normal School, and several others, about the first of March. Since these all the world knows. Having started the movement, Professor Ladd proposes to close it up appropriately by a grand spelling-match, open to everybody, at the close of the term, Wednesday evening, May 5th. Prizes: a cabinet organ, $175; microscope, $20; Bryant's English Poetry, $5.00. We hope to give a full report.

SPELLING SCHOOLS. — We hope to be forgiven. We began to make a list—one to three matches in every town; three prize spellers in each; prizes from illuminated primers and embossed cabbage-heads to Shakspeare, Worcester, Webster, silver cups, etc. Two columns at least. We trust no one will use "hard words" if the list waits till vacation. By the way, a *Mirror* correspondent has a good suggestion. This stand-up spelling is no test. Let a hundred or two words be *written* by all the spellers, the fewest mistakes to win. After the present fun is over, suppose we settle down to something of the sort in our schools.

WEST LEBANON. — Public examination and anniversary exercises at Tilden Seminary, June 15th to 18th. The annual address will be delivered by Rev. A. A. Miner, D.D., late President of Tufts College. The graduating class numbers 12. Miss Ellen L. Chandler, of Douglass, Mass., will pronounce the Latin salutatory, and Miss Kate K. Whitcher, of Landaff, the valedictory.

NEWMARKET. — The entertainment given by the Grammar school, under the direction of Miss Sarah Leavitt, teacher, gave such good satisfaction that the audience requested its repetition at an early day.

MANCAESTER.—Col. F. W. Parker, some years ago principal of North Grammar School in this city, has been elected superintendent of schools in Quincy, Mass., with a salary of $2,000, and will enter upon the discharge of his duties at once. Colonel Parker has had long and successful experience in educational matters, has studied the subject extensively abroad, and is withal a vigorous and progressive thinker. Only last year Colonel Colburn, one of our very first teachers, was called from the Manchester to the Spring field High School, and now another strong man goes; in fact, Massachusetts schools are full of our best men and women. Well, it is bad for us, but it is a comfort to be able to educate such a State as Massachusetts.

RYE.—Mr. G. U. Jenness, who has had seven years' continuous service as Superintendent of Schools, declined a renomination at the recent election, and is succeeded by Mr. Nathan R. Goss, an experienced teacher, and a Dartmouth graduate of the class of '74. The schools under the care of Mr. Jenness have come to rank among the first in the State. . . . The school in the East District was taught, successfully, by Miss Ella A. Clark, of Plymouth, N. H., a graduate of the Normal School. . . . Mr. A. W. Locke, who has for a year or two past had charge of the engineering operations at the east end of the Hoosac tunnel, is

a Rye boy. His brother, Mr. Frank Locke, entered the Massachusetts Institute of Technology at the age of 16, and is still there pursuing his studies.

FARMINGTON.—The High School closed its Winter term March 19th, and after a vacation of two weeks began its Spring term under the charge of Mr. E. J. Goodwin, who thus enters upon his fourth year as principal of this school. At the annual school-meeting, March 27th, it was voted to raise $1,500 to meet the additional expenses of the High School for the ensuing year. . . During the last year the courses of study and regulations for the High, Grammar, and Primary schools have been carefully revised and printed for general distribution. Now if the people would only "carefully revise" those school-houses, they would do something worthy of their enterprising and beautiful village.

CORRECTION.—Some of us, a few weeks ago, managed to spoil a quotation from the Nashua School Report. What Superintendent Averill said was this: "More *slate*-work is needed and less mental drill, which does little else than make the pupil a machine for the repetition of certain arithmetical formulas." The sentence ought to be lithographed and framed in front of the desk of every teacher who has the mental arithmetic mania.

Vermont.

BRATTLEBORO.—Charles N. Davenport, Esq., has declined the office of Superintendent of Schools, to which he was elected, and the selectmen have appointed Rev. N. Mighill.

RUTLAND.—A school-meeting was held in the village district to take into consideration the question of school accommodation, but adjourned without action. It appears that there are about 600 scholars in the district, and the old school buildings are unfit and insufficient for their use. One proposal presented to the meeting was to build one structure for all the schools at an expense of from $40,000 to $50,000, and another to enlarge the High School building, at a cost of about $35,000.

MILTON.—At the graded school district meeting, the trustees were empowered to expend $2,500 in enlarging and repairing their school-house. It is to be ready for use by the first of June.

ST. JOHNSBURY.—Spelling matches are receiving a good deal of attention at the present time. From towns all about us we learn that a great deal of interest has been felt in these exercises, showing that profit and pleasure are not incompatible with each other. We commend the project as one calculated to meet a very lamentable defect in the education of very many of the young at the present day.

MIDDLESEX.—The school statistics of this town show the number of families to be 271, of which 170 have children under 20 years of age. The number of children between 5 and 20 years of age is 322, of whom 283 have attended school. The number of terms of common schools taught during the year ending March 31st, 1875, was 26; the number of teachers employed 19, of whom 10 reside in Middlesex, these last having taught 14 of the 26 terms. The number of terms by teachers who have taught before in town was 16, of which 12 were by those who had taught in the same district before. The total expense of the schools for the year was $1,628.26; the number of weeks taught, 289; the average cost per week, $5.81; and the average cost per week for each pupil, 21 cents. Probably few towns can excel Middlesex in furnishing its own teachers.

ST. ALBANS.—The spelling-match given under the auspices of the ladies of St. Luke's Parish was between the pupils of the public schools, and took place at Academy Hall, Friday evening, April 23d. There were about forty on a side, whose ages ranged from eight to eighteen. The words were pronounced from the spelling-book only, by Mr. John C. Farrar, and a large proportion of the spellers failed on words that are generally considered easy. Here is a list of most of them:—Idol, regent, bleak, purlieu (missed by four spellers), sinew, plaid, squalid, applaud, massive, butcher, voice, gout, champagne, chemise (missed by a girl), jealous, zephyr, cymbal (missed by two), discern, exaggerate (by two), exonerate, exhilarate (two), exhaustive, preparatory (three), knitting, gazetteer, prairie, winnowing, monastery, episcopal, calvinist (three), christian, spiritualist, bilious, neuralgia, dysentery. The word *scarlatina* was misspelled by six.

Massachusetts.

BOSTON.—The semi-annual statistics of the schools of Boston show 188 male teachers and 1,048 female teachers; total, 1,236. Special teachers 52. Pupils in high schools, 2,269. Average attendance 2,169. Average whole number of pupils in grammar schools 23,528; average attendance, 22,254. Average whole number of pupils in primary schools, 19,145; average attendance, 17,358. Whole number in attendance, January 31, 1875, 19,117. Total, belonging, 44,942. The number of pupils in school, five years of age, is 2,566; six years of age 4,257; seven years of age 4,698; eight years of age, 3,888; nine years of age, 3,677. The number of pupils to a teacher in the grammar schools ranges from 30.6 to 55.2; average number to a teacher 45.9. The number of pupils to a teacher in the primary schools varies from 30.2 to 54.1, and the average number to a teacher is 46.3

CAMBRIDGE.—At a spelling match in Cambridge, on the evening of the 19th of April, it was announced that an illustrated copy of the alphabet would be given as a prize to the one who first missed. This prize was formally presented accompanied by a speech, in which it was said that "in all the world's great conflicts those who had fallen first had been held longest in remembrance, —had been regarded in some sense, as martyrs. This fact," said the speaker, "is strikingly illustrated in the celebration of this day. The names of the few who fell on that day, whether officers or privates, are engraven upon stone as well as upon the hearts of the people; while the thousands who fell later in the struggle, unless officers of high rank, were assigned to nameless graves." The justice of this the speaker did not attempt to vindicate, but simply to state and illustrate the fact. In presenting the alphabet, he expressed a hope that it might be preserved as an heirloom in the family, assuring the recipient that it would carry joy to the heart of children's children.

BROCKTON.—This town changes its school management by dispensing with the services of a town school superintendent, and by a division of the supervision of the school-work of the town among several members of the school board. The High School has been assigned to Alfred Laws, the Whitman, Perkins, and Huntington Grammar Schools to Messrs. Packard, Woods, and Jones. The schools in the rural districts are divided among other members of the committee. As a farther step in the direction of so-called economy, the services of the teacher of music have been discontinued. Mistakes in the name of economy are almost as bad as crimes under the name of liberty.

— Hyde Park has 71 pupils in the High School under the principalship of F. W. Freeborn, assisted by Misses Weld and Dutton. The average attendance of the school equals 95 per cent. of total membership, and the scholarship is evidence of faithful training on the part of the teachers.

— At the Manning School in Ipswich, the word "Congregationalist" was given out for the scholars to find how many different *English* words could be formed from letters found in that word. In a few days one scholar reported 3,084; another one 2,000, and several others, over 1,200.

— A petition has been circulation, in Reading, asking the selectmen to call a meeting to see if the town will reconsider its action concerning music in the schools. At the last town meeting it was voted to dispense with a music teacher, but a large number of the citizens are of the opinion that music is indispensable as a study, and wish the teacher reinstated.

— A circular has recently been issued by Prof. Alexander Agassiz, director of the Anderson School at Penikese Island. The experience of the past two years has shown the impossibility of conducting the Anderson School upon the plan originally intended. The trustees find themselves at the end of the means at their disposal. To enable them to carry on the school, it is proposed to charge a fee of $50.00 for the season, and they hope that a sufficient number of pupils can be secured to warrant them in doing so. Even with the proposed charges there will be a considerable deficit (as was the case last year) to be met by the friends of the Penikese School, the position of the island entailing expenses which a more favored locality would not necessitate.

Rhode Island.

BARRINGTON.—The Prince's Hill Family and Day School, kept by Mr. I. F. Cady, closed its Spring term on the evening of the 16th inst. The exercises consisted of recitations of classes in various studies, together with declamations, recitations of poetry, and singing. Notwithstanding the unfavorable state of the weather, a large number of visitors were present, whose verdict was that of unanimous approval. In fact, the culture and attainments of the pupils seemed to excite general surprise. At the close of the exercises the surprise was transferred to the teacher, by the presentation by the pupils, through one of their number, of an illustrated edition of the works of Dickens, in fourteen volumes, and of Longfellow's "Hanging of the Crane."

Miss Bessie M. Young, of Attleboro, Mass., takes the school in District No. 2, in place of Miss Smith, resigned. Miss Ida R. Irons, of Gloucester, takes the school in District No. 1, lately taught by Miss Carruthers.

PROVIDENCE.—*Dedication of the new building for Messrs. Mowry and Goff's English and Classical School.*—The commodious and elegant building which was the occasion of these exercises is situated upon Snow street, extending through to Moulton street. It is three stories high, of which the two upper ones are to be devoted entirely to the uses of the school. While nothing has been spent upon mere external decoration, every effort has been made to leave nothing undone that could contribute to the well being of the pupils or the power and influence of the teacher. Especial care has been taken to provide ample ventilation and light, while the minor details of arrangement have not been overlooked. Indeed, we think it may be safely said to combine as many excellences, with as few defects as any school-building in Rhode Island. The dedicatory exercises took place on Thursday, the 22d ult., at three o'clock, P. M., at which time the special chapel of the school was filled to overflowing with an interested audience. After the opening exercises, the senior principal, Mr. W. A. Mowry, read an historical address, relating to the inception, founding, and progress of the school up to its present high position. The motto adopted by the school at its beginning, "*Deo Doctrinæque*," he claimed had ever been the aim of its conductors. Obedience to God and loyalty to learning have ever been taught as the foundation principles of all true success in life. At the close of Mr. Mowry's address the dedicatory prayer was offered by Rev. Dr. Taylor, and a dedicatory hymn, written for the occasion by Mr. W. S. Liscomb, one of the teachers of the school, was sung. Then followed a series of short, pertinent speeches, by Rev. J. G. Vose, D.D., Prof. J. L. Lincoln, Prof. J. H. Appleton, Prof. A. Harkness, Rev. D. H. Greer, Hon. A. C. Barstow, and Rev. President Robinson.

The evening was occupied with the first meeting of the Alumni Association. More than a hundred of the old pupils were present to testify of their loyalty to their alma mater. The time was spent in social intercourse, accompanied by an elegant collation, in turn followed by a series of appropriate sentiments, with the responses.

On Friday morning at eleven o'clock the Rev. Edward Everett Hale, of Boston, addressed the school on "The Education of the Leaders." The main points of this admirable lecture were, first, that every *boy* had in him the possibility of *leadership*, and that if he were to achieve it, he must do it by a mastery of the *principles* of knowledge rather than the details. He should seek for a *liberal* education, instead of a *technical* one.

PAWTUCKET.—The school of this town closed on the 23d ult., for a vacation of one week. We believe it is the universal testimony that the schools here were never doing a better work than they are at the present time. Certainly the glance we were able to give at one, the Grove street Grammar, G. W. Cole, teacher, at its examination, revealed a thoroughness of teaching and an earnestness in study most commendable, and we have no doubt the same is true of the other schools.

HOPKINTON.—The stirring school committee of this town have inaugurated a new institution, a written examination for all of the teachers in the town. They consider that in this way they can obtain a better idea of the character of the teacher, in all respects, than by an oral examination. Moreover, it gives *all* an equal chance and places *all* on the same footing. In order to accomplish this purpose the committee, in connection with the local organization of the Teachers' Institute of the town, held a session of the Institute last week, at Hopkinton City, from Wednesday till Friday noon. Nearly every teacher in the town was present, with several who are not now in school. The examination was in Arithmetic, Algebra, Geography, Grammar, Physiology, Spelling, Writing, Reading. The teachers evinced a deep interest in the exercises, and no doubt found them beneficial in the highest degree. The influence of such a test of one's self is always for good, and the teacher who shrinks from it is false to his own interests.

On Wednesday evening the Commissioner addressed the people at the Town Hall, on "The Relation of the Common School to the Community." There was a very general attendance, and the interest manifested by the residents of Hopkinton City and vicinity in this Institute is indisputable proof that *they* appreciate and provide well for *their* schools. The executive of the school committee and Superintendent of the Schools, is Rev. S. S. Griswold, a veteran teacher, as well as preacher, who is full of enthusiasm, and always striving to improve the schools. He is ably seconded in all his efforts by the other members of the committee, Rev. J. R. Irish, and Rev. A. E. Main, both men with a practical knowledge of the school-room. Hopkinton is to be congratulated for her school committee.

PUBLIC LAWS OF RHODE ISLAND.

CHAPTER CCCCLV.

An act in amendment of Chapter 55, Title IX., "Of legal proceedings relating to Public Schools."

It is enacted by the General Assembly as follows:

SECTION 1. The Commissioner of Public Schools may, by and with the advice and consent of the Board of Education, remit all fines, penalties, and forfeitures incurred by any town, district, or person under any provisions of this title, except the forfeiture incurred by any town for not raising its proportion of money.

SEC. 2. All acts or parts of acts inconsistent herewith are hereby repealed, and this act shall take effect from and after its passage.

(Passed April 2, 1875.)

Connecticut.

NEW HAVEN.—John E. Lovell, the teacher of the Lancasterian School in this city for nearly half a century, entered upon his 80th birthday on Friday, April 23d. He is yet "hale and hearty," apparently good for another score of years. Few teachers are blessed with such a multitude of pupil friends as greet him.

The graduating exercises of the New Haven Hillhouse High School took place on Monday evening, the 19th instant. Of the class comprising twenty young ladies, ten read essays prepared for the occasion. These, with the music under the direction of Prof. B. Jepson, occupied the whole evening, until ten o'clock. Both the essays and music were of a superior character. The reception by the class on Tuesday evening, in the hall of the High School, was fully attended, and was a very enjoyable affair.

HARTFORD.—Roswell C. Smith, author of the widely known Smith's grammars, arithmetics, and geographies for schools, died in Hartford last week, aged 78 years.

The anniversary of the High School took place on Friday, April 23d. The exercises of the senior class were very creditable and interesting. The class reception which followed in the evening was a very brilliant affair An alumni association was formed, of which Mr Hall, the principal, was made president. An address was delivered on the occasion, by Hon. W. C. Robinson, a graduate of the school, on the Relation of the High School to the Nation. At the prize speaking, the first prize was awarded to Frank E. Hyde, who is to enter Yale College this year.

The first meeting of the general centennial committee of the Baptist churches, for the formation of a State centennial educational fund committee was held in Hartford, on Tuesday, April 20th. All moneys raised in connection with the centennial movement in this State, are to be devoted to the increase of the endowment und of the Connecticut Literary Institution, at Suffield.

The board of visitors have adopted Swinton's Language Series in place of Greene's Grammars. The teachers approve the introduction of the Language Primer and Language Lessons for the lower grades, but express doubt about the exchange of grammars, just now. Mr. Stockwell, principal of the Arsenal Grammar School, received from his pupils a present of a beautiful French clock, at the close of the term. Is that a hint that the clock should do all the *striking* hereafter?

The announcement that the vacancy in the South School, occasioned by the death of Mr. Harris, was filled was premature. It is not yet known who will receive the appointment. The number of candidates for the High School is much larger than usual.

MIDDLETOWN.—The patriotism of the Central School, under the charge of H. E. Sawyer, A.M., was well displayed on Monday, April 19th, as appears from the following pgragraph:

"The exercises commemorating the 19th of April, 1775, were held in Central School hall on Monday afternoon, and were attended by a large number of our citizens, who evidently enjoyed the occasion. The programme was as follows: Music; Introductory statement; Music; Condition of the Colonies and Causes of War; The Alarm; Paul Revere's Ride; Music; March of the British from Boston; The Battle of Lexington—Bancroft; Music; Concord—the Fight at the North Bridge; The Retreat, the Reinforcement, and the Rout; The Story in Verse—O. W. Holmes; Music."

The spelling mania has reached the central city.

— The trustees of Trinity College, Hartford, have decided to proceed with the construction of the new building as soon as the frost is out of the ground, and have voted $300,000 for the work. The plans submitted by the building committee were accepted, and at a subsequent meeting to be held within two weeks, details will be arranged and the contracts awarded.

Colleges.

WESLEYAN UNIVERSITY.

The spelling mania has attacked us with great violence. Every room is the scene of fierce conflicts over Webster, and "allowable" spelling has become almost a byword. The officers of the boat-club have not been slow to take advantage of the orthographical excitement, and last Friday evening, April 23d, a match took place in the college chapel, between 20 students and 20 High School lads and misses; the proceeds of admission to go to the Wesleyan navy. In order to add to the interest, a Webster's Unabridged Dictionary was offered to the one who "stood up" the longest on each side. The entertainment was a good one, and quite pleasing to the audience, though the excitement was at no time very high, for the skill of the college boys proved entirely too much for their adversaries, who went down in quick succession under the rapid fire of orthographical missiles from Professor Sawyer, so that in a short time but two were left against twelve of our boys. The last of these two, Mr. Southmayd, died very hard, but was finished by "demesne," which he rendered d-e-m-a-i-g-h-n. The last man on the floor was Mr. L. M. Jackson of the Senior class. He and Mr. Southmayd received the dictionaries. The net proceeds of the entertainment were $57.00, a much smaller sum than had been hoped for. . . . All five o'clock recitations have been abandoned. This is very convenient for the boating and base-ball men, who are now improving their opportunities to the utmost. The river will be alive with college craft of every description as soon as the weather will permit. . . . The editors of the *Argus* for this term are: C. A. Waldo, Managing; P. H. Griffin, Literary; W. A. Cottle, Local; E. S. Blake, Personal.

AMHERST COLLEGE.

Professor Tuckerman has found a new lichen. . . . Jos. T. Fields gave a lecture on "Longfellow," on Friday evening, April 24th. One of the best lectures of the very best course that was ever delivered in Amherst. . . . Last Saturday night the Seniors handed in their orations for the Hyde Prize. Of all these six will be chosen to compete at commencement. . . . We understand that there is to be an agricultural paper founded in town, and though it is not to be conducted under the auspices of the Agricultural College, yet the professors of that institution have been engaged to liberally contribute. . . . Charles Francis Adams is to be our Social Union orator. . . . A deal of enthusiasm was evinced by the Seniors in regard to their first excursion under the Doctor.

New Publications.

AN ELEMENTARY COURSE IN FREE-HAND GEOMETRICAL DRAWING. For Schools, etc. By S. Edward Warren, C.E. New York: John Wiley & Son.

After carefully examining the book before us, we are puzzled to discover what it was written for. The title-page reads "An *elementary* course in free-hand drawing;" but a few pages carried us beyond the elements of anything that we had ever imagined free-hand drawing to be. Certainly, no student of ordinary ability would be able to see his way clearly with this book as a guide.

"Graceful forms," says Mr. Warren, "may be composed by combining elliptical arcs of various proportions, tangent to each other"; and then he adds: "These proportions should have a certain ratio." We recognize at once the idea of the "composite ellipse" by Mr. D. R. Hay, author of "The Science of Beauty," and prepare ourselves to see forms of beauty stretched and tortured on geometrical beds by another modern Procrustes. It is the old story of proportional angles, but this time they have a ludicrous application. Several ugly designs of vases are given for the student to draw, and he is directed to combine rhombuses and "rim-rhombuses," as Mr. Warren calls them, in such a manner that the outline of the vase may be enclosed in them. There is such a bewildering confusion of prescribed angles and inclinations, that the apparently simple outline is made to depend on a complex mathematical construction discouraging to contemplate. Some of the angles are given as ten degrees and forty-eight minutes, seventy-five degrees and thirty-six minutes, etc., and the student is expected to execute these designs as a simple exercise in free-hand Drawing. Again, something is to be drawn in width 27½ sixteenths of its height. This implies a wonderfully acute perception of proportion in one using his eye alone as a guide. The chapter closes with this paragraph: "Sense of humor is best delighted and the happiest laughter excited by the simple sight of a beautiful border, or other work, some simple quality of which, such as its compact neatness, or clean firmness, is highly suggestive of analagous attributes in its maker." What hilarious scenes must the class-room sometimes present as the result of good instruction in this particular!

In the last part of the book the subject of "Geometric Symbolism" is treated, and we are led to expect that in an "elementary" work like this, the subject is brought down to the comprehension of youthful minds beginning the study of Drawing. A few extracts from this portion of the work will serve to show how well this is done: "A straight line," says our author, "is the symbol of repose, monotony and death." Here we recognize another source from which Mr. Warren has drawn inspiration. It is Mr. Henry Van Brunt's highly imaginative essay on "Greek Lines," contributed some years ago to the *Atlantic Monthly*. With an entire misapprehension of the author's meaning, Mr. Warren seems to have taken certain parts of the ssay, and derived therefrom the most absurd notions, entirely contrary to the spirit of the article. We believe with Mr. Van Brunt, that ideal beauty can be hatched from no geometrical eggs. The reduction of graceful forms to a mathematical system deprives them of all life and vigor. Lines of beauty are the creations of the soul of the artist; they are not imitations, and cannot be governed by any cold, mathematical laws. All forms of beauty are the result of a spiritual power which will not be controlled by any set formulæ, or bound within geometric lines. And in proof of this, we find throughout Mr. Warren's chapters on geometric symbolism, a hollowness and artificiality, and dismal want of life. A few instances will be enough to show the wordiness and emptiness of the work.

"Elliptical topped windows are less pleasing than semi-circular topped ones, because the compression of an ellipse in one direction makes it expressive of partly constrained or contracted, rather than of full-orbed and equally all-embracing life and character."

We read that the complete symbolism of the hyperbola has, perhaps, never been defined. Mr. Warren attempts an explanation: "One asymptote may represent material civilization or perfection, or material barbarism, either individual or social; or it may represent *moral* civilization or *moral* barbarism, while the curve shows in one branch infinite progress toward perfect moral and material ideas, and in the other branch, degradation and *the bad*. All this is expressed without obscurity, or confusing admixture with other considerations." We confess to being still a little in doubt about the perfect clearness of this symbolism.

Happily, the parabola has but one branch, and Mr. Warren's delight at this, and his love for the curve "from which the hateful thought of the *bad* is excluded," finds lengthy expression in the text.

It would be idle to follow Mr. Warren through all of his vagaries, as he discusses in this puerile way various mathematical curves. His *pièce de résistance* is a plan for arranging the buildings of a large educational institution on a conchoidal curve, but after getting everything comfortably laid out, he thinks it might be better, perhaps, to put the *humanistic* class of professional schools on one branch of a hyperbolic avenue, and the technological class on the other branch. In view of the assumed significance of the hyperbola as given above, it would be interesting to know which class of schools he means to consign to "the bad." One more extract: "Vertical lines symbolize aspiration; hence the betrayal of offensive vain consciousness, or of obtuseness, either in the maker or beholder, in adding an up-pointing hand to the tip of a spire, as if the spire were made to say, 'See, with what beautiful expressiveness I point to heaven!' or, more likely, as if the mind could not understand the upward pointing of the spire without this explanatory addition, which robs the imagination of its dues in being left free to give meaning to what it sees."

Somewhat confused and bewildered, we turn again to the title-page, and wonder for what kind of "schools" this book was intended. W. E. H.

PARAGRAPH HISTORY OF THE UNITED STATES, from the Discovery of the Continent to the Present Time; with brief Notes on Contemporaneous Events, chronologically arranged. By Edward Abbot. Boston: Roberts Brothers; 1875. Price 50 cts. For sale by Estes & Lauriat, Boston.

The author tells us in the prefatory note that this little book is intended for the use of those Americans who, at this centennial period, wish to refresh their memories as to some main facts in their country's history, and have only a few moments to do it in. Certainly the only justification for the preparation and publication of these dry morsels of historic facts and dates must be found in the presumption that the average American must cram the whole of American history, with all contemporaneous knowledge, into a single day's study. Within the scope of seventy-five short pages of a small book the author crowds the events of the civilized world of the last thousand years, styling them the frame-work or skeleton of history. In this the author has made a mistake. "A Brief Chronology" would have been a more fitting title to the book, and we wonder that the writer did not thus style it. There is one error in statement which we cannot let go unchallenged on this 19th of April, 1875. On page 38 Mr. Abbott says that "when the British troops reached Lexington they were fired upon," leaving the reader to believe that the Provincials fired the first shot. History says that when the British troops reached Lexington *they* fired upon the patriot volunteers drawn up on Lexington Common, and by *them* was spilled the first blood of the Revolution. It makes a world of difference in litigation whose ox is gored, and a Cambridge editor should leave no doubts in regard to the attacking party in the Lexington massacre.

SHAW'S NEW HISTORY OF ENGLISH LITERATURE. Prepared on the Basis of "Shaw's Manual." By Freeman J. Backus, A.M., Professor of English Literature in Vassar College. New York: Sheldon & Co.

This is a thorough and apparently successful revision of "Shaw's Manual," as rewritten from the "Outlines of English Literature," by William Smith, LL.D. The Manual has long been in use, and is well known to teachers. The revision before us aims "to improve the logical arrangement; to correct the lack of unity in several chapters; to simplify the style." Professor Backus has made a work that is admirably adapted to the purposes for which it was designed. By an arrangement of typography similar to what we are familiar with in grammars and geographies—coarse and fine print—he gives prominence to the greatest authors, thereby making it easy for students who are in a hurry to devote their attention to what they most need to study. Any hand-book of this kind is defective if it fails to present to the pupil something of what the best and keenest critics have said on the subjects of which it treats. Apt and striking quotations, such, for instance, as that from Pope on Lord Bacon; "The wisest, brightest, meanest of mankind," or Whately's "Pope's rhymes too often supply the defect of his reasons," are always of use to the student who cannot go far beyond the hand-book for information about the authors whose works he is studying. Such quotations, and many others less epigrammatic, are freely given in this work. The lists of references for collateral reading are as good as they are important. We also find a few useful charts or diagrams, intended to aid the student in remembering important classifications of authors.

WARRINGTON'S MANUAL. A Manual for the information of officers and members of Legislatures, Conventions, Societies, Corporations, Orders, etc., in the practical governing and membership of all such bodies, according to the Parliamentary Law and Practice in the United States. By William S. Robinson ("Warrington"), Clerk of the House of Representatives of Massachusetts from 1862 to 1873. Boston: Lee & Shepard, publishers. New York. Lee, Shepard & Dillingham; 1875.

The author's experience in legislative assemblies, and his clear discrimination of the principles and rules which should govern their actions, have enabled him to prepare a little work of great value to all who have to participate in the doings of public or private meetings controlled by parliamentary laws. The special value of this Manual consists in the establishment of general principles, which may be termed the "ground rules" or science of the art of parliamentary practice. With these essential elements well established, the use of a fair amount of common sense will enable a presiding officer, or a member of a legislative body, to guide their action wisely and justly.

The author seems to regard rules of government as the outgrowth of reason, not the result of arbitrary enactments, and so far as we have examined his statements, we find small occasions for difference. What we like most of all, is the recognition of the principle that the sentiments of the majority shall give a speedy, fair, and orderly transaction of business, and as a corollary to this proposition that the presiding officer is but the servant of the whole body to aid in its proceedings and to facilitate its deliberations.

When such principles prevail, the shrewdest tacticians will fail in their attempts to delay legislation by other than fair and square dealing. In our examination of this book we can readily see a "why" and a "wherefore" for its production; and while we can commend its merits as a most valuable aid to all classes of legislators, we must not lose sight of the fact that the elements of such a manual should be taught in every college, high school, and grammar school in New England. If Mr. Robinson will allow the suggestion, we

will recommend that he prepare a text-book for schools on the Laws of Order in Legislative and other bodies, and then our best teachers will gladly avail themselves of such a guide to teach what every American boy and girl ought to know—the method of conducting the business affairs of public or private assemblies.

This manual is well worthy of general adoption.

ELEMENTS OF GEOMETRY, after Legendre, with a selection of Geometrical Exercises and Hints for the solution of the same. By Chartes S. Venable, LL D., Professor of Mathematics in the University of Virginia. New York and Baltimore: University Publishing Co.; 1875.

On opening this book, one is struck with the unusual taste and skill with which the work of the publisher has been done. We think it a matter of no little importance that a mathematical book should be put in the best dress. The student should not be repelled at first sight by a crowded and badly printed page. But there is something more than good printing in this volume. In the arrangement of subjects and the manner of treating them, it bears the marks of high scholarship and much labor. The introduction of the method of limits for the *reductio ad absurdum* will, we think, be generally approved; and the exercises introduced at the end of each book for the application and illustration of its principles will be welcomed by all good teachers. Without speaking in detail of other excellences, it is sufficient to say that we believe it will realize the author's hope as expressed in the preface, that it will prove a practically useful edition of elementary Geometry. Q.

The Bibliotheca Sacra for April is characterized by articles of great ability in various fields of learning. Professor Gardiner, of Middletown, Conn., has an elaborate paper on the "Principles of Textual Criticism," with a table appended showing just what is contained in each of the extant MSS. of the New Testament text, written in capital letters (the 'uncials'). A generally commendatory but critical review of Professor Krauth's work, "The Conservative Reformation and its Theology" follows by Caspar René Gregory, Leipzig, Germany. Ex-President Hill has a fine paper on "The First Chapter of Genesis," the outcome of which is that the hypothesis that this chapter is an express revelation from God is absolutely required to explain the combination of so much knowledge modern discoveries and modern speculations with the self-evident fact of its extreme antiquity. Rev. Selah Merrill, of Andover, Mass., gives a full account of the "Abyssinian and Babylonian Monuments" in America. Of these monuments actual measurement shows that there are enough in this country to panel a wall eight feet high and two hundred and seventy feet in length. It is an interesting contribution to a most interesting subject of study at the present time. President Bascom contributes a warm but merited eulogy on the late Professor Albert Hopkins of Williams College; and Rev. George Herrick, missionary of the A. B. C. F. M., Constantinople, an article on "The Power of Islam." The number closes with editorial correspondence on the Site of Ur of the Chaldees, and the usual excellent Book Notices. Andover, Mass.: W. F. Draper; $4.00.

The New Englander for April opens with a pleasing notice of The Letters of Sara Coleridge, by Professor Hoppin. A thoroughly common-sense treatment follows of the Metaphysical Idea of Eternity, by Professor Mead, of Andover. We then have two philological articles, one by Professor Carter, of Yale, on the famous Gudrundichtung, the other by Professor Lounsbury, also of Yale, on Langland's Vision of Pier's Plowman Professor Schaff, of New York, furnishes a resumé of Zwingle's Theology; and Dr. Tarbox, of Boston, a very timely and interesting article on the Battle of Bunker Hill. The last paper, before the Book Notices, is an elaborate examination of Modern Philosophy and the Theory of Evolution, by Mr. Lyell T. Adams. New Haven, Conn.: W. L. Kingsley; $4..12

Worcester's Pocket Dictionary contains more than 20,000 words in its vocabulary, together with numerous tables.

BOOKS RECEIVED.

PUTNAM'S HANDY BOOK SERIES.

The Best Reading. Hints on the Selection of Books: on the Formation of Libraries, Public and Private: on Courses of Reading, etc.; with a Classified Bibliography for Easy Reference. Revised, enlarged, and continued to Dec., 1874. For sale by Lee & Shepard, Boston. Pp. 345; price $1.50.

How to Make a Living; or, Suggestions upon the Art of Making, Saving, and Using Money. By Geo. Cary Eggleston, author of "How to Educate Yourself," etc. New York: G. P. Putnam's Son's; 1875. For sale by Lee & Shepard, Boston. Pp. 127; price 75 cents.

Brief Biographies: English Statesmen. Prepared by Thomas Wentworth Higginson. New York: G. P. Putnam's Sons; 1875. For sale by Lee & Shepard, Boston. Pp. 363; price $1.50.

Schem's Statistics of the World gives at a glance the statistics of all countries of the globe, in parallel colums, under the following headings: Area, form of government, head of government, population, expenses, public debt, paper money, standing army, navy, merchant vessels, imports and exports, chief produce, coins (and their value at the United States Mint), weights (compared with both pounds avoirdupois and kilogrammes), linear measure (compared with both feet and metres), measures of capacity (compared with both bushels, gallons, and metres), the population of capitals, principal cities and seaports, with the year of census. In addition to the above, there are various side tables exhibiting statistics of Christianity, religious statistics of Europe and of the United States, railroads of the world and of the United States, postal and telegraph statistics of the world, the Presidents of the United States, and presidential elections from 1778 to 1872, school statistics of the United States, etc. These tables are remarkable for accuracy, compactness, and comprehensiveness, and afford to scholars the best and most trustworthy information of this character. Published by Lee & Shepard, Boston; Lee, Shepard, & Dillingham, New York. Price 50 cents.

Sex in Industry: A Plea for the Working Girl. By Azel Ames, Jr., M.D., member Massachusetts Medical Society, honorary member California Medical Society, Special Commissioner of Investigation, Massachusetts Bureau of Statistics of Labor, etc. Boston: James R. Osgood & Co.; 1875. Price $1.25.

School Festival Songs. A Collection of Favorite English and German Trios and Choruses, for Male or Female Voices; with piano accompaniment, suitable for Exhibitions, Commencements, Concerts, and Parlor Entertainments. Price 75 cents. Dayton, O.: J. Fischer & Bro., publishers.

William M. Baker, the popular American author, has been preparing a new story, the opening chapter of which, illustrated, is given in the *Illustrated Christian Weekly* of April 24. It is entitled—"Carter Quarterman; or, As by Fire," and bids fair to equal the most popular of this author's writings.

Annual Report of the Common, Academic, and Normal and Model Schools in Nova Scotia, for the year ending Aug. 31, 1874. Hon. A. S. Hunt, Halifax, Nova Scotia, Supt. of Education.

Twenty-First Annual Report of the State Superintendent of Common Schools, Maine; 1874. Hon. Warren Johnson, Augusta, Superintendent.

Annual Report of the Auburn (N. Y.) Public Schools; B. B. Snow, Supt.

Sixth Annual Report of the State Board of Health, of Massachusetts.

Publisher's Notes.

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NEW ENGLAND

JOURNAL OF EDUCATION.

Volume I. Boston, Mass., May 8, 1875. Number 19.

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The Brook.

BY PAUL PASTNOR.

Purling through the sunlit fields;
Dashing through the forest deep;
Silver-slippered o'er the sand,
Now awake and now asleep;
Eddying round in rocky pools;
Napping in some hidden nook;
Laughing ripples in the sedge—
Happy, changeful summer brook!
Gurgling o'er the smoothened stones
With a ceaseless melody;
Pouring through a narrow pass,
Where the ripples turn to foam;
Hasting to some peaceful spot,
Like a child in sight of home!
Gliding golden in the sun,
Azure-edged in the shade;
Leaping o'er a shallow bar;
Sauntering through a mossy glade;
Dodging past a stranded tree;
Running races 'neath a bridge,
Tossing, dancing merrily.

Now it finds its quiet rest
On the bosom of the deep,
Heaving with a slumberous swell
In a calm and breathing sleep.

Length of Service of Teachers.

BY THOS. WENTWORTH HIGGINSON.

In a late number of the Journal of Education, I find the report of a meeting of the Middlesex County Teacher's Association, at which President Eliot of Harvard University, lectured on "Wise and Unwise Economy in Schools." One of his points is reported in your columns as follows:

"It is a mistake to employ an undue proportion of women teachers:—women, as a rule, stop teaching upon marriage, and, being weaker than men, are more apt to be worn out by the fatigue of teaching, and, with some of them, teaching is not a life-work, as it ought to be, but a temporary resort, on the way to another mode of life."

As this remark is quite contrary to my own observation, and as I have sometimes found that President Eliot speaks from less extensive observation of the facts when discussing public schools than when speaking of colleges, I have been led to a careful examination of those statistics on the subject within my reach. These consist of the school records as to the length of service on the part of teachers in the schools of Newport, R. I., where I am a member of the school committee.

The whole number of teachers at present employed by this city is 40. Average length of service, 7.62 years.

The whole number of men employed as teachers is 5; of these, one has served 12 years; three, 2 years each; one, less than one year. Average, 3.8 years.

The whole number of women employed as teachers is 35. Of these, three have served 21 years each; one, 17 years; one, 15 years; one, 14 years three, 13 years; one, 12 years; one, 11 years; three, 10 years; two, 9 years; one, 8 years; one, 7 years; three, 6 years; one 5 years; four, 4 years; two, 2 years; six, one year, or less. (Several of these last were appointed to teach new schools opened, or new branches of instruction introduced within the year.) Average, 8.17 years.

It will thus be seen that the average length of service of women, in the Newport schools, is more than twice that of men. I am confident that almost any town or small city in New England would yield a similar result, even if not quite so overwhelming. The facts in Boston might possibly be the other way, simply because the statistics of male teachers is there remarkably favorable and may tempt men to remain more permanently. On the other hand, the low wages paid women have quite as important an influence in promoting irregularity as has matrimony or ill-health. I know very excellent teachers of both sexes whose merits have secured their promotion into business more lucrative. A lady who is head book-keeper in a large manufacturing establishment in Rhode Island, — having men as clerks under her, — told me that she gave up teaching because the other profession was more profitable; instead of earning $500, she earned $1,000. Of course, the labor of women, like that of men, is subject to the law of demand and supply; but the variety of employments open to women being less, they, unfortunately for themselves and for Mr. Eliot's argument, are apt to remain in one place not merely as long as men, but longer.

This is the way in which I think that President Eliot has been led into error. He sees that some women take up teaching temporarily, or are interrupted in it by matrimony or ill-health; but he fails to observe that a still larger proportion of male teachers take up the occupation only for a year or two, after leaving college, on their way to a profession. These will certainly be teachers for a year or two only; whereas women, if not married, will be likely to remain teachers for many years. This goes far to explain Mr. Eliot's rather hasty inference.

In every place where I have served as school committee (three), the male teachers have been, as a general rule, of this last class. Even the High School principals have generally held office but a few years, and have then studied for the bar or for the ministry. Our High School in Newport has had five different principals during the ten years I have lived here, while the same assistant-teacher has remained throughout. She has been the constant and permanent element in the school, amid all these changes; and I can remember a precisely similar pleasing combination in each of the two other towns where I have served on the school committee. I had supposed it a settled principle, in New England, since Horace Mann's day, that women were employed as teachers not merely for economy, but from a recognized fitness. If this view is to be overthrown, it must be by stronger arguments than those advanced by President Eliot.

— How should we read? First, thoughtfully and critically; secondly, in company with a friend or with our family; thirdly, repeatedly; fourthly, with pen in hand.—*Dr. Potter.*

"Assyrian Discoveries."

BY J. E. VOSE.

This eagerly-expected work by Professor Smith of the British Museum, now just issued by Scribner & Co., forms one of the most important contributions that biblical archæology has for a long time received. Prof. Smith, it will be remembered, a year or two ago conducted two expeditions for the exploration of the ruins of ancient Nineveh. The results of these have not been surpassed by anything since Layard. In 1872 Mr. Smith was so fortunate as to discover the famous Chaldean legends of the Deluge. From the 3,000 or more inscriptions brought home by his late expedition he is enabled to reconstruct these legends and to give a more extended translation.

The "Izdubar Legends," as he now calls them, relate to the exploits of a hero whom Professor Smith thinks to be none other than the Nimrod of the Bible. They are inscribed on twelve tablets, only six of which have yet been identified. The eleventh tablet contains the account of the flood, and the new fragments furnish the interesting fact that the name of the hero who escaped the deluge was "Hasisadra," evidently the original of the Greek Xisithrus, the Noah of the Bible. As the new translation of this tablet differs materially from the less perfect one published two years ago, some extracts may be interesting, especially when we reflect that it was written, as Professor Smith thinks, at least 500 years before the time of Moses, and is in such singular confirmation of the account in Genesis. Hasisadra relates to Izdubar how by command of the gods he made a ship, its size, etc., and then the account continues:

All I possessed the strength of it silver,
All I possessed the strength of it gold,
All I possessed the strength of it the seed of life,
The whole I caused to go up into the ship:
All my male servants and my female servants,
The beast of the field, the animal of the field,
The sons of the people all of them, I caused to go up.
A flood Shamas made and he spake in the night
Saying, "I will cause it to rain heavily,
Enter to the midst of the ship and shut thy door."

The raging of a storm in the morning arose,
From the horizôn of heaven extending and wide.
Vul in the midst of it thundered,
And Nebo and Saru went in front,
The throne-bearers went over mountains and plains,
The destroyer, Nergal, overturned,
Ninif went in front and cast down,
The spirits carried destruction,
In their glory they swept the earth.
The flood of Vul reached up to heaven,
The bright earth to a waste was turned,
The surface of the earth like . . . it swept,
It destroyed all life from the face of the earth,
The strong deluge over the people reached to heaven.
Brother saw not his brother, it did not spare the people.
In heaven the gods feared the tempest and sought refuge,
They ascended to the heaven of Anu—
The gods like dogs fixed in droves prostrate.

The sea he caused to dry, and the wind and deluge ended.
I perceived the sea making a tossing,
And the whole of mankind turned to corruption,
Like the reeds the corpses floated.
I opened the window and the light broke over my face;
It passed, I sat down and wept,
Over my face flowed my tears.
I perceived the shore at the boundary of the sea,
For twelve measures the land rose.
To the country of Nizir went the ship;
The mountain of Nizir stopped the ship,
To pass over it was not able. . . .

I sent forth a dove and it left. The dove went and turned,
A resting-place it did not find and it returned.
I sent forth a swallow and it left. The swallow went and turned,
A resting-place it did not find, and it returned.
I sent forth a raven and it left.
The raven went, and the corpses on the water it saw,
It did eat, it swam, and wandered away, and did not return.
I sent the animals forth to the four winds, I poured out a libation,
I built an altar on the peak of the mountain.
By seven herbs I cut, at the bottom of them
I placed reeds, pines and simgar.
The gods collected at its burning,
The gods collected at its good burning,
The gods like flies over the sacrifice gathered.
From of old also the great god in his course
The great brightness of Anu had created.

In the twelfth tablet Izdubar laments over his dead companion, Heabani. It is the oldest dirge in the world:

"The noble banquet thou dost not share,
To the Assembly they do not call thee.
The bow from the ground thou dost not lift;
What the bow should smite surrounds thee.
The mace in thy hand thou dost not grasp;
The spoil defies thee.
Shoes on thy feet thou dost not wear;
The slain on the ground thou dost not stretch.
Thy wife whom thou lovest thou dost not kiss;
Thy wife whom thou hatest thou dost not strike.
Thy child whom thou lovest thou dost not kiss;
Thy child whom thou hatest thou dost not strike.
The arms of the Earth have taken thee.
O darkness, O darkness, Mother Ninazu, O darkness!
Her noble stature like his mantle covers him,
Her feet like a deep well enclose him!"

A mutilated passage of the twelfth tablet is interesting, as showing the Babylonian idea of Heaven and Hell, four thousand years ago. It is the prayer of the soul of Heabani for escape from Hades:

Return me
From Hades the land of my knowledge;
From the house of the departed, the seat of the god Irkalla;
From the house within which is no exit;
From the road, the course of which never returns;
From the place within which they long for light;
The place where dust is their nourishment and their food mud.
Its chiefs also like birds are clothed with wings;
Light is never seen and in darkness they dwell;—
To the place of the seers which I will enter.
Of those wearing crowns who of old ruled the earth;
To whom the god Anu and Bel have given renowned names;
A place where water is abundant, drawn from perennial springs;
To the place of seers which I will enter,
The place of chiefs and unconquered ones,
The place of bards and great men,
The place of interpreters of the wisdom of the great gods,
The place of the mighty, the dwelling of the god Ner.

Hardly less interesting is the light thrown by Prof. Smith's discoveries, in Assyrian, Jewish, and Egyptian history, and on the customs, beliefs, science, religion, of Assyria 2,000 years B. C. Tiglatt-Pileser, Azariah, Hoshea, Sargon, Sennacherib, Tirhaka, Nebuchadnezzar, Belshazzar, and many more, are the familiar names that continually occur in the translations. But any reasonable synopsis would be altogether too long for these columns.

Examining a Scotch School.

An interesting book lately published by Murray, in London, entitled "Sketches of Old Times and Distant Places," by John Sinclair, M.A., contains the following good story:—"I was one day conversing with Dr. Williams about schools and school examinations. He said: 'Let me give you a curious example of an examination at which I was present in Aberdeen. An English clergyman and a Lowland Scotsman visited one of the best parish schools in that city. They were strangers, but the master received them civilly and inquired: "Would you prefer that I should *speer* these boys, or that you should *speer* them yourselves?" The English clergyman having ascertained that to *speer* meant to question, desired the master to proceed. He did so with great success, and the boys answered numerous interrogatories as to the Exodus from Egypt. The clergyman then said he would be glad in his turn to *speer* the boys, and began: "How did Pharaoh die?" There was a dead silence. In this dilemma the Lowland gentlemen interposed. "I think, sir, the boys are not accustomed to your English accent," and inquired in broad Scotch, "Hoo did Phawraoh dee?" Again there was a dead silence, till the master said: "I think, gentlemen, you can't *speer* these boys; I'll show you how." And he proceeded: "Fat cam to Phawraoh at his hinder end?" *i. e.*, in his latter days. The boys with one voice answered, "He was drooned;" and a smart little fellow added, "Ony lassie could hae told you that." The master then explained that in the Aberdeen dialect "to dee" means to die a natural death, or to die in bed; hence the perplexities of the boys, who knew that Pharaoh's end was very different.'"

Written Examinations.

BY MARY M. IDE.

[Continued.]

II.—Manner of conducting them:

In so strongly advocating written examinations, I am not merely theorizing, but favoring what has long been the practice of many of our best schools. Doubtless most teachers know all about these examinations, but as there may be a few who have never tried them, I will state briefly just how they are conducted.

The committee are told the ground over which the class has passed and upon which the questions are to be asked, and it is their business to see that the questions are prepared in time for the examination. At the hour for examination, the class come to the recitation room provided with writing materials, and each member is then furnished with a written or printed copy of the questions, or if this is inconvenient, the questions can be written upon the blackboard. The class must be under the constant supervision of the teacher, and it is well, if possible, to have the pupils seated so far apart that they cannot communicate, if they would. At any rate, it should be perfectly understood that any communication from one member of the class to another is equivalent to a failure in the examination.

There should be some limit put to the time allowed for the examination, according to the difficulty and length of the required answer, but time enough should be given, that the pupils need not feel hurried. The teacher takes the papers at the close of the examination, and marks them according to the correctness of the answer, but makes no corrections in them himself, leaving them just as they are, to be shown to the committee, who can then know, even if not present at the time, just what kind of an examination each pupil passes. These papers should be preserved during the attendance of the pupils at the school, and be subject to the inspection of those who desire and have a right to see them. Sometimes they prove an unanswerable argument to complaining parents.

It is an excellent practice to give a class a short written examination in place of a weekly review; the writing to be done instead of the ordinary class recitation, and the questions taken wholly from the review of the preceding week's lessons.

In the Girl's High School in Boston, it was the custom a few years ago (and I presume is now) to have a written examination in each study at the end of each quarter of ten weeks. The questions proposed for the examination are such as an average scholar, who has done her duty, should be able to answer correctly. Of these, each pupil is required to answer at least sixty per cent. correctly, and if she fails to do this, she is either sent back at the end of the year to go over the study again, or allowed to advance on condition of gaining the required per cent. at some other time. A record is kept of all the percentages of the examinations, and no pupil is allowed to graduate and receive a diploma who has not answered correctly an average of seventy-five per cent. of all the examination questions of the whole course, or who has correctly answered less than sixty per cent. in any one study. In some schools and colleges a much less percentage of correct answers is required, but the questions are made more difficult, so that none but the very best of the class can answer them all correctly, and sometimes not even these.

III. OBJECTIONS ANSWERED.

Written examinations conducted in the manner described, do away with the objections against oral examinations. The pupils are all put to the same test, can all write their examinations at the same time, thus making it expedient for even the largest classes to have an examination of sufficient length to be an actual test, not only of the comparative scholarship of the members of the class, but also as to whether or not each pupil has a good general knowledge of the study in which he is examined.

The written examination also gives the slow time to think, does not embarrass the timid, shields the unfortunate dull ones, prevents the guessers from taking undue advantage, relieves the ordinary teacher from temptation, and spares his feelings, if he has any.

And what are its disadvantages? I can think of none, except that from its very nature it does not furnish any entertainment to the public; and why should it? Webster does not say that an examination is a "diligent search, investigation, or inquiry *for the edification of the public.*" I can think of no way in which any examination can be made entertaining to the public and still be a perfectly fair test of the scholarship of the members of a class; and if one of these things must be sacrificed, sacrifice the edification of the friends by all means, rather than that justice should not be done to each member of the class.

Written examinations, conducted in the way I have described, are just what they profess to be—*examinations*—"only this and nothing more." An examination was never intended for an *exhibition*, and should not be wholly or partly converted into one.

But the objection might be raised that such examinations would shut out the friends and patrons of the school entirely. Not at all. The school doors are always open to them, and they are always welcome. If they wish to see how the school is doing its every-day work, let them come often, and they will learn more of what the school really is, and how it works, than they could in any other way. The committee and others interested ought to come in often and question the pupils, who will answer much better on these every-day occasions than they will when they feel that it is examination day, and so much is at stake. It is good for teachers and pupils to have others question the classes, for the teacher often gets new ideas in this way, and the pupils are led to approach a subject in more ways than if questioned by the teacher alone.

IV. EXAMINATIONS AND EXHIBITIONS COMPARED.

But the public likes to be entertained, and likes, too, to have special invitations to come and see the school, and in this it should be gratified. There should be exhibitions for the public benefit and edification, and by these I do not mean simply declamations, discussions, essays, etc.; but exhibitions by the teachers of their methods of teaching, with the understanding that teachers and pupils are to do their best. These are in every respect as honest affairs as examinations, for they are what they profess to be. I do not mean, even at these exhibitions, that each pupil is to know beforehand exactly what to say, but that the teachers can feel at perfect liberty to call upon a pupil to recite a topic, knowing that he can do it well. In this way the teacher is given an opportunity to show what he can do with good material to work upon. Exhibitions of this kind are far more satisfactory and entertaining to the public than any *examination* could be, which is worthy of that name.

The old-fashioned, public, oral examination is fast going by, or rather is being separated into its component parts, which never ought to have been united, for they could not thrive together. The part intended to

entertain the public is taken out and improved, and called an exhibition; but the part intended as a test of scholarship, is private, and written, and called an examination.

"To everything there is a season, and a time to every purpose under the heaven," saith the preacher, and surely there is a time to display what a school *can do*, and a time to test what each pupil *has done;* and the time for the former is an exhibition, and that for the latter an examination.

The Temper for the School-Room.

BY B. B. ROSS.

Baron Stockmar, the Mentor of Prince Albert, of England, says in a letter to his illustrious pupil, a day or two after the Prince's marriage: "Never lose your self-possession or patience for a moment." A greater than the learned Baron has said: "He that is slow to anger is better than the mighty, and he that ruleth his spirit than he that taketh a city."

Self-possession is as necessary to a teacher as to a prince, as important to an instructor of youth as self-mastery to a general at the head of armies. Who so potent for good or for evil? Whose temper and spirit can be so readily transfused into his inferiors as the temper and spirit of the teacher? A book might be written on school-room morals, the moral character necessary for the conduct and management of schools. There is nothing so well calculated to contribute to the formation of character, and the growth and symmetrical development of the moral powers, as a life of patience, self-control, and unselfish devotion to duty.

It is the business of a teacher not only to impart knowledge, but to reflect character—to be a model, an example. We have known an accomplished educator to thrown a book across a room at a young lady's head. Now, no matter how learned he may have been, he lacked a prime virtue of his profession, patience. We knew a man who had charge of a large school for more than thirty years, honored and respected in his profession, who had a fashion of pinching every pupil who came to him with an example in Arithmetic to be worked, or a sentence in Latin to be read. He would sometimes take hold of the flesh between his thumb and a bunch of keys, or between his thumb and a pen-maker, or a pencil, and inflict a painful bruise, or sometimes run a slate-pencil into the head, or twist it around the fingers This mild method of torture was simply supplementary to a most dilligent and persevering application of the rod.

Now, while we have the utmost veneration and respect for the noble man who taught us from Historiæ Sacræ to the Art of Poetry, we cannot to this day transfer our respect and veneration to the heroic methods by which he put us through our tasks, *nolens volens*. We were conning our first lessons in Historiæ Sacræ. The writer was about twelve years old. One night he had a very difficult lesson, over which he had pored the live-long day, after other tasks were accomplished. The struggle continued until 10 P. M. Our faithful teacher was by our side. "Now," said the magister, "I am going in to prayers. Read this lesson over, and if you don't know it when I come back, I will whip you soundly." He returned, and found his pupil fast asleep. Dr. Hall would say he ought to have been asleep at ninety minutes to midnight. I have forgiven him for all the whippings he ever gave me but this. He is now gray and venerable, has long since ceased to teach,—in his later years lapsed into gentler methods, and allowed the native kindliness of his heart to have full sway. In his prime he was magisterial, peremptory, unbending. We have sometimes fancied he was despotic, that the acidity of his stomach produced acidity of temper. But we now believe that the extraordinary vigor of his administration was greatly due to the times in which he lived. Those were heroic days—days of heroic treatment in medicine, the pulpit, and the school-room. The boys were rude, roystering, ungovernable. The teacher must be equal to the occasion. Hence the rod was the emblem of terror as well as authority. The teacher was a man of affairs, and the scholar could "read the day's disasters in his morning face." Those were days that tried boys' souls, and their bodies as well. They were sent to our Mentor to be governed. Many he knew were not governed at home; hence the necessity of vigor when the were put under him. They were always bent or broken to his will.

Now, we are not opposed to the rod. We simply lift up our pen and voice against the unwise and indiscriminating use of it. We are for a free mingling of the *suaviter in modo* with the *fortiter in re*. We are for the golden rule more than the ferule. "Put yourself in his place" is a good maxim for the instructor of youth. There are a thousand things to try our patience. Boys and girls are thoughtless, inconsiderate, Boys cannot be men. We have need every day to practice self-restraint, to control and repress that within us which tends so disastrously to destroy the influence we have over others.

Many of our pupils are young, and need our compassion and care. They need guidance, sympathy, help. Many are ignorant and need instruction. Some are slow or dull and need suggestion, and encouragement—a patient waiting for the unfolding of their powers. Patrick Henry was a dull scholar, but became a prince of orators. Some are rude, unpolished stones, waiting for the painstaking touch of the lapidary's chisel.

Mr. Pitt and a company of gentlemen were conversing about what great quality was necessary to fit a man for the position of prime minister. Some said "eloquence," some "knowledge," others said "tact." No, said the great stateman, "patience." If you ask us what is an indispensable pre-requisite in a teacher, we would say "*patience!*"

A Unique Spelling Match.

BABEL, April 14, 1875.

MR. EDITOR:—The National Orthographical New-Light Association met in this place, on All Fool's Day, to hold a new-fashioned spelling-school. All spelling reformers were urgently invited to be present, especially those representatives of different nationalities that are striving to impress upon our language the idioms and brogues for which their tongues are celebrated. Admittance 50 cents. Proceeds to be applied to the circulation of the New-Light literature. The venerable Sam Slick, founder of the Association, was chosen announcer; Mrs. Partington and Ike presided over the dictionaries, and Artemas Ward and Major Jack Downing were appointed captains. The prize offered was Josh Billings' Almanac for 1875. The exercises were opened by the recitation of the poem called "The Spell-Bound," by Ike Partington, who delivered it in the unique style peculiar to the Partington family. Then followed the singing of John Hay's inimitable ballad of "Jim Bludso":

"Wall, no! I can't tell whar he lives,
Because he don't live, you see;
Leastways he's got out of the habit
Of livin' like you and me.
. . . . . .
A keerless man in his talk was Jim,
And an awkward man in a row;
But he never flunked, and he never lied—
I reckon he never knowed how."

The sides were filled by the following named persons, members of the Association being called out first:

Artemas Ward, *Captain*,	Maj. Jack Downing, *Captain*,
Petroleum V. Nasby,	Josh Billings,
The Phat Contributor,	The Phunny Phellow,
Johannes Schmidt,	Hans Knickerbocker,
"Ann Ryan,"	"Fing Wing,"
Patrick Mahoney,	John Bull Cockney,
Scipio Afrique,	Alex. McGregor,
Jonathan Yankee,	Dinah Afrique,
"Widow Bedott,"	"Little Breeches,"
"Esquire Pogram."	"Deacon Bascom."

Among the distinguished visitors that did not participate in the exercises might be noticed "The Danbury *News* Man," the Hon. B. P., of the La Crosse *Democrat*, and others equally interested in preserving the purity and correctness of our language.

At eight o'clock precisely, the venerable announcer called the class to order, and proceeded to explain that the Association, during the past winter, had been much grieved at the occurrence of so many spelling-schools, since they were in open violation of the theory of the New Lights, and were calculated to thrown discredit upon their system. In order to give the country an opportunity to see the full beauty of the new system, the Association had called a spelling-school, and the class would now proceed to the lesson. With the garrulity of old age, however, he added a postscript to this short speech, to the effect that, as spelling was a matter of sight rather than a matter of reason, it would only require a few years' circulation of such works as those written by Artemas Ward, Josh Billings, and other New-Lighters, to cause such a disturbance in orthographical matters as to unsettle the minds of all our countrymen with regard to the proper spelling of any word. This done, the new system, supplemented with modifications of brogue and of idiom, would be easily introduced. To this end the Association had thought best to devote the proceeds of this entertainment to the printing and circulating of books which should upset Websterian prejudices, and allow every one to spell as he pleased, without being bound by the arbitrary rules of the old orthography.

These preliminaries all through, the spelling began. Captain Ward was a victim to the first volley, in spelling 'actual,' *actooal*, when the true orthography, according to the "Almanac," should be *aktual*. 'Im*er*tation' took down Captain Downing, but his headship was restored when it was found that Mrs. Partington, as referee, had confounded it with 'intimation.' Josh Billings was floored on his favorite word 'eather,' by Patrick Mahoney, who idiomatically gave it 'aither.' Time and space would fail in giving the order and manner in which the unfortunates went down. Suffice it to say that the New-Lighters were not consistent with themselves, and having no standard, were as quarrelsome as are first-class M.C.'s. The following list of words will show this inconsistency to good advantage:

Thare	Thair	Bizziness	Bizness
Enny	Eny	Jedgment	Judgement
Alwus	Alwuz	Hav	Hev
Yew	Yu	Cant	Kant

As the lesson proceeded the wrangling increased, especially among the lesser lights of the class. Cockney contended for a 'house' and a 'heaven' without an *h* — an 'egg' and an 'owl' with one; Yankee wanted his cow with an *e* inserted; Afrique disgusted Hans, Johannes, and Patrick by calling them his *brederen*, who would be in hebben wid him at las; Ann Ryan retorted by calling him *nager* and *haythen;* Little Breeches took a "chaw of terbacker," and Fing Wing "a sup of tay," for which he was called a "chate and a furriner." The hub-bub increased to such an extent that J. B. finally made the following suggestion: "If sum kind of a kompromise cant be had, the evil one might as well step in and run the consarn at onst." This brought the school to order, and the association adjourned after giving out the annexed list of words as a lesson to be learned by the New Light-ers before the next meeting.

Mutch	Shurprise	Koreckly	Monish	Rong
Edzactly	Arristed	Skeer	Borth	Keow
Eddykated	Taitch	Willer	Bell	Neow
Lightining	Schared	Promiskuss	By	H-egg
Epitaff	Pourin	Yure	Shakee	Eaven
Bi	Whimperin	Helth	Sassy	Ouse
Belave	Goak	Az	Git	Noe
Dishtracted	Konklusion	Perfeck	Whar	Twa
Innercent	Criticies	Peart	Larning	Sez
Spakin	Nowadaze	Mit	Espeshily	

— Hints to the wise—unwelcome truths.

SCIENCE.

Boston Society of Natural History.

GENERAL MEETING.

Vice-President Scudder in the chair. The first regular business of the evening was the balloting for and election of several new members, whose names had been proposed at the last two meetings of the society.

Prof. N. S. Shaler, of Harvard College, spoke on the Movement of Continental Glaciers.

This subject of the onward motion of continental glaciers has been regarded as a very difficult problem for the geologist to solve. Notwithstanding these difficulties, there seems to be very direct and unmistakable proof that a vast glacial mass of ice has swept from North to South over this continent. In the ordinary glacier of the Alps, and of the high northern latitudes, as is well known, the glacier forms upon the summits of the mountain range, and descends the sides by the force of gravity, in large measure. In the vast continental ice-fields, however, of the glacial age, we must suppose that the sheet of ice not only moved over level surfaces of very large area, but actually ascended slopes. Physicists have usually asserted that ice will not move down a slope of less than two or three degrees. The region of the Ohio river offers a good opportunity to study the track of one of these huge ice-sheets. Not less than one hundred different mineral species are found in Ohio, which must have been brought from regions far to the North by the action of glacial movements. That ordinary mountain glaciers transport large masses of rock long distances is well known, and had the same thing taken place in Ohio we should find the fragments of rock of considerable size and arranged in the form of a terminal moraine. The specimens found in Ohio, on the contrary, have been worn down to the size of small pebbles merely, and are loosely scattered about, with no resemblance to the moraines. In the Ohio region the ice-sheet must have moved from the Laurentian mountains in the North, across the country to the Ohio river, and after passing over this, keeping on much farther in its course to the South.

It has been found that ice may be liquefied by immense pressure. If the whole region were covered by a vast bed of ice, of great thickness, the weight of the glacial mass would be so enormous as to liquefy the ice next to the earth, and a layer of water would thus be produced. This water would tend to rush off in the region of least resistance. Then as the pressure was diminished the escaping water might again be frozen. Thus the process might go on indefinitely. The spasmodic movements of the water would have energy enough to act as a powerful current which might transport small bodies, even up inclined planes. Over the region of the Ohio the scratches and striæ generally assume a North and South direction. These scratches evidently mark the latest glacial action, otherwise they would have been effaced by the after wear and tear. The most plausible hypothesis, then, of the movement of the continental glacier, and its transportation of loose material across the country, seems to be the alternate liquefaction and congelation of the ice, by differences in the pressure brought to bear upon the lower portions of the mass.

Some remarks upon this theory then followed by Prof. Edward S. Morse.

Dr. Burt G. Wilder, of Cornell University, then made some exceedingly important "Remarks on a Foetal Dugong and Manatee." He began his communication by saying that this was the first time for seven years that he had had the pleasure of addressing the Society. Seven years ago when he last addressed the Society, two of the most skillful and patient investigators of the century were present, in this room, — Louis Agassiz, and Dr. Jeffries Wyman.

Dr. Wilder has been at work in the tropics investigating various forms of life, and especially desired to call the attention of the Society to the order of animals known as the Sirenia, which includes the Manatee and Dugong. These animals are almost wholly confined to the tropics at the present time. The forms of the adult manatee and dugong were admirably given by Dr. Wilder's crayon sketches on the blackboard, as well as many of their points of resemblance and difference from whales. The order Sirenia, although really mammals, with warm blood, and flesh so much resembling veal or beef as to gain for them the name of sea-cows, are theologically fish, not flesh—that is the Catholic Church allows them to be eaten during Lent, and on fast days. The various genera and species of the Sirenoid family vary in length from six to thirty feet. The fore limbs form flippers something like those of the seal, from which the dugong and manatee both differ most decidedly in having no hind-legs. None of the Sirenia have hinder limbs. They have, beside eyelids of the ordinary character, a third one in the form of a nictitating membrane. The food of these creatures consists of sea-weeds and other salt-water plants. Their bodies are elongated, their necks short, the pelvis only rudimentary, so that in exterior appearance they strongly resemble a small whale.

The dugong differs in many minor particulars from the manatee. Its snout is long, something like an elephant's trunk chopped off short. The ear was once supposed to be entirely wanting. Careful search, however, reveals a small round aperture, not larger than a pin-hole, then a small tube leading from this aperture to an Eustachian tube. The animal probably hears better with his mouth open and his ears closed, than with his ears open and mouth closed. The tail of the dugong is flattened vertically like that of a whale, which it much resembles, although it has not so graceful an outline. The specimen of the dugong was a fœtus about three feet in length, of a blackish color, and the general aspect of the fore part of the body strongly reminding one of a small seal. It was probably about ready for birth when taken from the mother dugong, which was captured on the north coast of Australia. The specimen was in a good state of preservation and very highly prized.

An embryo, or fœtal manatee was next exhibited. This was very much more interesting as it was so much smaller, not being more than four inches in length. This specimen Dr. Wilder values very highly, but unlike the young dugong he has never felt willing to ruin the specimen by dissection. As the doctor is an enthusiastic anatomist he suffers tortures from his desire to apply the scalpel to his rare specimen. Perhaps the smallest fœtal specimen of a whale which is known to be the property of any cabinet, was here exhibited. It was given to Professor Agassiz. The appearance of this specimen was very remarkable. It had a sharp beak or nose, strongly resembling that of a young bird, and not in the least like that of the adult whale, or like the snout of the young manatee. The latter's head strikingly resembled that of a dog. A curious peculiarity of the heart of the dugong was next noticed. While the heart of man, and most mammals contains four great cavities, the two auricles, and two ventricles, in one oval or conical muscular mass, the heart of the dugong might be called double, since the ventricles were so deeply cleft asunder that the whole heart looked almost like two hearts brought near the dividing wall between the auricles and venticles. The fact was mentioned that traces of a bifid heart are seen in the early stages of development of many other mammals of higher rank in the scale of being. Both dugong and manatee are only found within the limits of 30° N. and 30° S. latitude. The young manatee was taken from a mother captured in the Amazon River, far up nearly to the borders of Peru. On the west coast of Peru the manatee is never found, the dugong taking its place. The manatee is not only found on the inter-tropical coasts and rivers of eastern South America, but also on the southern and west coast of Africa, and on the Island of Madagascar on the east coast. Hence we see that the manatee is peculiar to the Atlantic, and the dugong to the Pacific and Indian oceans. Steller and Behring, in 1741, describe an animal very much like the manatee, which they found far north near Behring's Straits. Behring himself was wrecked here, and the party subsisted upon the flesh of these animals. So highly was their flesh esteemed for food that no later than 1768 the sea-otter catchers and sealers had entirely exterminated them. The name of Rhytina gigas was given to this species. Another species called the Halitherium, with another of an allied nature called the Dinotherium, are also extinct.

Some curious points in the structural peculiarities of the immature and adult animals were next noticed. In the fœtus of the manatee the head was flexed to an angle of 45° to the body, in the adult the head seemed almost continuous with the body. The adult, as before stated, has a very minute ear-orifice; the young has a sort of well-marked triangular flap surrounding the aperture, thus resembling the usual external ear of most animals. In the young pig we first have the round hole, and then a small flap which grows larger and larger until the time of birth—just exactly the reverse of the manatee. Pigs, hippopotami, and other pachydermata then seem to be ancestors, not the descendants of this group. Cuvier had considered the Sirenia as only herbivorous whales. Embryology, and not osteology, is everywhere becoming the recognized way to trace the relationships of animals to one another. The early stages of both the dugong and the whale present a striking similarity to the bird called the penguin. It is a curious fact that Professor Morse, in his studies in embryology, finds that the chicken, as it matures in the egg, assumes successively a great variety of forms resembling other animals.

The external appearance of these Sirenia may be strikingly like the Cetacea, or whales, but the points of affinity in the embryos of the pachydermata and in these animals are most remarkable. Even in the adults the form of the brain is very similar in the Sirenias and Pachydermata. The mammæ are pectoral, as in the elephant. The phalanges are digital. The teeth are produced and lost in a similar way. The zygomatic arch of the skull is large in both. So far as can be decided, then, the Sirenia present strong points of resemblance to higher forms of life from which they have retrograded—"have seen better days," in fact, in the history of the geological families.

In regard to the striking resemblance of some of the embryos of the whale, etc., to those of birds, a curious fact was brought out by Dr. Wilder. He exhibited a most curious monster, which came from the body of a hen which for several years had laid eggs and reared chickens in the usual way. The hen dropped a curious mass bearing a wonderful resemblance to a chicken while yet in the shell. A soft-shelled egg, with a mass of small eggs adhering to the lower part with something remarkably like a chicken's head and bill attached, gives one some idea of the appearance of this freak of nature. Quite an animated discussion arose in regard to this "viviparous hen." Dr. Wilder had dissected the specimen, and said he was sure the creature had a brain, and hence it could not be an egg.

Mr. J. A. Allen made some remarks upon the "Migration of Birds and the Signal Service Observations." He exhibited one or two remarkable birds. One of them was a case of melanism in the Red-headed Woodpecker. The normal plumage of the bird presents a good deal of white upon the plumage, which color was entirely wanting in the melanitic specimens. After some remarks upon the probable causes of the immigration of birds, such as scarcity of food, etc., Mr. Allen stated that the much-abused Signal Service stations had rendered some valuable aid to ornithologists by noting down, under the head of Miscellaneous Phenomena, the movements of the migratory birds. Many of these birds appear to leave just on the eve of an approaching storm. General Myer, the chief of the bureau, has manifested a very obliging spirit in regard to furnishing such data, and a great service would be done for science if Congress should be induced to make an appropriation to the Signal Service Bureau sufficient to allow such interesting items in Natural History to be recorded and published.

LANGUAGE.

Points in Etymology.—Number.

What is grammatical number? Attend:

"Number is the representation of objects with respect to singleness or plurality."—*Pierce.*

"Number distinguishes one object from more than one."—*Hallock.*

"The number of a noun is usually determined by its form."—*Clarke.*

"The use of a noun to show whether one or more than one thing is named by it, is called the number of the noun."—*Cruttenden.*

"Number is that property of words which shows whether one object is meant, or more than one."—*Kerl.*

"Number is the distinction of one from more than one."—*Wells.*

"Number is that property of a noun (or a pronoun) which distinguishes one object from more than one."—*S. S. Greene.*

"Number is the distinction between one and more than one, usually expressed by some difference in termination."—*Fowler.*

"Number is the consideration of an object as one or more."—*Murray.*

"Number is the accident that distinguishes one from more than one."—*Quackenbos.*

"Number is a property of the noun by which it devotes one or more than one."—*Pinneo.*

"Number is a modification of nouns to denote whether one object is meant or more than one."—*Butler.*

Here number is defined to be:

1. The "*representation* of *objects.*"
2. Something that "*distinguishes objects.*"
3. The "*use* of a *noun.*"
4. A "*property* of *words.*"
5. The "*distinction* of *one* from *more than one.*"
6. A "*property* of a *noun* or a *pronoun.*"
7. The "*distinction* between *one* and *more than one.*"
8. The "*consideration* of an *object.*"
9. The "*accident* that *distinguishes one* from *more than one.*"
10. A *modification* of *nouns.*"

Now it will be noted that of the above, some make grammatical number to refer to words, some to objects. Of those who make it refer to words, some speak of it as belonging to nouns, some to nouns and pronouns; and, again, some call it the *use* of a noun, and some the *property* of a noun.

Of those who make it refer to objects, one calls it a "*representation* of objects with reference to singleness or plurality," and another a "*consideration* of objects."

We have here, then, the same confusion as in regard to gender and case.

How can we explain diversities of views so wide! Must there not be a want of clearness of apprehension within, when there is such obscurity without?

Now it seems to me that this matter of grammatical number is very simple. Is not the following the simple truth, the whole truth, and nothing but the truth in regard to it?

1. Number in grammar is a FORM of a WORD, to indicate whether reference is made to one object or to more than one.

2. The great majority of nouns, the three personal pronouns, and the third person, present indicative of verbs, have *two* number-forms,—a form to indicate one, and a form to indicate more than one; as, man, men;

foot, feet; boy, boys; cherub, cheru*bim*: arcan*um*, arcan*a*; he, they; go*es*, go.

3. Some nouns have only *one* number-form; as, *annals*, *dregs*, *vitals*, and some others, which have only a plural form.

4. A few nouns and a few verbs have *no* number-form at all: as *sheep*, *deer*, *swine*, *peace*, *pride*, *music*, and some other nouns; and *ought*, *must*, and most of the defective verbs.

I noticed in the last article, that many grammarians speak of a common gender, as in the case of the word *sheep*. Would it not be equally just to say that *sheep* is of the common number, since it refers equally to one or to many? The truth is that it has neither gender-form, nor number-form.

Again, if *peace* is of the neuter gender (according to scores of grammarians), because it does not refer at all to natural sex, why is it not of the neuter number, since as a matter of fact it makes no reference whatever to, and suggests no idea even of number? OREAD.

Case-Forms.

Mr. Editor:—I have been very much interested and instructed by the articles which you have furnished the JOURNAL on Language. I, too, think there is much "useless lumber" in our grammars, and also that what is nearest our every-day discipline, and the medium of expression by which we communicate with one another should be as simple as possible. What are given as rules in the grammars are, many of them at least, only statements of facts, without giving pupils any definite idea, or clue to the path to be pursued. But in your article on "What we need in Grammar," No. 15, page 173, in writing of *case*, you ask the question whether the various modifications of the parts of speech are "things that address the eye, or some invisible things that only address the mind," and make the answer in relation to case, that it "is simply and only a *form* of a word," and say "it is a visible form" upon which the eye may rest, and decide without speculation. I can see how this is in Latin and other languages, where the termination of the word is an exponent of the case, but in our English nouns I cannot quite understand it. If I am under a cloud, I wish to be set into the sunshine in regard to it.

Your illustration of the pronouns, "who, whose, and whom," are good, showing your theory; but take, for instance, these sentences: "Henry goes to school"; and "I saw Henry going to school." Now if case is "simply and *only* form," then "Henry" is the same case in each of the sentences. That it is not, is obvious; hence my inquiry how you will further explain this form of case, embracing in its catalogue nearly every noun in our language, and to my vision showing no difference between the nominative and objective cases.

Hoping you will give this a space in your columns, with an answer, I remain, Yours for progression, C. W. S.

Our correspondent above makes the mistake, so common among grammarians, of confounding grammar and logic,—thought, and the mere expression of thought. Case, in *grammar*, is a *form*; logically considered, is a *relation*. The word "Henry" has only two case-*forms*; it may hold in a sentence twenty case *relations*. Hence, these two case-forms are compelled, in our language, to perform a great number of logical functions. Thus the *form* "Henry," may sustain the relation of subject,—Henry strikes; of Object—Strikes Henry; of Predicate—This is Henry; of Apposition—Thou, Henry; of Address,—Henry, come; of Exclamation—O, Henry! etc., etc.

So the other case-form, the Possessive may perform many different *logical* functions. Thus it may indicate, Possession—Henry's book; Object—Henry's defeat (= defeat of Henry = the defeating Henry); Agency—Henry's influence (= influence exerted by Henry); Indirect Object—Henry's advantage (= an advantage to Henry); Relationship—Henry's brother, etc., etc.

The word "Henry" then has only two case-*forms*, but these two case-forms may and do express many case-relations. The grammatical form is one thing, the logical relation is quite another thing.

— Good manners is the art of making every reasonable person in the company easy, and to be easy ourselves.

— "For age and want save while you may;
No morning sun lasts a whole day."

Correspondence and Queries.

"Best of the Two."

I suppose that most teachers have been more or less exercised (as I have been), about this phrase. It is steadily discountenanced, if not forbidden, by the grammarians, but it remains one of the general usages of the language. In fact the natural man ignores any other use. Thus, wishing to test it the other day, I asked an intelligent farmer, speaking with him of the neat span of horses in front of us: "What is the age of the older one?" "Well," said he, "the oldest one is eight." Again, I asked a highly educated lawyer what is the use at the Boston bar. He thought that rather more than a quarter, and rather less than half of his profession would judge this way. Of living English prose writers there is no one more praised as a master of style than Froude: who ends "The Cat's Pilgrimage," one of the prettiest of modern fables, thus: "The cat, if not the happiest of the two, at least was not exceedingly miserable." Professor Peabody, in his address at the Teachers' Convention, the other day, spoke of "the least of two alternative evils." And (to illustrate the convenience of the idiom), I find, in a recent capital biographical sketch by Mr. Sibley, "The younger brother was permitted to read aloud to the older, who, as the best and fastest workman," etc.

It is of course vain for a teacher of grammar—which registers and classifies the actual usages of a language — to rule out a custom resting on such reputable authority. He may, however, crave the sanction of some actual grammarian; and I will copy, for his convenience, that of the most recent and voluminous, MASTZNER, whose work, in three thick octavos, is the completest existing register of English usage: "Forasmuch as the superlative of the quality compared gives a reference to the total sphere to which the object belongs, the comparative on the other hand supposes a duality of objects or classes, the superlative is *disapproved of by grammarians* where the totality does not exceed duality, although *it is not avoided by the language*." He gives the authorities of Mandeville, Chaucer, Shakespeare, Johnson, and Thackeray. J. H. A.

Concerning Gender.

The writer on this subject in No. 17 of the JOURNAL has done a good work in clearing away some of the rubbish that has gathered about it, and in laying down the rule that grammatical gender is simply "a *form* of word;" but it seems to me that he errs in giving "king" and "queen" as *examples* of grammatical gender. It is true that "king" denotes a male sovereign, and "queen" a female sovereign, but the words have no etymological connection, and the one is in no sense a "form of the other." Grammar has nothing whatever to do with the relation of such words, it is purely a lexical matter.

Some grammars give "diminutives" as a class of nouns, but they properly limit the term to words *derived from* other words and denoting a smaller thing of the same kind. Thus "lambkin," from "lamb," is properly a diminutive; and so is "streamlet" from "stream"; but "pig" is not a diminutive, though it means a small or young "hog." The relation of these latter words is not within the province of grammar.

"It," though used in certain idioms to represent words of all genders and numbers, is properly a "neuter" pronoun (if we recognize a neuter gender at all), being the masculine *he* with the neuter suffix *t* appended. Most of your readers are doubtless aware that its old form was *hit*. It comes fairly within the class of gender *forms*. R.

What Teachers Want in our Journal.

Thus writes an earnest Vermont teacher: "We want a live educational paper, one that will make us stronger and more thorough in the great work we have undertaken. We listen to a lecture by some noted professor, and our patrons pronounce it a very fine lecture, and are certain every teacher who hears it must profit by it: while we know that not one of the fine plans, that work so wondrously in his college, can be carried out in our little school of perhaps twenty-five scholars, between five and eighteen years of age.

"Most of our educational journals are filled with very scientific talk about very scientific things, but almost nothing of the work required to train the little bright-eyed boys and girls to be the noble and true men and women we know they may be if properly taught. Fully one-half of them finish their education in the common schools, and there the work must be done, if done at all. We would like to hear from experienced teachers, their methods of governing their schools, the arrangement of classes which *they* have found most profitable, of different successful methods of preventing unlawful communication during school hours, different plans for making rhetorical exercises pleasant and profitable, and many other plans which every teacher knows requires an amount of thought and care which parents little think of."

Mr. Editor: — I am glad that you have given such prominence to the Centennial celebration around Boston, and especially that you saw fit to publish Whittier's poem read at Lexington. Would it be too much to ask you to also find room in the JOURNAL for the poem read by J. R. Lowell, at Concord, on the same day? Permit me to say that I have read every number of the JOURNAL with more or less care, and that it comes nearer my ideal of an educational periodical than any other within my knowledge.

In the last article on Language the author defines gender as a *form* of word. I wish to ask whether it is in the *form* or in the *meaning*. Is the word *author*, for instance, in the masculine gender because it terminates in *or*, or because it is the name of a male? Whatever may be true of the Latin, in our language, any classification that is based on the true nature of the words must regard the *meaning* of the word as a more important element than its *form*. While in the Latin the *form* of the word determines its gender, almost regardless of its meaning, it seems to me that the reverse is true in the English language, and that the *meaning* is the more important element in any system of classification. Will some adept give the subject of the following sentence: "The crown and the glory of life is *character*." L. W.

Dear Sir:—Will you, or some of your readers tell us the author, and where the poem may be found, from which are quoted two verses on page 54 Town's Fourth Reader—an example of the pathetic:

"When I left thy shores, O Naxos,
Not a tear in sorrow fell;
Not a sigh or faltered accent
Spoke my bosom's struggling swell;
Yet my heart sank chill within me,
And I waved a hand as cold,
When I thought thy shores, O Naxos,
I should never more behold!

"Still the blue waves danced around us,
Mid the sunbeam's jocund smile,
Still the air breathed balmy summer,
Wafted from that happy isle.
When some hand the strain awaking
Of my home and native shore,
Then 'twas first I wept, O Naxos,
That I ne'er should see thee more." S. C. G.

[We have thus far been unable to find the authorship of the lines, and refer the matter to our readers. Who will answer?]

Mr. Editor: — In your notice of the late Teacher's Institute, Norwich, you speak highly of L. W. Russell's paper on the *Method of Teaching English Composition*. Now any method that makes writing compositions a *pleasure* as well as a profit ought to be known from Dan to Beersheba (I mean, of course, the educational Dan). You propose that he write it out in book-form; but why wait for that on an uncertainty? Allow me to suggest that he give the substance in a well-prepared article for your excellent journal, which, by the way, is constantly growing better, and therefore more popular. Most sincerely yours, C. E. M.

Mr. Editor:—In a late issue of your paper we noticed the word *sincere* spoken of with reference to its derivation. We would ask if *sine cera* is not an extremely fanciful explanation? Does it not violate the analogy of *serius* and *sobrius* and other words? *Sine* is not the inseparable. It appears in the form *se* in compounds. And we think that the origin of sincere may be the Greek συν (*sun*), κηρ (*ker*), that is, cordially, heartily. And the Greek συν (*sun*), may be associated with the Sanscrit *sama*, together. We may or may not accept the Greek word for heart, as the last part of the word, but we do believe that the first part is the Greek συν (*sun*), the Latin *cum*. Yours, SEMINI.

Ques.—Shall I write 1½ pounds, or 1½ pound? Which, with the reason for adopting the one and rejecting the other.

Ans. — One and one-half pounds, for the reason that two units are referred to,—one as a whole, and the other as a fractional part of a unit; and the two taken together convey the idea of plurality.

Ques. — Shall I say 3 times 3 *are* 9; or 3 times 3 *is* 9? Which, and the reason therefor?

Ans. — Three times three *is* nine, because the subject, three times three, as a phrase requires the singular form of the verb.

Mr. Editor:—A friend raises the query whether "12:45 p. m" is a correct expression; and, if correct, whether it means time 45 minutes past noon, or 45 minutes past midnight.

Ans. — The expressions "12:45 p. m." and "12:45 a. m." are both correct. The former refers to the time at 45 minutes past noon, and the latter to 45 minutes past midnight.

Mr. Editor:—Please inform us where we shall obtain the best blackboards and school furniture? SCHOOL COMMITTEE.

[We must refer our correspondent to the advertising columns of our journal. We are glad that the school officers are making such inquiries, and none can give better answers to their questions than enterprising manufacturers and dealers.]

Mr. Editor:—Where do you find your authority for spelling "gantlet" thus "*gauntlet*," as in line 1, page 199 of your paper?

[Our school-boys are taught by Webster and Worcester to spell the word of our querist, "*gauntlet*." We do not now know of any better authorities, especially since the two agree.]

Ques.—"Webster or Worcester?" which shall I get?

Ans.—Get both.

From an acquaintance of many years with the *Massachusetts Teacher*, *Rhode Island Schoolmaster*, and *Connecticut School Journal*, I can speak of them confidently as among the best if not the very best educational periodicals in the United States; and a perusal of the NEW ENGLAND JOURNAL OF EDUCATION seems to denote that it has really combined the talent of the journals merged into it.—B. O. M. DEBECK, *Clerk of Board of Education, Cincinnati.*

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Boston, Mass., May 8, 1875.

THE annual musical festival of the grammar schools of Providence will be held in Music Hall, on Friday, June 4.

IN our issue of May 15 we shall publish, by request, a paper read by Miss S. E. Blow, of St. Louis, before the Teachers' Association of that city, on the Kindergarten. As the article will be an illustrated one, those wishing extra copies of the JOURNAL will do well to send their orders immediately.

THE report of the meeting of the Boston Society of Natural History will be found of universal interest, presenting as it does an abstract of the lectures of Prof. Shaler, of Cambridge, and of Dr. Wilder, of Cornell University. As these papers are especially written for our columns by an enthusiast in science, we are sure that our readers will attach special importance to them for interest and accuracy.

DR. TOURJEE will open the second session of his seaside Music School July 13, at East Greenwich, R. I. Those who are permitted to attend the Institute will not only enjoy the advantage of a delightful summer resort, but will also be favored with instruction from the most competent and most distinguished teachers of music in America. A large attendance is expected in view of the numerous inquiries thus far addressed to the Director with reference to it.

PROFESSOR MARSH says that few writers or speakers use as many as ten thousand words, and ordinary persons of fair intelligence not above three or four thousand, although some orators have been able, upon special occasions, to employ one-half of the English vocabulary, estimated roughly at one hundred thousand words. By actual count of the words in Todd's "Verbal Index to Milton," there are, excluding proper names, between 7,500 and 7,600. In making this estimate, Professor Marsh takes only stem-words, and not the inflected forms, and therefore did not count *man, man's, men, men's*, as four words, or *love, lovest, loves, lovedst, loving, loved*, as six; or varying forms, as *amid* and *amidst*, or *while* and *whilst*, as two.

THE interest in the intercollegiate contests increases. We have noticed in our columns the prize of $100 offered by a Massachusetts gentleman for the best essay upon "Arbitration instead of War as a means for settling disputes between Nations"; and now we learn that Mrs. John Jacob Astor, repeating the graceful generosity of last year, has placed at the disposal of the Association $500 for two prizes, which will be given to the undergraduates, who upon examinanation, show the greatest proficiency in the Greek language. The first prize will be $300, and the second $200. The contestants must be regularly appointed by the college where they have studied, and the examination will be conducted under the same rules as the regular competitive examinations in Greek. These are regarded as special prizes, and have nothing to do with the regular premiums offered by the Association. Preparations have been begun in most of the colleges for the next contest, and appointments for the preliminary oratorical contests have been made in nearly all of them. At Williams the contest will occur in July, and at Princeton in September. Following the example of the colleges, the schools and academies conducted under the auspices of the Board of Regents of the State of New York will hold an inter-academic oratorical contest at Albany, in July next. It is probable that at the next intercollegiate contest Yale, Harvard, and Columbia will be represented.

A WRITER in the London *Times* says that the earliest dictionary of which any record remains is one in the Chinese language, compiled by Pa-out-she, about B. C. 1100. Marcus Terentius Varro, who flourished B. C. 116–28, was one of the first classic authors who turned his attention to lexicography; but the most celebrated dictionary of antiquity is the Onomasticon of Julius Pollux, which was completed early in the third century. The earliest Latin dictionary of modern times was published by John Balbi, of Genoa, in 1460, but that of Calepio, published in 1502, is much superior. Sebastian Munster's Chalde Dictionary appeared in 1527; Pagninus' Lexicon of the Hebrew language in 1529; Robert Stephens' Thesaurus in 1535; Erpenius' Arabic Dictionary in 1613; Shindler's Lexicon Pantagiotum in 1612; Edmund Castell's Lexicon Heptaglotton in 1669; and Phillips' New World of Words in 1658. Moreri published his Biographical, Historical, and Geographical Dictionary in 1673. Elisha Cole's English Dictionary appeared in 1677, and Bayle's Historical and Critical Dictionary, and the Dictionary of the French Academy in 1694. Dr. Johnson's English Dictionary was completed in May, 1755. Walker's Dictionary appeared in 1791, and Francis Grose's Dictionary of the Vulgar Tongue in 1785.

THE GENEVA ARBITRATION of the Alabama difficulties opened the eyes of all civilized people to the possibilities of a peaceable adjustment of all those troubles which lead directly or indirectly to the fearful calamities of war. In the discussions of the press and of the people the sentiment was freely expressed that a congress of nations should be held to establish certain fundamental laws and principles which should govern nations in all international differences. To encourage such a result, which is looked for with great interest throughout Europe, namely, the establishment of a code, or law of nations, an association has been formed, which held a conference at Geneva, in September, 1874. The association, after a most important deliberation, adjourned to meet at the Hague, Holland, on the first week of September, 1875; and to this conference an American delegation has been appointed, consisting of President Woolsey, David D. Field, J. B. Miles, Judge Peabody, the Rev. Dr. Field, Amasa Walker, Nathan Appleton, Alexander H. Rice, A. P. Sprague, Judge Davis, Elihu Burritt, J. V. L. Pruyn, W. G. Hubbard, President Magoun, and J. P. Thompson, LL.D.

Mr. David D. Field presented a series of propositions to the International Code Committee, which were unanimously adopted, and are to be submitted to statesmen, jurists, and others, in order to obtain their opinions upon the desirableness and practicability of a proportionate reduction in the armament of European nations:

1. What is the armament by land and sea of the nation to which you belong, and what also, according to your information, are those of the other European nations?
2. What proportion of such armament, in the case of each nation, do you consider necessary to its internal security?
3. What proportion do you consider necessary to its external security?
4. Do you consider it desirable that there should be a proportionate reduction in the armaments of European nations, and, whatever may be your opinion, will you give the reason of it?
5. Is a proportionate reduction practical, and if so, to what extent?
6. By what methods may such a reduction be accomplished?

These and other similar questions will be the subjects for discussion at the Hague Conference, at which the King of Holland is to preside.

Written Examinations for Teachers.

It is a gratifying feature of school management at the present time that written examinations are generally taking the place of oral in the tests of qualifications of teachers. Good teachers rejoice over it, and poor teachers and those who are mere pretenders complain of it—good evidence of the value of the plan. State Supt. Symonds, of New Hampshire, in a recent circular to the school officers of that State, urges them to require that a part of the examinations of teachers shall be in writing, and claims that the plan will awaken new aspirations on the part of the meritorious teachers, and will exclude the unworthy. The following questions to be answered in writing are suggested as an outline for written examinations. These may be varied, but are sufficiently simple. Additional questions should be proposed for oral answers:

EXAMINATION QUESTIONS.

(All questions to be answered in writing unless marked "*orally*.")

GENERAL QUESTIONS.

1. Name? Residence? Age?
2. Where educated? How many terms taught? Where, and what kind of school?
3. How many teachers' institutes attended? How many terms attended normal school?

READING.

1. *Orally.* State your opinion of the importance of reading, compared with the branches taught in the public schools.
2. What is the design of reading in school? and mention the leading characteristics of good reading.
3. Define articulation. What are the principal faults to be guarded against in articulation?
4. *Orally.* Explain the difference between the rising and falling inflections.
5. When use the rising inflection?
6. Copy this sentence: "He deserved punishment rather than pity," and mark, in the usual manner, the accent of the words, the emphasis, and the inflection.
7. Define movement or rate of utterance, and give a sensible direction for its use.
8. Define pitch in reading.
9. *Orally.* State fully your method of assigning lessons to classes in reading, and how you instruct scholars to prepare them.
10. Describe your method of teaching reading to primary classes.
11. *Orally.* Do you practice reading before your classes?
12. *Orally.* Can you conduct singing exercises in school? How will singing aid in reading?

SPELLING.

1. Define a letter, syllable, word.
2. Difference between a vowel and a consonant?
3. In what does good spelling consist?
4. *Orally.* State your method of teaching spelling to primary and advanced classes. When do you teach oral and written spelling?

5. What words double their final letter on taking an additional syllable?

6. Spell equipage, piercing, auxiliary, prejudice, analyze, celebrate, roguish, speech, paragraph.

7. Define modify, comprehend, recitation, perfect.

8. *Orally.* State, fully, your method of assigning lessons and conducting recitations in spelling.

WRITING.

1. *Orally.* Describe the proper position at the desk for writing.

2. *Orally.* By what drill exercise can you secure free movements of the fingers, wrist, and forearm?

3. How would you classify an ungraded school for writing lessons?

4. How often have writing lessons? and length of time for each exercise?

5. *Orally.* What use do you make of the blackboard in teaching writing?

6. *Orally.* Can you teach scholars in the elementary principles of drawing? How will instruction in drawing aid the scholar in writing?

ARITHMETIC.

1. Define unit, quantity, number, subtrahend, multiplier, dividend, quotient, amount, multiple, denominator, as used in arithmetic.

2. Explain the difference between an abstract and a concrete number; between addition and multiplication.

3. *Orally.* State, fully, how you would organize primary classes and instruct them in arithmetic.

4. In a school course *(a)* Should the study of mental arithmetic precede written? *(b)* Why? *(c)* Which method is in accordance with the natural development of the child's mind?

5. What is the office of numerator in common fractions? and why so called?

6. State the points of difference between common and decimal fractions.

7. Solve, explain, and leave the entire work: *(a)* If two-sixteenth of a yard of cloth cost three-eighths of a dollar, what will five-sixteenths of a yard cost? *(b)* Divide eight and four hundreths by fifteen and three millionths, and multiply the quotient by twenty-three thousandths.

8. State the principle upon which cancellation is based. Why?

9. How many concrete factors can be used in the process of multiplication?

10. State the difference between a unit in long and cubic measures.

11. A field is 12 rods long by $16\frac{2}{3}$ rods wide; how many quarter acre lots does it contain? Draw figures to illustrate, explain the whole process, and tell *why* at each step.

12. *Orally.* $\frac{5}{6}$ of 12 is $\frac{2}{3}$ of what number? Add $\frac{1}{2}$ and $\frac{3}{5}$. 50 is 10 per cent. of what number?

13 *Orally.* State the difference between rate per cent. and percentage; between simple, annual, and compound interest.

14. The time is 2 years, 8 months, 15 days, the principal is $162, the rate is $5\frac{3}{4}$ per cent.; what is the interest?

15. Give the bank discount on this note: A. B., for value received, promises to pay C. D. one hundred eighty dollars, sixty days from date. March 12, 1875.

16. Define ratio, proportion, compound proportion, antecedent, consequent.

17. 16 horses consume 80 bushels of oats; how many bushels will 10 horses consume in the same time? Perform by proportion, and analysis. Why make 10 the second term?

18. What is meant by extracting the cube root of a number?

19. A square field containing six acres measures how many rods from opposite corners? Draw a figure to illustrate, and leave the work.

20. *Orally.* What use do you make of the blackboard in teaching written and mental arithmetic?

LANGUAGE, GRAMMAR, COMPOSITION.

1. *Orally.* In what manner and at what times will you teach the use of language?

2. Meaning of the word grammar, verb, adjective, conjunction, gender, mode, nominative, syntax.

3. Explain the office of the objective case.

4. State the points of difference between the subject nominative and the predicate nominative.

5. Compose a simple sentence containing a common noun in the nominative case, an intransitive verb, a preposition, an adjective, and a proper noun in the objective case.

6. Correct this sentence: I saw the horse on the street who fell and broke his legs.

7. What is meant by parsing?

8. Parse each word in this sentence: The swallow will fly south next August.

9. Compose a sentence containing an abstract noun, the word *what*, and a conjunction.

10. Meaning of analysis in grammar? What is a sentence, phrase, adjunct, modifier?

11. Analyze this sentence: Hannibal was one of the greatest generals the world ever saw.

12. *Orally.* State at length and illustrate your method of teaching language to primary scholars. State what use you make of the black-board in teaching grammar classes.

GEOGRAPHY.

1. *Orally.* How would you instruct primary classes in Geography?

2. In what respects does an island resemble a continent? in what differ?

3. What are political divisions?

4. What is latitude? longitude?

5 Bound the torrid zone. *(a)* Describe its climate, *(b)* its animals, *(c)* its chief productions, *(d)* the character of its inhabitants.

6. Mention the three largest river basins in the world, and name the rivers.

7. What effect do high mountains have upon the climate and vegetation of a country?

8. Name the three river basins of New Hampshire.

9. Mention the five most important towns in New Hampshire.

10. Name the cities and counties of New Hampshire.

11. Bound Hillsborough county by counties.

12. *Orally.* State your method of teaching map-drawing, and the use you make of the blackboard in teaching Geography.

HISTORY.

1. What nations were the principal explorers and settlers in the northern part of the United States?

2. Write a brief sketch of the revolutionary war.

3. Causes of the war of the rebellion.

4. Name the different departments of the United States government.

5. Name the departments of the New Hampshire State government?

SUITABLE TEMPER AND DISPOSITION FOR TEACHING.

Committees are requested to consider the ideas in the questions under the three following topics, and select such as they may deem advisable:

1. What do you understand by public schools, or common schools?

2. Define instruction, training, education.

3. *(a)* What works on teaching have you read? *(b)* What works do you possess? *(c)* Do you read any educational journal? *(d)* Have you for constant use a large dictionary of the English language?

4. What is the utility of blackboards, globes, outline maps in teaching? What do you illustrate or work out upon the blackboard?

5. What are the specific objects to be gained in conducting a recitation?

6. State the comparative merits of the interrogative (question), tropical, and concert methods of recitation.

7. What directions can you give your pupils in regard to manner of studying?

8. Your method of reviewing?

9. What general exercise do you introduce into school?

10. What is the true end of the school?

CAPACITY FOR GOVERNING.

1 What is the basis of the authority that maintains our school system?

2. What authority does the law confer upon teachers? Can the teachers dismiss or suspend a scholar from school?

3. The care, supervision, and management of schools and teachers are committed to what office?

4. What officer selects and determines what text-books shall be used in schools?

5. State your method of organizing and classifying a school?

6. To what extent should the teacher exercise care over the health of the pupil?

7. What authority and care has the teacher over the school-room, furniture, school-buildings, property, and yard?

8. What is the teacher's duty relative to the warmth, ventilation, and cleanliness of the school-room?

9. What position do you prefer to maintain, and that your class shall maintain, while reciting?

10. What are the reasons for requiring a punctual and regular attendance at school? and how may such a result be secured?

11. What is your method of regulating whispering in school?

12. What can you say of the policy of detaining children from recess and after school for the purpose of preparing neglected lessons?

MORALS.

1. What is meant by the moral law?

2. What is meant by duty?

3. State the duties that the teacher owes the scholar, and the grounds of such obligation.

4. Upon what grounds can punishment be inflicted for violation of the order of the school?

5. State the distinction between moral courage and physical courage.

6. Is a promise to do wrong obligatory? Why?

7. Upon what principles of morality is courtesy founded?

8. Mention some of the particulars in regard to manners, in which you would instruct your pupils

Rules for Spelling Matches.

1. Words to be selected from Webster or Worcester, and either dictionary shall be allowed as authority in orthography and pronunciation.

2. Proper names and geographical and technical words shall not be given.

3. Definitions of words shall be given, if *called for before spelling the word.*

4. The speller shall try a word but once, but may correct an error if discovered and corrected before the final syllable is spelled.

5. A word once misspelled shall not be given to a second speller, but its correct spelling shall be announced to the audience by the spelling-master.

6. A speller missing one word shall step from the ranks.

7. An appeal with reference to the pronunciation or the spelling of words may be made to the referees, who shall decide all questions referred to them.

Good Words from Educators.

I find the JOURNAL my most welcome weekly visitor. The teachers of New England have now only to be true to themselves to have their interests worthily represented through the press. The intelligence and the advertisements alone are worth five times the cost of the JOURNAL. Every earnest teacher desires to know what other teachers are doing and where they are at work. It is also of the first importance to become acquainted with the educational literature of the day. "Next to knowing a thing, is to know where to find it"; and this the JOURNAL will enable us to do. Highly as I prize the more elaborate discussions and contributions in the editorial columns, I think scarcely less of the advertisements and intelligence which enable me to supply my professional wants.—ELBRIDGE SMITH, *Principal Dorchester High School, Boston.*

I have been more than pleased with the JOURNAL OF EDUCATION; it seems to me it is just what such a journal should be: taking up all kinds of examinations, reviews for classes, and reviews of text-books, besides many very nice suggestions on the manner of teaching and good general information. With the Dialogue Department I have been specially interested, for it combines instruction and entertainment so charmingly. I am glad to speak a word for the JOURNAL, for I enjoy it very much.—IDA P. WHITCOMB, 82 *Pierrepont street, New York.*

The Dialogue Department has seemed to me thus far one of the best in the JOURNAL. The matter has been well-chosen, attractive, varied, usable, elevating. I doubt if in the history of school literature of this sort so much and so satisfactory work has been done in the compass of a single narrow page a week. I consider it rare good fortune that this department has fallen into such able hands.—JAMES E. VOSE, *Francestown, N. H.*

Thanks for the JOURNAL. I like it very much. — REV. W. O. CUSHING, *Trumansburg, N. Y.*

I am glad to say that I am one of the readers of the NEW ENGLAND JOURNAL OF EDUCATION; I think it is a GEM.—MISS K. F. LEFFLER, *San Jose, California.*

I hail the weekly JOURNAL with great pleasure.—N. T. TRUE, *Normal School, Oswego, N. Y.*

I have read the NEW ENGLAND JOURNAL again and again, and it will be of constant use to me.—MRS. GUSTIE HANNA, *Booneville, Mo.*

I like you for your birthplace; I like you for your education; I like you for your expression of that education which has furnished educated men for all Christendom.—JAS. T. BRIGGS, *Supt. Schools, Bexar county, Texas.*

I have tried your paper four months; like it very much; in fact, I don't see how I can do without it: so here are two dollars to pay for the balance of the year.—JOHN SCALES, *Prin. Franklin Academy, Dover, N. H.*

PRIMARY.

What do the "Children" Need?

BY MRS. MARY P. COLBURN.

A great deal is said in these days with regard to the *age* at which young children shall commence their educational career. There seems to be a variety of opinions on this question, and it may be profitable to analyze it before any one shall settle it conclusively in his own mind. Careful and judicious mothers, who bring sagacious reasoning to bear, will tell us that they desire above all things a healthy and settled condition of body for their little ones before they are called upon to do battle with books and unseasonable restraint; and they are right in the main. The very first laws of health demand freedom of limb, perfect and unrestrained; and when these mothers' eyes see before them only the trials of their own childhood, they draw a long breath and avow, decidedly, that "their children shall fare better," and assert, feelingly, that "it has always been a source of wonderment to them that they lived and thrived," etc., etc. *En passant*, I would respectfully observe that "then" and "now" are two different phases of the 19th century; children, as well as teachers and everybody else, did much better in the *thriving* line then, when the houses were the universally ventilated things they were with the huge chimneys, cracks in the uncarpeted floors, dozens of un-rubber-molded windows, etc., than they could possibly do now, with the modern buildings, furnace-heated, and with the patented keeping-out-of-fresh-air principles which so many are suffering under the ban of!

But there is another side to this important subject, and one which yields so much of beauty and utility withal that it is well worthy of serious consideration. The *home* question has nothing to do with this, *i. e.*, whether the dear little fellows are in the way or not,—whether they are to be kept out of mischief or not,—whether mother doesn't know fifty times a day if "Johnny" is breaking his neck or not,—no, this has nothing to do with it. But assuming that all these things may be controverted by the course advocated, there is yet a higher view to be taken.

If you pin it right down to the word "education" and its liberal, dictionary meaning, then we may say that the babe just born has commenced his education, so true it is that sentient beings receive impressions from the earliest moment of their existence; but it is the question, *when shall he begin to go to school*, that we are dealing with now. As the schools stand at present, with a very few exceptions, the Primary, which opens its sheltering doors to the little clamoring applicant as soon as he has reached the manly age of five years, is the first; into this he must come, and here he must sit; no matter how tender the judicious teacher may be—he still must *sit* the allotted time; for what can she do with fifty such as he and fulfill the requirements of her grade, if they do not sit and if they are not under due restraint? No wonder somebody has started a controversy; no wonder somebody sees that it isn't the thing for the best good of that dear child! But a school founded on different principles, where, though still a school, various other things than book or chart knowledge are taught; where industries in various forms come in for a share; where almost trades are dealt with, certainly where they are more than hinted at, and where what is learned is seldom forgotten: this is what is needed.

Miss Peabody, God bless her! has made the establishment of such schools her life-work; she has demonstrated, perfectly and completely, that they are most beneficial, and no one can go into a "kindergarten" without being profoundly impressed with its worth.

While in Washington, a member of the school committee invited me to visit, with him, one which had been started privately, as an experiment, and I was simply astonished. Little fellows of three, and in two instances only *two years old*, were conducting themselves in a way to put to the blush our older scholars,—working, laughing, talking, walking, asking questions, etc., etc., but quietly and without confusion. They were "in school," but they didn't know it,—they were having the best of times, as their happy faces indicated, but they were also being taught, and that sensibly and to the purpose. This school was not a whit different from what they all are, and it is a matter of great thankfulness that there is a prospect of the establishment of such a grade among us.

There is a large proportion of our infantile community which is suffering for care, and that of the most tender kind, for a year or two years before our rules now admit such out of the street. Why not make a speciality in our city of what would be a glory to it? Why not take this matter in hand at once? Then, though so very young, the children will yet be laying a foundation of health and physical vigor—for it is one of the aims of the system to insure that by all intelligent means—far beyond anything they could get by roaming round our streets, or even in the perfect freedom of their own, in many instances, questionable homes.

Working mothers are sorely tried many, many times, by anxiety for their little ones left to the tender mercy of the brother or sister, who should surely not be kept from their own school to mind "my Tommy," or "my Jimmy." This isn't much of an argument to law makers, though we who know the workings of the many ropes connected with our ship, see a good deal in it. But, as I said before, there is a higher view to be taken of the matter, and that is nothing less than the lifetime good of the child who shall be trained during his tenderest years in a "kindergarten."

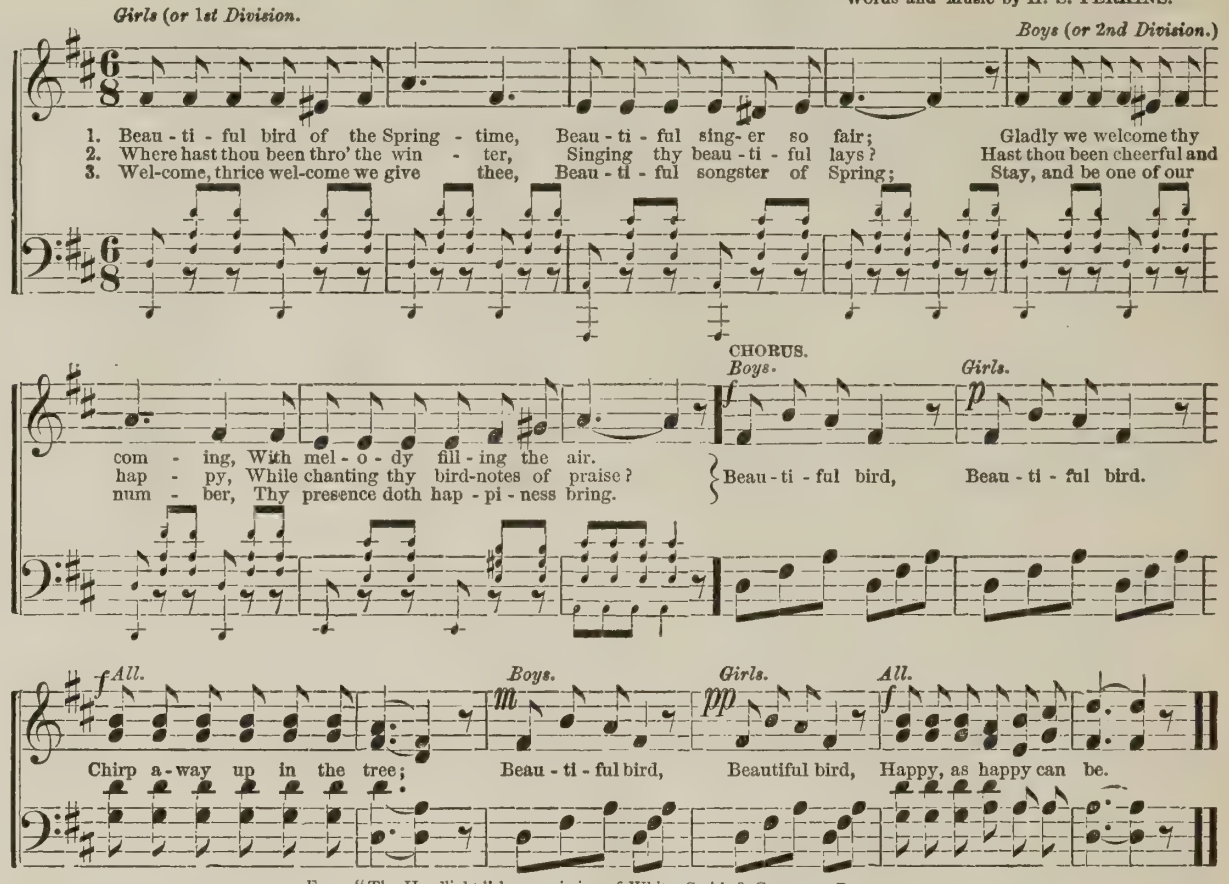
When the mothers understand the system as it is being developed, they will be among the very first to desire to avail themselves of its blessings: and the too often advanced idea that *seven-year-olds* are full young enough to enter "school," will be an exploded one.

— The Scriptures tell us that the soul, like the earth, when it is allowed to lie fallow, only brings forth wild fruits, thorns, and thistles.

— Courts are the worst of all schools to teach good manners.

BEAUTIFUL BIRD OF SPRING. 73

Words and Music by H. S. PERKINS.



From "The Headlight," by permission of White, Smith & Company, Boston.

Parting Song.

AIR—"Over the mountain wave."

Gathering the pebbles strewn
Over the strand,
Heedless of wind or tide,
Ocean or land,
Thus have our footsteps strayed,
Thence have we brought,
Here and there, gained by care,
Treasures of thought.
Straying and gathering,
Hither we come.
Treasures bright seem to-night
Pebbles alone.

Out on the trackless sea
Launch we our barks,
Sunbeams will dance in glee,
Nights will be dark,
Brave hearts must dare the storm,
Strong ones be tried,
Changing gales waft our sails
Over the tide.
Launching our barks to-night,
Sailing apart.
Bearing weight, precious freight,
Hopes of the heart.

—*Diadem of School Songs*, *p.* 134.

Parting Song.

AIR—"Shall we gather at the river?"

Yet once more in tuneful chorus
Shall our voices blend in song,
Breezes, float the murmurs o'er us,
Echoes sweet, the strains prolong.
Yes, we praise the glorious Giver,
The bountiful, bountiful Giver,
Pray Him that His love keep forever
And bless our severed band.

Classmates we have joyed together,
We have sorrowed, hand in hand,
One more song before we sever,
Met to-night, a parting band.
Yes, we praise the glorious Giver, etc.

Thrill our hearts with earnest longings,
Word are powerless all to tell,
Thousand hopes and wishes thronging,
Classmates, teachers, friends, farewell.
Yes, we praise the glorious Giver, etc.

— Self is a subject on which all are fluent, and few interesting.—*Byron.*

STATE DEPARTMENTS.

Maine.

STATE SUPERINTENDENT JOHNSON gives in his last annual report the following facts concerning the schools of Maine. He states that every city and town reported in season to realize the benefit of a full apportionment by the State treasurer—a promptness never before known in the history of the State. The following summary is deduced from the school returns for the year ending April 1, 1874:

Returns.	1874.	1873.	*Incr.*
Whole number of children between 4 and 21,	225,219	225,179	40
Number registered in summer schools,	122,458	116,750	5,708
Average attendance in summer schools,	98,744	92,526	6,218
Number registered in winter schools,	132,333	128,134	4,199
Average attendance in winter schools,	108,478	103,548	4,930
Per cent. of average attendance to whole number,	.49	.49	
Per cent. of average to registered attendance in summer schools,	.80	.79	.01
Per cent. of average to registered attendance in winter schools,	.82	.81	.01
Per cent. of whole average to whole registered attendance,	.81	.80	.01
Average length of summer schools in weeks and days, 5½ days per week,	9w 4d	9w 2d	2d
Average length of winter schools in weeks and days, 5½ days per week,	10w 3d	10w 4d	
Average length of schools for the year	20w 2d	19w 2d	1w
Number of school-houses,	4,199	4,083	116
Number in good condition,	2,591	2,397	194
Number built last year,	122	122	
Cost of same,	$150,220	$153,095	
Estimated value of all school property	3,079,311	2,939,236	140,075
Number of male teachers employed in summer	161	140	21
Number of male teachers employed in winter,	1,928	1,904	24
Number of female teachers employed in summer,	4,366	4,094	272
Number of female teachers employed in winter,	2,367	2,327	40
Number of teachers graduates of Normal Schools,	294	284	10
Average wages of male teachers per month, excluding board,	$36.17	$34.28	$1.89
Average wages of female teachers per week, excluding board,	4.05	3.79	0.28
Average cost of teachers' board per week	2.32	2.31	0.01

CASTINE.—The spelling mania has reached this quiet town. At first the Normal students had matches among themselves, showing some excellent spelling power. The Trin. Congrega'l society offered three prizes to the best spellers, in a match arranged for the benefit of the Sabbath school. A Normal teacher and a member of the Senior class took the first and second prizes. The first prize, Worcester's Quarto Dictionary, given by Brewer & Tileston, publishers, of Boston. The second, third, and fourth prizes, three copies of Webster's Pictorial Dictionary and one of the Academic, were given by the teachers and students of the Normal School. The first three prizes were won by the Normal students, the fourth by a lady from town, a graduate of the Normal School. Last Monday, April 26th, a number of the Normal teachers and students met by invitation, an equal number (25) of citizens in the Unitarian Church, to spell for three prizes. The first and third prizes were taken by the Normal side, and the second by a citizen. Most of the words chosen for the contests were sensible ones, though difficult; but some were from the lists of words that no one ought to spell. The spelling of town and school has been *excellent*, and the large number of prizes won by the Normal students reflects great credit upon their orthographic skill. G.

PORTLAND.—The Portland High School girls and the Bowdoin boys are to have a spelling match, May 7th, for which prizes have been arranged as follows: First prize, a fine edition of Dickens' works; second, an unabridged Dictionary, either Webster or Worcester, as the winner chooses; to the first lady vanquished, a boquet; to the first collegian down, a primer.

AUGUSTA.—Hon. Warren Johnson having resigned the position of Supervisor of the schools of the city, the city council on Saturday elected George E. Weeks to the position.

BROWNFIELD. — This town having refused to vote money for a free High school, the village district has voted to raise $75 and unite with District No. 16, which raises $25, in support of such a school. The scholars will be graded, Messrs. S. B. Bean, J. L. Frank, and W. W. Spring being chosen for that purpose. The former was also elected agent.

New Hampshire.

STATE SUPERINTENDENT.—When the "reform" legislature last June set us back twenty-five years in school matters, it was thought that the superintendent of public instruction had little that he could do. Still in a quiet way Superintendent Simonds has managed to accomplish a good deal. Especially his circulars from time to time to school officers and others, have kept important educational questions continually before the people, and have, perhaps, aroused more general thought and discussion upon some of them than has ever before occurred in the State.

In response to numerous requests from town committees, "Circular No. 7" has just been issued. It is addressed primarily to superintendents, urging upon them a more thorough enforcement of the school laws, more careful and written examinations of teachers, and a more energetic supervision generally. An admirable set of examination papers is appended, though not half the teachers in the State can answer properly 75 per cent. of them. But press on the work; it is high time our teachers were brought up to the standard! Some of the plain, practical advice toward the close ought to be in the hands of every teacher. We wish we had space for more than a few specimens:

"The correct use of the English language should be taught in every school exercise. The reading should be simple and natural. The spelling exercises, both oral and written, should consist of words and sentences in common use. Every school should have daily exercises in writing or drawing by every pupil, unless the pupil is receiving private instruction in those branches. The teacher should give his entire attention to the writing or drawing during the time of the exercise.

"The custom which has prevailed, of separating mental arithmetic, so called, from written arithmetic, in the instruction of the common schools, has been an unnatural and cumbersome process. Written arithmetic should precede mental arithmetic in the order of time, as observation precedes the mental process of reasoning in the unfolding of the mind. Two graded arithmetics, an elementary and a higher, properly prepared, are sufficient for all the purposes of the common schools. In such books the written and mental exercises should be combined. When the scholar has advanced in practical arithmetic, and his mind can abstract and compare to some extent, then he is qualified for the drill of mental, or intellectual arithmetic.

"Ordinarily scholars should not advance to algebra or a higher arithmetic until they have acquired a good knowledge of all the other common branches. Then it is suggested that the elements of physiology, natural philosophy, and botany contain important facts and principles which the children would practice when they grow up. Many excellent educators are of opinion that arithmetic receives proportionately too large a share of school time.

"The study of geography should be limited in the ungraded schools to the use of one text-book. The pupil, in early years, can be taught geography in the most successful and intelligible manner by oral instruction. Many of the local and particular questions in the school geographies should be omitted. The study of history should be interchanged with geography.

"Much good can be accomplished by calling all the teachers in town together, from time to time, for conversation and free discussion of subjects connected with school instruction and management."

And finally, the NEW ENGLAND JOURNAL OF EDUCATION is commended in a good round paragraph, toward the close of the circular.

REFORM SCHOOL.—The annual examination took place on the 28th ult. We condense a portion of the *Statesman's* report: The school for boys is still under charge of Miss A. C. Rogers, of Derry, who has labored very efficiently there for many years. Her assistant is Miss Scoville, and Miss Emma Hammond has charge of the school for girls. The school-room is a very cheerful one, a portion of the south end being filled with thrifty plants and flowers, and appropriate mottoes adorning the walls. The examination of the various classes was interspersed with singing and declamation. At the conclusion of the exercises, twenty-one prizes, consisting principally of books, were distributed for various degrees of merit in deportment and study.

Judge Clarke, in behalf of the trustees, addressed the school, and announced that six of the inmates had been honorably discharged by the trustees, and six others recommended for discharge, at the discretion of the superintendent. Some two hundred visitors were present and the exercises were very satisfactory to all. As Superintendent Ray has only had charge of the school for a year, his success is very gratifying to his friends.

Vermont.

SATURDAY, May 1, was the day of examination of common-school teachers throughout the State. The uniformity of time and the general uniformity of standard adopted for these examinations is gradually improving the quality of the teachers and the instruction which they give. Spelling matches are the favorite Spring amusement. Some towns are having them almost every week. Even the briefest record of them would more than fill our allotted space. Webster's and Worcester's Dictionaries have been the usual prizes, but must hereafter be in slight esteem compared with such as the following:

SAXTON'S RIVER.—The first prize in a spelling match, the other day, was a bound copy of the patent office report for 1858, and was won by a young lady. Other volumes of the same entertaining sort are to be contended for in a swimming match, June 1st, at Bellows Falls.

MONTPELIER.—*Union School.* — At the last regular meeting of the prudential committee it was voted that a catalogue of teachers and pupils in this school should be published during the present term and copies of the same should be distributed among the patrons and friends of the institution, both within and without the district, to the end that their attention may be directed more especially to the interests of the school, its membership, regulations, and courses of study. Another object is to call attention to the fact that there is an academical depariment connected with the institution, whose aim is not only to fit young men for college, but to give instruction and drill in the Languages, higher Mathematics, and the sciences, not inferior to that furnished by any kindred institution in the State. Earnest efforts have been made by teachers during the past few months to secure greater regularity in attendance, and not without some success; but the proper standard cannot be reached until parents appreciate more fully the importance of this matter, and refuse to indulge their children in the habit of occasionally absenting themselves from school-duties for insufficient reasons. In one department, a few weeks since, six boys were absent on a certain afternoon, and on the following morning all came with written requests from their parents that their absence might be excused. On being questioned, each boy admitted that his detention at home was unnecessary.

BURLINGTON.—*The Park Gallery of Art.*—We are glad to be able to say that some interesting additions to the collection of the new gallery of art, at the University, are soon to be made. The trustees have ordered from Europe casts of the following ancient sculptures: The Theseus, from the Elgin marbles in the British Museum, originally from the Parthenon; the Mercury of the Vatican, Rome; the Pallas Giustianiani, from the Vatican; the Venus Genitrix, from the Louvre, Paris; the Faun of the Capitol (Hawthorne's "Marble Faun"), Rome; the Praying Youth (a bronze found in the bed of the Tiber), Berlin; the Genius of the Vatican; Slabs from the Frieze and the Metopes of the Parthenon; and a reduced Restoration of the Frieze. These will all (except the last) be full-sized casts, and the best representations of the ancient marbles possible, short of reproduction in marble. If equal, as it is intended they shall be, to the splendid cast of the Venus of Milo, now in the gallery, they will have no superiors in this country. We saw nothing among the casts with which the Hall of Sculpture in the famous Corcoran Gallery at Washington is filled, equal to the Venus of Milo, in the Park Gallery. The funds for these purchases were chiefly given by several liberal persons of this State and of Massachusetts, who are friends of Rev. L. G. Ware, of the board of trustees, and who through him have been interested in our beginnings of a collection.

STRATTON had a spunky school meeting, the other day, where one party wanted to sustain a school and the other didn't. The vote for a moderator was a tie, no compromise could be effected, they wouldn't adjourn, and for eighteen hours they sat it out, until morning came, and one party gave in out of sheer weariness and hunger.

PERSONAL.—Rev. Dr. Douglass, President of Norwich University at Northfield, and formerly of Windsor, has accepted a call to the rectorship of the Episcopal church at Andover, Mass.; and Captain Curtis, the military commandant, is acting as president, and filling the position with credit to himself and the institution.

Hon. Horace Maynard, of Tennessee, who has recently been appointed U. S. Minister to Turkey, was at one time principal of Chester Academy.

Mr. H. H. Ross, tutor in Middlebury College, has accepted the position of principal of the Vergennes graded school, vice L. F. Benton resigned.

Massachusetts.

CAMBRIDGE.—The order of the school committee asking for an enlargement of the high school building was taken up in the board of aldermen. Mr. Francis Cogswell, superintendent of schools, presented to the convention the need of more accommodations, and thought the alterations needed in the high school would cost little more than a new lot of land whereon to build a new building, and would answer for some years. He thought the school committee would be unanimous for enlargement, and against the division of the school into two buildings. Mr. Williston, master of the high school, said if the best thing for the boys intending to go to college, or of the girls as regards health, were considered, a new building would be undoubtedly the best; but when *economy* was sought after, the new building would also be the most expensive. There were now in the high school eleven teachers and a drawing teacher, and there was absolutely no room for another. It could be said truly of the high school that they never made a demand for increased accommodations until they were imperative. Three years ago two classes were obliged to recite in one room at once, with only a line on the blackboard to divide them. He would have to send pupils away next year unless additional room was obtained. The girls were more conscientious than the boys, and would work harder than the latter when with them, often to their physical injury. A dozen girls injured their health in school where one boy did. The school had increased in membership 42 per cent. in four years, and he thought the proposed enlargement would make the building answer for ten years to come.

RANDOLPH.—F. M. Tyler, A.M., a graduate of Brown University, has resigned the principalship of the Stetson High School, and Mr. V. M. Dean, of Randolph, is his successor; salary, $1,350. The school is prosperous. . . . Swinton's Language Primer was adopted for the Intermediate schools; but owing to the opposition to the use of Language lessons on the part of several members of the committee, Greene's Introduction is still in use in the

Grammar schools . . . "Our World," No. II., has taken the place of Guyot's Intermediate in the Grammar schools. . . . Mr. Hoxie has given a series of Natural History lessons in the North Grammar school. The course was received by the pupils with a great deal of interest, and the boys and girls will be busy in collecting plants and minerals this summer.

— The Stoughton public schools have opened with the same corps of teachers as last year. The committee has engaged Henry C. Kimball as superintendent.

— At a meeting of the Deerfield people at the Bloody Brook house, Monday evening, 19th ult., initiatory steps were taken for the observance of Sept. 18, the 200th anniversary of the Indian massacre of Captain Lathrop and the "flower of Essex," who were gathering wild grapes at some distance from the supply trains of grain under their charge. The Pocomtuck valley memorial association was invited to unite with the citizens.

— James J. H. Gregory, of Marblehead, has offered a $100 prize to the Intercollegiate Literary Association for the best essay on "Arbitration, instead of war, as a means for settling disputes between nations."

— E. M. J. Hale, of Haverhill, has given $3,000 to pay the current expenses of the public library, soon to be opened.

— Nichols Academy, at Dudley, proposes a reunion at the close of the present term, on which occasion a number of distinguished men are expected.

— Dr. S. F. Smith has nearly completed a history of Newton, which will cover a period of almost 200 years.

— The Teachers' Association at their meeting, at Westfield, Monday evening, elected Prof. A. E. Gibbs, president; Miss S. L. Bordutha, secretary; M. M. Lloyd, J. H. Haldeman, and Mrs. E. M. Stevens, directors. The association will meet once a month for discussion of subjects relating to their profession.

— The salaries of the first assistants in the Bentley, Holley street, and Phillips Grammar schools, Salem, have been raised from $500 to $600 a year. The school expenses for the ensuing year are estimated at $70,000.

Rhode Island.

PROVIDENCE.—The regular meeting of the school committee was held Friday evening, April 3d, at the High School building, the president, Rev. Mr. Rugg, in the chair. In the absence of the secretary, H. V. A. Joslin was chosen secretary *pro tem.* The regular quarterly report of the superintendent of public schools was presented, from which we make the following brief extracts:

"There has been no marked change in the character of our schools the past term. Those who have had an opportunity of witnessing the recent examinations, must, I think, be fully satisfied that, with few exceptions, they are in a most excellent condition. But so long as we have any inefficient teachers we must expect to have some poor schools. None but skillful artists can produce the most perfect work. It has been especially the aim of our best teachers to make their instruction the past term not only thorough, but practical; to illustrate general principles, which are the basis of all accurate knowledge, instead of compelling their pupils to memorize useless data and technicalities that soon fade from the memory. There is yet further improvements to be made in several of our schools in this direction."

"More than a year ago I called the attention of the committee to the fact that less than one-fourth of the children that enter the grammar schools complete the full course. To provide especially for this large and deserving class, I then recommended that in each of our large schools there should be one or more rooms ungraded, in which the studies should be specially adapted to the needs and capacities of those who can spend but a short time in school. From a further examination I am fully convinced that some such an arrangement would not only be wise and humane, but would largely extend the usefulness of our schools. Pupils, who for any cause cannot enjoy the full privileges of our schools, should be required to pursue those studies, and those only, which will, in the shortest time, best fit them for the active duties of life.

"The whole number of pupils registered the past term is 10,611. Of this number, 367 have entered the high school, 3,201 have entered the grammar schools, 2,622 have entered the intermediate school, and 4,421 have entered the primary schools."

The reports of the district committees were also received and read. Mr. Stone reported that penmanship in the several schools has materially improved, and that there was never a time when, on the whole, the writing was as good in the schools as it is now, and that the interest in the matter of drawing is increasing, particularly among the teachers.

The report of the sixth district committee, made by Mr. W. Y. Potter, called attention to the fact that teachers were in the habit of denying pupils the recesses provided by the by-laws, and refusing to allow them to leave the school room for necessary purposes, to the injury of the scholars. This created a long, interesting, and earnest discussion, during which several cases were reported of aggravated violation of this by-law by teachers, with serious results. This also brought out the fact that some teachers were in the habit of omitting the recess for the purpose of closing the school fifteen minutes earlier, and also that cases had occurred in which teachers had kept pupils in from recess, for punishment, at the regular hour, and thus escaped their own punishment by allowing the pupil to go out at some other time, and thus claiming that the child had had a recess, though it may not have been until just before the close of the school. Finally, on motion of the mayor (amended on motion of several), the superintendent of public schools was instructed to cause to be posted in each room in every school building in the city (with the exception of the high school) printed copies of the by-law, which provides that any teacher who deprives a scholar of his recess shall be suspended, together with the resolution of the school committee concerning the matter; and the superintendent was further instructed to place under the resolution a notification to the effect that the "regular recess, commencing at the middle of each session, shall in no case be omitted or denied to any scholar."

We are sorry that the resolution above referred to was passed, as we think it a very serious mistake. The principle contended for by its advocates is most certainly correct, and we would be the last to deny to any pupil the least of his rights, or to excuse any teacher for such remissness of duty as is mentioned, but we do not believe that such action as is contemplated by the resolution is either wise or just. It reflects at once on the whole body of teachers, and implies such a general lack of sense and just appreciation of their duties and responsibilities as should cause their immediate dismissal. In other words, it is a visitation of the sins of a few on the heads of all. Moreover such a resolution posted in any school, and made thus more conspicuous than any other, will almost certainly tend, in many cases, to create a spirit of turbulence and insubordination in the school. The pupil's legitimate inference will be that the teacher had in the past transgressed his authority. We sincerely hope this step will not be taken.

NEWPORT.—At the recent municipal election the present able and efficient superintendent, Thomas H. Clarke, was reëlected without opposition. The following is the result of the election for school committee: Dr. S. W. Butler is reëlected for two years, and William E. Crandall, John H. Cozzens, J. Truman Burdick, and L. D. Davis are chosen for three years.

The spelling mania, which has been so prevalent over the country, has just swept over this city by the sea. We presume it owes its exemption up to the present time to its insulated position. There have been three spirited encounters with the spelling-book and dictionary, at which were gathered full houses. His Honor, Lieut.-Gov. C. C. Van Zandt presided, and the affair in each case was voted a grand success. The first prize in two of the contests was won by Master Charles Howard Malcom, Jr., son of Rev. C. H. Malcom.

WARREN.—The public schools of the town closed their spring term on Friday, the 30th ult. Mr. J. Myron Pattee, principal of the High School was obliged, early in the term, to resign his position on account of sickness. His place has been filled by Mr. Wilfred H. Munro, of Bristol. Mr. Pattee has since his recovery accepted an appointment as instructor in Mathematics at the Friends' School, in Providence.

Fifty of the children of the public schools gave two entertainments on Monday and Tuesday evenings, the 26th and 27th of April, under the direction of Professor Yantz. The programme consisted of music, vocal and instrumental, tableaux, and pantomine. It was voted a success.

EAST PROVIDENCE.—The Union Grammar School closed the last term of the year on the 16th ult. The closing exercises as well as the previous examinations, were very satisfactory to the committee and creditable to the pupils and teachers. Many of the pupils have carried their studies well up into the high school grade, and their work was well done. The teachers, Mr. M. L. Esten, principal, and Miss Nellie A. Chace, assistant, have reason to be well pleased with the result of their labors.

WESTERLY.—Miss Mary C. Sheffield, of Mystic, Conn., has been appointed an assistant in the high school.

Connecticut.

STATE TEACHERS' INSTITUTES.—The Normal School stands first, of course, among all agencies employed in preparing teachers for their vocation. This is a permanent institution, provided with the best teachers the State can command, and all facilities in the form of apparatus necessary for thorough instruction.

The Institute is a temporary Normal School. As conducted by Secretary Northrup, in this State, its brief course of instruction is given by teachers who make the subjects they teach specialties, and cover a far wider range than can be accomplished, even in the Normal School. It gives almost no instruction in the principles and details of elementary studies. But every exercise is full of illustration and suggestion of what the teacher should know and do. It is eminently instructive to those teachers whose means of preparation for their work is limited; and those who have a "gift" for teaching receive hints that to the skillful are equivalent to volumes, and terms or years of instruction to those who require a protracted course of preparation.

But to every one in attendance upon a wide-awake Institute, there is an amount of enthusiasm created, a keenness of interest excited, which cannot be secured by any other agency. Perhaps the mental tension secured could not be long sustained, or even endured, which is wrought up during a three days' session; but with the impulse given, teachers doubtless return to their work inspired with more exalted ideas of their avocation; with increased zeal to adopt better methods of teaching and governing. Their views of educational processes are rendered both broader and more definite; coming in contact with a large number of the same calling, each individual is newly impressed with a sense of the importance of a work in which so many are engaged; a community of feeling is established, sympathy with fellow-laborers is created; comparison of their own capabilities with others reassures those who excel and stimulates to still greater efficiency, while tyros gain a conception of the standard they should aim to reach, and receive a fresh impulse to new effort.

The Institute is evidently essential, indeed almost indispensable to our educational system, since it carries instruction to every section of the State and creates an interest, not only among teachers, but in the minds of the people, wherever institutes are held, of the utmost value to the cause of public instruction.

WINSTED.—The foregoing remarks were suggested by the Institute held in this town during the past week, which has proved to be one of the most successful ever held in the State; over 200 teachers and school officers were in attendance, and the most intense interest was manifested by teachers and citizens present. The exercises were similar to those in Norwich, of which a full report was given last week. In addition to the spelling matches, of which there were two, one written, the other oral, a reading match was extemporized, prizes being offered by Professor Russell the elocutionist. Rev. F. S. Perkins, Hon. Giles Potter, and Professor Bodwell, were appointed the committee of award. The columns of a newspaper furnished the matter for the reading. The prizes were won by Mrs. Anna E. Norton, of Thomaston; Lizzie S. Tenney, of Stratford; and Mary A. Leeke, of Birmingham. The first prize in the written spelling contest was taken by Miss Sarah C. Day, a teacher in the Cedar street Training School, of New Haven. She also took the third prize in the oral spelling.

HARTFORD.—It is now stated by good authority, that Colonel Baker, of New Jersey, has received the appointment of principal in the South Grammar school, made vacant by the death of Chauncey Harris.

Colleges.

BROWN UNIVERSITY.

At an elocutionary contest recently held in Providence, open to the young men of Providence, all the three prizes were taken by Brown men. The successful contestants were Frank E. Aldrich, '75, Rathbone Gardner, '77, and Frederick Rückert, '77. . . . The parts for Commencement were announced Thursday, 29th ult. The valedictory is assigned to Winslow Upton, Salem, Mass.; salutatory to Thomas S. Gladding, Providence; classical oration to Benjamin I. Wheeler, Randolph, Mass.; philosophical oration to Elisha F. Lanphear, Phenix, R. I. . . . The 53d annual convention of the Alpha Delta Phi fraternity was held in Providence, May 2d and 3d, with the Brunonian Chapter. Hon. Charles Hale, of Boston, delivered the oration, and Prof. George A. Strong, of Kenyon College, delivered the poem; the public exercises were held in the First Congregational church, on the evening of the 3d. . . . Hon. John H. Stiness, the newly-elected associate-justice of the Supreme Court, was a member, for two yeras, of the class of '61. Charles Matteson, the second associate-justice was a member of the same class. . . Junior Exhibition passed off pleasantly, Manning being perfectly jammed on the occasion.

DARTMOUTH COLLEGE.

Tutor Worthen, who closed his year's work here at the recess, has gone to Manchester for three months, as assistant in the High School. . . . The boat club is hard at work. The boats have been on the river about a week. The crew promises better than ever before. Carrigan, of the Junior class, reports that he has raised about $500 for the club from the alumni in the various cities of this State and in Boston. . . . The Junior Ex. compared well with former years. Music by the Beethovens, who gave a concert in the evening, assisted by Barnabee, and Mrs. Anna Granger Dow, vocalists, and Mr. Howard Dow, pianist. The concert was the best for several years. The mock programmes were only more vile and witless than any of their predecessors. Several Juniors celebrated the occasion too merrily at their cups, and were visited at midnight by some of the faculty, and received permission to go home for the remainder of the year. . . . . John B. Gough, under the auspices of the Senior class, lectured in College church, Friday evening, April 30. It was an eloquent appeal for the cause of temperance, and he sent his words home to his hearers. It was considered the best effort of the season. Barnabee was enough to make a grave-stone laugh, but Gough would have made a Sphinx shake his sides. . . . The Seniors are having Dr. Frost in Physiology; their vacation commences May 20th.

— The Teachers' Association of Essex County, N. Y., will hold a fourth quarterly meeting at Crown Point, on Friday and Saturday, May 21st and 22d.

New Publications.

ELEMENTS OF DESCRIPTIVE GEOMETRY, in Three Parts. Part I.: Surfaces of Revolution. By S. Edward Warren, C.E. New York: John Wiley & Son.

Fifteen years ago a large work on Descriptive Geometry, by the same author, was published. The book had little to recommend it to public favor, except as a work for occasional reference. Its solutions were long, and the explanations extremely tiresome. As a text-book, it could not be successful on this account.

The present volume preserves many of the characteristic features of the former work, but there is also a marked improvement. We welcome the appearance of a book of fewer pages, and miss much of the material that overburdened the edition of 1860. A brief examination must convince every one of the comprehensiveness and thoroughness of this treatise. There is a great number of problems, and a variety of solutions to some of them, that show the author's love for the subject and his familiarity with it; but in attempting to be thorough, Mr. Warren falls into the error of saying too much. The student is discouraged by a multitude of words and unnecessary fullness of details. There is an exasperating indirectness about the solutions which must be fatal to the cultivation of a habit of careful and precise thought in the student.

We have always disliked Professor Warren's notation. His system of lettering lines and planes, by using primes and double primes, is clumsy and confusing. The student is bewildered and must often lose patience in trying to find on the plates the letters referred to in the text. This is in striking contrast to the neat, concise, and perfectly clear notation adopted by Professor Watson in his work on Descriptive Geometry. This system shows at once whether a point, a line, or a plane is referred to, by the use of small letters, capitals, and double letters.

The classification of subjects, shown by tables in Mr. Warren's book, seems more than useless. Divisions and sub-divisions are carried to such an extent as to become absolutely confusing.

One problem, we notice, which is entirely incapable of solution. It is given on page 226, as follows: "*To construct a plane, through a given point in space, and tangent to an ellipsoid at a given point on one of its plane sections.*" Three pages are devoted to a discussion of this problem, and there are two methods described of solving it, both of which must be fallacious, if we take the statement as it stands; for as soon as a point on the ellipsoid is assumed, the tangent plane is fixed in position, and cannot swing to pass through another assumed point in space. If the solution were possible, we should be able also to pass a plane through any four points in space, taken at will. This seems a piece of carelessness hardly excusable in an author from whom we had a right to expect a careful and thorough preparation of the treatise which he has now revised and rewritten.

FLOWER OBJECT-LESSONS; or, First Lessons in Botany. Translated from the French of M. Emm. Le Maout, by Miss A. L. Page. New York: Wm. J. Read, 116 Fulton street.

In the hands of a skillful teacher this little book cannot fail to be of very great value in introducing the young pupil, in a most efficient and attractive manner, to this important branch of science. Intended as it is for primary instruction, it carefully avoids the use of technical language, and renders the subject increasingly attractive by confining the attention to the most conspicuous and interesting part of the plant growth, viz.: the flower. Each pupil is to be supplied with a specimen which, under the guidance of the teacher, he learns to dissect, and to become familiar with its different parts and their use in the vegetable economy. The flowers of some twenty characteristic plants are studied in this manner; and when we reflect that about *fifty typical plants* constitute the centres around which the great divisions of botanical science are grouped, it will be seen that the pupil who has studied *twenty* has made no insignificant beginning. The subject, as here pursued, is admirably adapted to exercise the faculties of observation in the pupil, and to develop the power of description. The methods of the work has received the hearty commendation of eminent teachers and friends of scientific study, and cannot fail of approval where its merits become known. There are few persons, in fact, who cannot find both instruction and entertainment in its pages. It is to be hoped that the translator will be encouraged to proceed in her work, and thus aid teachers in conducting their pupils gradually and pleasantly onward to the mastery of the nomenclature and details of the science. The season of the year is now favorable for the commencement of this interesting and too much neglected study; and we earnestly recommend all teachers of primary schools, and all parents of children under seven years of age, to procure this little volume of fifty-five pages, and to commence at once the teaching of this interesting study.

RELIGION AS AFFECTED BY MATERIALISM: an Address delivered at Manchester New College, London, at the opening of its eighty-ninth session, October 6, 1874. By James Martineau, LL.D.; with an Introduction by the Rev. Henry W. Bellows, D.D. Published by G. P. Putnam's Sons.

It seems at first a little singular that religion finds its ablest advocates in the contest which is now going on, among those who until recently have been denied the Christian name. The reason for this, however, is not hard to find. Many of the dogmas of popular theology have been essentially disturbed by science. It is these outworks that liberal Christians had abandoned without a struggle, and entrenched themselves in the citadel. They, therefore, as will be seen by a perusal of this book, accept with gladness all the truth established by science without fear that it will in any degree invalidate what is essential in religion.

Some of the claims of the scientists, or of certain scientists, that "matter has the promise and potency of all terrestrial life," Mr. Martineau is not ready to accept, unless the "radical change in our notions of matter," which Professor Tyndall says we must make, will give us "extremely clever matter—matter that is up to every thing, even to writing Hamlet, and finding out its own evolutions, and substituting a molecular plebiscite for a divine monarchy of the world." Neither is our author ready to yield to science the *whole* domain of knowledge, reserving only imagination and the evolutions as the sphere of theology. On the contrary, he claims that our idea of "causation" is as much a matter of knowledge as any facts obtained by scientific processes, through the senses. But the book is small, and we advise all who are interested in this important discussion to read it.

A DICTIONARY OF THE ENGLISH LANGUAGE. By Joseph E Worcester, LL.D. Boston: Brewer and Tileston; 1875.

Worcester's new Quarto Dictionary is a work which reflects great honor upon the scholars who have given to it their best labors, and to the enterprising publishers who present to the people this standard work on English lexicography. So great are its merits that it stands unrivalled as authority among the best scholars in America. In saying this, we cannot claim that in all its orthographic forms it is superior to all other dictionaries, nor would we commend its exclusive use as a work of reference for correct English spelling. Much care, however, has been taken in orthography, and the design has been to give that which is in accordance with the best usage in England and America. The most noted difference relates to a few words in *-or* or *-our*, from which Worcester omits the *u*. Its definitions, pronunciations, and derivations are from the best authorities, and are the result of great research and scholarship. Its prefatory articles on Principles of Pronunciation, Orthography, English Grammar, Origin, Formation, and Etymology of the English Language, Archaisms, Provincialisms, and Americanisms, History of English Lexicography, and Abbreviations and Signs are of great intrinsic value. Throughout the 1696 pages of the work are presented such cuts as serve to illustrate the words and their meanings, and in the Appendix we have the Pronunciations of Greek and Latin Proper Names, of Scripture Proper Names, of Modern Geographical Names, of Distinguished Men, and a Collection of Words, Phrases, and Quotations from Foreign Languages. As a whole, it is a work which every teacher should possess, and it should have a place in every school-room in New England, as well as in every library, and in the homes of all intelligent people.

PRACTICAL HINTS ON THE QUANTITATIVE PRONUNCIATION OF LATIN. For the use of Classical Teachers and Linguists. By Alexander J. Ellis, B.A., F.R.S., etc. London and New York: Macmillan & Co.; 1875.

Probably no person could be named on either continent who is better able to write a book with the above title than Mr. A. J. Ellis. His name alone is a sufficient guarantee that the book before us is worthy of attentive perusal, and we commend it to all those who are interested in the new or reformed pronunciation of Latin. The author does not here discuss the propriety or wisdom of making a change from the prevalent English pronunciation. This he "utterly abhors," and starting with the assumption that a change is desirable, addresses himself to the task of showing, as nearly as may be, what the original pronunciation was, and what means are to be adopted by teachers to train themselves and their pupils in the mysteries of the new art. He assumes that sufficient interest has been recently excited in the subject "to make teachers and scholars willing to take a good deal of personal trouble to gain some insight into its nature as a living reality, and not merely as a paper fiction."

The sounds of the letters are not discussed here, but are assumed without argument to be substantially those adopted by Professors Monro and Palmer in the "Syllabus." To those who fancy that, by following the rules commonly laid down for the reformed pronunciation, they can read Latin as Virgil or Cicero read it, it may be worth while to state that they are still very wide of the mark they aim at. Our author tells that "the real trouble of the new pronunciation begins just where no trouble is expected—in accent and quantity." Latin accent consisted not in giving increased force to the accented syllable, as in English, but in elevation of pitch, and those who speak English have little or no conception of quantity as it affected Latin speech. Much practice, then, is necessary to develop the feeling for division of time, the nature of syllabication, the feelings of pitch and force as independent of length, and the effects of "position." Instructions are given on all these points. Then follows a chapter on "The artificial rhythmical unit of Latin speech." One passage here we beg leave to quote as bearing upon a difficulty that all of us have probably met with in trying to pronounce "according to quantity":—"The syllable ending in a vowel is considered to be long or short, according as the *vewels* it contains is long or short; and as this length is not marked in Latin books, a knowledge of it has to be acquired for each individual word. This is a task absurdly difficult for learners, and all Latin books now printed, whether for school or other purposes, and not merely dictionaries and graduses, *ought* to have the vowels which specialists (often with great difficulty) have ascertained to be *long*, properly distinguished by the sign of length. When the school-boy makes a mistake here, it is the *editor*, not the boy, that should be punished. The editor *ought* to have known, and the boy trusted the editor." This "absurdly difficult" task of learning quantities is, in our view, one of the serious objections to undertaking the new pronunciation. The remedy suggested is a simple one, on the suppostion that editors are competent to do their part of the work.

Next are discussed "Metrical Feet" and "Verse Rhythm." Here we are told that "the ordinary method of reading produces hideously unrhythmical results." The chapters on "Slurred Vowels" and "Treatment of Final *m*," are exceedingly interesting. The conclusions arrived at in the latter case are in brief, that final *m* is never sounded, but in some cases may lengthen the preceding vowel, or double the following consonants (*namque*, *dumque*= *nácque*, *dúcque*).

Examples are given, both in prose and poetry, to illustrate the author's idea, with minute directions for reading them. After several trials on these, with very unsatisfactory results, we heartily join in the author's wish that "it had been possible for me to freeze up my utterances into some Munchausen's postboy's horn, so that my readers might have only had to hang it up in the ingle, and hear the very sounds which I have, I fear often vainly, tried to convey on paper."

In a short review like this, it is impossible to do full justice to the author. If what we have written shall have the effect to induce any to get the book, which has interested us very much and puzzled us not a little, we shall be satisfied. It is a book to be studied, not simply read.

It is very clear that, if the new pronunciation means all that Mr. Ellis claims for it, to introduce it into our schools is practically to introduce a new study that must be classed with music and the other accomplishments. Speaking of the difficulties of making the change from the old to the new (and here he can only refer to what has already been attempted, not to the full details of the scheme which he presents), he says that if schoolmasters seek success only by *written* examinations, it is hardly worth their while to make the change. Is not that pretty much the case in all our preparatory schools and colleges?

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HISTORY PRIMERS, edited by J. R. Greene. History of Greece. By C. A. Tyffer, M.A., Fellow and late Tutor of University College, Oxford. With Maps. New York: Macmillan & Co. Boston: Lee & Shepard. Pp. 127; price 40 cents.

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Gain from Loss.

BY GEORGE S. BURLEIGH.

Earth's wrong, and woe, and savage right
That fiercely breaks ignoble peace,
Tend slowly to new life and light;
God's plummet sounds the infinite
Of Chaos, and His worlds increase!

Under the earthquake's grinding wheels
The granite mountains, torn in chasms,
Are crumbled down to mellow hills;
The softest dew that night distils
Has had its birth in thunder-spasms.

With grain by grain the coral clift
Is piled below the barren seas,
Till storms its awful peaks uplift,
And reeds, that on the billows drift,
With living emerald sow the leas.

In many a rough and stinging burr
Young beauty veils her nascent germ;
The chords of music's dulcimer
With clearest tunes, harmonious, stir,
When tightest drawn from term to term.

So may wrung heartstrings give a tone
More sweet than gentlest fate could win;
The holiest anthems round the throne
Thrill with the dying shriek and moan
Poured from the riven heart of sin.

God's good and man's lie oft apart,
Oft meet at last by separate doors;
The pangs that sting a tortured heart
Are very blessings if they start
The blood to run a nobler course.

There is no blind, malignant Chance;
The wandering atoms feel the sway
Of force creative; till they dance
Harmonious in the sunbeam's glance,
As star-worlds in the Milky Way.

The loneliest cannot walk apart;
A Hand unseen is in his hand,
A heart is beating with his heart;
And thrills of home-like music start
The pilgrim in a desert land!

Let him thank God, who at the last—
Though sorely scourged by storm and wave—
On any solid shore is cast;
There shall he find the very blast
That ruined, drifts him food, to save.

More proudly may he tread the wreck
Of shattered hopes compelled once more
To bear him home, than, ere the check
Of fates adverse, he trod the deck,
Of his gay barque and turned from shore.

Strength comes of trial, soon or late;
And that omnipotence of will
Which dares to man a helmless fate,
No sleek-browed fortune can create,
No scowling fortune daunt with ill.

The Kindergarten.

AN ADDRESS BEFORE THE NORMAL TEACHERS' ASSOCIATION, ST. LOUIS, BY MISS S. E. BLOW.

It is a truth now universally recognized by educators that ideas are formed in the mind of a child by abstraction and generalization from the facts revealed to him through the senses; that only what he himself has perceived of the visible and tangible properties of things can serve as the basis of thought, and that upon the vividness and completeness of the impressions made upon him by external objects, will depend the clearness of his inferences and the correctness of his judgments. It is equally true, and as generally recognized, that in young children the perceptive faculties are relatively stronger than at any later period, and that while the understanding and reason still sleep, the sensitive mind is receiving those sharp impressions of external things, which, held fast by memory, transformed by the imagination, and finally classified and organized through reflection, result in the determination of thought and the formation of character.

These two parallel truths indicate clearly that the first duty of the educator is to aid the perceptive faculties in their work by supplying the external objects best calculated to serve as the basis of normal conceptions by exhibiting these objects from many different standpoints; that variety of interest may sharpen and intensify the impressions they make upon the mind, and by presenting them in such a sequence that the transition from one object to another may be made as easy as possible.

The advocates of the Kindergarten believe that Froebel has met this fundamental necessity in education better than any other thinker, and that the series of objects technically called Froebel's Gifts, offer the healthiest nourishment yet discovered for the childish mind, and constitute the best basis yet known for a strong and harmonious development of the intellectual powers. It is my purpose to describe these gifts briefly, in the order of their succession: to indicate their connection, and to try to make clear the law by which their sequence is determined. Recognizing clearly the necessity of a definite starting-point for thought, Froebel presents to the child in his first gift the ball, an object containing under the simplest form the properties common to all things. By means of the ball we illustrate the general properties of size, color, form, weight, and density, while at the same time we give the child the easiest thing in the world to grasp alike with the hand and the mind. It is the simplest of forms, for it has neither sides, corners, nor edges. It is easy to conceive as a whole, for in all positions it appears the same. It is the ground form throughout nature, and is constantly appearing both in the organic and inorganic worlds, and finally, it is perfectly harmonious, being, one might almost say, the ideal form towards which the universe strives. To the child, moreover, the ball is the source of infinitely varied amusement. He rolls it, he tosses it, he whirls it round and round. Holding it by a string, he moves it up and down, right and left, round in an ever-widening or an ever-narrowing circle. It becomes to him the representative of a thousand things; through its form it stands for the fruits and flowers he has learned to love; through the motions he gives it, it becomes to him the springing cat, the flying bird, the climbing squirrel—all the objects with which his little experience of life has made him familiar are embodied in it, and just from its great simplicity result its manifold adaptations.

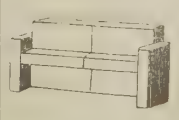
As introduced into the Kindergarten the *First Gift* consists of a box containing six soft worsted balls of the different primary and secondary colors. These balls should be so used that the child will learn through actual experience all their essential characteristics, both in rest and in motion in their relation to each other, and in their relation to himself.

The *Second Gift*, which consists of a hard ball, a cube, and a cylinder, involves as its basis recognition of the truth that, in order to clear knowledge, there must be comparison; or, in other words, we only learn what a thing is by learning what it is not. Therefore, to complete the child's knowledge of the ball, he must compare it with something else; and as his powers are too weak to discern slight divergences, he needs an object which presents to it the completest possible contrast. This we find in the cube. Instead of the unity of the ball, we have in the cube variety; instead of the simplicity of the ball, we have in the cube complexity; instead of the unvarying uniformity of the ball, we have in the cube an object which changes with every modification of position, and every acceleration of movement—instead of the ready movableness of the ball, we have in the cube an object which, as it were, embodies the tendency to repose. The cylinder forms the connecting link between the ball and the cube. Like the ball, it is round and without corners, and, like the cube, it has sides and edges. It contains the ball, and is contained by the cube, and it unites the movableness of the one with the fixedness of the other.

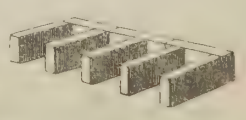
In the *Third Gift*, which consists of a cube divided once in every direction, giving eight smaller cubes, we pass from contrasts of form to contrasts of size. This gift, considered as a whole, is identical with the cube of the second gift, but through its divisions it enables the child to grasp inner conditions as well as external appearance—leads from the conception of a simple unit to the elements of which such unit is composed, thus paving the way for rational analysis. And as every analysis should end in a synthesis, every division of the cube into its parts is followed either by their recombination into the original whole, or by the production of a new whole, of which each small cube is again an essential part. Thus the Third Gift meets the instinctive craving of the child to find out what is inside of things, and at the same time, through the number and variety of its possible transformations, it satisfies and stimulates the creative powers. This gift is also excellently adapted to give the children definite ideas of number, and only those who have seen the little calculators making all possible combinations of their eight cubes, can understand how the experiences thus obtained will simplify arithmetic, and make it a pleasure instead of a torture, alike to teacher and pupil.

The *Fourth Gift*, like the Third, is a divided cube; but in its subdivision we have blocks whose sides are oblongs instead of squares. And whereas, in the small cubes of the Third Gift, the length, breadth, and thickness were equal, the parallelopipeds of the Fourth Gift are twice as long as they are broad,

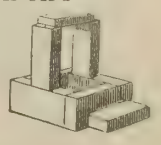
"FORMS OF LIFE," FROM THE FOURTH GIFT



A Settee.



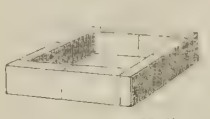
Stalls.

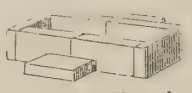


A Well with Cover.

and twice as broad as they are thick. Thus the three dimensions of space implied in the Third Gift are emphasized in the Fourth, and all the possibilities latent in the former are actualized in the latter.

A Shaft.

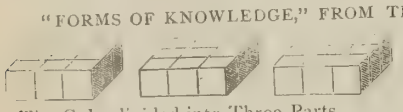

A Garden Wall.

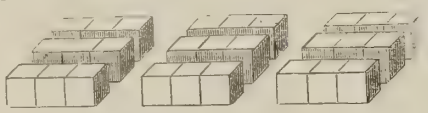

A Watering Trough.

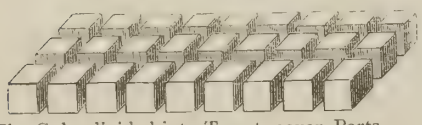
As all development moves from the simple to the complex, and as in the child what is new unfolds from the old, so in the Kindergarten gifts which are intended to be an objective counterpart of this subjective process, we find that each new gift contains all that existed in the previous gifts, with the addition of elements which they implied, but did not realize. Thus,—

In the *Fifth Gift* we again have the cube — this time, however, the cube is larger — the number of its parts is greatly increased, and by dividing some of the smaller cubes the triangular form

"FORMS OF KNOWLEDGE," FROM THE FIFTH GIFT.


The Cube divided into Three Parts.
$3+3+3=9$; $3\times3=9$ or, 3-thirds.


The Cube divided into Nine Parts.
3-times $1=3$; 6-times $1=6$; 9-times $1=9$, etc.


The Cube divided into Twenty-seven Parts.
9-times $1=9$; 18-times $1=18$; 27-times $1=27$, etc.

is introduced. A greatly increased amount of material is thus put into the hands of the child, and alike in extended numerical relations, in variety of fundamental forms, and in adaptability to creative purposes, this gift is an advance upon its predecessors.

With the *Sixth Gift*, which is a cube of the same size as the fifth, but differs in its subdivisions, we complete the series of solid forms. To understand these gifts, we must clearly and definitely apprehend their relation to each other; for it is this relation which gives them their significance, and upon the recognition of this relation depends the power with which they are used. We conceive nothing truly so long as we conceive it alone. It is only when the relations of any individual object to universal law are rightly apprehended, that a clear insight into its nature is gained.

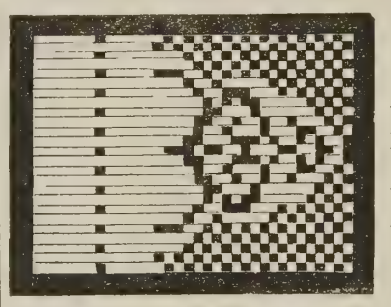
Now the universal law of development is progress from the unlimited to the limited, from the homogeneous to heterogeneous, from simplicity, with its manifold adaptations, to complexity, with its defined parts and restricted powers. Illustrations of this law are all around us. It is written on all inorganic nature; it unfolds itself yet more clearly in the plants and animals. Man, too, is no exception to it, but physically, mentally, and morally progresses under the conditions which it imposes. Clearly, the law of human development should be the law of education, and the great originality of Froebel as a thinker consists in his recognition and application of this vital truth. It was this underlying thought which determined in his mind the sequence of the six gifts just described, and any person who will carefully study them will find that there is in them a gradual advance in definiteness and complexity, and that each successive gift limits the freedom of the child, while vastly increasing his power within the boundaries defined.

Education, however, must move not only from the simple to the complex, but from the concrete to the absolute. Hence in Froebel's *Seventh Gift* we pass from the solid to the surface, and give to the child first squares, and then the different kinds of triangles. To preserve the connection of the gifts, and to derive the surface, as, logically, it must be derived from the solid, the square is represented as the embodied side of the cube. The right-angled isosceles triangle is then derived from the square by the diagonal line, and with this triangle as the standard of comparison, the other triangles are also illustrated and defined.

The interlacing slats of the *Eighth Gift* form the transition from the surface to the line. These slats rudely image the line, while, by breadth, they are still connected with the surface. They are succeeded by the sticks and wires which visibly embody the line, and through which the child learns to conceive the line as the boundary of a surface, just as he previously conceived the surface as the boundary of a solid. The limit of analysis is reached when we move from the line to the point, and in Germany there has recently been introduced into some of the Kindergartens the occupation of sorting, arranging, and combining into different forms, small pebbles or shells, which are intended to represent the embodiment of the point. The sorting of seeds for the gardens also comes under this head, and with these crude material representations of the point is completed the series of the Kindergarten gifts.

The *Ninth Gift* consists of wire rings and half rings, and is also used for laying figures.

The *Tenth Gift* is the slate and paper, ruled in squares for drawing; the *Eleventh* is paper and a perforating needle, presenting to the child the idea of the dot or point; and the *Twelfth* is the same paper, with various colored worsteds for embroidering. This gift teaches the use of the needle. The *Thirteenth Gift* is paper for cutting into various forms with the scissors, and teaches the use of the latter instrument.



The *Fourteenth Gift*, one of the most interesting for children, consists of paper of different colors cut into strips, but connected by an uncut margin at both ends, serving as a kind of warp into which are woven other strips of colored paper, forming a great variety of beautiful designs, thus stimulating the inventive powers. The strips being of various colors, present one of the best means of teaching harmony in colors, as well as beauty in figures.

FIFTEENTH GIFT.

SIXTEENTH GIFT.

SEVENTEENTH GIFT.

The *Fifteenth* and *Sixteenth Gifts* consist of wooden slats, separate and jointed, for interlacing; the *Seventeenth*, of paper strips of various colors for folding and plaiting; the *Eighteenth*, of paper for folding. The variety is endless, and prepares the pupil for many useful similar manual performances in practical life.

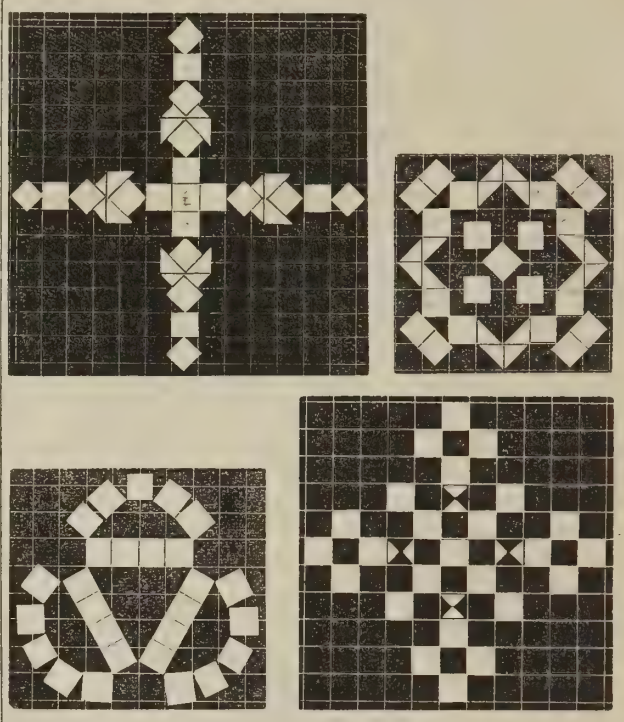
The *Nineteenth Gift* consists of softened peas, or cork balls, connected by wires into various forms at pleasure.

The *Twentieth Gift* consists of clay, beeswax, or putty, for modeling.

It is not necessary that the gifts be presented in this precise order, nor that they all be used. Many other gifts may also be introduced as alphabets for making words, counters, etc.

The figures presented below are selected from Wiebe's "Paradise of Childhood" to illustrate the use of several of the foregoing gifts. Wiebe's book will be found most useful to those wishing to use these gifts and occupations. Most of the gifts can be made by a person of ordinary ingenuity.

"FORMS OF BEAUTY," FROM THE FIFTH GIFT.



I trust from what has been said, that the following points with regard to these gifts have become clear:

1. That the method of procedure by which the successive links in the series are obtained is strictly analytical. Thus, by analysis of the solid we obtain the surface, by analysis of the surface the line, by analysis of the line the point.

2. That in using these gifts the child effects no transformation of material—he neither adds to, diminishes, nor modifies what is given him, but simply classifies, combines, and arranges the elements he receives.

We pass, now, from the Kindergarten gifts to the Kindergarten occupations, and, before I attempt to explain these, I wish to correct the generally prevalent idea that they are only mechanical employments, and that their purpose is simply to train the hand of the child, and to serve as a foil to the more intellectual exercises with the solid and plane geometric forms. The Kindergarten is not a school, where lessons are alternated with fancy work, and there is no broad distinction between gifts involving more or less intellectual effort, and occupations implying principally mechanical neatness of execution. The occupations of the Kindergarten are based upon the same general laws and regulated by the same general principles which apply to the gifts, and their effect upon the total harmonious development of the child, is even more striking than the effect of the blocks, squares, triangles, and sticks, to which they are sometimes most injudiciously subordinated.

The true distinction between the gifts and occupations is, that while the former are derived by analysis from the solid, the latter are evolved by synthesis from the point; and while in the former the child simply makes different combinations of definitely determined material, in the latter there is progressive modification and transformation of the material itself. Thus, from pricking, where all kinds of harmonious figures are produced, by simply sticking holes in paper, we pass to the line in sewing and drawing—to the transition from the line to the surface in weaving and interlacing of paper — to the surface itself in the squares of paper used for folding and cutting — to the outlines of solids in pea-work — to the surface boundaries of solids in the card-board modeling, and to the solid itself in the modeling in clay. Thus, by a different road, we have reached our original starting-point, or rather, having made a kind of spiral ascent, we are now surveying the same truths from a higher plane. A vital point of connection between the gifts and the occupations, lies in the fact that the latter offers the child the best possible

means of embodying in visible and permanent form the impressions received through the former. Thus in pricking, sewing, and drawing, the children, when told to invent, almost invariably begin by reproducing the forms with which they have become familiar in their play with blocks and sticks — the same truth applies to their inventions in mats, paper-folding, and paper-cutting — and an intelligent teacher can judge absolutely of the effect of her work by the free productions of her scholars. Thus far we have considered the Kindergarten gifts and occupations simply from the stand-point of their effect upon the intellectual development of the child. They have, however, an additional significance in the fact that, taken together, they form a complete alphabet of work, and exercise the hand in all the technical processes by which man converts raw material to his use. Ever since the days of Locke, thinkers and philanthropists have been trying to solve the problem of educating skilled laborers, and many have been the experiments of schools for the working classes, nearly all of which have failed, because built on a wrong foundation. The truth, which Froebel plainly saw was, that the schools should strive, not to turn out good shoemakers, book-binders, or watch-makers — not in fact, to teach any special trade, but to give such preparatory training and practice as would make all technical processes simple. Upon this basis he organized the Kindergarten gifts and occupations, and taken together they represent every kind of technical activity, from the mere agglomerating of raw material to the delicate processes of plastic art.

Thus Froebel's gifts have a three-fold purpose and a three-fold application. Based upon the unchangeable facts of form and relations of number, they work powerfully in the direction of a healthy development of the mind, by their countless beautiful combinations of color and form, the æsthetic nature is aroused, and by the practical work they necessitate, the senses are sharpened and the hand is trained. They appeal to the whole nature of the child, reaching at once his intellect, his emotions, and his physical activities, and contribute to produce a balanced development not attainable, I believe, by any other system.

So much for the Kindergarten material. A few words now as to the manner in which this material is used. The practical basis of the Kindergarten method is expressed in the formula, "We learn through doing." It was a favorite saying of Froebel's that the world is sick with thinking and can only be cured by acting; and accordingly in the Kindergarten free activity is the essential thing. The children roll and throw their balls, build with their blocks, and lay figures with their sticks; they fold, they sew, they weave, they model, and gradually the labor of the hand clears the thought of the mind, and by using objects as material for work their properties and powers are learned. In this lies the great difference between Pestalozzi and Froebel; for while the object-lessons of the former appeal directly to the powers of observation, the latter realized that children would never carefully and exhaustively observe any object with which they were not practically occupied. Children in the Kindergarten observe, because they are constantly trying to reproduce, and their failure to attain satisfactory results causes them to notice objects more and more carefully.

Another excellent result of Froebel's demand that the child shall learn through doing, is that it effectually prevents that rapid acquisition of superficial knowledge which is the bane of the present age. It is true that the path of learning should be made pleasant; it is not true that it should be made so smooth that it may be trodden without effort. He who struggles up no Hill Difficulty will never reach the Palace Beautiful, and the plan of constantly removing obstacles, instead of encouraging pupils to surmount them, both enfeebles character and destroys the vitality of the mind.

In the Kindergarten the children work for what they get, but the steps by which they advance are so gradual that whenever they make a faithful effort they attain some result. Consequently they gain faith in their own ability to surmount obstacles, and develop in mind and will, at the same time that they are constantly adding to their little store of ideas and experiences. Again, what they know they must know thoroughly, for the mind can only use and apply what it has perfectly assimilated, and the salient features of Froebel's method is that it transforms every element of knowledge into an element of creation.

If the practical basis of the Kindergarten is expressed in the formula "we learn through doing," its intellectual basis is stated with equal definiteness, in Froebel's so-called Doctrine of Opposites. No feature of Froebel's method is so difficult to explain as this, and yet it is the living link which connects the different parts of the system into a complete whole, and as applied practically in the Kindergarten, is as simple in its nature as it is fruitful in its results. It is based upon the logical law of the identity of contraries, a law which many philosophers have recognized as the necessary condition of thought. We cannot conceive anything without implying its opposite. We cannot think *up* without implying *down*. We cannot think of light without implying darkness. We cannot well realize extension without assuming limitation. "In all distinction," as has been well said, "the element effective of distinction works through negation, and, therefore, affirmation and negation, identity and difference must be taken together as constituting between them but a single truth."

Froebel claims that as our thought is conditioned by this law, education should recognize and apply it, and he embodies it in the statement that the principle of all creative activity is the reconciliation of opposites by an intermediate partaking of the nature of each of the extremes. This law governs the application of every Kindergarten gift and occupation, and while its philosophic basis can only be mastered by earnest thought, it is practically so simple that the child four years old uses it with the greatest ease and happiest results. The countersigns of the true Kindergarten are "Reverse, and keep your opposites alike," and I feel sure that any person who will honestly observe the effect of this principle, in the development of originality and creativeness, will admit that Froebel has found the true law of human activity, and has shown how it should be applied.

A system based upon the necessities of the child, must naturally provide for physical exercise and development. Accordingly, in the Kindergarten, gymnastic games, accompanied with song, are an essential feature of each day's programme. In these games the children get abundant opportunity for using their legs and arms, while the fact that nearly all of them are more or less dramatic, makes them also developing to the imagination and sympathies.

From the moral stand-point the chief significance of Froebel's method is the recognition of the child both as a distinct individual, and as a member of a collective organism. The great problem for man has always been to harmonize the freedom of the one with the interests of the many, and to secure the development of the individual without sacrificing the order and stability which are the safeguards of general society. In the Kindergarten the children are associated together under the most favorable conditions, and while individuality is strongly developed, each child early learns that his rights are limited by the rights of others. The only punishment inflicted is isolation of the selfish, willful, or quarrelsome child from the society of his companions; and on the other hand, where praise is given, it is given not by the teacher alone, but by teacher and children together. Thus the Kindergarten is a world in embryo —a world where small virtues are nursed into strength by exercise, where small faults are gradually overcome, because their effects are clearly seen, and where character is harmoniously developed because the same truths realized as law are felt as love.

The results of Froebel's system thus far have been partial and inadequate, because in many cases its principles have not been understood and applied. Its vitality and power are proved by the fact that through all discouragements it has steadily won its way, and every day challenges more imperatively the attention of educators. Planted now in all parts of Germany—made by imperial edict the basis of education in Austria, and introduced, though imperfectly, in Russia, France, Italy, England, and the United States, its merits will in the next few years be widely and thoroughly tested, and the general applicability of its methods determined. Its advocates ask only that it may be judged by its fruits, and, as their most conclusive argument, point to the children trained in accordance with its principles.

An Educational Dinner in Japan.

BY WILLIAM E. GRIFFIS,
Late of the Imperial College of Tokio, Japan.

The normal Japanese delights in dinners. Even the frugal farmers and artisans indulge in extra festivities on every occasion that can be made a pretext. The government officials are extremely liberal at providing dinners at the public expense, or at their own. I was especially struck with this feature of official and social life while in the educational service of Japan.

The prose of school-work was periodically enlivened by the poetry of an "educational dinner." Around well-filled and well-served tables, the foreign teachers and the native officials cemented friendship over beefsteaks and snipe on toast. The "hairy-faced aliens" and the "children of the gods" proved their common nature by recuperating their mortal frames with a common pabulum. When foreign education was first introduced, the school dinner was a regular monthly event. Latterly, however, it has become tri-yearly, at the opening of the new years', summer and autumn terms. Formerly, the native officials attended in their picturesque *samurai* dress of silk *haori* and *hakama*, or else in their ceremonial hempen robes called *kamishimo*, with their curious *eboshi* caps of black horse-hair, bound round the forehead with a white silken fillet. The higher officers donned their gorgeous silk robes, varying according to rank, stiffened by having been water-dried. Now, however, on ordinary occasions of ceremony all Japanese officials wear the black dress-suit common to gentlemen in this country and Europe. On extraordinary occasions, such as presentation at court, or in public pageants, those of a sufficiently high grade wear a gold-embroidered dress resembling that of European diplomatists. A description of one of these dinners will enable me to present a rude pen-sketch of the chief officers of the Japanese educational department, and of some of the prominent foreign instructors, and to reproduce one of the many pleasant pictures that now hang in my gallery of memories of Japan. It may also furnish some information not given in statistics. The occasion was the celebration of the opening of the Imperial College, in Tokio. The dinner was given in the refectory of the college, a room nearly one hundred feet long. Covers were laid for about sixty persons The one long table was profusely and tastefully adorned with flowers. The plates, knives, forks, and snowy cloth had been furnished by the Japanese proprietor of a hotel called the Sei Yo Ken (Energy-Restoring, or Health-Nourishing House). This personage had formerly been the servant of a Japanese noble, but being quick to read the signs of the times, he had studied the culinary arts of the foreigners. Now, as the proprietor of a hotel kept in foreign style, he was making fame and fortune by ministering to the new tastes of his countrymen. His staff of Japanese waiters, in smart black coats and white neckties, was excellently drilled. The food was well chosen and cooked, and the whole bill of fare exactly like that of an English dinner, a triumph of the caterer's art. The affair was a success in both a gastronomic and social point of

view. Having pronounced judgment upon the *material*, let us sketch the *personal*.

There were present the professorial staff of the Medical College, of the Imperial College, and of the Language School, besides the native officials above a certain grade in the Educational Department and the three schools. The nationalities represented were the Japanese, Chinese, Russian, German, French, English, and American.

At the head of the table sat the Vice-Minister of Education, Tanaka Fujimaro, a gentleman of pleasant appearance and manners, who had then just returned from his trip round the world. On his left sat Dr. David Murray, Mr. Hatakeyama, chief-director of the Imperial College, and the English and American professors in the same institution. The latter were P. V. Veeder, D.D., a graduate of Union College; D. B. McCarter, M.D., of Columbia, and for nearly thirty years in China, and the best Chinese scholar in Japan; Horace Wilson, of Bowdoin; and another gentleman from Rutgers. Opposite, in resplendent uniform, topped by the now world-renowned "spiked helmet," were Drs. Hoffman and Müller, the former a staff-surgeon in the Prussian army, the latter of the navy. Both of these gentlemen had come to Japan fresh from Sedan and Paris. The former is a smiling young man of thirty-five, or thereabouts, with a Crown Prince beard. The latter is a gray-haired campaigner, wearing the Berlin army moustache, as stiff as a shoe-brush, and clipped to the utmost brevity. In his long life Dr. Müller has attended upon and prescribed for three emperors, black, white, and yellow, of Hayti, Germany, and Japan. Among the Frenchmen present were Professor Lepissier, formerly of the Paris Observatory, and Leverrier's assistant; and Professor Maillot, Liebig's pupil, both of whom are now deceased. There were, if I remember rightly, present at the table, sixteen Japanese, fourteen Germans, ten French, ten Americans, eight English, one Russian, and one Chinese. The staff of the Medical College is composed entirely of German professors of high reputation, numbering seven in all. In the English departments of the College and Language School the Americans and English were usually about equal in number The Chinese teacher sat at about the middle of the board in his national costume and pigtail, and round, expanded hat, which he kept on and never removed even in speaking. The representatives of each tongue sat by themselves, except that the Japanese officials were sandwiched in between the foreigners. Seven nations were represented, but there was but a single appetite, and that a decidedly human one. Finally, the din of knives, forks, and plates ceased, and speeches were the order of the evening.

The Japanese have adopted with gusto our custom of speech-making. A majority of those present could understand English, but for every language there was an interpreter. The Germans spoke as if on military duty; the English assumed the usual halting style, characteristic of British oratory; the Americans were voluble, but to the point; the Frenchmen, witty and keen; the Chinese, pompous and intensely dignified; the Japanese laudatory and ceremonious; the Russian, declining to speak, cannot be criticised. But little can be said to the credit of the Japanese interpreters; for, in addition to the difficulty of translating off-hand even the salient points of an extempore speech, the standing defect of a Japanese interpreter is that he considers his education finished before it is more than begun. Notwithstanding these drawbacks, either the main points of the speeches were understood, or everybody was in unusual good humor, for the talking was a success. In the lists of toasts proposed, the first was, of course, to his Imperial Majesty the Emperor of Japan. Then followed others to the honor and prosperity of the nations represented, with their rulers.

After the usual social chats and pleasant little nothings, so industriously achieved on such occasions, real sociability having predominated, and a general mingling together of elements having been accomplished, the *Sayonara*, good-bye, *au revoir*, *auf wiederschen*, and the unintelligible Muscovite and Chinese farewells were exchanged, and the company dispersed to their *jin-rikishas* (man-power-carriages).

The dinner may not seem a very dignified part of the Japanese educational scheme, but, as matter of fact, it succeeds admirably in promoting international concord among the foreigners from many nations in the Japanese service. Is it not a diplomatic triumph to preserve harmony among so many men of differing language, religion, and social customs? I believe that Japan would be vastly benefited should she use only the English language in her schools, even in those of medicine and law, employing the other languages simply for the training of interpreters. Perhaps in time she will adopt this policy, and make the world-girdling English language the all-sufficient foundation of her educational system.

Notes and Queries.

IZE AND ISE.

While Americans have saved hogsheads of ink every year by striking out the letter *u* in such words as honor, favor, and others having a similar termination, leaving it for our English cousins across the Atlantic still to persist in employing so useless a letter, they, on the other hand, have saved an equal amount of brain-force, by spelling alike all words ending in *ize* and *ise*. Vocalise, patronise, and all similar words terminate in *ise*.

It seems to me that the argument of derivation should have little or no weight here, when so much may be gained at so trifling a cost. With all due respect for Webster and Worcester, we should aim at unity and simplicity in spelling, especially when we, as a nation, find ourselves at variance with the great body of English writers. National pride should have nothing to do with it.

Why will not the next Educational Convention vote on this question? I shall vote in favor of the change, so that when I read my English periodicals, I shall not have my attention distracted by the sight of words constantly spelled differently from those in our own journals. If our English friends would eschew the use of that abominable *u*, we should consider the whole transaction a mutual advantage. N. T. T.

THE power of moral training is almost omnipotent. A child in the hands of a teacher is as clay in the hands of a potter. It is possible to make good and useful men and women out of nine-tenths of the very worst children found in our cities and towns neglected, degraded, and vicious. To train up the children in the way they should go, is the way to reform society—to redeem mankind.—*Penn. School Journal*

Editor of Journal:—If some correspondent will contribute to your columns a method of teaching addition and subtraction without using the terms *borrow* and *carry*, they will oblige many of your readers. It seems to me we need a name for those operations. Are there synonyms less liable to objection? A READER.

WHAT IS CRAMMING? Professor Blackie, of Edinburg, has wittily defined it as a species of intellectual food, which is neither preceded by appetite, nor followed by digestion; and Professor Payne defines it as a didactic imposition on the child's mind of ready-made, cut-and-dry results.

Mr. Editor:—Can you tell us, through your paper, of any system of light gymnastics—chiefly arm-movements, without apparatus. We have had club-exercises and dumb-bell practice, but wish something that can be done without much ceremony at odd times in school.

Very truly yours, SUBSCRIBER.

Shall I write, money *is being* collected, or, is collecting—the house *is being* built, or, is building? The latter forms of speech or writing sound better to my ears, Mr. Editor; how in regard to yours? QUERIST.

— What do our literary societies *shun* too much? *Ans.*—L. O. Q. Shun.

SCIENCE.

Winter Flocks.

BY WALTER HOXIE.

My boys have often spoken to me during the past month or two about flocks of snow birds and sparrows, which they had seen. I have made them the subject of several general exercises, the substance of which may interest some readers of the JOURNAL.

Most of our winter-birds which go in flocks are passerine, or sparrow-like, birds. They have strong bills and feed on seeds, being thus a great benefit to the farm and garden, for they strip all the tall weeds that stand up above the snow. One species lives with us the year round, and though well known in its summer plumage as the Black-winged Yellow-bird, the boys only recognized it as a sparrow in its winter dress of dull greenish-brown, with yellowish-white under-parts. The male, who has kept a few patches of his favorite summer color, like a dandy necktie under his throat, will in a month or so put on his bright yellow summer suit, with black wings and tail, and a jaunty little black cap pulled down low on his forehead. After a few weeks more of hilarious wanderings, say in the end of June, the little flock will separate into pairs and go to housekeeping. Then, "alas that one so beautiful should be so false," as soon as his little dame has the care of a family on her hands, off starts Mr. *Chrysomitris tristis* with a lot of wicked little companions of the same stamp, literally "on a bender" among the elm trees of the village, where, late in autumn, his faithful little spouse joins him with her family.

Another little winter flock is the Red-polls. The dark crimson patch on the forehead is a mark by which they are easily distinguished from all other sparrows, and the same color often blushes out among the white feathers of the under-parts and cheeks, and occasionally, in the sober, streaky brown of the back and wings. These beautiful little birds are easily tamed, and thrive well in a cage. They breed in the extreme northern regions, and wander into Europe in winter in considerable numbers. Indeed, they are said to breed in the northern part of Scotland, and the Shetland, and Orkney Isles. *Ægiothus linaria* is the scientific name.

Flying in a hungry flock, before the snow-storms, come the big, white snow-birds. The under-parts, which we see as they fly past, are pure white; but after the storm, when they are walking about in the newly cleared road, the black, brown, and gray on the upper-parts is quite conspicuous. After their first arrival they seek the sea shore, where they remain all winter, coming inland, however, with each storm. Though shot in large numbers for the market, they never become very shy, and when caged are quite tame in a few days. Naturalists call them *Plectrophanes nivalis*.

The other smaller snow-bird is *Junco hyemalis*. They are dark grayish-black, and have two white feathers in each side of the tail, which are quite noticeable, particularly when flying. The gray of the breast meets the white of the under-parts abruptly, giving the little bird as he hops about the door the appearance of having on a vest. Though easily caught, I have never succeeded in taming them, and though they eat heartily and thrive well otherwise, and even sing, they will sooner or later, in their efforts to escape, dash themselves against the cage hard enough to cause death. In northern New England they build their nests, choosing a hollow in the ground and laying four dull-white eggs spotted with reddish-brown.

Sometimes a large bird, the male principally red and the female olive-brown, visits the pines in the woods and by the roadside, and in severe weather comes near the house. This is the *Pinicola canadensis*, or Pine Finch, an extreme northern species, which like all the birds that come to us from beyond the haunts of man, is delightfully tame and familiar. During the past winter they

have been here in unusually large numbers, and during the zero weather I have often met them at the door, and they decidedly objected at being disturbed. Now they are no doubt watching the lumbermen in the forests of Maine and Canada, cheering their arduous labors with the same rich whistle they saluted me with last winter. Perhaps they suggest to each other that the bread-crumbs they had then were better than the loggers' hard-tack. Wise little fellows!

The Moas of New Zealand.

Quite recently rumors have reached us from New Zealand to the effect that two living specimens of the colossal struthious birds, the Moas, have been captured in the province of Otago. That the genus *Dinornis*, to which they belong, has been extinct for some time is the general impression, and it is based on evidence of no inconsiderable weight. Nevertheless, there are many reasons for the belief that it is not long since individuals of that ostrich-like group peopled parts of New Zealand.

In 1870, Dr. Haast discovered fragments of Moas of different species mixed up with bones of seals, dogs, and gulls, together with pieces of chalcedony, agate, etc., which indicate that these gigantic birds were contemporaneous with the ancient human inhabitants of the island. A human skeleton has been found with a Dinornis egg between its arms; and recently the neck of one of these birds has been found, with the muscles and integuments preserved. Feathers, bones, and fragments of feet have also been found, which show signs of recent interment. *Nature* recently published a cut of a portion of a foot, drawn from a specimen found by Dr. Haast, and now to be seen in the Museum of Natural History, at Paris..

Electrical Notes.

E. S. Ritchie & Sons assure us that the Holtz machine can be made to work tolerably well without the paper sectors, which ordinarily act as "inducers." We believe that they have succeeded in obtaining, without the paper coatings, sparks six to eight inches long. The surface of the stationary sector-plate itself acts as an inducer, we presume.

When the machine is used without the paper, it is found that the position of the "cross-comb" should be very nearly 60° distant from the points, or edges of the windows. If it is placed much distant from the 60°, but little or no action results. A peculiar buzzing noise rapidly increases as the cross-comb approaches 60°, is there most intense, and rapidly decreases if carried beyond. This seems to establish the width of the sector as best at 60°, the size used in the Ritchie instrument.

Both of these curious facts have been observed by Mr. Ritchie; and so far as we are aware, no notice of either of them has ever before been published. A careful study of such facts may lead to further discoveries in the important and interesting department of electricity.

A RECENT German writer has been studying tobacco smoke, and finds that it contains constantly a considerable quantity of carbonic oxide. The after-effects of smoking are said to be principally caused by this poisonous gas, rather than by nicotine alone. The smoker never can prevent a part of the smoke from descending to the lungs, and "thus the poisoning is unavoidable," if one *will smoke*.

AT the congress of French meteorologists, which was recently to be held at Paris, M. Leverrier was expected to propose experimenting on a large scale for the purpose of testing the efficacy of smoke in preventing young plants from being damaged by the frosty mornings so common there in April.

MATHEMATICS.

ATTENTION was recently called in your columns by "D. W. H." to the sixteen dissimilar right-angled triangles whose sides are represented by whole numbers less than 100. These sixteen triangles belong to six different series, as shown below, the left-hand column representing the smallest side, and the right-hand the hypothenuse. It will be seen that the first column in each case is an arithmetical series, while the other two are series of two orders of differences; the difference between the corresponding terms in the second and third columns is constant in each series. In order to show the form of each series I have given a few triangles with sides larger than 100. The numbers bracketed represent triangles similar to preceding ones, but are given as finding their proper places in their series. I subjoin to each series the formulas by which it may be extended indefinitely by assigning different values to n; a and b = the sides about the right-angle, c = the hypothenuse. The sixteen dissimilar triangles are distinguished by numbers at the right, from 1 to 16.

I.	3	4	5	(1)
	5	12	13	(2)
	7	24	25	(3)
	9	40	41	(5)
	11	60	61	(6)
	13	84	85	(8)
	$a=2n+1$.	$b=2n(n+1)$.	$c=b+1$.	
II.	8	15	17	(4)
	12	35	37	(7)
	16	63	65	(9)
	20	99	101	
	$a=4(n+1)$.	$b=4n(n+2)+3$.	$c=b+2$.	
III.	20	21	29	(10)
	28	45	53	(11)
	36	77	85	(13)
	44	117	125	
	$a=4(2n+3)$.	$b=4n(n+3)+5$.	$c=6+8$.	

IV.	[27	36	45]	(1)
	33	56	65	(12)
	39	80	89	(14)
	[45	108	117]	(2)
	$a=3(2n+7)$.	$b=2n(n+7)+20$.	$c=b+9$	
V.	48	55	73	(15)
	60	91	109	
	[72	135	153]	(4)
	84	187	205	
	$a=12(n+3)$.	$b=4n(n+6)+27$.	$c=b+18$.	
VI.	65	72	97	(16)
	[75	100	125]	(1)
	85	132	157	
	95	168	193	
	$a=5(2n+11)$.	$b=2n(n+11)+48$.	$c=b+25$.	

All the triangles of series I., II., and III., two-thirds of those in IV., and V., and four-fifths of those in VI., have their sides represented by numbers which are prime to one another. In IV. we obtain multiples of I. when n belongs to the series 1, 4, 7, 10, etc. In V. we have multiples of II. when n is a multiple of 3. In VI. we have multiples of I. when n belongs to the series 2 7, 12, 17, etc. E H. C.

WHETHER "the Connecticut Rule for the computation of interest is *sometimes* more favorable to the *creditor* than the United States Rule" may be a question of interpretation. If, as seems to me probable, the last sentence of the rule was intended purely as a qualification of the immediately preceding sentence; then this rule is more favorable to the creditor when the payments within a year are less than the accruing interest, for in this case the rule gives the creditor compound interest. For example, A holds B's note for $100,000 at 6 per cent, on which B has paid $1,000 quarterly for five years. B settles now, and consequently loses the use of all the money he has paid, besides having to pay compound interest on $2,000 for four years, ditto on a second $2,000 for three years, on a third $2,000 for two years, and interest on a fourth $2,000 for one year.

The United States Rule is too favorable to the creditor when a payment exceeding the annual interest is made in less than a year; for then the creditor gets compound interest reckoned on a period less than a year. Suppose B had paid A $5,000 quarterly; by the United States Rule he would have reduced his debt less instead of more than $14,000 the first year.

The only equitable mode of reckoning interest is compound interest. I. D.

Queries.

(1). On page 209, is it not an error to count a sign under a radical as only $\frac{1}{2}$ a sign?

(2). In multiplying, have the signs under a radical anything to do with the signs outside?

(3). Does not the product of $\sqrt{-a}, \sqrt{-b}, -\sqrt{c}\ -\sqrt{d} = \sqrt{abcd}$ $\sqrt{-a}, \sqrt{-b}, -\sqrt{c}, -\sqrt{-d}, = \sqrt{-abcd}$: $\sqrt{-a}, \sqrt{-b}, -\sqrt{c}, \sqrt{-d}, = -\sqrt{-abcd}$? I. D.

[*Answers.*—(1). No; it is entirely correct. (2). Just as much, and no more than any other two signs belonging to the same quantity have to do with each other. (3). No; all wrong, but useful to show the need of the explanation on page 209.—ED.]

Why does a boy receive more money by selling half his apples at 3 for a cent, and half at 2 for a cent, than by selling all of them at $2\frac{1}{2}$ for a cent? C. C. C.

[*Ans.*—Because the mean of $\frac{1}{3}$ and $\frac{1}{2}$ is more than $\frac{2}{5}$.—ED.]

In the solution of Problem V, p. 33, "F. P." only gives the average schoolmaster what he can very easily get for himself. What he wants is the value of x in "F. P.'s" equation. There is the "rub." Will "F. P." solve his equations? C. C. C.

[Several correspondents criticise properly Problem XIII. Its conditions cannot be properly fulfilled.—ED.]

Solve the equation $68x^2 + 2x = 70$.

$$y^2 + 2y = 68.70 = 4760.$$
$$y = 68. \quad x = 1.$$

This solution consists in removing the 68 from the first to the last term, and dividing the value of y in the new equation by 68. What is the philosophy of it? C. C. C.

[A full explanation of this may be found in any Algebra which treats of higher equations in the proposition that the roots of any equation will be multiplied by n by multiplying the second term by n, the third by n^2, the fourth by n^3, and so on.—ED.]

Problems.

PROBLEM XXIX.—Solve the equations—

$$2y^2 - 4xy + 2x^2 - 3y - 2x - 8 = 0.$$
$$y^2 + 2y - 64 + 1 = 0.$$

A.

PROBLEM XXX.—Integrate $dy = \frac{x^2dx}{1+x^4}$ A.

PROBLEM XXXI.— $\frac{1}{1-x} = 1 + x + x^2 + x^3 + \&c.$ Make $x = 2$ and the first member is -1. Show that the second member is also -1 and that each added term of the series is a nearer approximation to the value of $\frac{1}{1-x}$. C. C. C.

PROBLEM XXXII.—A laborer digging a well 4 feet in diameter cut through the imbedded trunk of a tree one foot in diameter, lying horizontally. Required the volume of that portion of the tree taken out. F. W. C.

PROBLEM XXXIII. — Through a given point to draw a straight line, intersecting two given circumferences, so that the portion of it intercepted between the circumferences shall have a given length. A. B. E.

Solutions.

Answer to "J. D. F.'s" *Query.*—The Connecticut Rule is just like the United States, except "When payments exceeding the interest due are made within a year from the time from which interest is reckoned."

Let P = principal
p = payment
12 = rate per cent.
N = new principal

If payments are made within a year from the time from which interest is reckoned, then,

By the C. R., $N = P(1.12) - p(1.04)$
By U. S. R., $N = P(1.08) - p$
Difference $= D = .04(P - p)$

In words: *N* by the Connecticut rule is the largest by the interest on (P—p) from the time of payment to the end of the year, therefore, it is that the creditor gains by the C. R. F. P.

THEOREM I.—Pass a plane through the centers of the sun, moon, and earth, it will cut 3 circles from these bodies, and will contain the apexes of the shadows because it contains the axis of the shadow cones. Now we have to prove that the external centers of similitude of a system of 3 circles are collinear:

Let R = radius of the sun
R′ = radius of the earth
R″ = radius of the moon
C = center of sun
C′ = center of earth
C″ = center of moon
O = ex. center of similitude of sun and earth
O′ = ex. center of similitude of sun and moon
O″ = ex. center of similitude of earth and moon

Then $\frac{OC}{OC'} = \frac{R}{R'}$, $\frac{O''C'}{O''C''} = \frac{R'}{R''}$

$$\frac{O'C''}{O'C} = \frac{R''}{R}$$

$$\because \frac{OC.O''C'.O'C''}{OC'.O''C''.O'C} = \frac{RR'R''}{R'R''R} = 1$$

Which by a proposition of higher Geometry, proves that the apexes O, O′, and O″ are in the same straight line. F. P.

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Boston, Mass., May 15, 1875.

THE city of Providence has made an appropriation of $1,500 for vacation schools during the months of July and August. The success of these schools has been fully established, and the number of children in attendance, saved from the idleness and vicious tendencies of street-life in a city, shows how thoroughly the parents appreciate such schools.

THE twenty-eighth annual meeting of the Hampden County Teachers' Association will be held in Springfield, Mass., Friday and Saturday, May 21 and 22, 1875. Addresses will be given by Supt. Stone, Rev. A. D. Mayo, J. W. Dickinson, M. C. Stebbins, G. A. Walton, Hon. J. D. Philbrick, and others. The topics for discussion are practical and suggestive, and the teachers and school officers in towns adjacent to Hampden county are invited to attend and participate in the work of the meeting. Hampden county has a strong corps of educators, and the meeting should be largely attended.

THE second annual convention of the Teachers' Association of Franklin and Hampden counties will be held at Greenfield, Mass., Friday and Saturday, May 21 and 22, 1875. As will be seen by our local columns, the bill of fare is ample, and promises a very full meal to all who shall attend. Among other attractive names, we notice those of Hon. Joseph White, Prof. J. H. Seelye, Dr. E. Hitchcock, G. A. Walton, H. L. Edmonds, and Profs. White and Crowell of Amherst. The teachers and their friends in Westesn Massachusetts will have no want of professional stimulus in the two conventions at Greenfield and Springfield, and their numbers and intelligence should fill both to overflowing.

IT is claimed that what constitutes the peculiar character of the instruction given at the College of France, Paris, is the independence of the professors. In our American colleges, the professors are compelled more or less to adhere to the official programme, the limits of wh ch they may not pass; while these same professors, in the instruction they give, keep in view the examinations to which they shall have to subject the most earnest of their auditors. They are thus involuntarily ruled by a university spirit, by university tendencies and methods. The professors of the College of France have no such examinations in view, follow no official programme step by step, and enjoying a much greater liberty, are thus enabled to shape their course according to their own original ideas.

While we are not prepared to acknowledge the superiority of the method of the Paris college, it is undeniable that that institution has exercised a powerful influence in the literature, and learning of France. As a modern French writer has well said, at the time of the foundation of the College, by Francis I, the Sorbonne and the University were both plunged in ignorance, altogether strangers to Greek and Hebrew literature, and continually absorbed in endless and vain theological disputes. Francis, anxious to give a new stimulus to the study of letters, conceived the plan of the institution, at the head of which he placed the most eminent men of his time. The University, jealous of this creation, which ought to have encouraged it to the most strenuous competition, raised its voice against the new College, and attacked it with all the power which jealousy could muster. Notwithstanding, the College remained unharmed; and since the days of Francis I., nearly every successive sovereign has added to its prestige.

The Education of Clergymen's Sons.

There is one question which has been forcing itself upon our attention, for some time. It has enlisted not only our attention, but our sympathy. And we are not alone in it. There is a large class who will give us both heart and hand in the matter.

Everybody knows how largely clergymen, as a class, have helped promote our educational progress. For both our collegiate and common school systems, they have been among their most intelligent and strenuous advocates. It would not be saying too much to say, that, more than any other class, they have been for both, the substantial founders. The history of New England, at least, goes far to bear us out in this. And we are proud to add, that New England will always gladly acknowledge her indebtedness to them. She does it now in more ways than one.

Now all over our land clergymen are bringing up sons. They are giving them the strongest bias towards a liberal education. They are starting them in the track of the most earnest thought, and the purest philanthropy, and patriotism. They are leading them onward most vigorously in the path of self-sustaining efforts and culture. Whatever may be the exceptions, it is simply fair to say, that no class of youth are more commonly and more effectively surrounded by an atmosphere of intelligent learning and aspiration. Can any one show a class of the same relative means and magnitude, from whom so much is to be hoped for our religion, our learning, and our freedom?

But, under the existing enormous increase of expense for a higher education, what are our clergymen to do? Their salaries have not advanced proportionally. In the rural sections, they are more often than people are aware, pondering upon "the ragged edge" of a bare subsistence Of the desperate nature of the undertaking of these to secure for their sons a collegiate education, only those know who are involved in it. And in saying thus much, we have not touched upon the various incidental ways in which a clergyman's income is cut short; nor of the narrowing of a student's means for self-help, by the competition existing among teachers. If it were possible,—as narrated in the old novel "Asmodeus,"—to lift the roofs of parsonages and rectories, so that one could look in upon the secret struggle of parental love and cultured aspiration, who can tell what a scene of toil, of self-deprivation, of painful calculation, and still more painful anxiety and discouragement, would be revealed!

Now, it seems to us that this is a matter which should at once engage the earnest attention and the resolute effort of educators and Christians. And not merely from professional sympathy, but from profound regard for both the interest of education and religion. The spectacle of a cultivated man, forced to see his son growing up to drop into the half-educated mass away from his own level and society, is certainly one to excite sympathy. The spectacle of a Christian minister, compelled to see his son,—from native associations more naturally shaped to the pursuit of his own holy calling,—turned away from it into the common walks of labor or of trade, is hardly less calculated to create a profound concern. The too common outcry of our ministerial bodies, with regard to the relative diminution of candidates for the holy ministry,—caused as it doubtless is by this compulsory diversion of the best mind and heart to lower channels of effort,—is fitted only to provoke anxious solicitude. Hardly less occasion does it give, for concern at the subtraction of so large an amount of ability and native interest, from the field of the most direct effort in behalf of higher education, and of popular education as well.

Does it not then approve itself to every one, as a special and pressing demand of the times, that side by side with the munificence which erects magnificent edifices and founds universities, there should be found the beneficence which provides such foundations, as in the *academy* and the *college*, as well as in the theological seminary, will put a liberal education as fully within reach of the sons of our clergymen, as it once was? The difficulty is now in the early part of the course, rather than in the later. Secure full opportunity for success in the first struggles, and the latter part of the student's career may be safely left to take care of itself. Assure impregnability to your first lines of investment, and the pressing forward of the final sap and storm is only a question of time and persistence. Give our impoverished clergy an effective "*που στω*," and they and their sons will secure the Archimedean result.

IN an American book, called "Lord of Himself," the author, Mr. Underwood of Boston, who may have had some unpleasant experience as a member of some School Board, makes one of his characters suggest that Shakespeare may have been worried to death by service on a School Board. However true the inference may be, that members of English Boards have by no means a smooth and easy task still their duties are not without their compensations. For instance: the Lord Mayor entertained the members of the School Board for London at a banquet at the Mansion House on Saturday evening, and the occasion was one of unusual pleasure. The Earl of Rosebery responded for the House of Lords, and Alderman Cotton, M. P., for the House of Commons. The Lord Mayor, in proposing the toast of the evening, spoke of the difficulties of the task imposed upon the Board. Referring to its expenditure, he said he thought that on the whole the School Board for London had adopted a wise course, and that they had erected a large number of schools where they were needed at a very moderate cost. He believed that their work had been very satisfactorily performed. In reply, Sir Charles Reed described the action of the Board at some length, and said that they had been the means of adding 100,000 children to the school-roll of London. He defended the Board against the charge of "reckless extravagance," and said that they were resolved to provide for London schools sufficient, efficient, and suitable teaching so that to every child in the metropolis should be secured a cheap and useful elementary education.

— Of the things which man can do or make here below, by far the most momentous, wonderful, and worthy, are the things we call books.—*Carlyle.*

NEW-ENGLAND SCHOOL SUPERINTENDENTS IN COUNCIL.

Papers by Messrs. Tash, of Lewiston; Allard, of Gloucester; Philbrick, of Boston; Waterman, of Taunton.

INTERESTING DISCUSSIONS.

The New England Association of School Superintendents held its semi-annual meeting at the City Hall, Boston, on the 7th inst. The papers and discussions occupied the day, and were unusually interesting. Among those present were Edward Conant, Supt. of Education of Vermont; A. P. Marble, Worcester; Thomas Tash, Lewiston, Me.; John D. Philbrick, Boston; F. Endicott, Canton, Mass.; Ephraim Hunt, Portland, Me.; B. F. Tweed, Charlestown District; A. P. Stone, Springfield; A. G. Lewis, Weymouth; L. H. Marvel, Holyoke; E. A. Hubbard, Fitchburg; W. W. Spaulding, South Adams; Thomas B. Stockwell, Providence, R. I., State Superintendent of Schools; T. W. Bicknell, Boston; G. E. Hood, Lawrence; H. F. Harrington, New Bedford; J. W. Simonds, Concord, N. H, State Superintendent of Schools; Jonathan Kimball, Chelsea; W. W. Waterman, Taunton; and others.

At the morning session, which began at 9:30 o'clock, Mr. E. A. Hubbard, of Fitchburg, presided, with Mr. A. D. Small of Salem as Secretary.

Health in our Schools.

Mr. J. W. Allard, Superintendent of Schools at Gloucester, Mass., opened the discussion upon "Physical Health and Comfort."

The subject of school architecture was first touched upon, and the hope expressed that the day of spending vast sums of money upon showy and useless ornamentation of the exteriors of our school-buildings, was rapidly passing. The statement was made that one-fourth of the amount was absolutely needed for the comfortable fitting-up and proper equipment of the class-rooms. The modern four-story school-house, with class-rooms in the fourth story, was emphatically condemned as destructive to the comfort and health both of pupils and teachers. He thought that if this style of architecture must prevail, then the buildings should be furnished with steam elevators like that of City Hall!

The important topics of lighting, heating, and ventilation were fully discussed. School authorities should investigate and understand these vital questions. They should not hesitate to impress their convictions upon city councils and building committees.

A history of the improvements which have been made during the last thirty years in the material arrangements of school-rooms with regard to dressing-rooms, blackboards, tables, desks, and single seats, was succinctly given.

The methods of teaching and management, especially in primary schools, were considered at some length.

The diversion of gymnastic exercises from their legitimate object of physical rest and culture to purposes of show, was condemned in the severest language.

The attention of the society with the long name was invited to the length of time children were confined in school-rooms without relaxation or recess. It was hinted that some reforms in these directions might be needed, even in Boston.

The Kindergarten System.

A paper on the subject of "Kindergarten Instruction" was read by Supt. Thomas Tash, of Lewiston, Me. As this excellent paper will soon appear in our columns, we will not give an outline of it.

Pupils' Reports.

After a short recess, "The usefulness of monthly or occasional reports of pupils to their parents, and the manner of preparing these reports," was discussed by Mr. Waterman, of Taunton, who took the ground that occasional reports would be more advisable than any of the present systems of weekly or monthly reports. He gave an interesting account of the various methods which had been tried in Taunton, the amount of interest felt by parents in the matter, and presented an interesting resumé of the results.

How to Make Common School Instruction Practical.

Mr. John D. Philbrick of this city then presented a paper on the subject: "How to Make Common School Education Practical." While he opposed the introduction of the workshop into the school, he favored a more practical use of its opportunities than is generally enjoyed. Mr. Philbrick's plan is, first, to discard the theory of aiming at mental discipline, primarily, and adopt in its stead the theory of imparting the greater amount of the most useful information; second, introduce the following subjects of instruction, elementary geometry, natural philosophy, drawing, and elements of chemistry, as lying at the foundation of all industrial education; third, make room for these subjects by lopping off the more useless parts of the old branches, which, through the influence of rival book-makers, have grown out of their due proportion; fourth, faciliate the acquirement of the needed practical knowledge, by the adoption of better methods of teaching. He did not believe in teaching a child the names of all the branches of the Amazon and leaving him in ignorance of the principle by which water rises in a pump. The meaning of the popular demand for more practical schooling is that education is not adjusted to the wants of the civilization of the day. Our schools have many excellences, but they can be made more practical without detriment to their present good qualities. Mr. Philbrick advocated the substitution of instruction in natural sciences in place of the less useful portions of the present standard branches, such as long strings of historical dates and geographical details, which might well be discarded.

The Work of the National Education Bureau.

After some debate on the best way in which to make a census of children between five and fifteen years of age, it was voted that the matter be referred to a committee to report at the next meeting. The work of the National Bureau of Education was then presented to the meeting, and its importance recognized in the unanimous passage of several resolutions, which we shall publish next week.

Supt. Small of Salem, and Supt. Stone of Springfield, ably supported a resolution expressing the interest and confidence of the association in the *New-England Journal of Education*, and pledging to it their cordial support.

AFTERNOON SESSION.

Ventilation, Etc.

The afternoon session was devoted to a discussion of the subjects so ably presented in the morning. Supt. Harrington, of New Bedford, thought that the condition of most of our school-houses, as regards ventilation and conveniences, is abominable. He was tired of hearing praises on our perfect school system, even though it is Centennial year; and thought it quite time that the facts should be known, however disagreeable they may be. But very few primary schools in this district—the very places which should receive most careful attention have a proper system of ventilation. The condition of the out-houses, in three or four of our schools, is indescribably bad; and though the subject is distasteful, it needs immediate attention. There is need of a great reform.

The Secretary, Mr. Small, of Salem, made reference to the subject of ventilation, whereupon Mr. T. B. Stockwell, of Providence, gave an account of a system which produced excellent results. Mr. Marble, of Worcester, spoke of the objection in the mind of the public toward the expense attendant upon elaborate schemes of ventilation, and advocated a plan which has worked with complete success in the Asylum for the Insane at Worcester. Here, in the basement, a large fan is kept in slow but steady motion, by an engine supplied by the steam in the building, keeping up in every part of the structure, a steady current of warm, fresh air. By applying this arrangement, or a modification of it, to our school-houses, and providing each room with an outlet, we can safely "trust to Providence" to clear out the foul air and give place to the fresh current continually ascending. Mr Marble suggested the use of a sash with double windows directly connected, as doing away, to some extent, with the objectionable drafts of air inseparable from window ventilation.

Froebel's System Discussed.

Mr. Philbrick argued that the "Kindergarten" ought not to be a fixed institution, but should rather be considered an improved system of infant instruction. Viewed in this light, he was happy to report the Boston Kindergarten as doing splendid work. It is however the teacher, far more than the system, which makes this kindergarten so great a success—as, indeed, in all grades of schools, success depends very largely upon the instructor. In Vienna, where the kindergarten system is most in favor, there is no such restriction as to number of pupils, as Froebel's followers would advise: and personal investigation shows that the plan of teaching does not vary greatly, from that in the best of our primary schools. Mr. Stone, of Springfield, spoke of the advantages of a course of training which makes the child, at an early age, properly inquisitive and self-reliant. Mr. Tash explained some of the advantages of Froebel's system of gifts, object and alphabet teaching; after which the subject of reports of scholars to their parents was further discussed by Messrs. Small of Salem, Harrington of New Bedford, and others.

Practical Education.

The final subject of discussion was Mr. Philbrick's paper on "Practical Education." Messrs. Harrington, of New Bedford, and Hunt, of Portland, Hood. of Lawrence, and others, talked over the subject. The matter of parsing, reading, spelling, and drawing, was debated. Mr. Philbrick thought, in these matters, too much attention was given to unimportant detail. Reading is taught, for instance, in some of our schools as a fine art, and half the time thus used might give the scholar a knowledge of the French language. So in arithmetic. It may be "splendid" to train a girl to add in a minute a long column of figures, but it is a splendid waste of time. So in spelling. President Felton, when rallied on account of his numerous blunders in spelling, would say, "Spelling isn't my business; take up Greek, and I am ready for you." In something of this spirit, the mere mechanical acquisition of the orthography of a hundred difficult words ought to be as nothing when compared with weightier matters.

Drawing in the Schools.

The matter of drawing elicited some discussion. Mr. Morrill, of Lowell thought that the dissatisfaction with the system there was no greater than elsewhere in the State; while Mr. Waterman, of Taunton, said that drawing was the most popular branch of instruction in that city, because it had not been ridden as a hobby. There had been no wholesale purchases of drawing-books; no exalting of this department to the dignity of an exhibition, while other branches of the study are neglected. In a word, the study had been pushed; and he did not doubt that the few objections raised against its use would disappear as quickly as those made against the introduction of music.

Gen. John Phelps, of Brattleboro, Vermont, addressed the convention on juvenile instruction, the law of good manners, etc. He wished he wished he could see a system of politeness introduced into New England, instead of the shame-facedness which prevails on that question. The subject was also discussed by other gentlemen.

The committee on nominations reported a list of officers: For president, W. W. Waterman, of Taunton; for secretary, Augustus D. Small, of Salem; committee of arrangements, Ephraim Hunt, of Portland, T. B. Stockwell, of Providence, Edward Conant, of Vermont; committee on nominations, A. P. Marble, of Worcester, H. T. Hoyt, S. H. Marvel. The report was adopted.

Dialogues and School Entertainments.

Address of Col. T. W. Higginson,

AT MT. AUBURN CEMETERY, DECORATION-DAY, MAY 30, 1870.

We meet to-day for a purpose that has the dignity and the tenderness of funeral rites without their sadness. It is not a new bereavement, but one which time has softened, that brings us here. We meet not around a newly-opened grave, but among those which Nature has already decorated with the memorials of her love. Above every tomb her daily sunshine has smiled, her tears have wept; over the humblest she has bidden some grasses nestle, some vines creep, and the butterfly —ancient emblem of immortality—waves his little wings above every sod. To Nature's signs of tenderness we add our own. Not "ashes to ashes, dust to dust," but blossoms to blossoms, laurels to the laureled.

The great civil war has passed by—its great armies were disbanded, their tents struck, their camp-fires put out, their muster-rolls laid away. But there is another army whose numbers no presidential proclamation could reduce; no general orders disband. This is their camping-ground—these white stones are their tents—this list of names we bear is their muster-roll—their camp-fires yet burn in our hearts.

I remember this "Sweet Auburn" when no sacred associations made it sweeter, and when its trees looked down on no funerals but those of the bird and the bee. Time has enriched its memories since those days. And especially during our great war, as the nation seemed to grow impoverished in men, these hills grew richer in associations, until their multiplying wealth took in that heroic boy who fell in almost the last battle of the war. Now that roll of honor has closed, and the work of commemoration begun.

Without distinction of nationality, of race, of religion, they gave their lives to their country. Without distinction of religion, of race, of nationality, we garland their graves to-day. The young Roman Catholic convert, who died exclaiming "Mary! pardon!" and the young Protestant theological student, whose favorite place of study was this cemetery, and who asked only that no words of praise might be engraven on his stone—these bore alike the cross in their lifetime, and shall bear it alike in flowers to-day. They gave their lives that we might remain one nation, and the nation holds their memory alike in its arms.

And so the little distinctions of rank that separated us in the service are nothing here. Death has given the same brevet to all. The brilliant young cavalry general who rode into his last action, with stars on his shoulders and his death-wound on his breast, is to us no more precious than that sergeant of sharpshooters who followed the line unarmed at Antietam, waiting to take the rifle of some one who should die, because his own had been stolen; or that private who did the same thing in the same battle, leaving the hospital service to which he had been assigned. Nature has been equally tender to the graves of all, and our love knows no distinction.

What a wonderful embalmer is death! We who survive grow daily older. Since the war closed the youngest has gained some new wrinkle, the oldest some added gray hair. A few years more and only a few tottering figures shall represent the marching files of the Grand Army; a year or two beyond that, and there shall flutter by the window the last empty sleeve. But these who are here are embalmed forever in our imaginations; they will not change; they never will seem to us less young, less fresh, less daring, than when they sallied to their last battle. They will always have the dew of their youth; it is we alone who shall grow old.

And, again, what a wonderful purifier is death! These who fell beside us varied in character; like other men, they had their strength and their weaknesses, their merits and their faults. Yet now all stains seem washed away; their life ceased at its climax, and the ending sanctified all that went before. They died for their country; that is their record. They found their way to heaven equally short, it seems to us, from every battle-field, and with equal readiness our love seeks them to-day.

"What is a victory like?" said a lady to the Duke of Wellington. "The greatest tragedy in the world, madam, except a defeat." Even our great war would be but a tragedy were it not for the warm feeling of brotherhood it has left behind it, based on the hidden emotions of days like these. The war has given peace to the nation; it has given union, freedom, equal rights; and in addition to that, it has given to you and me the sacred sympathy of these graves. No matter what it has cost us individually—health or worldly fortunes—it is our reward that we can stand to-day among these graves and yet not blush that we survive.

The great French soldier, La Tour D'Auvergne, was the hero of many battles, but remained by his own choice in the ranks. Napoleon gave him a sword and the official title "First among the grenadiers of France." When he was killed, the emperor ordered that his heart should be intrusted to the keeping of his regiment—that his name should be called at every roll-call, and that his next comrade should make answer, "Dead upon the field of honor." In our memories are the names of many heroes; we treasure all their hearts in this consecrated ground, and when the name of each is called, we answer in flowers, "Dead upon the field of honor."

The Hardest Sort of a Sum.

BY E. M. B.

Scene: A HALF DOZEN BOYS *taking a real noon lunch from pails and baskets.* ONE, *having finished, goes to the blackboard and begins to work out an example in cube root.*

First Boy.—Tom's the busiest fellow that ever
I saw in my life, I declare, but clever
Or not, he'll split on that sum.
We've tried all the morning, and can't make it come
Anywhere near the stupid old answer
Set down in the book! Say if you can, sir,
Now isn't cube root the hardest, worst kind
Of a sum any of you can find?

Second Boy.—Well, no: I don't think so; as far as I've been
"Miscellaneous Examples" are worse to get in.
A little of all; can't tell which is which;
So amongst 'em you get wild as a witch.

Third Boy.—But there is a sort that makes me more mad,
I declare, now! the case is about as bad
As the reckoning Shylock had to make,
One pound of flesh without blood to take!
You hark. I won't say they're quite like this,
But, after all, 'tis'nt much of a miss.

[*Reads from a book.*]—*Ex.* 99.—If a man stand upon the sea-shore with his eye elevated $16\frac{1}{12}$ ft., which way will he look, and what will he see? What's his name? How long will be stand there? Which way did he come from? Where will he go when he dies? How long will he be on the road, and what will he sing when he gets there?

Fourth Boy.—O bother! your partial payments, I say,
Are worse 'n the whole of 'em, any day!
But it's all bad enough; no need of strife;
Arithmetic's been the bore of my life!

"Addition and Subtraction
Drive me to distraction";

[*Here all the boys breaking in roar it out in chorus:*]
"Multiplication is vexation;
Division is as bad;
The Rule of Three doth puzzle me,
And Fractions make me mad."

Fifth Boy. (*Turns round from his work and, flourishing chalk, comes towards the others.*)
Hurrah! I've got it at last, hurrah!
Only keep at it, and there you are.

[SIXTH BOY *creeps slyly to board and rubs out the finished sum, behind the speaker's back.*]
Arithmetic isn't so bad as you—[*Turns and flies at the rogue.*] You scoundrel! I'll teach you—
I'll give you your due!
[*Begins to pommel the rogue furiously;* SCHOOLMISTRESS *comes in and stops the fighting.* FIFTH BOY, *shaking fist at offender.*]
Oh! you needn't think I'll cry quits yet!
Just wait awhile, and I'll settle this debt.
I've pardoned enough of your pranks on me,
And I won't forgive this one—now you see!

Schoolmistress.—Boys, seats. Be quiet. I've something to say,
Only this: I heard you, I think, half in play,
Choosing, each, which seems harder than all the rest
Of problems in practice; I beg to suggest
One you've overlooked, a difficult test.
Follow my hand on the board if you please;
The question I mean, and the answer, are these;
[*Writes rapidly on board, thus:*]
Ques.—How oft shall my brother sin against me and I forgive him?
Ans.—70 × 7.
Come; I know this example in practice is long,
And hard, too; but how grand to be strong
And conquer—to be pressed, yet to overcome!
Will my first class, then, try this sum?

Woman's Rights.

MOTION SONG: Tune, "*Tramp Tramp.*"

BY M. B. C. SLADE.

1, *Motion for sewing.* 2, *Hands on desk.* 3, *Motion for washing.* 4, *Uplifts both hands.* 5, *Fold hands.* 6, *Each girl bows to seat-mate.* 7, *Point with right hand to boys.* 8, *Motion for drawing.* 9, *Motion for holding plough.* 10, *Motion for spading.* 11, *Motion for sowing seed.* 12, *Boys bow to seat-mate.* 13, *Boys point to girls.* 14, *Boys bow to girls.* 15, *Motion for churning.* 16, *Motion for mixing bread.* 17, *For rolling pastry.* 18, *Girls bow to boys.*

Girls.—Draw your needles in and out,[1] mind what you are all about[2].
Wash the clothes,[3] and hang them on the line to dry,[4].
[5] I've good news, for you, my dear.[6] Woman's Rights will soon be here,
And the men[7] shall mind the kitchen by-and-by!
Sew[1], sew, sew, my patient sisters;
Good times[2] coming by-and-by!
[5] I've good news for you, my dear, [6] woman's rights will soon be here,
And the men[7] shall mind the kitchen, by-and-by!

Boys.—Go along! gee up! and whoa![8] Oh, how dull the oxen go!
Hold the plough,[9] and spade the earth,[10] and sow the rye![11]
[5] I've good news for you, my men, [12] woman's rights will come, and then
Pretty girls[13] will do the farming,—let them try![14]
Sow,[11] sow, sow, my patient brothers,
Good times coming[2] by-and-by!
[5] I've good news for you, my men,[12] woman's rights will come, and then,
Pretty girls[13] will do the farming,—let them try![14]

Girls.—Round and round the dasher turn,[15] and the golden butter churn;
Knead the bread,[16] and roll the pastry for the pie,[17]
[5] I've good news for all around,[6] woman's rights are gaining ground,
And the time for men[7] to cook is drawing nigh!
So! so! so! [2] my patient sisters,
Good times coming by-and-by!
[5] I've good news for all around,[6] woman's rights are gaining ground,
And the time for men[7] to cook is drawing nigh!

Both.—Oh, you silly people all,[6] [12] Oh, ye children, great and small,
Don't you think we'd better say, just you and I,[7] [13]
[5] I've good news for all to hear; [6] [12] that, whatever is our sphere,
Just our very best[5] therein we'll do or try!
Yes! yes! yes! My brothers, sisters,[14] [18]
Good times coming by-and-by!
[5] I've good news for all to hear; [6] [12] that, whatever is our sphere,
Just our very best[5] therein we'll do or try!

Rules for the School-Room.

To be daily repeated in concert by the children in a Primary School.

1. I must be silent when the bell rings.
2. I must always mind my teacher.
3. I must come to school every day.
4. I must never be tardy.
5. I must not be idle.
6. I must not lie.
7. I must not steal.
8. I must not swear.
9. I must not be angry.
10. I must not strike nor hurt any one in anger.
11. I must be kind and pleasant to all.
12. I must forgive all who offend or injure me.
13. I must have clean clothes, clean face, and clean hands.
14. I must be polite in all my ways.
15. I must not destroy my books or my slates.
16. I must not injure any of the furniture of the school.
17. I must always try to do right.
18. I must remember all these rules, and try to keep them.

—*Northend's Teachers' Assistant.*

STATE DEPARTMENTS.

Maine.

SCRABBLETOWN, April 12, 1875.

Mr. Editor:—I am an old fogy, a very old one. I can remember very distinctly the little, old, red school-house, in the corner of the cross-roads. Why, do you suppose, Mr. Editor, they put the school-house in those benighted old times, on such waste and worthless bits of land. I remember one house, placed on a high ledge right beside the road, only some twenty feet from the road, and yet the ledge was so steep that the bottom of the house was at least twelve feet above the level of the street. Up this steep ledge, rough and craggy, and in winter covered with ice, the scholars, big and little, had to climb to the school-room. Yet within ten rods of the school-house, in either direction, was good, level land which could have been bought at twenty dollars per acre. Another house was placed in a cedar swamp. One warm day in June I went into the school-room, and each pupil, as well as the teacher, was armed with a short branch of cedar. I though at first it was a mere matter of taste, but soon found it a species of defensive armor against myriads of midges and mosquitoes. Study, or even quiet, was impossible, unless the branch of cedar was kept vigorously in motion about the face and neck. Yet, one hundred yards from the site of this house, land on elevated ridges, in clear fields, could be bought for fifteen dollars per acre. Such were old fogy times. No such indication of barbarism is now seen. What, a change! No bleak hill-tops, no bit of swamp, no unsightly ledge, is now selected in any of the country towns of New England as the location for the school-house, the children's home.

Yes, I can recall the old school-house and the old school. One of your correspondents has raised the question of spelling in the old school and intimates that scholars did better work in spelling in the old-time school. Now, Mr. Editor, are there not several sides to that question? We did not have much to do, save to spell, in that old-time school. We had reading, arithmetic, or rather *ciphering*, and spelling. The three R's had not yet been recognized as entitled to all the time. But is it established beyond a doubt that the old mode of oral spelling made good spellers? I recollect a boy who in our spelling-matches (and we had grand matches in those old times), always spelled everybody down, and would then stand and spell till the master would give up trying to put out a word which he could not spell. That boy wrote the first letter he ever wrote in his life to me, after I left home to attend an academy, and he misspelled at least one word in every line. Many other instances of like kind have come under my notice. I sometimes ask the privilege of looking at the compositions of the scholars in the grammar schools, and find vastly better spelling than I found in the compositions of the scholars attending the academies in the old time. So I am led to ask whether the old system of oral spelling did really do as much good as the system now in use of oral and written spelling combined. One rule given us in the old-time school, by a venerable quaker-teacher, was, "Spell every word which you recite." I went into the schools of Scrabbletown, the other day, and I found the teacher acting on this rule. A class was reciting in Chemistry. A scholar used the terms "analysis," "synthesis," "oxygen," "ozone." As soon as he had finished his topic he was called upon to spell, and did spell correctly all these terms. In an intermediate school a boy was reciting in Division. As soon as the topic was finished, he was called upon and spelled correctly, division, dividend, quotient, and remainder. In another class, a girl was naming the countries of Europe, with their capitals. A part of her recitation was to *spell* the name of each country and capital. So in the reading lesson, all difficult words were spelled by the scholars. In looking over the examination papers of these scholars I found few words misspelled. But I am inclined to think this may be an old fogy letter, so for the present I stop. OLD FOGY.

PATTEN. — The Free High School closed with a good examination Friday, May 7th. Many of the citizens were present, both forenoon and afternoon. The scholars did themselves and their teachers credit. The board of school committee expressed the greatest satisfaction regarding the condition of the school, and the evident progress during the term. A pleasant episode of the examination was just before dismissing the school. Mr. Charles C. Elwell, the assistant, was presented by his classes with a volume of Scott's poems; and directly after Mr. Thomas was made the recipient, by his scholars, of a fine stereoscope and twenty fine views, the most of them being objects of interest in this vicinity. This makes four terms Mr. Thomas has taught in this school. He goes from among us leaving many friends, and having added to his reputation as a teacher.

BELFAST. — The Belfast *Journal* says Miss E. D. Averill, of Fort Fairfield, a graduate of the Eastern Normal school, has been engaged as principal of the select school in that city. . . . A corrrespondent of a Maine paper says: The schools of B. are in a chaotic state at present. We took pains to look them over a little, and to all outward appearances should say the teachers were good, or had been good elsewhere, but public opinion as it cropped out in some of the Young America was not sustaining the efforts of the teacher. The reason seemed to be that some changes of teachers had been made, and said young America was but echoing the sentiment of parents. Some citizens go so far as to say they hoped the schools would be a failure. If those statements are true the city stands in need of a valuable element styled parental co-operation, or an enlightened public opinion in school matters.

PRESQUE ISLE.—*School Examination.*—The examination of the Free High School was of a very interesting character. We have only words of praise for teachers and pupils. The several classes exhibited the careful training received from their instructors, and all must have felt a pardonable pride in observing what a point of excellence has been reached in this school. Miss Lillian Graves, as principal, has discharged the onerous duties of her position with fidelity and to the acceptance of all interested in the school. Rev. Mr. Gifford has had charge of the Latin, and Mrs. Gifford of the French and some other branches. The proficiency of the pupils in the Latin and French afforded the amplest proof of the classical attainments of these teachers, and the faithfulness with which instruction has been given.

BRYANT'S POND.—The spring term of the High School, under the management of A. M. Burton and Miss Mary Staples, closed April 24. The house was closely crowded, and great satisfaction prevailed among the parents in witnessing the pleasing manner in which their children executed the parts assigned them. The school has had a course of weekly lyceums, with crowded houses. The fall term will commence September 7th, and will probably continue ten or twelve weeks, so we are informed. A very large school is anticipated.

CASTINE has excellent schools, an efficient committee and good teachers, of which she is proud. The Normal school is an honor to her. The building is large, commodious, and the view from its main room is not surpassed by any in any State. It is well furnished with steam-heating apparatus, and with good school furniture; a moderate supply of chemical, philosophical, and other apparatus, beside something of a cabinet. Many of the specimens are the results of efforts of the teachers and students, while many valuable specimens have been donated by friends. We saw a good selection of shells, the gift of a gentleman, and also a quantity of geological specimens, the gift of another gentleman. The course of study has been changed to three years hereafter, and is well arranged. The number of pupils this term is about 130.

READFIELD.—*Personal.*—Rev. Dr. Torsey, of the seminary at Kents Hill, has returned from Florida fully restored to health, and entered upon his duties. While in Florida, he shot an alligator, and, as was supposed, killed him. The doctor concluded to send the body to the Smithsonian Institution, but just as the animal had been duly labelled it coolly walked off, to the astonishment of its captor.

AUGUSTA.—Hon. Warren Johnson having resigned the position of Supervisor of Schools of the city of Augusta, the city council on Saturday elected George E. Weeks to the position.

BANGOR.—Miss Annie Powers will supply the vacancy in the High School, caused by Miss Hallowell's resignation, during the remainder of the spring term.

New Hampshire.

State Normal School.

PLYMOUTH, N. H., May 5th, 1875.

Mr. Editor:—It has been my pleasure to attend the anniversary exercises of the State Normal School, which have been held in this place during the past few days. A brief letter, giving my impressions of the school, may be of interest to the readers of your paper.

It is the only Normal School in the State. It has been established about five years. It has met with no little opposition and indifference. Professor Ladd, its present principal, has been in charge of the institution for two years. Under his administration it has been growing in influence and popularity. The number of students has largely increased; it this year graduates thirty-four students, and the standard has been advanced. The examinations show much better than they did one year ago. It is evident that the teachers have made progress. More attention is now paid to distinctive normal methods. The instruction is more practical. To illustrate methods of primary instruction, classes of several grades were brought in and taught by different members of the school.

Classes in Arithmetic and Grammar did very fairly, and answered for the most part readily and correctly the searching questions of teacher and trustees. We would suggest to Professor Ladd some method of conducting his examinations by which those at the head should do less and those at the foot do more, so that the examination should be more a public test of scholarship on the part of every member of the class. It is due to him to say, however, that the exercises have been much less open to this criticism this year than they were last year. The school as now organized doubtless meets the present wants of the State. The friends of the institution, however, already see the importance of enlarging and lengthening the course of study. We doubt the expediency of having two courses—a first and second course—and believe that a course of three terms of ten weeks each is quite too short for the accomplishment of the best results in a normal school. The institution is still poorly equipped with apparatus, library, and cabinet. Professor Ladd is alive to the importance of all these improvements, and under his efficient management they will in due time be secured.

The State at large is manifesting a deeper interest in the school than ever before. The governor and his staff have been present for two days. Many prominent educators from different parts of the State, and ten or more of the trustees are present.

Last evening the annual address was delivered by Professor Greenough, of Providence. It was a scholarly discourse on the scientific methods of education. This afternoon the exhibition of the graduating class has taken place. The large hall was crowded by an attentive audience. The exhibitors did themselves and the school great credit. Their style, and manner, and enunciation showed quite plainly that they had been under the drill of an elocutionist. Professor Ladd, having had a large experience as a teacher in elocution, makes this a specialty in this school. This evening occurs the grand prize spelling and concert. Prizes valued at $200.00 are offered, while music is discoursed by Blaisdell's and Ingalls's Band, of Concord. This will close the exercises of the year.

I ought to say that Professor Ladd is assisted by an able corps of lady assistants. Miss Houlton and Miss Gardner are graduates of normal schools, and have had a large experience in normal instruction. Miss Foster and Miss Rodes are doing excellent work. On the whole New Hampshire may well be proud of her Normal School, and feel confidence in its prosperity under its present management. G. S. H.

GOFFSTOWN. — The Union District has employed Charles H. Jones, formerly principal of the Clinton Grove Seminary, Weare, as teacher for the ensuing year. He takes the school-money, and in return pays all the expenses of assistance, etc., and gives the district 24 weeks' schooling out of the 36 he proposes to teach. In this way not only the district, but the town, has practically the benefit of a High School for three terms in the year. Mr. Jones will still supply the Friends' pulpit, at Clinton Grove. The board of selectmen of this town is composed of two graduates from Dartmouth, and one from the Boston Institute of Technology.

NEWPORT.—The Union District is putting the old court-house, where its High and Grammar schools are held, in thorough repair. *Fiat justitia, ruat cœlum*, the old court motto over the window opposite the teacher's desk, is not bad for the new state of things.

HOPKINTON. — The High School, taught by Miss Fannie L. Burnham, closed very successfully on the 30th ult. Complimentary addresses were made by State Superintendent Simonds, C. C. Lord, Esq., of the town committee, and others.

— South Newmarket, after a year's contention, has decided to build a new school-house in district No. 2.

— Mrs. Charles Craft, of West Lebanon, has been appointed superintendent of schools, in place of Rev. A. B. Rich, declined.

— Prof. J. Franklin Brown, of Austin Academy, expects to supply the Bow Lake pulpit the coming year.

— Dexter W. Gilbert has been appointed Superintendent of Schools in Keene.

— Lebanon has six schools in the new building, with 215 scholars and about 75 scholars on the west side of the river.

— Milton is to hav ea new school-house for graded schools, to cost about $5,000. The district built the old school-house twenty-seven years ago, at an expense of $400.

— At a spelling-match in Candia, last week, Mrs. Ezekiel Lane, over 80 years old, spelled down the class and received the prize given by Ex-Gov. Smyth.

— The Rockingham Academy at Hampton Falls was destroyed by an incendiary, Saturday morning. It was of little value except for its associations.

— Dartmouth College has received a liberal gift of $10,000 from Mrs Betsey Whitehouse, of Suncook, N. H.

Vermont.

Monday, May 9th, was the centennial anniversary of the capture of Ticonderoga by the Vermonters under the lead of Ethan Allen. Though Col. Allen's military exploits were chiefly performed out of the State, yet the scenes of them were so near our borders, and the participators so largely of our blood, that what credit of a celebration of the event was undertaken by a few soldiers of the late war, really belonged to all the people of the State. It may not be amiss to put on record here a sketch of that expedition. Some Connecticut men had started out to set on foot the expedition which Allen and his Green Mountain boys had agreed to undertake. There were fifteen or twenty Connecticut men, and they got about forty Massachusetts men to come along with them. Allen raised the Green Mountain boys, and all met at Castleton on the 7th of May. The 7th they sent thirty men under Samuel Herrick, who took Skenesborough, now Whitehall, the next day. Allen also sent Gershon Beach out to collect more men in addition to the one hundred and forty he had there in Castleton, and Allen himself went on to Shoreham to forward matters.

At dusk Benedict Arnold appeared at Castleton, with a servant and a commission, and tried to take command of the men Allen

had left. The next day, the 9th, they went twenty-five miles by way of Sudbury and Whiting to Shoreham, where Allen was. They here met men Beach had summoned, and all camped that night at Hand's Cove in Shoreham, and not in Orwell as has been usually stated. This was a wooded ravine by the lake shore, a couple of miles north of a point opposite the fort.

Allen got boats in the night and crossed early on the morning of the 10th, with 83 men, that being the greatest number they could take across the lake at once. He determined to move forward with these men at once. Arnold bothered him by wanting the command at this critical junction, and Allen thought of putting him under arrest, but finally allowed him to march by his side.

The garrison was surprised a little after day-break, and Allen's men followed the surprised and retreating sentry into the fort. Delaplace, the commander, came undressed to the door of the barracks, hearing a hurrah, and Allen asked him for the surrender of the fort. By what authority, Delaplace asked. Allen answered, "I demand it in the name of the Great Jehovah and the Continental Congress." The Fort was surrendered, and the next day Warren took Crown Point.

The great fire in Ticonderoga has prevented a centennial celebration of any magnitude, but the Grand Army boys are going to have some appropriate exercises there to commemorate the event.

BRISTOL.—Dr. Currier offers a cabinet of minerals to the best speller from the towns of Bristol, Lincoln, Starksboro, Monkton, and New Haven. Said speller must be ascertained in a spelling match in the town hall in Bristol, at no distant date. The cabinet consists of between two and three hundred specimens, and valued at $15.00. The specimens illustrate Vermont rocks mostly, but includes several Chazy fossils and others. Webster's unabridged dictionary is to be the standard. The competitor will choose one referee from each town, a majority of whom will decide all questions.

— At the session of the Methodist Episcopal Church Conference, held in Bellows Falls last week, the affairs of the Vermont Methodist Seminary were discussed, and it was resolved to raise an endowment fund of $50,000.

— Prest. M. H. Buckham, of the University of Vermont, has been elected a member of the board of trustees of Barre Academy.

Massachusetts.

Franklin and Hampshire Cos. Teachers' Association.

The second annual convention of the Teachers' Association of Franklin and Hampshire Counties, will be held at Greenfield, Mass., Friday and Saturday, May 21st and 22d. Return tickets will be given to those who pay full fare to attend the association. Trains arrive at Greenfield from the south at 9:15 A. M., 4:00, 8:24, and 9:35 P. M., and go North from Greenfield at the same time. Trains arrive from north at 5:14, 9:40 A. M., and 4:30 P. M., and go south from Greenfield at the same time. Trains arrive from Fitchburg at 11:49 A. M., 4:08, and 9:15 P. M. Trains leave Greenfield for Fitchburg at 6:40, 9:35 A. M., and 2:30 P. M.

PROGRAMME.

Friday. — 10:00 A. M.—Opening exercises. 10:15—Essay, The Use of Text-Books; by E. J. Ruddock, Greenfield. 10:45 — Discussion: The Best Methods of conducting Recitations; by Rev. J. T. Sunderland, Northfield; W. B. Harding, Hatfield; S. D. Charles, Shelburne Falls. 11:30—Class Exercise in History; by Miss C. A. Bates, Greenfield. 2:00 P. M.—Address: Requisites to Successful Teaching; by H. L. Edwards, Northampton. 2:45—Class Exercise in Music; by Q. L. Dickenson, Easthampton. 3:30—Discussion: Town and District Systems of Schools contrasted; by Rev. J. F. Moors, Greenfield; C. H. K. Sanderson, Amherst; Rev. W. S. Kimball, Greenfield. 4:00—Metric System; by G. A. Walton, Westfield; F. E. Stratton, New Salem. 7:30 — Address by Prof. J. H. Seelye, Amherst. 8:30—Address by Hon. Joseph White, Secretary of Board of Education.

Saturday. — 8:45 A. M.—Opening Exercises. 9:00—Class Exercise in Drawing; by Miss H. E. Carleton, Greenfield. 9:30—Discussion: Advantages of a Mutual Understanding among Teachers of different Grades; by Prof. G. H. White, Amherst; W. W. Mitchell, Hadley. 10:15—Natural Science in Common Schools; by Dr. Edward Hitchcock, Amherst. 11:00—Class Exercise in Music; by J. F. Griswold, Greenfield. 11:30 — General discussion of vexed questions of discipline, and other questions proposed by teachers. 1:45 P. M.—Discussion: The Relative Importance of the Classics in a course of Study; by Prof. E. P. Crowell, Amherst; D. D. Gorham, Northampton. 2:30—Class Exercise, Beginning Grammar; by J. H. Haldeman, Westfield.

Hampden County Teachers' Association.

The twenty-eighth annual meeting of the Hampden County Teachers' Association will be held in Springfield, Mass., Friday and Saturday, May 21st and 22d. Meeting, Friday evening, in First Church, opposite Court Square; other sessions at the new High School hall, on State street.

PROGRAMME.

Friday, 9 o'clock, A. M.—Opening and introductory exercises. Discussion—topic: To what extent and in what way should History be taught in our Public Schools? A. P. Stone, Springfield; E. Brookings, Springfield; James Tufts, Monson; Miss E. Carver, Westfield. Discussion—topic: What are the duties of Teachers to their Schools, to the Public, and to each other? Rev. A. D. Mayo, Springfield; W. W. Colburn, Springfield; C. S. Hemingway, Holyoke; G. A. Walton, Westfield.

Friday, 2 o'clock P. M.—Discussion — topic: What should be the ultimate ends of School Discipline and by what means are these ends best attained? J. W. Dickinson, Westfield; Chas. Hammond, Monson; Rev. Wm. Rice, Springfield; Rev. N. Fellows, Wilbraham; A. E. Gibbs, Westfield. Discussion—topic: Are the influences now operating upon Teachers in our Public Schools such as tend to raise the character of the Profession? M. C. Stebbins, Springfield; H. B. Richardson, Springfield; E. F. Foster, Springfield; H. B. Lawrence, Holyoke.

Friday, 8 o'clock, P. M.—A meeting will be held at the First Church, at which short addresses will be delivered by J. D. Philbrick, formerly superintendent of schools in Boston, T. W. Bicknell, editor of the NEW-ENGLAND JOURNAL OF EDUCATION, and formerly commissioner of education in Rhode Island, and other gentlemen, including prominent professional and business men of Springfield and other places in the county.

Saturday, 8.30 o'clock, A. M.—Opening exercises. Report of nominating committee and election of officers. Discussion—topic: What are the ends to be secured in keeping a school record, and what items should be included in it? L. H. Marvell, Holyoke; H. H. Phillips, Wilbraham; S. F. Chester, Springfield; J. H. Haldeman, Westfield. Report of committee on resolutions and miscellaneous business.

Other topics presented to the President or Secretary before the meeting of the Association, will be discussed if time and opportunity permit. Discussions are not to be confined to those whose names appear in connection with a particular topic. All parties interested in the subjects for consideration are invited to participate in the discussion. Teachers and school officers in towns adjacent to Hampden Co. are invited to attend and participate in the work of the meeting.

Free entertainment will not be furnished those attending the meeting, but board may be obtained at Mrs. Evans', No. 149 State street, for $1.25 per day, and at the Union House for $1.25 or $1.50, according to rooms. Dinner at the former place, 35 cents, breakfast and supper 25 cents each; dinner at the Union House, 50 cents, breakfast and supper 40 cents each.

Free return tickets will be given those who come to the meetings over the Boston and Albany railroad. These tickets will be furnished by the secretary.

E. W. NORWOOD, *Secretary.* A. E. GIBBS, *President.*

City Superintendents of Massachusetts and their Salaries.

[The asterisk (*) shows that the person to whose name it is appended was Superintendent in 1873–74, but is not now.]

Boston,	John D. Philbrick,*	$4,500.00
1874–75,	Vacancy not filled.	
Charlestown,	B. F. Tweed,	3,000.00
Cambridge,	E. B. Hale,*	3,000.00
1874–5,	Francis Cogswell,	3,000.00
Chelsea,	Jonathan Kimball,	2,500.00
Fall River,	Wm. Connell, Jr.,	2,080.00
Fitchburg,	E. A. Hubbard,	3,000.00
Gloucester,	John W. Allard,	2,500.00
Holyoke,	Louis H. Marvel,	1,600.00
Lawrence,	Gilbert E. Hood,	3,000.00
Lowell,	Charles Morrill,	2,300.00
New Bedford,	Henry F. Harrington,	2,500.00
Newton,	H. M. Willard,	3,000.00
Salem,	Augustus D. Small,	2,500.00
Somerville,	Joshua H. Davis,	2,000.00
Springfield,	A. P. Stone,	3,500.00
Taunton,	W. W. Waterman,	2,000.00
Worcester,	Albert P. Marble,	3,000.00

Average salary, in cities, $2,705.00.

Town Superintendents and their Salaries.

Barnstable County.		
Chatham,	D. H. Crowell,	$150.00
Dennis,	Levi Howes,	100.00
Orleans,	——,	100.00
Provincetown,	B. F. Hutchinson,	400.00
Sandwich.	Louis H. Marvel,* and $1,000 as Principal of High School.	272.00
Berkshire County.		
Adams,	The High School Principals in North and South Adams are also Superintendents.	
Peru,	George L. Thompson, per day,	$2.50
Pittsfield,	John M. Brewster,	1,000.00
Bristol County.		
Mansfield,	——,	$65.50
Somerset,	F. A. Shurtleff,	150.00
Swansea,	Job Gardner, Jr.,	60.00
Essex County.		
Essex,	Washington Burnham,	$150.00
Georgetown,	R. G. Farley,	200,00
West Newbury,	——,	150.00
Hampshire County.		
Huntington,	J. H. Goddard,	$150.00
Northampton,	H. L. Edwards,	2,000.00
Pelham,	——,	86.25
Middlesex County.		
Acton,	E. P. Wood, "No particular salary."	
Boxborough,	Joel F. Hayward,	25.00
Carlisle,	——	40.00
Concord,	G. Reynolds,	100.00
Framingham,	James W. Brown,	650.00
Holliston,	R. G. Johnson,	300.00
Littleton,	H. E. Cooley, per day,	2.50
Medford,	James A. Hervey,	800.00
Stow,	Edwin Whitney,	100.00
Wakefield,	Jonathan Kimball,*	1,000.00
1874–75,	A. M. Payson,	
Woburn,	E. H. Davis,	1,800.00
Norfolk County.		
Bellingham,	——	75.00
Brookline,	W. T. Reid (* resigned 1875),	3,000.00
Canton,	Frederick Endicott,	450.00
Cohasset,	Joseph Osgood,	200.00
Dover,	——	30.00
Weymouth,	Arthur G. Lewis,	——
Plymouth County.		
Brockton,	C. W. Wood,	1,200,00
Halifax,	George W. Hayward,	40.00
Hingham,	A. G. Jennings,	500.00
Kingston,	W. R. Ellis,	250.00
Marion,	Silas B. Allen,	60.00
Plymouth,	Charles Burton,	500.00
Rochester,	——	75.00
Scituate,	Charles S. Nutter,	150.00
West Bridgewater,	Cyrus Leonard,	118.00
Worcester County.		
Athol,	James P. Lynde,*	500.00
Douglas,	N. W. Preston,	——
Hardwick,	——	150.00
Holden,	J. T. Rood,	225.00
Mendon,	George F. Clark,	50.00
Paxton,	Levi Smith,	50.00
Westborough,	T. D. Biscoe,	1,000.00

Average salary of town superintendents, $390.00

—*Hon. A. J. Phipps' Report*, 1875.

BOSTON. — *Phillips School* has an excellent reputation, and it bears its honors worthily; and our observation of its work proves it to be under good management. This school has occupied the present building at the West End since 1861, was named in honor of John Phillips, the first Mayor of Boston, and has enjoyed the services of Mr. James Hovey as head master for many years. Mr. Hovey inspires his teachers and pupils with confidence in his ability to manage the interests of a large Grammar school, and his success is indicated not only by the long term of years that he has served in this school, — we believe upwards of twenty-five, — but by the character of the pupils who have been fitted in this school for the High School and the various positions in business life. The boys of Phillips School have a good name among their fellows of other schools in this city.

The exercises in Reading given by the boys of the first room showed good articulation, emphasis, and expression. Depth and volume of voice were wanting, but manly energy could not be expected from boys' voices. The class was very prompt in answer to questions in English History, and showed a good acquaintance with home affairs in U. S. History. The generous nature of the boys well-nigh made up for their ignorance of the Indian name of Boston, when they applauded the Japanese boy, Master Wiajima, who alone could give a correct answer to the question. In English Composition the class had a fifteen minutes slate exercise, and the penmanship, spelling, framing of sentences, the use of capital letters, and the general accuracy of the syntax, with the intelligence upon the subject, were well worthy of marked notice.

A composition of the Japanese boy, Yassabrou Wiajima, was shown us, and the beauty of the penmanship, the excellence in orthography, the style and expression of thought, were truly remarkable for one who has been away from his native land for so short a time. We learned from him that he was born in Nagasaki, in the province of Hizen, in 1868, and has attended the schools in that city. He sailed for America on the 9th of September, 1873, leaving Yokohama in company with Mr. S. K. Lothrop, Jr., son of Dr. S. K. Lothrop, of Boston, and arrived in this city Oct. 15th, 1873. He then entered a private school at Jamaica Plain, Nov. 26th, and after two months in that school entered the fourth class in the Phillips School; March 11th, 1874, he was promoted to the third class, Sept. 7th to the second class, and Feb. 15th, 1875, to the first class in the same school, and is now on the road to a promotion to the High School. Such proficiency in the studies of a foreign nation, and such advancement in school knowledge is quite wonderful, and shows an aptitude for learning very remarkable.

Rhode Island.

WOONSOCKET. — *A New School-house.* — The inhabitants of school-district No. 8, Globe side, after enduring the inconvenience of a very ordinary school-house for many years, are at length enabled to congratulate themselves on the completion of a very commodious and pleasant house for the purpose of public school education. The site is on Providence street, a few rods from South Main street, and the lot contains very nearly one acre of land. The building is of wood, two stories, the main portion is 66x36, and there are additions to opposite sides, 13x36, for cloak and wash-rooms, having equal facilities for the entrance of boys on one side and girls on the other. There are four large rooms, the house being intended for a graded primary, intermediate, and grammar department. They are roomy, fourteen feet high, very generously lighted, and at present are seated for 261 pupils, 63 each in three of the rooms, 72 in the others, and there is yet room for more without crowding. The grounds are not yet in a finished state, but the committee are not intending to leave their work till it is complete. The cost of the entire building, fixtures, and furniture, will be about $14,000.

At the dedication of the house Mr. Erastus Richardson gave an historical address, which was followed by congratulatory speeches made by Commissioner Stockwell, Rev. C. J. White, town superintendent of schools, Hon. Christopher Robinson, Mr. A. J. Elwell, president of town council, Hon. L. W. Ballou, M. C., and others. Mingled with the words of congratulation were many charges to pupils, teachers, and parents, that only by hearty coöperation on the part of all could the best result be obtained, and the liberal provision of the district be made to subserve the highest interests.

Miss Medora T. Barber has been examined and approved as a teacher for District No. 8, and certificate given.

LINCOLN.—Annual meeting of joint school district of Nos. 1 and 2 was held Saturday evening, April 24th. The following officers were elected for the ensuing year: Trustees, Lysander Flagg, H. A. Stearns, D. W. Southwick; treasurer, Thomas Moies; collector, Daniel Pearce. It was voted to assess a tax of 20 cents on each $100 of rateable property, also that the trustees be authorized to buy or hire a musical instrument at a cost not to exceed $300. A committee of three, George Morse, Dr. Mann, and R. L. Johnstone, were appointed to consider the subject of providing increased school accommodation, with instruction to report at the next annual meeting.

Lime Rock, District No. 8.—The school in this district closed the spring term April 16th. The scholars have made commendable progress during the past two terms, under the care of Mr. S. T. Jencks, who is, we understand, very much liked as a teacher, by the parents and friends of the school in this district. Total number of pupils registered during the last term, 36; average daily attendance, 27; percentage of attendance, 88.

Manville, District No. 7.—The schools in this place also closed their spring term April 23. From the report of the trustees we gather the following facts: The school has been in session eleven weeks; total number of scholars registered, 100. Grammar department, Miss Emma A. Carpenter, teacher; average daily attendance, 28; percentage of attendance, 97. Primary department, Miss Lottie W. Stillman, teacher; average daily attendance, 47; percentage of attendance, 97. The school was visited during the term by Rev. C. J. Whipple, clerk of the school committee, and found in a good condition.

Pullen's Corner, District No. 12.—This school closed a short term of eight weeks on Friday, the 16th ult. Miss Adela C. Salisbury, who has had charge of this school for the past season, has resigned her position. This is to be regretted, as she has succeeded well in this district, and the scholars have made excellent progress during the time she has been connected with the school, especially in Geography and Arithmetic. The school has been visited during the term by the chairman of the school committee and a number of the parents of the pupils, who expressed themselves well pleased with the recitations of the several classes. Total number of pupils registered, 20; average attendance, 15; percentage of attenpance, 87; pupils not absent during the term, 2.

Lonsdale, District No. 4.— The annual school meeting was held on Tuesday evening of last week, in the High street school-room. The following officers were elected for the ensuing year: Moderator, Samuel D. Learned; clerk, William E. Winsor; treasurer, Frank Millett; collector, George Birchell; trustees, George Kilburn, Samuel D. Learned, Geo. A. Kent.

WARWICK.— The annual meeting of school district No. 12, Crompton, was held Friday evening, with Daniel Tibbits as moderator, when the following officers were elected for the ensuing year: Trustee—H. S. Bartlett; Clerk—John B. Benchley; Treasurer—Whipple Andrews; Collector — David G. Ross. A tax of $300 was voted for repairs and other expenses. The meeting was very fully attended. . . . The public school closed its last term for the year, Friday. Teacher in the grammar department, John M. Nye; in the primary, Miss Ella J. Hathaway. Both departments are reported to be very well managed to the full satisfaction of the district. Number registered in the grammar department, 52; average attendance, 44; per centage of attendance, 94. Primary department, whole number registered, 68; per centage of attendance 84. Scholars in the grammar department not absent half a day during the term, 19.

EAST PROVIDENCE.— School committee, Rev. Isaac Cheesebrough, re-elected for the year. We present the following facts relative to the schools of the Watchemoket District: Grammar Department—Registered, 65; 22 neither absent nor tardy for any reason; L. A. Freeman, Miss Anna Gerald, teachers. Senior Intermediate—Registered, 48; 16 neither absent nor late; Miss M. Jennie Morgan, teacher. Junior Intermediate — Registered, 59; 12 neither absent nor late; Miss Esther F. Allen, teacher. Primary Department — Registered, —; 9 neither absent nor late; Miss Julia G. B. Plummer, Miss Nettie Plummer, teachers. No half-sessions on account of weather. All of the teachers have been re-appointed for another year. Miss Morgan, however, has been granted leave of absence for the next term, and Miss Clara Griswold appointed substitute. At the annual meeting it was voted to build a new school-house, at an expense of not less than $12,000, and the the committee were authorized to proceed at once with the erection thereof. The amount appropriated for the support of schools this year exceeds the appropriation of last year by $1,250.

NORTH PROVIDENCE.—Mr. H. J. Chase has resigned his position at Centredale, and Miss Adela C. Salisbury has been appointed to fill the vacancy.

Connecticut.

WISE AND UNWISE ECONOMY.—"Penny wise and pound foolish" has an application in the expenditures of money for public, as well as individual interests. Nowhere are consequences more disastrous than when means are stingily provided, or wholly denied for educational purposes. Yet, because the loss is not measured by the standard of dollars and cents, because it is not manifest to the senses, the masses readily conclude that the loss is more imaginary than real. "There is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty." This declaration is no less true in these days, than in the time of the wise man who made it. A fresh illustration of unwise economy is furnished by our correspondent in the following paragraph:

"Very often the more intelligent and liberal residents of a town or school district are thwarted in their efforts for improvements by the ignorance and selfishness of those who, if a tax were levied, would have little or nothing to pay. Such has for some time been the case in the 'Railroad School District' in Meriden. Repeated attempts have been made to get a vote to build a new school-house, but without success. Recently *five of the largest taxpayers* in the district have petitioned the school visitors to condemn the old school-house as unfit for school purposes."

We are reminded of an incident which happened some years ago, in a town whose leading citizens desired to build a High school-house. Public meetings were held night after night, often protracted till after midnight, and every effort to reach a favorable result was thwarted by the votes of poor and ignorant men, hoodwinked and controlled by a few selfish demagogues who would not hesitate to keep the masses in gross ignorance for the sake of avoiding taxation. At length one of the wealthiest citizens arose in the crowded assembly and addressed the audience with great earnestness, as follows: "I suppose, gentlemen, that few persons, if any, in this town will be required to pay a larger tax for the building proposed than myself. Yet so fully convinced am I of the great benefit the increased educational advantages will bring to this community, as well as to individuals, that I am not only willing to be taxed, but would cheerfully contribute an amount equal to any tax, in addition, if needed, to secure the results desired. For myself such a school is not needed. I can educate my children in other schools at much less cost than my share of the expense necessary for the proposed outlay. But, my friends, how is it with you? A large proportion of voters present will be required to pay but a very moderate amount, and many will pay only a poll tax, which they must pay if no school is built. Many of you who will pay least have the largest number of children to educate. Let me ask you to consider who has the greatest interest in this effort to furnish better opportunities for the education of our children."

New light broke into the minds of those who had hitherto been misled. Many saw at once that a personal favor and a public benefit was proffered by the liberality which had been exhibited. A vote was called for, to determine whether the sum required—less than ten thousand dollars—to build the house, shall be appropriated, and by a majority of five to one the question was decided in the affirmative. The house was built, and the good influence of the school, in its improved condition, was so obvious in succeeding years that a liberal policy has ever since prevailed. And now, after the lapse of a quarter of a century, the town, grown to a city, has recently expended over $150,000 for a new high school building, and is rejoicing in the new impulse given to the cause of education, and the prosperity of the city.

NEW HAVEN has had her first spelling tournament. The parties consisted of about forty ladies of the city on one side, and an equal number of Yale students on the other. The ladies were victorious, and Mrs. Dr. Powers was the heroine of the contest. A second engagement took place on Wednesday evening, in which the students were victors. So far it is a drawn game. It remains to be seen who will win the the "rubber."

The summer term of the public schools began on Thursday, May 6th. Several changes have taken place among the teachers. Miss Mary A. T. Connelly, of the Wooster School, who has been in service about ten years, has resigned. Her place has been filled by the appointment of Mrs. Burlock. Miss Connelly has done excellent service, and we part with her with regret. Miss Rosalia Maher, of the Washington School, has also resigned. She was prepared in the Training School for her work, and during the past five years has become one of our best young teachers.

Perhaps the artist who lettered the East Haven stage can tell why he calls this city New Heaven. We hardly think the appellation a fitting one, but we give him a chance to explain.

HARTFORD.—The death of Roswell C. Smith, which took place in Hartford three weeks since, at the age of 73 years, removes another veteran teacher and author. He will be remembered chiefly for three school text-books prepared by him, which had for some years a wider circulation than any other books of the kind have ever had. The peculiarity of his Arithmetic, Grammar, and Geography consisted in the simplicity of the language employed, but especially in the catechetical form of question and answer. These books were very popular with a certain class of teachers who found instruction a comparatively easy thing, when but little more was required than for the teacher to ask the question as printed in the work, and to exact from the pupil a verbatim answer which immediately followed the question. Many persons of middle life will have a vivid remembrance of the books and methods of instruction in their school days.

MR. WILSON PALMER, Superintendent of Public Schools at Ottumwa, Iowa, is a native of New England, a graduate of Dartmouth College and a teacher of experience in Massachusetts and the West. He is one of the best teachers in Iowa, and his success speaks well for his Eastern birth and training. As a lecturer he has met with marked success, and his address upon "What we should do for our schools and what our schools should do for us," has been received with great favor in the West. As Mr. Palmer is to visit New England during the month of June, we understand that he will make arrangements to deliver this lecture in some of our towns and cities, and we trust that lecture committees, school superintendents, and teachers will avail themselves of the opportunity to hear so able a lecture on this important school topic. Professor Palmer may be addressed at Ottumwa, Wapello county, Iowa, until June 15, when he will start for the East.

THE cuts which are used in the illustration of Miss Blow's excellent paper on "The Kindergarten," are from the enterprising publishers, Milton Bradley & Co., of Springfield, Mass. They have done very much towards the introduction of Froebel's Methods of Instruction, and teachers who wish for materials in kindergarten instruction can obtain them of this firm.

Colleges.

WESLEYAN UNIVERSITY.

Foot-ball is now quite the rage, both for those who make no pretensions to engage in athletic sports, and for those who wish a little relaxation from the severe discipline of boating and base-ball. It always appeared to us to be one of the best things about foot-ball that it gives such an excellent chance to pay off small grudges without apparent intention. We recollect distinctly how, in our boarding-school days, an unpopular member of the faculty with a predilection for foot-ball used to get kicked and cuffed around on the arena by the most innocent-looking students. It may be laid down as a general principle that an unpopular person should never play foot-ball.

A. W. Adams, of the Senior class, died at Danville, N. Y., April 23, 1875. This is the first death that has occurred in the class. Mr. Adams has been suffering from consumption for many years, but not until last Fall term did it incapacitate him for college duties; since that time he has failed very rapidly; he was at no time ignorant of his situation. He was a thorough gentleman, a warm friend, and an earnest Christian; he leaves many sincere mourners.

MIDDLEBURY COLLEGE (VT.)

Prof. E. Brainerd, in addition to his other offices, has that of Town Superintendent of Common Schools. His Spring examination of teachers, both written and oral, took place in the building of the Middlebury Graded School, on the 29th of April. . . . Prof. Harry H. Ross, instructor in Greek and Mathematics, has accepted the principalship of the Vergennes Graded School, and will begin his work in his new field as soon as he can be released from his present connection with the college. Professor R. has an excellent reputation as an accurate scholar and successful teacher. Vergennes has made a long step forward in educational matters by securing such a teacher. . . . The boating clubs are getting their boats into the Otter. Among the picturesque streams of Vermont, the Otter stands in the front rank.

BROWN UNIVERSITY.

A MISTAKE.—The annual convention of the Alpha Delta Phi fraternity, instead of having occurred on May 2d and 3d, as announced in our last, is to occur on *June* 2d and 3d. The Hon. Charles Hale, who is to deliver the oration, is one of the most brilliant of the young men of the country. He is widely known through New England as the leader of the Massachusetts House of Representatives. Professor Strong, the poet, is a member of the faculty of Kenyon College, and is one of the leading educators of the West. The Brunonian chapter, with which the convention is to be held, is the oldest undergraduate organization now connected with Brown University. It was established in 1836, and since then has always maintained a high position. Among its members have been Judge Bradley, of the Rhode Island Supreme Court; Judge Horton, of the Massachusetts Supreme Court; and Judge Thomas Ewing, of the Kansas Supreme Court. Our educators are represented in its membership by Rev. George W. Samson, D.D., ex-president of Columbia; Rev. Kendall Brooks president of Kalamazoo; Rev. Ebenezer Dodge, D.D., LL.D., president of Madison; Walter Hillman, LL.D., president of the University of Mississippi; Samuel P. Bates, LL.D., Superintendent of the Public Schools of Pennsylvania; Hon. Thomas W. Bicknell, editor of the NEW-ENGLAND JOURNAL; Professor Frieze, of Michigan; and others. In other departments she has representatives in George Wm. Curtis, Hon. Thomas A. Jenckes, M. C.; John N. Read, U. S. Minister to Greece; and the Rev. A. J. Gordon, of Boston, the distinguished clergyman of that city.

D. S. Bashee, Jr., has been appointed chief marshal for Commencement. . . . The crews are now out of the river. Both Freshmen and University crews make a fine appearance, and make us quite hopeful. . . . Senior examinations commence May 17th.

BOWDOIN COLLEGE.

The 42d annual convention of the Psi Upsilon Fraternity was held at Bowdoin College, May 5th and 6th. The delegates from Wesleyan were A. S. Underhill, and G. S. Coleman. The report has been circulated quite largely that there is a chapter of this fraternity at Cornell University. No such chapter is or will be recognized by the fraternity, which will soon publish a statement of some of the circumstances connected with the report.

HARVARD COLLEGE.

The standing committee on election of overseers of the Harvard Alumni Association have issued their circular to graduates, asking for nominations and furnishing a list of names from which to make selections. There will be nine vacancies to fill at the coming commencement, and the committee's list contains four times that number of names, but the graduate are not confined in their choice to the list. The tickets will be made up of those receiving the highest number of voets.

AMHERST COLLEGE.

Athenæ prize debate occurred on the 12th. . . . Fay Ward, '76, stroke of the crew of '73, receives a large salary in the employ of the Argonauts, N. Y. . . . Todd's observatory is receiving needed repairs. . . . Fourteen entered the College church last communion.

New Publications.

Warren's Elements of Descriptive Geometry.

MR. EDITOR:—I must again turn aside from pleasanter work, this time to correct the false impressions which might result from a notice of my new Descriptive Geometry, in the JOURNAL of May 8.

1. The needless fling at my first effort in print, viz.: at the edition made fifteen year ago, out of print four years ago, and used for twelve years with many very gratifying results, sufficiently marks the prevailing tone of the notice.

2. "The error of saying too much." There is a mathematical writer said to be noted for conciseness. Teachers have called on me for an explanation of some of his condensed statements. In about a score of paragraphs, taken at random for comparison, I have said the same things as he has, and in as few, sometimes in fewer words—and have not yet been troubled with inquiries as to the meaning of those paragraphs.

But, turning to broad principles: If a given number of words are necessary to make a topic understood by a learner, it would seem better to print them *all* than to *print* part of them and *say* the rest. But I have found on hundreds of occasions, and in using other text-books than my own, that there is apparently no *one* form of words, no ideal text, which will at once convey the intended sense to all learners. There is thus left a margin, in any case, for supplementary oral explanations, to meet the difficulties felt by individual minds. But the greater the pains taken to make the text *complete* and correct, the less class-room time need be spent on such work, to the hindrance of the main purpose of the class-exercise. But I drop this, lest it lead into the whole subject of aims and methods in teaching.

3. "Professor Warren's notation." I have never yet met with more than two systems of notation, in Descriptive Geometry. One is that of Olivier, adopted by Professor Watson. The other is that of all other treatises that I have seen. *The former* is, for *points*:

ah = horizontal projection.

av = vertical projection.

av' = vertical projection of the same point upon *another vertical plane.*

$a'v$ = the vertical projection of a *new position* of the same point.

An analagous notation, beginning with Dh and Dv for the two *projections* of a *line*, D; and with HP and VP, for the two *traces* of the *plane*, P, serves for lines and planes.

The latter notation is, a, a', a'', etc., for as many different projections of the same point, a_1 a'_1 a''_1, etc., for another point of the same set, and having the same use in a solution: $ab - a'b'$, the two projections of a line; and PQP′ for a plane, where PQ is its horizontal, and P′Q its vertical trace.

Both are systematic and self-consistent; the latter is generally used; but the whole subject seems insignificant, except in teaching the elements. As I write, looking at a plate where both capital and small alphabets, and Greek letters, being repeatedly exhausted, by use of accents, etc., recourse is had to numbers running to 50 or more, to denote points.

Finally, supppose there are twenty lettered points in a given figure. How it can be harder to find them on the plates by one system than by the other, remains to be shown.

4. "Classification of subjects by tables" . . . "more than useless." In the same way, doubtless, in which the reconnoissance and preliminary survey of an important railway line are useless. But what is meant here by *tables*, and excessive "sub-division," when there are, I believe, but two in the book (p. 109 and p. 160), and those most necessary ones, unless two or three short articles in tabular form, among the first principles, be meant, which give only the grand outlines; as, for example, page 5:

SURFACES.	Ruled.	Plane.		1
		Single curved.	Developable.	2
			Warped.	3
	Double-curved.			4

5. The error in the title of the problem on page 226. The MS. was correct as sent to the printer. Much of the printing and proof-reading having been done in dog-days, this misprint unfortunately occurred—a manifest slip, as even a raveling of charity might have led any one to assume.

To many readers of my volume this reply will be needless; to others it may be useful, and this is all my apology for writing it.

S. E. W.

AN OUTLINE HISTORY OF THE UNITED STATES, from the Earliest Period to the Present Time. By Benson J. Lossing, LL.D. Copiously illustrated by Maps and other Engravings. New York: Sheldon & Co.; 1875.

There are two classes of writers of school histories. The one attaches great importance to names, dates, and places, as memory-hooks upon which the story is hung. The other class makes the story of chief consequence, leaving names, dates, and places of action to be forgotten or remembered, as the case may be. Mr. Lossing belongs to the first-class. In his preface he says: "As few words as possible have been used in giving it a *pleasing narrative form.* IDEAS are not smothered in WORDS; nor is the living interest in the story dulled by the dryness of a mere chronological form." This book was written as a *memory-history* rather than a *reading-history*, like Mr. Higginson's. The author has freely used on his pages HEAVY FACED LETTER and *italics*, "so as to impress the vision." We cannot agree with him that the form of words should make the strongest impress upon the memory. We much prefer that the value of the thought should make the lasting imprint, and think that the page is marred by an excessive use of capitals, italicised and heavy-faced type. Our examination of this work leads us to commend it as a book of reference rather than a text-book for schools or the general reader.

WHAT YOUNG PEOPLE SHOULD KNOW. The Reproductive Function in Man and the Lower Animals. By Burt G. Wilder. With twenty-six Illustrations. Boston: Estes & Lauriat, 143 Washington street, opposite Old South.

The knowledge which relates to ourselves is of the first importance, especially that which concerns our health and happiness as social beings. Of this Professor Wilder treats in a delicate, clear, and truthful way in this book on Sexual Physiology and Hygiene. We agree with Mr. Wilder that it is not wise to exclude such knowledge from the minds of the young, for if it is not obtained from reliable and proper sources, it will be from those which are impure and vicious. We also agree with him in the opinion that such a knowledge of our physical being, in its complex and wonderful relations, will tend to preserve purity of mind and body, to allay all prurient curiosity, and to educate the thoughts, imagination, and passions. This work contains the most recent investigations and teachings of natural science, as obtained by the most eminent observers; and a glance at the index shows a large number of topics treated, and a long array of eminent names quoted as authority.

PUTNAM'S HANDY BOOK SERIES. *The Best Reading.* Hints on the Selection of Books: on the Formation of Libraries, Public and Private: on Courses of Reading, etc.; with a Classical Bibliography for Easy Reference. Revised, enlarged, and continued to Dec., 1874. For sale by Lee & Shepard, Boston. Pp. 345; price $1.50.

Every book-buyer wants a guide to inform him of the best books upon a given subject, where they may be obtained, and their prices. Putnam's Sons have revised an excellent book, first published by them last year, called "Best Reading," and under 400 topics have made reference to the treatises upon them, and by whom written, where obtained, etc. The book does not claim to be exhaustive in its references, and this is one of its merits. It may be pardoned for its omissions, as well as praised for its value: and in its contents the publishers tell us that their aim has been to make a book more complete than a bookseller's catalogue, and less comprehensive than a general bibliography. We give two subjects to show how they are treated, as a specimen of the style of the whole book:

Dictionary—ENGLISH LANGUAGE.					
b.	Bartlett.	Dictionary of Americanisms	8vo	Bost.	$2 50
	Craik.	Universal English Dictionary, 2 v.	8vo	L.& N.	15 00
	Johnson.	English Dict. (by Latham)			
	Richardson.	English Dictionary, 2 v.	Lon. 4to	94s. 6d.	
b.	Webster.	Unabridged Dictionary. Illust.	4to	Spring.	12 00
	"	National Pictorial Dictionary. *r.*	8vo	Spring.	5 00
a.	"	Royal Octavo; Imperial	8vo	N.Y. *ea.*	5 00
	"	Coun. House & Fam. Dic. Imp.	12mo	N.Y.	3 50
	"	School & Pocket Dic. (various)			
b.	Worcester.	Dict. of English Language.	4to	Bost.	10 00
a.	"	" Abridged . . . . *r.*	8vo	Bost.	5 00
	"	Comprehensive Dictionary	8vo	Bost.	1 80
Dictionary—LATIN.					
b.	Andrews.	Lat. Eng. and Eng. Lat. *r.*	8vo	N.Y.	6 00
	Ainsworth.	" " "	8vo	Phila.	3 75
	Anthon.	" " "	8vo	N.Y.	3 50
	Leverett.	" " "	8vo	Phila.	6 25
a.	Riddell & Arnold.	" " "	8vo	N.Y.	5 00
	White.	" " "	8vo	Phila.	4 50
Dictionary—GREEK.					
a.	Drisler.	Greek & Eng. and Eng. Greek D. *r.*	8vo	N.Y.	6 00
b.	Liddell & Scott.	" " " *r.*	8vo	N.Y.	6 00
	Pickering.	" " " *r.*	8vo	Phila.	6 25
	"	Abridged . . .	8vo	Oxfo.	4 50
Gymnastics and Calisthenics.					
	Beecher, Miss.	Physiolo. and Calisthenics	12mo	N.Y.	75
a.	Depping.	Wonders of Bodily Strength	12mo	N.Y.	1 50
	Howard, J. H.	Gymnasts and Gymnastics	16mo	L.7s. 6d.	
	Kehoe, S. D.	Indian Club Exercise	4to	N. Y.	2 00
a.	Lewis, Dio.	New Gymnastics	12mo	Bost.	1 50
	Larpee, H. de.	Calisthenics.	8vo	Lond.	3 75
	Maclaren, A.	Training in Theory and Prac.	8vo	Lond	
	"	Syst. of Physical Educa.	8vo	Oxfo.	
	Ravenstein & Hulley.	Hand Book of Gymnastics, etc.	8vo	Lond. 7s. 6d. & 2s. 6d.	
	Trall, R. F.	English Gymnasium	12mo	N. Y.	1 75
	Watson.	Hand Book of Calisthenics & G.	8vo	Lon. 8s.	
	Wilkinson.	Modern Athletes.	12mo	Lond.	50
	Woods.	Manual of Physical Training	12mo	N. Y.	1 50

CHRISTIAN ETHICS; or, THE TRUE MORAL MANHOOD AND LIFE OF DUTY. A Text-book for Schools and Colleges. By D. S. Gregory, D.D., Professor of Moral Science, Logic, and Metaphysics in the University of Wooster. Philadelphia: Eldridge & Brothers, 17 North Seventh street; 1875.

Dr. Gregory has prepared a valuable volume for the class-room, and for the student of morals, upon this most important of all sciences—the science of right and noble living. We judge that the author is a successful teacher of Moral Science, for only a true teacher can make such a presentation of this subject "as to awaken mental activity, to fix the attention, to arouse enthusiasm, and to incite the student by this practical and living interest to the formation of the noblest character, and the accomplishment of the highest work of life."

The work naturally divides itself into Theoretical and Practical Ethics. Under the former head are discussed the nature of the moral agent, the nature of virtue, the philosophy of the life of duty; and under the latter the author presents duties toward self, duties toward mankind, and duties toward God. The whole discussion is eminently clear and practical, and presents a wide range of topics for the student's consideration. Teachers in high schools and colleges will do well to examine this work on Christian ethics.

SILVER CAROLS. For Day Schools. By Leslie & Ogden. Toledo, O.: W. W. Whitney.

We gave this book to an intelligent young miss of thirteen years, for practice and examination; and this is her report: There are some good pieces in it, but they seem mostly adapted to juveniles. Would do for primary schools, and perhaps for the lower classes in grammar schools, but is barren of pieces high-toned or devotional in character.

MUSICAL COMPOSERS AND THEIR WORKS; for the use of schools and students of Music. By Sarah Tyten, author of the Old Masters and Modern Painters. Boston: Roberts Brother; 1875. Price $2.00.

This work of 425 pages contains brief biographies of the great musical composers, and an account of their works, and is a book which should be in the hands of all the votaries of music. Especially will it be valuable to young students, whose studies may be enriched and inspired by the lives and labors of those who have so largely benefited the world by their immortal productions. A few of the many treated in an admirable style by our author, are Bach, Handel, Gluck, Hayden, Mozart, Beethoven, Weber, Mendelssohn, Bellini, Donizetti, Hummel, Schubert, Chopin, Myerbeer, Verdi, Wagner, and many other great masters of song of equal genius. An acquaintance with their works is so necessary to every one who professes a love for musical composition, that we believe a volume of this kind will be welcomed, and very widely circulated. The great fund of anecdotes of the distinguished composers renders this book wonderfully fascinating.

BRIEF BIOGRAPHIES OF ENGLISH STATESMEN. Prepared by Thomas Wentworth Higginson. New York: G. P. Putnam's Sons. Price $1.50.

This volume is the first of a series to be entitled "Brief Biographies," which is intended to meet a want which exists for accurate and graphic information in regard to the leaders of thought and actions in foreign lands. The first issue will include eight or ten volumes, under the editorship of Mr. Higginson. The volume on the French leaders will be prepared by Edward King. Succeeding volumes will treat of the statesmen and leaders of Germany, Austria, Italy, Spain, Russia, and other countries of Europe. Each volume will be complete in itself, and will afford reliable information for the people.

The first book prepared by Col. Higginson is divided into three parts. The first contains sketches of Gladstone, Disraeli, Bright, Earl Russell, Earl Granville, and the Duke of Argyle. The second includes six conspicuous men of the present Cabinet of England, and the third includes the same number of liberals, all of whom have held office.

Colonel Higginson has shown his usual good taste and judgment in the editing of this book, and although but a small portion of the sketches is from his own pen, the whole are very readable and instructive, and should find a host of readers among our intelligent American public.

TRANSATLANTIC SKETCHES. By Henry James, Jr. Boston: J. R. Osgood & Company; 1875. Price $1.50.

Mr. James sees more than the average American traveler, and he tells more than an ordinary story. He sees not only the bare facts of travel, such as cities, cathedrals, mountains, castles, and ruins, but over and beneath all he finds history, philosophy, and poetry of the most inspiring nature. It is a delight to travel in thought with a man who has such a clear vision, and who sees so much of art in nature and nature in art, and who interprets old hieroglyphics, not with the vain babblings of an Italian guide, but with the spirit and genius of a Christian scholar.

THE GEOLOGICAL STORY BRIEFLY TOLD: An introduction to Geology for the general reader and for beginners in the science. By James D. Dana, LL.D., author of a "Manual of Geology," "Text-book of Geology," "Corals and Coral Islands," "Works on Mineralogy," etc., with numerous illustrations. New York and Chicago: Ivison, Blakeman, Taylor & Company; 1875. For sale in Boston by Knight Adams & Co. Price $1.50.

A previous notice of Dana's Geology has given to our readers our estimate of this distinguished scientist. His text-books are universal favorites, and his views are accepted as authority in our schools. The volume before us is almost perfect in form and material, and is a most beautiful chapter on the story of the earth. Teachers and pupils will welcome this new work with delight.

DISEASES OF THE HORSE, and how to Treat them: a concise Manual of special Pathology, for the use of horsemen, farmers, stock-raisers, and students in agricultural colleges in the United States. By Robert Chawner, veterinary surgeon. Philadelphia: Porter & Coates. For sale by A. Williams & Co., Boston.

The author aims in his work to show the progress of veterinary science during the last twenty years; and to instruct the owners of horses in the latest and most approved modes of treatment of all horse diseases. The object of the book is to supply a safe and reliable guide to those who are too far removed from the surgeon's skill in the case of sickness or lameness of horses.

MISS ROVEL. By Victor Cherbuliez, author of "The Romance of an Honest Woman," "Prosper," etc. Translated by Francis A. Shaw. Boston: Estes & Lauriat. Price 50 cts.

From Hon. John Eaton, Commissioner of Education, Washington, D.C., Circulars of Information;—No. I., 1875: Proceedings of the Department of Superintendence of the National Educational Association, at Washington, D. C., January 27–28, 1875. No. II., Education in Japan.

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Passing By.

BY THE AUTHOR OF "JOHN HALIFAX, GENTLEMAN."

"And they told him, that Jesus of Nazareth passeth by."

O rich man, from your happy door,
Seeing the old, the sick, the poor,
Who ask for nothing, scarcely weep,
To whom even heaven means only sleep;
While you, given good things without measure,
Sometimes can hardly sleep for pleasure;
Let not the blessed moment fly:
Jesus of Nazareth passes by.

Is there a sinner, tired of sin,
Longing a new life to begin?
But all the gates of help are shut,
And all the words of love are mute;
Earth's best joys sere, like burnt-up grass,
And even the very heavens as brass;
Turn not away so pitilessly—
Jesus of Nazareth passes by.

Self-hardened man, of smooth, bland smile;
Woman, with heart like desert isle
Set in the sea of household love,
Whom nothing save "the world" can move;
At your white lie, your sneering speech,
Your backward thrust no sword can reach,
Look, your child lifts a wondering eye—
Jesus of Nazareth passes by.

Oh, all ye foolish ones, who feel
A sudden doubt, like piercing steel,
When your dead hearts within you burn,
And conscience sighs, "Return, return."
Why let ye the sweet impulse fleet,
Love's wave wash back from your tired feet—
Knowing not Him who came so nigh—
Jesus of Nazareth passing by?

He must not pass! Hold Him secure;
In likeness of His helpless poor;
Of many a sick soul, sin-beguiled;
In innocent face of little child;
Clasp Him—quite certain it is He—
In every form of misery;
And when thou meet'st Him up on high,
Be sure He will not pass thee by.

—*Good Words.*

Teacher, Magnify your Office.

BY HIRAM ORCUTT.

If there is dignity in the modern teacher's profession, as I have maintained, surely he should magnify his office.

Every man is debtor to his profession, and no teacher can, without guilt, ignore the claims which *his* profession has upon him. No considerations of mere gain or personal aggrandisement, can excuse him from the duties arising from these relations.

But how shall the proper dignity of our profession be maintained? This is the important question which I shall now attempt to answer.

Every teacher must regard himself as a member of this noble fraternity, and should cherish, not only a manly pride in view of his position, but an earnest purpose to maintain the honor and dignity of his profession. That which is earnestly purposed to be done, is well nigh accomplished. The determined spirit burning like vestal fires upon the altar of the heart, is a guarantee of success and victory. It fortifies the soul against discouragements, inspires it with confidence, and urges it on to surmount every obstacle and attain its end. An earnest teacher is prepared for any emergency; he defies competition; he knows no defeat. And his resolution is to *be* and to *do* what his relations to his profession, and the obligations growing out of these relations, impose upon him.

The true teacher must be a gentleman or a lady. Politeness is a Christian virtue, and a valuable accomplishment of civilized life. Hence, the example and guide of the rising generation must never be guilty of rudeness and vulgarity. If he would magnify his office, he must refrain from all personal habits which degrade humanity, and tend to corrupt the minds of the young. He must indulge in no habit, and cherish no principle, which he would not be willing to see engrafted upon the life of his pupils. He may never defile his person, poison his blood, and fire his brain, by the use of *tobacco* or *alcohol.* Whatever degrades the *man*, brings reproach upon his calling.

Again, the teacher must be thoroughly furnished for his work. *Many*, in our country, engage in teaching who have not the remotest idea of the true nature and importance of their position, and only very limited qualifications for their work. And this is not the worst feature of the case. They seem to have no ambition to rise; no desire to be better qualified for their responsible duties. They prefer to teach, rather than to labor in the kitchen, or the field, but they seek no higher attainments than are necessary to meet the requirements of the law, and secure their wages. Now, it is a question of practical importance, how far the profession should tolerate such instructors. They must, perhaps, be *endured* until public opinion shall fix a higher standard for the teacher's qualifications but they cannot be better fellowshiped. They have no more right in the school-room than they have in the pulpit, or at the bar.

The professional teacher of our day must have a high standard for himself, and spare no pains or expense to secure the necessary culture and knowledge. And extensive *culture* is the first prerequisite; the candidate should be *thoroughly educated* before he enters upon a normal course of training. And it is not enough that both the academic and professional courses of study have been completed. The teacher is not yet furnished for his work. He must own a well-selected library, and take the NEW-ENGLAND JOURNAL OF EDUCATION, (or some other good educational periodical).

Some years ago, a physician came into the town where the writer resided, and opened an office. He made great pretentions, published flaming advertisements, and drove fast horses. But it was soon ascertained that Dr. H. owned no medical library, that he read no medical journal, and hence, that he was profoundly ignorant of the progress of this progressive age. And the result was, every sensible man and woman in the whole community pronounced him a quack, and properly too.

But it was true, at the same time, that there were not ten teachers in that whole State, who owned a single professional book, or read any educational journal. And how is it now, even in our favored New England? How large a proportion of all the public school teachers in these six States, have enough of pride and ambition to honor their profession, to induce them to furnish themselves with this necessary outfit? The many are, to-day, without professional books or magazines, for their own reading and improvement; and yet, no teacher can do his whole duty, and keep up with the times, without such aids.

Never will the office of the teacher rise, in the public estimation, in all that dignity and glory which properly attach to it; never will the magnificent cause of public education secure its proper results and attract the admiration of the world, until a class of teachers shall come upon the stage, *every way* qualified for this high and noble profession, as indicated by their thorough preparation, by their enthusiasm. and by their untiring labor to keep pace with the progress of this progressive age.

The Object and Best Method of Teaching Latin Composition.

[Read before the Massachusetts Association of Classical and High Schoo Teachers, April 9, 1875.]

BY W. C. COLLAR.

"After the child hath learned perfectly the eight parts of speech, let him then learn the right joining together of substantives with adjectives, the noun with the verb, the relative with the antecedent. And in learning farther his syntaxis, by mine advice, he shall not use the common order in common schools, for making of latines: whereby, the child commonly learneth, first, an evil choice of words (and right choice of words, saith Cæsar, is the foundation of eloquence); then, a wrong placing of words: and lastly, an ill framing of the sentence, with perverse judgment, both of words and sentences. These faults, taking once root in youth, be never, or hardly, plucked away in age. Moreover, there is no one thing that hath more, either dulled the wits, or taken away the will of children from learning, than the care they have, to satisfy their master in making of latines.

"There is a way, touched in the first book of *Cicero de Oratore*, which, wisely brought into schools, truly taught, and constantly used, would not only take wholly away this butcherly fear in making of latines, but would also, with ease and pleasure, and in short time, as I know by good experience, work a true choice and placing of words, a right ordering of sentences, an easy understanding of the tongue, a readiness to speak, a facility to write, a true judgment, both of his own and other men's doings, what tongue soever he doth use.

"The way is this: After the three concordances learned, as I touched before, let the master read unto him the epistles of *Cicero*, gathered together and chosen out by *Sturmius*, for the capacity of children.

"First, let him teach the child cheerfully and plainly, the cause and matter of the letter: then let him construe it into English, so oft, as the child may easily carry away the understanding of it: lastly, parse it over perfectly. This done thus, let the child, by and by, both construe and parse it over again, so that it may appear that the child doubteth in nothing that his master taught him before. After this, the child must take a paper book, and sitting in some place where no man shall prompt him, by himself, let him translate into

English his former lesson. Then, showing it to his master, let the master take from him his Latin book, and pausing an hour at the least, then let the child translate his own English into Latin again in another paper book. When the child bringeth it turned into Latin, the master must compare it with *Tully's* book, and lay them both together; and where the child doth well, either in chusing or true placing *Tully's* words, let the master praise him, and say, 'Here you do well.' For I assure you there is no such whetstone to sharpen a good wit, and encourage a will to learning, as is praise."

These passages from the first book of Roger Ascham's Schoolmaster I have quoted, for several reasons, but chiefly because it is to them that I owe the suggestion of a method which I believe to be a good one, and which I shall try to describe; and because they fitly introduce what I have to say on the first part of my subject. I am not certain that the wording of my topic would not be improved by the substitution of "trying to teach" in place of "teaching," so that it would read, "The object and best method of trying to teach Latin Composition." For, from my own experience, and from all that I have observed or can learn of the experience of other teachers, I am persuaded that a fair degree of success is not easily attained, and I am absolutely certain that not seldom the results are barren and meager to the last degree.

It seems to me, therefore, the part of wisdom to consider carefully whether there is any sufficient justification for the expenditure of so much labor that often proves repulsive to a boy and tedious to his master, while it yields a harvest at once scant and poor. The exercise of "making of latines" was evidently a harrowing business for English schoolmasters and school-boys in Ascham's time, and it would appear from the report of commissioners appointed a little more than ten years ago, to examine into the condition of the classical schools of England, that in this respect not much progress has been made in three hundred years.

What Ascham's object was is clear enough. He proposed to teach how to write Latin fluently and accurately, and he took what is believed to be the shortest and straightest road. In his time the ability to write and speak Latin with facility was an almost indispensable accomplishment for an educated man, and, in fact, constituted a considerable part of what was understood as liberal culture. But with the almost total transformation of society that has taken place since his time, the conception of education has changed, and its scope has become immensely enlarged. It would be a gross mistake to make the writing of Latin now an object *per se*. It is neither a practical necessity to educated men in general; nor is it even, considered relatively, a highly desirable accomplishment. But if not an object in itself, what useful purpose does it subserve? To what that is intrinsically valuable is it auxiliary? Can it be justified on grounds independent of direct practical utility?

To these questions I shall try to find a brief but satisfactory answer. In our schemes of intellectual education we proceed upon the principle that the chief function of instruction is not the imparting of knowledge, but the training of the mind. The process of education is a process of learning to observe, to think, and to express thought. No one subject, no single branch of study affords sufficient scope for exercising the senses and disciplining all the powers and faculties of the intellect; no one addresses itself to all, but one aids in sharpening the perception, another in strengthening the judgment, a third in developing what the phrenologist calls the "organ of language," imparting readiness, clearness, precision, and force of statement. Hence it comes that in order to awaken and direct all the aptitudes, to unfold all the capacities of the mind, it must be exercised in many ways. The main question, then, in determining whether a given subject shall have a place in any curriculum of education, is not what are its bearings on practical life, but what is its value, and how will it serve as an instrument of culture? To this test, then, it is right that the exercise in question should be subjected.

I will not undertake to indicate all the ways in which the practice of Latin composition may promote some of the higher ends of education. It will be enough for my immediate purpose to point out what I conceive to be the two most important benefits of a general character arising from this exercise, either of which alone I should deem of sufficient value to justify the appropriation of even more time than it is usual to give to the writing of Latin in our preparatory schools and in college.

The first is this: It compels the closest scrutiny and the most careful weighing of the meaning of words, with attentive observation of their use; and if, as I believe, language should be made one of the chief organs of education, then the study of words must fill an important place. And it is not the more unusual and curious words that would be likely of themselves to arrest the attention of the learner; it is oftener those in commonest use that demand the most penetrating thought. Let me illustrate by a few examples borrowed from a little book, entitled, "Latin Prose through English Idiom."

Suppose a boy had the following sentences, illustrating some uses of *by*, to turn into Latin:

1. I have a garden by the Tiber. (*By* denoting neighborhood, and to be rendered *ad*.)
2. I was sitting by Balbus. (*By* again denoting place, but near a person, and so = *apud*.)
3. We traveled by sea; by land. (*By* of manner; *in navi; pedibus*.)
4. Whenever he was by himself. (*By* of state, condition; by himself = *solus*.)
5. He did it by himself. (*By* himself, unaided = *nullis adjuvantibus*.)
6. I shall return by April 13th. (*By* of time = *ad*.)
7. I was informed by letter. (*By* of remote agency = *per*.)
8. By stealth, by craft, by degrees. (*By* of manner; *furtim, dolo, paulatim*.)
9. Ireland is smaller by half than Britain. (*By* of degree; *dimidio*.)
10. Day by day. (*By* of succession in time; *in dies*.)
11. One by one = *singuli*.
12. By Heaven. (*By* primarily of place, in presence of; *proh deum atque hominum fidem*.)
13. By what you say, there is no hope. (*By* meaning 'according to'; *haec si vera dicis, spes nulla restat*.)

If, as is too likely to be the case, the beginner, when he learned to decline *dominus*, was taught that the ablative meant "by a lord," he would probably render these thirteen uses of *by* by that case. But properly instructed, and properly prepared, he would be likely to see almost as many different meanings of *by* as there are examples; and his understanding and his ingenuity would be considerably taxed, first, to determine the precise notion in each case, and then to find suitable Latin equivalents.

Suppose, again, we take some sentences involving the auxiliary *must*:

1. He must hear me; i. e. nothing shall prevent it. (*Nihil obstat quominus me audiat*.)
2. He must have seen me. (*Non potuit me non videre*.)
3. I must have perished, if you had not helped me. (*Perieram, nisi tu mihi subvenisses*.)
4. You must come by way of Rome. (*Necesse est per Romam venias*.)
5. I must obey my father. (*Oportet me patri parere*.)
6. I must confess I was mistaken. (*Patendum est me erravisse*.)
7. You must know I am at Rome. (*Scito me Romae esse*.)
8. You must not fancy you are envied. (*Noli prutare tibi invideri*.)

Here the word *must* is used eight times, and it is best represented in Latin by eight different forms of expression; and I think it will be manifest to every one that it is not possible to discriminate with accuracy the several shades of meaning without a good deal of careful thought. But this is only preliminary to translation. Something of the same process of analysis must be repeated in balancing the possible Latin equivalents. This suggests to me that in claiming for this exercise that it forces the attention upon the meaning and use of words, I have claimed what is, perhaps, its least merit. It is not simply the exact force of words that must be studied in passing "from Anglicism to Latinity," it is much more the relations of thought, and this, be it observed, not merely in one language, but in two; not alone in the vernacular, but in a language differing widely from English in grammatical structure and idiom, and yet farther removed in mode of thought, in its way of conceiving things,—in a word, in *spirit*.

It may be asked whether translation into some modern language would not answer equally well the purposes of a mental discipline. I answer, no; and for this reason: Translation into French or German does not demand anything like equal penetration and energy of thought, nor does it require equal vigilance, or afford equal scope in training the young to habits of accuracy. This is the second point to which I wish to call attention; the use of Latin composition as a training in accuracy. Unless my observation and reason are wholly at fault, the constant attention to meaning, form, arrangement, construction, and idiom, the incessant care and watchfulness that are indispensable at every step, tend strongly to the formation of a habit of patient, cautious, thorough inquiry, tend to beget a kind of intellectual conscientiousnsss that feels a blunder to be a fault, in short, lead the learner to value and strive after accuracy. And I maintain that learning to value and love accuracy in one thing, a child will be more easily led to value and love accuracy in everything. Of course accuracy, as a habit of mind, or the resolute and persistent striving for accuracy in thought and expression, cannot be learned from any book, and cannot be got from any single study; but it should be kept steadily in view as one of the principal aims of all instruction; and it will be admitted to be a powerful recommendation of any exercise, if it can be shown that it contributes to eradicate the most prevalent of all intellectual vices.

Thus far I have examined the object of teaching Latin composition without considering its relations to the study of Latin itself, and I have sought to justify it on the general ground of its disciplinary value, and without reference to any particular method. But Latin composition should be made auxiliary to the study of the Latin language; and it should be taught in a way that will, at the same time, enhance to the utmost its usefulness as an organ of instruction. Now what I might call the secondary object in studying Latin is the power to read the Latin authors with facility; and the best means for accomplishing that end will be found, I think, the best for affording that general intellectual training for which the study of the ancient languages is thought to be peculiarly suited. More specifically, then, the practice of writing Latin should be an aid in reading Latin.

The requisites for Latin composition are these four: 1. A mastery of the various forms of inflection; 2. Vocabulary; 3. A knowledge of syntax; 4. A knowledge of idiom.

First, I say, a mastery of inflections. This I might assume, and pass over in silence; but it is not a matter of indifference in reference to the first steps in writing Latin how the inflections are studied, and accordingly a few remarks are necessary upon this point. I observe, then, first, that it is of great importance both for reading and for writing Latin, to accustom the pupil from the outset to fix his attention upon the inflectional endings. I would then have the endings studied separately first in all cases, where this is practicable. Secondly, I should provide against a common error in young pupils, an error that books designed for teaching the elements of Latin often tempt boys into by their arrangements (I mean that of making the adjective conform in its termination to the termination of the noun, in defiance of gender and declension), by requiring nouns and adjectives of different declensions to be inflected together, and by being careful for some time *not* to join those of the same declension. Thus, as Ascham says, the "right joining together of substantives with adjectives" will be effectively taught.

Coming now to the verb, two or three points must be noticed. I would not have the meaning of the third person singular and plural, learned as given in the gram-

mar, with the subject *he* and *they*. This suggestion was made to me a few weeks ago, and I have since observed that a boy—not too bright, to be sure—was confused in translating relative clauses into Latin, on finding that he must use the third person of the verb, though the subject was not *he* nor *they*. So in the subjunctive mood the learner should be cautioned against learning the translations put down in the paradigms, as they are altogether misleading. It is better to omit the meanings altogether, and show by examples in reading how subjunctive forms are to be rendered. It is also a mistake to associate, as a boy is apt to do by his grammar, ideas of necessity and futurity with the future passive participle, ideas which seldom pertain to it in oblique cases. This is one of the things that must be unlearned about as soon as translation is begun.

I assume that the learner will be put to reading at the earliest moment practicable, as soon, that is, as the paradigms of the grammar have been thoroughly learned, or even before. The chief object now, both for reading and in preparation for writing Latin, must be the acquisition of a vocabulary, and that not by committing to memory the meanings of unconnected words set down in columns, but by attentive observation in reading. I would recommend that the sections of the grammar derivation be now studied, and pupils be instructed to enter in columns ruled in a "paper book" for the purpose, words that occur in the reading lessons, as examples illustrating the forms and meanings of the more important suffixes. After a time the teacher may write on the blackboard a group of words formed from one root; as, *credo, credito, creditor, creditrix, creditum, credibilis, credibiliter, credulus, credulitas;* and the meanings of these may be asked for. Sometimes it will be well to give a root, and require the formation of words; thus from the root *ara*—form words meaning "to plough," "a plough," "ploughing," a "ploughman." Let the teacher also often call attention to the meaning of words. Let him refer the class frequently to different uses of the same word in passages that have been read, and sometimes ask for the meanings of words in parts that are new to the class.

Still further preparation for writing Latin should be made by the re-translation, *viva voce*, of single words, phrases, idioms, or even short sentences, in the daily lessons in translation and parsing. I know of no way so effectual for stimulating attention in reading, when a class know that the translation of the lesson is to be followed by such an exercise. There are no better means of impressing on the memory the order, the construction, and the idiom of Latin, and there is no exercise that imparts more freshness and life to a recitation. There is no good reason why the practice of extemporaneous oral translation from English should not be carried on concurrently with written translation, if there is time for both.

When in this way the learner has acquired a little vocabulary, and has gained some knowledge of grammatical construction, and learned to apply his knowledge, he may be set to the task of turning English sentences into Latin, on paper, without the aid of his teacher. I would, in no case, begin with a manual of exercises to be turned into Latin, in which the sentences were not based on a portion of a Latin author already read. For the sake of being as explicit as possible, at the risk of seeming trivial,—since I believe the greatest difficulties for teachers and pupils are encountered at the outset, I will suppose a class of beginners to take, as their first book for translation,—the one that I presume is most frequently used, the Latin Reader, either Harkness' or Andrews'. I will suppose a part of the introductory exercises, illustrating some of the most common principles of syntax, and such as can be understood by young pupils, has been read and studied as I have described. That then the Fables and the Anecdotes of Eminent Persons are taken up in much the same way, but with a good deal more attention to idioms, comparing the Englihs and the Latin mode of expressing an idea. I will suppose, further, that the class have been practiced a good deal in rendering Latin phrases and sentences just as they stand, without regard to the English order. I must pause a moment to make a remark upon the last point. I believe there is no way so good for giving the learner a sense of the Latin order, and I think it is especially valuable as a means of seizing the meaning of the original. I believe it is usual in our school-books to advise the learner, in attempting to translate a sentence, to look first for the subject, then for the verb, with a predicate noun, or adjective, if any; next for the modifiers of the subject, and lastly for the modifiers of the verb. That is, the learner is instructed to derive the meaning of his passage from a consideration of the grammatical and logical relations of its words. Whereas, in fact, these relations can be accurately determined only from a knowledge of the sense. This has always seemed to me an admirable example of that rhetorical figureknown in our grammars as *hysteron proteron*, or putting the cart before the horse.

We come, then, as I was about to say, to the extracts from "Roman History." These extracts I consider for several reasons, but chiefly on account of the simplicity of the language and construction, especially useful for beginners in writing Latin. I know that some teachers object to this part of the Latin Reader, as inferior Latin, and would have their pupils pass over it rapidly, or omit it altogether, fearing, I suppose, "lest the child learn, first, an evil choice of words; then a wrong placing of words; and lastly, an ill framing of the sentence, with perverse judgment both of words and sentences." But for my own part, I have never observed that the Latinity of my upper classes has been seriously marred by what they remember of the "Roman History."

Following, then, the suggestions of Ascham, that a boy should learn to write Latin by the study and imitation of some portion of a Latin author, after explanations, hints, and cautions, and after reading a passage aloud, and requiring some one of the class to repeat it after me, I would have the books put aside, and sentences involving the words and constructions of the text placed before the class for retranslation. Suppose, for the sake of illustration, we take the first three lines in the extract referred to. The Latin, you will remember, runs thus:

Antiquissimis temporibus Saturnus in Italiam venisse dicttur. Ibi, haud procul a Janiculo, arcem condidit, eamque Saturniam appellavit.

On this I would set sentences like the following:

1. At an early period Saturnus came into Italy.
2. Saturnus was in Italy.
3. Saturnus was said to have come into Italy.
4. In ancient times he is said to have taught the Italians.
5. He was the first one who founded a citadel.
6. Not far from the Janiculum he will found citadels, and there will teach the Italians agriculture.
7. He was the first one who came into Italy at a very early time.

The sentences may at first be even simpler than these. I will only remark that there is much more danger of making them too difficult than too easy.

I pause here to make a suggestion that may be of some value to those teachers who have had less experience than myself. It is well to instruct the learner to accustom himself to look through a sentence that he has to turn into Latin, and try to think it into the Latin *idiom*, and then into the Latin *order*, before he begins the translation of the words. For example, suppose he has to translate, "They announce that they will compel Orgetorix to plead his cause in chains." To adapt this for translation, he may say first, "They announce themselves to be going to compel Orgetorix to say his cause out of chains"; and then, "Themselves Orgetorix out of chains cause to say about to compel they announce."

Relative clauses may soon be added, but not such as involve the use of the subjunctive mood. The most that I would do with the subjunctive, for a considerable time, would be to show how it should be translated as it occurs in reading. The correction of the sentences written by the pupils affords the best means of supplementing the necessary instruction in syntax in reading. Indeed my own observation has convinced me that the learner will remember far better the corrections of his teacher in his written exercise than remarks made to him on the constructions of the text. For this reason I think the common practice of occupying a considerable portion of the time of recitation in reading a Latin book with questions on the syntax, is wrong. It conduces but little to the better understanding of what is read, and for beginners is as uninteresting as it is unprofitable.

As the learner passes on to other and more difficult Latin, the same method should be followed of framing sentences for retranslation of increasing complexity, that shall test thoroughly the progress of the learner, give broader scope for grammatical instruction, and require ever-increasing vigilance in the observation and study of the text. How long this method should be followed depends of course upon the age, ability and progress of the learner. Each one must judge for himself. But when the time comes, the transition to the next stage ought not to be difficult: I mean to the translation into Latin of passages not based upon what has been read. In making this transition passages should be set similar in style to what has been recently read, and these ought to be themselves translations from Latin, made neither too literal nor too free. It is no small advantage that in the method that I have been recommending, the pupil is enabled to judge for himself of the merits of his work, by comparing his own with the original. Of course version may be good Latin, though it should actually be quite unlike the original; and a more useful exercise, or one better calculated to excite interest and emulation, can hardly be imagined than the comparison and discussion by the teacher, while the class have the original before them, of the several renderings by different members. I should like to refer to an exceedingly interesting illustration in point in Father Newman's "Idea of a University." The author is showing the necessity of a knowledge of Latin idioms, and he gives six versions of a passage in English, in which the words and constructions are almost totally unlike, besides a literal translation which shows admirably "how not to do it." The passage is short, and I will quote it:

"This is a serious consideration: — Among men, as among wild beasts, the taste of blood creates the appetite for it, and the appetite for it is strengthened by indulgence. Translated word for word into Latin it stand thus: *Haec est seria consideratio. Inter homines, est inter feras, gustus sanguinis creat ejus appetitum et ejus appetitus indulgentia roberatur.* "Purer Latin as far as *diction* is concerned," says the author, "more correct as far as *syntax*, cannot be desired. Every word is classical, every construction grammatical: yet Latinity it has none. From the beginning to the end it follows the English *mode* of speaking, or English idiom, not the Latin."

It is not Latin, because, as Ascham says, there is "first an evil choice of words; then a wrong placing of words, and lastly an ill framing of the sentence." How can these things be learned except from the study of the Latin language in Latin authors? Manuals and rules may help, and a good manual may be made very useful when the learner is somewhat advanced, for a review and a resumé of what has been observed and learned by careful reading; but an objection that applies to many manuals for teaching Latin composition is, that they teach a boy to write by rule, and frequently make careful and elaborate provision to save him the trouble of thinking.

Finally, the student may be pushed out where he can no longer touch bottom. He may be launched upon the translation of passages in which the thought and the style have no savor of Latin, and in which memory, knowledge, judgment, and ingenuity will be strenuously exercised. Beyond this I should seriously question the wisdom of carrying the practice of Latin composition. And I am certain that to attempt anything more in our

preparatory schools would prove futile. "The practice of Latin theme-writing," says Archdeacon Denison in a letter to the English Commission, to which I referred in the first part of this paper, "I should discard. Few things, so intrinsically absurd, have, I think, been imported into school teaching. For it calls upon boys to do two things at once which are not compatible—1, to think out a subject; 2, to express their thoughts in a language other than that in which they think. The result is, as a general rule, what might be expected: that they do neither the one nor the other moderately well, and that so many themes begin with *omnes homines*, and struggle on, through fourteen gasping and despairing lines, to *faciunt*."

A Bit of the Old-time Schools.

More than thirty years ago, the doctor had added to the duties of country physician and squire, the honor of a "High committee-man"; *i. e.*, he was one of a worthy trio to bear the dignity of school-committee of the town of E———, for a number of years. It was a weighty office, inasmuch as they who held it, — the doctor, the minister, and a ponderous Friend,—might ride the circuit of the twenty-miles-long town, fulfill all the law required as obliging them to visit twenty-five school-districts twice, each, during the year; "find themselves" and their beasts, and jog homeward at night, weighted with one dollar *per diem*, an honest weariness, and the profound conviction that E——— groaned in spirit over this progressive expense. For, hitherto, such special embassy to the crazy old district-boxes which cooped its young and rising flocks, had been undreamed of. Who *should* have dreamed of its necessity, when a local prudential committee in each district had distributed teachers according to convenience, economy, relationship, and choice, from time immemorial! This committee was therefore looked upon by the public rather in the light of happy travelers, with (town's) "spending-money in their pockets," abroad on holiday outings.

It may have been that some of the retiring sea-captains and solid farmers began to suspect a little more learnin' than they had been blessed with, would be not a dangerous thing to give their offspring with which to meet the world and make a mark. At any rate, with the appointment of this "High Committee," the town obliged the examination of district school-teachers by either of the committee (or all), as applicants, might present themselves. Indeed, office *was* a sinecure in those days! The teachers used to drop along to be examined somewhat as the candidates for Hymen's yoke appeared before the Squire, in odd fashion, and at odd and sundry times. And the doctor tied the nuptial hard-knot, and took down the school-books between his appointment of pills and powders, and professional jaunts, just as it happened unto him.

Among many anecdotes of those experiences, I have often heard him, with much pleasantry, recount the following, as descriptive, I had nearly said, of the average education,—though let us believe it was not so bad as that, — which E——— had heretofore employed in the district school as it was. This the doctor always called

ADJECTIVE JOHN AND HIS HOUSEHOLD HENS.

One night, when sitting quite weary after the round of a busy day, he discovered a lank, swinging New-Englander, clumsy and dusty, making for the house. I chose my participle advisedly, for this son of Anak, instead of opening the gate, slung himself over the fence, and jerked up to the open door and rapped, as it seemed, all under the same propelling impetus.

"Doctor at home? My name is Goodridge, — John Goodridge; I came to get examined for Deestrick No. 4. Over to Wixon's Bridge country, you know. You're High Committee, aint you?"

"Well," responded the Doctor, "I'm the fag end of it to-night. Come in"; as he aided along this not over-welcome personage and seated him: making immediate preparation for disposing of him summarily. As the candidate beheld the books marching down toward him, he insinuatingly drawled:

"Squire, you kin pass me now, as easy as any*thing*, you see; for I've kep deestrick 4 three winters, and I kin manage the biggest boys they've got; and they know jest what I be."

Whether his specimen of sentence-building induced the immediate survey of his English grammar, which followed, I know not. I only remember being told the Fourth Book was now opened at Cowper's "Gilpin," and after reading the page, Mr. Goodridge was desired to parse, commencing with the first word.

"John? — John is an adjective, and belongs to Gilpin!" stated he, nothing daunted.

But the Doctor rose. "Come," said he; "I cannot *parse* you alone; come with me to Minister C——'s."

Mr. C—— lived not far above, upon the street, and we may soon fancy them at his table, and the books before the three. Here John Goodridge repeated his belief concerning the name of Gilpin; and perhaps he made farther analysis of that memorable ride; but the next I remember, they had him in Thomson's "Summer Scenes." Thus:

> "Home from his morning task the swain retreats,
> His flock before him, stepping to the fold;
> While the full-uddered mother lows around
> The cheerful cottage, then expecting food,—
> The food of innocence and health! The daw,
> The rook, and magpie to the gray-grown oaks
> That the calm village in their verdant arms
> Sheltering, embrace, direct their lazy flight;
> Where, on the mingling boughs they sit embowered
> All the hot noon, till cooler hours arise.
> Faint, underneath, the household fowls convene";

Now, how Adjective John disposed of the ten lines before the eleventh, was never known to me; I can only vouch for his resolving of the eleventh to first principles, according to his understanding.

Relating this: "Actually," said the Doctor, "the fellow made Thomson's hens go to roost in his cellar; and this was how he did it:

'Underneath is a proposition: household is a noun, and governed by underneath;' *ergo*, 'Faint underneath the household, *fowls* convene!'"

We may suppose this was grammar enough; I believe they fared better "at figures"; at least, it is to be hoped they did, and were able to cipher through the four simple rules.

Maybe at spelling he could have done "exasserbate." But at any rate, he felt its meaning, even unto honest "eberlicion," when Geography in the "High Committee's" hands had taken him around the world to Africa, and he was to return *via* Good Hope.

"Where is Cape Town?" was the innocent question which evoked his righteous indignation to expression. Hitherto yielding and suppliant, now he arose six feet in his boots.

"Do you think," roared he, "I've kep school in Deestrick No. 4 three winters, and dunno what's before my own eyes? *Thunder!*"

To explain his meaning, I must add, a little hamlet, consisting of a long, narrow road, edged quite regularly with houses on either side, adjoined the eastern border of No. 4., and was familiarly and locally known as "*Cape* street," many of its settlers being Cape Cod people. Hither had hied Adjective John, to many a quilting, and apple-paring bee, to say naught of "fiddlings and breakdowns" in the season; and now, to be questioned by the High Committee if he knew where Cape Town was!

Well, the end of it all came at last, and the result of the examination appeared in the refusal of credentials to ex-Master John Goodridge,—to his utter astonishment and dismay. Then he began to beg: "I'll study," plead he; "I'll dig hard at it;" I'll learn all them lessons we've been over; I'll—I'll keep a better school for ye than *any gal in town!*"

In vain—in vain. Home, toward the far northern borders, late in the large hour of a sparkling autumn evening, plodded Adjective John; meditating upon the relentless rule of the refusers of his "stiff kit"; and failing to see "why he couldn't keep just as good a school as ever he did in his life." But "Adjective John (and his household hens)"—indeed the doctor and the parson keep his memory green unto this very day! S. P. B.

SCIENCE.

Boston Society of Natural History.

GENERAL MEETING.

President Bouvé in the chair. After the reading of the Secretary's Report, Prof. W. H. Niles gave an outline of the physical features of the State of Massachusetts. He called attention to the more physical features such as are found in the mountains. Professor Niles stated that he did not begin the study to obtain material for scientific lectures, but as an educational effort. Nine years ago his attention was called to the way in which Physical Geography was taught in the schools of this State. He found that it was wrongly taught. As the mineralogist must first know minerals, so if one would understand Physical Geography he must first know the fundamental physical features of a country.

This is a knowledge of which even teachers at that time were ignorant. Of one hundred and fifty teachers assembled in convention at North Adams, not one could name either the Housatonic or the Taconic Mountains, though both these ranges were in plain sight from the room where they were sitting. A fortnight afterwards the same question was asked at Pittsfield. Of the two hundred and twenty five teachers present, not one was able to answer the question except those who had learned it from persons present at North Adams. Were the teachers to be blamed for this? Not a text-book in use at that time gave the desired information. German students had books naming both chains of mountains. (It should be added that Guizot had not then published his books containing a plan of the Appalachian Chain.) This need and this deficiency led Professor Niles to learn for himself the physical features of the State of Massachusetts.

In the first place, Massachusetts is divided into lowland and highland regions. The lowlands are divided into the Atlantic Lowlands, and the Connecticut Valley; the highlands into the Green Mountain Highlands, and another highland region which has no name. This suggests the question, "Is there no need of a survey of the State?" The name Massachusetts signifies *much mountain place*, as Wachusett signifies *mountain place*. The axis of the Appalachian Chain, if it has an axis, is a valley. The Champlain, Hudson, and Cumberland Valleys, are portions of what has been called the great Appalachian Valley. Our State is on the eastern slope of the Appalachian Range. The Taconic Range on the Western border of the State is the highest range in the State, and the general slope of the surface is towards the coast. This gives a law to assist in remembering the height of mountains. There is another law of increase from the South toward the North. As the result of these two laws, the highest mountains are found in the Southwest. Greylock, situated between the Taconic and Housatonic ranges, seems to contradict these laws of increase; but this is the common situation of the loftiest single peaks in the world. Mt. Everest, of the Himalaya Mountains, is between two ranges.

We next notice that the Appalachian Chain has a curved axis. The mountains of Massachusetts have the same arrangement. There is a curved range starting from Cape Ann. There is a similar range north of the Merrimac. The hills on the Cape and Martha's Vineyard, though of loose material, have the same parallelism. The trap hills of the Connecticut Valley do

not have this parallelism, and the hills about Boston are a still greater objection to this law of arrangement. In order to determine the nature of these hills, it is necessary to answer the question, "What is the origin of the Quincy Granite?" The trilabite quarry meets the granite. Now, how can there be such a long, slender tongue of slate projecting into the granite unless the granite were of eruptive origin? This was shown to be true, and we have a range of hills of eruptive origin. This shows that two forces united in forming the hills of Massachusetts: first, a force of elevation, which is shown by the folding of the earth's surface; second, an eruptive force. These ranges of hills give us the foundation for all that we have in Physical Geography. The Hoosac range is abrupt on the West, but slopes gradually on the East, with many interesting valleys. The Somerville hills have a regular, even crest; further west, the crest of the hills becomes broken. These facts point to the conclusion, that the hills of Massachusetts have been modified in three ways—(1st) by elevation, (2nd) by erosion, (3rd) last and least, by glacial action.

Prof. N. S. Shaler was called up and said: In regard to some details, I do not agree with Professor Niles. The Braintree rocks are felsite porphyries, not granites. Narragansett Bay is a great synclinal valley, and I think that this is true of the situation of Boston. These things would prove that we belong to the Appalachian Range.

Professor Hitchcock made a suggestion in regard to a name for the central ridge. The Atlantic lowlands are narrow in New England, because there has been a submergence of the land. The Banks off Newfoundland indicate this. In 1835 Professor Featherstone proposed the name "Atlantic Primary Chain," but he was opposed by Professor Rogers. (See the Geological Report of Massachusetts, for '41 or '42.)

Professor Niles explained that he referred to a physical, not a geological name.

Dr. Hunt remarked that he did not doubt that the Quincy granite was eruptive.

Professor Shaler: "In the contract which exists just north of the Braintree quarry, I believe we have a result of 'faulting.'"

Dr. T. Serry Hunt: The Boston artesian well and its waters. The well on Causeway street, is 1750 feet deep. Although so near the sea, the water is not at all like sea-water. From the analysis of the water, I have concluded that it has the same composition as the paleozoic sea-water, which contained a comparatively large proportion of the chlorides of calcium and magnesium. The water contains twenty-two parts in a thousand of solid matter. Of this, one-fourth is chloride of calcium.

LANGUAGE.

Points in Etymology.—Mode.

The same "confusion worse confounded" prevails in our grammars respecting the nature of Mode. I will not occupy space in giving illustrations at length. The following may suffice:

"Mode is the *manner* in which the action, the being, or the state is asserted."—*S. S. Greene.*

"Mode is a *term* used to *denote* the *manner* in which the verb is employed."—*Wells.*

"Mode is that *property* of verb which *shows how* the act or state is *referred to its subject*."—*Kerl.*

The above is a fair illustration of the manner in which the grammars, generally, define Mode.

Do these definitions give us a clear conception of what is meant by grammatical mood? I think not. But it seems to me, that here, as in the case of other points in Etymology, a clear definition is quite possible.

1. Mode is a *form* of the verb used to show *how* this action or state predicated is thought of.

2. This *form* consists,—

(1) Of a variation in the verb itself—*Loves, love, to love, loving.*

(2) In combining the *infinitive* with the following forms, called *auxiliaries*,—*Am, do, have, may, can, will, shall, must; was, did, had, might, could, would, should, ought, need.*

Thus,—

May or might work.
Can or could work.
Shall or should work.
Will or would work.
Must work.
Must needs work.
Does or did work.
Is or was to work.
Has or had to work.
Ought to work.

Now it will be noted that *to*, the sign of the infinitive, is omitted with *may, does, can, shall, will*, and *must*. In the time to come it will doubtless be omitted with *ought*, since this word has already lost its original meaning as a principal verb.

3. The verb *tobe* is defective in Mode, the indicative form being supplied by another root; viz., *is*.

4. As Mode is a *form*, we, of course, have as many Modes in our languageas there are verb-*forms* used for the purpose above indicated. The language itself, and not the grammars, must and does determine the number of Modes. There can be nothing arbitrary about it. There are just as many *as the language has*, and it is manifest from the above illustrations that the number is quite large.

5. These forms may be conveniently *classified* as follows:

1. *Indicative Forms.*
Works. Does work.
2. *Potential Forms.*
May or might work.
Can or could work.
Shall or should work.
Will or would work.
Must or must needs work.
Has or had to work.
Is or was to work.
3. *Subjunctive Form.*
(if he) work.
4. *Imperative Form.*
(do you) work.
5. *Infinitive Form.*
To work.
6. *Participial Form.*
Working.

It will be objected that the forms *is to work, has to work*, and *ought to work*, are not Modes of the verb. I answer, they most certainly are. For it must be noted that these forms are *organic verbal structures*, not *mechanical combinations* of words. The form, *is to work*, as in the sentence, "He *is to work* for two dollars a day," is not the verb *is*, used in its normal sense and coupled with the infinitive *to work*; but these two constituents are, if I may so speak, chemically combined, and in this compound the infinitive form has lost its *infinitive force*, and the verb *to be* has lost entirely its original and normal signification.

Thus, these three words, thus combined, become *one verbal organism*, to express, now, the potential idea of obligation or duty. So of the other forms given above.

It may be said, that in these forms the infinitive sign is retained. I answer, this argues nothing, since the infinitive form, as above said, loses here all its *infinitive* force.

GENDER.

(*Reply to "L. W.", page* 221.)

"Is the word *author* in the masculine gender because it terminates in *or*, or because it is the name of a male?"

It is of the masculine gender because it has a *form* (viz. *or*), which indicates a male.

"While in the Latin the *form* of the word determines its gender almost regardless of its meaning, it seems to me that the reverse is true in the English language, and that the *meaning* is more important in any system of classification."

Here is another illustration of the ever-recurring mistake of confounding grammar and logic. Etymology is one thing, Lexicography is another and different thing. Grammatical gender is a *form* in all languages. In some languages it is, in *some instances*, a *form* used merely to indicate grammatical concord, and regardless of natural sex; in other languages it is a *form* used to indicate natural sex, and regardless of grammatical concord. In all it is simply and only a *form.*

(*Reply to "R.", page* 221.)

I think the word *Queen* is a modification of the word *King*, based upon a change of the *k*-mute, as clo*the* becomes cla*d*, and as bee*f* becomes bee*ves*. Am I wrong? It was under this view of the case that I called the above gender-forms. Of course the words *boy, son, brother*, have no corresponding feminine forms, as the words *girl, daughter, sister*, have no masculine forms. That is, several nouns in our language have only *one* gender-form.

The old word *hit* was undoubtedly a true gender-*form*, but this form is now obsolete, and the one we have in its place seems to have lost, along with its old form, its old limited significance as a gender-form. Is it still a "*live*" gender-form? Does it indicate anything about sex? Who is that lady? *It* is Miss A. Who is that gentleman? *It* is Mr. B. What is that metal? *It* is lead.

Good Words from Educators.

H. F. HARRINGTON, Supt. Schools New Bedford, Mass.—Intensely anxious that we should have an educational publication in New England, able and independent enough to meet the demands of the day in reference to the great cause, as ready to detect and stigmatize defects as to laud merits in the school system and the schools, and with authoritative voice to point out better ways, I have hailed the advent of the JOURNAL with ardent satisfaction. It has sprung into being under the most favorable auspices, and has already exhibited such a measure of ability, freshness, and vivacity in its papers and editorials, and of invaluable fullness in its details of school affairs in the several New-England States, as to give an admirable prestige of its future.

ALBERT B. WATKINS, Ph.D., Principal Hungerford Collegiate Institute, New York.—I am not willing to be without the JOURNAL. I consider it one of the very best of the educational papers in the country. I valued the *College Courant* highly, and when it was merged in the JOURNAL I feared that the subscribers must be losers; but without any disparagement to the *Courant*, we have been and are greatly the gainers.

JOSEPH C. JONES, Supt. Schools, Pontiac, Mich.—The NEW-ENGLAND JOURNAL OF EDUCATION for May 1st has not reached me yet. It is too valuable to me to lose a number. Its value increases with each week's issue.

B. M. REYNOLDS.—Your enterprise is a grand one, and I really hope you will meet with large success. Can't you, by-and-by, enlarge and make your paper somewhat national in its scope?

HENRY SABIN, Supt. City Schools, Clinton, Iowa.—I think you are giving us the best educational journal of the Union.

VIRGIL C. DIBBLE, Charleston, S. C.—Allow me to say that I prize the JOURNAL very highly, and would not willingly be deprived of its weekly visits. The editor and publisher deserve the congratulations of all friends of education.

A. J. SANBORN, Principal Bernardstown Academy, Mass.—The NEW ENGLAND is the best educational journal I have ever seen.

MISS M. A. ALLEY writes thus from Marblehead, Mass., May 13th, 1875: Please find enclosed three dollars, my subscription for "OUR JOURNAL." I felt sorry to lose my old friend that I had known so many years, but I must say, I like this new one that comes to me every week much better; and have already received more than the worth of the subscription in the pleasure I have had while reading it.

AMONG the popular fallacies which obstruct the demand for the training of the teacher for his work is—1. That any one who pleases has a right to teach. 2. That any one is good enough to teach elementary subjects. 3. That he who knows a subject can teach it. 4. That exceptional success in teaching implies average success. 5. That cramming is teaching.—*London Jour.*

— An old lady, hearing somebody say the mails were irregular, said: "It was just so in my young days —no trusting any of 'em."

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Boston, Mass., May 22, 1875.

THE Norfolk County Teachers' Association will hold its twenty-eighth annual meeting at East Weymouth, Massachusetts, on Friday and Saturday, June, 4th and 5th. The exercises will consist of able papers and discussions, and will be presided over by F. W. Freeborn, Esq., of Hyde Park.

OUR readers will notice that the NEW-ENGLAND JOURNAL OF EDUCATION, in its WEEKLY ISSUES, contains more reading matter than any other educational paper in the world. As to the comparative value of the articles, we are quite willing to allow our readers to be the judges. Our State columns have already presented, in the four months of our publication, more valuable material than appeared in a *whole year* in *all* of the educational journals which were merged in THE NEW ENGLAND.

MANY of Miss Elizabeth P. Peabody's friends celebrated with her her seventieth birthday, on Saturday last, at Cambridge. It was a delightful occasion to the favored ones present, and the thousands of her friends will congratulate her that she is so young, so vigorous, and so heartily devoted to the interests of child-education. We unite with all lovers of a true education in seeking the blessings of long life and health for our friend, not only for her own but for the children's sake.

OUR readers will learn with pleasure that in answer to the request of many letters, we have secured the services of Mr. L. W. Russell, of Providence, to whom reference was made in our columns a few weeks ago, to write several articles upon the subject of English Composition. The first article of the series will appear in our issue of May 29, and as all public school teachers should enjoy the reading of these papers on this important topic, we invite our subscribers to recommend the NEW-ENGLAND JOURNAL OF EDUCATION to their associates who do not now enjoy the privilege of paying for and reading our paper. It is proper here to refer to the unexampled success which has marked the first four months' history of the N. E. JOURNAL OF EDUCATION. Our subscription list, which was large at the outset, has a steady growth of from 200 to 400 names per week, and our letters of endorsement are full of good cheer. Our readers are among the most successful educators of America, and our advertisers are the most prominent and enterprising publishers and business men in the land. It is to subserve the interests of our fellow-teachers that we have undertaken this enterprise. The JOURNAL OF EDUCATION, in its management and in its success, belongs to the teachers of the country, and relying upon their public spirit as well as professional zeal, we shall labor most heartily to secure for them the best educational paper in the world.

New-England Bureau of Education.

In answer to the demands of teachers and school-officers, we have opened a Bureau of Supplies, by means of which teachers will be able to secure schools, and school-officers and others can secure teachers. The agencies of this character in the Middle and Western States have been an invaluable medium of communication and of assistance to those who sought schools or teachers; and to assist and facilitate such an exchange of wants and supplies, we have now made complete arrangements for such a department of exchange, in connection with the NEW-ENGLAND JOURNAL OF EDUCATION. As we have such direct communication with the great body of teachers and educators in New England, and with a very large and increasing constituency in the South and West, we believe that our facilities for aiding teachers are greater than those of any similar agency in the country; and in the management of this important business we shall endeavor to give to all applicants such facts and information concerning teachers and schools as shall be most reliable and satisfactory to all concerned, and to conduct all our affairs in this department on a strictly business basis, consulting only the interests of the parties concerned in the transaction. Our plans are set forth in our circulars, which will be sent to all applicants. In this connection we may state that we have now fitted up additional offices for the purpose of a Teachers' Exchange, at 16 Hawley street, Boston, and we invite our friends in and out of New England to make themselves at home with us at our educational headquarters. The editor and publisher, and our gentlemanly business agent, so well known to the teachers of New England, F. B. Snow, Esq., will welcome and aid all who may call. Address, for circulars of Bureau of Education, F. B. SNOW, Esq., Manager, 16 Hawley street, Boston.

SUPERINTENDENT HARRINGTON wishes us to amend our report of his sayings and doings at the meeting of Superintendents, at Boston, as reported in the THE JOURNAL last week. As we can endorse and second his amendments, we shall allow our able friend to speak for himself:

I am reported to have said that the ventilation of most of the primary school-houses *in this district* is abominably bad. As the meeting occurred in Boston, I am thus made to appear to have specially selected the school-houses of that city for my animadversion. Where, in all probability, the primary, as well as all other of its school-houses, are less amenable to censure in that regard, as a whole, than those of any other part of the State. I spoke of primary school-houses everywhere. I had in view the fact, well known to every faithful and observing educator, that while large and pretentious High and Grammar schools have generally well-considered systems of ventilation, the humbler primary school-houses into which, perhaps, little children are crowded by the hundreds, have only an apology for a system of ventilation, or very likely no attempt to secure it except by the doors and windows. This is equally true of the average "country" school-house.

I am also reported to have said that "the condition of the out-houses *in three or four of our public schools* is indescribably bad." If the types had said three or four *thousand* instead of "three or four," they would have come nearer the mark. I cannot express the mingled indignation and disgust I feel, in view of our grandiloquent boasts about our public schools, at the condition — more characteristic of beasts than human kind, as one would think — in which these indispensable attachments to most school-houses are suffered to remain. Let me be allowed to say *three or four thousand* school-houses, instead of "*three or four*," and believe me, truly yours, HENRY F. HARRINGTON.

IN his report to the Vice-minister of Education, the Hon. David Murray, superintendent of schools and colleges in Japan, says, in relation to the use of foreign languages in the institutions under his control, that it must be fully understood that the efforts to carry forward the national education in the languages of Europe are only temporary expedients. Just as in the Middle Ages, he argues, in Europe the Latin was employed as the learned language for imparting the education of that day, so at present, in Japan, the English, French, and German must be regarded as the temporary media for the introduction of new branches of learning. From the very nature of things, only a very limited number can ever receive their education through these languages. Hence the few thus educated must in turn be employed to impart their acquisitions in the vernacular, to their less favored countrymen. They must be looked upon as the future educators of the nation. They must show the better methods for developing the industrial resources of the country. And having themselves enjoyed the advantages of a higher intellectual and moral culture, they must assume the task of adapting what is good in this new civilization to the wants and circumstances of their country.

The American Register, printed at Paris, just received, publishes an article on the feasibility of reviving the scheme once favored by Napoleon III. for a Nicaragua interoceanic canal. It may be well enough for the people of France to discuss this important subject from the standpoint of the long-ago exploded project of the late Emperor; but every intelligent school-boy in America, at least those who read the newspapers, knows that the problem of connecting the waters of the Atlantic and Pacific will not be solved by a plan so imperfect and so fraught with impracticable elements. Every subject of this nature possesses a degree of interest to our teachers, since it opens the way to a wider range of knowledge and adds to the source of information from which they must draw if they would faithfully discharge their duty. In this connection, it is gratifying to note that the most practicable, and in fact the only really feasible routes yet surveyed for an interoceanic canal, have been discovered and explored by officers of the United States Navy. Bayard Taylor once went out of his way, in complimenting the officers of a foreign man-of-war, to institute a comparison, intimating that our own naval officers are comparatively ignorant men. While it is not necessary here to use either time or space to refute this implication, the patient, scientific work that marked the surveys of Captain Selfridge and of other officers of our navy in connection with the question of connecting the waters of the two oceans by a canal, will ever stand as a monument to their enterprise, learning, and real patriotism.

BOSTON is working out the vexed problem of "What shall be done with the School Committee." The School Board is now too large, as everybody knows, and feels. There are *one hundred and twenty-eight members*. Nearly half as large a body as the General Court of Massachusetts, as the Congress of the United States, or the two Houses of Parliament. This body is now elected by the people, six members from each ward, and one-third vacate office annually. The objections to the present constitution are: first, that the increase in size has reduced the quality and tone of membership; second, that the increase has reduced its efficiency; and third, that the large number of members allows the free exercise of political trickery and wire-pulling, even in the pure atmosphere of Boston, in the election of the members of the Board.

These evils may be remedied in several ways, and many men have many minds as to the best way. The

School Committee themselves have declared that in their judgment the best plan is to reduce the Board to twenty-four members, to hold office for eight years, one-third, as now, to vacate annually. This Board, they think, should be elected by the people, and when in power, shall have the "supervision and direction of the public schools," "shall elect a Superintendent of Schools and a Board of Supervisors, consisting of not more than six members, and shall define their duties and fix their compensation," and shall annually elect all teachers in the public schools. This plan meets the approval of the City Council, and has received the endorsement of the popular branch of the General Court of Massachusetts.

It has met with opposition however in the Senate. The Senators are of the opinion that a School Board for Boston should consist of thirty-six rather than twenty-four members, and in order to avoid to a certain extent the inevitable results of ward politics, it is proposed that two-thirds of this number shall be elected by wards, and that twelve shall be elected by the people at large, thus giving to the whole city the choice of one-third of the managers of its public school interests.

In this matter we agree most heartily with the amended bill of the Senate. The number proposed removes the Board from the imputations of partisanship and cliquism, and also from the possible corruptions so often attached to commissions in the management of the affairs of large cities. In the election by wards is recognized the popular sovereignty element in the proper expression of the people in the choice of those who shall have a part in the management of their local affairs. By the election of one-third of the Board, at large the theory of the selection of the fittest may have its proper place and influence, and the plan will undoubtedly retain some of the best men, whom party politics or local prejudice might leave at home. While the ward representatives will fully understand and care for the interests of their local constituency, as well as the general good, the committee elected at large, being responsible to the whole constituency of the city, will conserve the interests of the whole more especially, without overlooking the local wants of districts or individuals. In fact, we have in this constitution of the school-board as proposed the very elements of the legislative assemblies of the best governments of the world, the popular and the conservative branches united in one. We believe that the amended bill commends itself to the good sense of legislators and the people, and we most earnestly hope that it will become the law of the city.

If a good name is better than great riches, The New England may boast of something better than great possessions. We are well aware of the danger which comes from having all the world speak well of one, but we presume that such a fortune never came to an editor, a school-teacher, or a parish priest. As it is, we heartily enjoy the good words which come to us from all quarters, and none are more valued than an engrossed copy from Superintendent Small, of Salem, secretary of the Association of Superintendents of New England, of a resolution passed at the recent meeting of that body in Boston:

Resolved, That the School Superintendents of New England have witnessed with pleasure the establishment of the New-England Journal of Education; and, recognizing its able management and the great value of its editorial and contributed articles to the public school-teachers of New England, we give the Journal our hearty and emphatic endorsement, and pledge ourselves to use our influence to increase its circulation and aid its management.

Thanks, gentlemen; we know of no better way to prove the value of words than by the excellent deeds which you promise in our behalf.

According to the provisions of the laws of Japan, all students sent abroad at the public expense are under the control of the central department of education. There are two classes of students sent abroad: one called freshmen, or the second class,—and the other the first class, the former to be selected from among the graduates of academies, and the latter from among the graduates of colleges. In order to become a student abroad, an examination is passed and certificates of good moral character produced. The limit of the period for students abroad of the second class is five years, and that of the first, three years. The number of second-class students is limited to 150, and that of the first class to 30. While abroad, such students are under the supervision of the ministers resident in the respective countries.

Resolutions

OF THE NEW-ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

Owing to lack of space in our columns last week, we failed to print the resolutions passed by the New-England School Superintendents at the recent meeting in Boston.

National Bureau of Education.

During the business hour Mr. Philbrick offered the following resolution:

Resolved, That the National Bureau of Education, in its work of collecting and distributing annually, through printed reports and circulars, a vast amount of reliable and useful information respecting the condition and progress of education both in our own and in foreign countries, has accomplished in the most satisfactory manner, so far as the limits of its means will permit, the objects for which it was established; and that we regard it as an indispensable instrumentality for the promotion of education throughout the country.

The resolution was ably seconded in a speech by Superintendent Harrington, of New Bedford, and was adopted unanimously.

United States Commissioner of Education.

Mr. J. W. Simonds, of New Hampshire, then offered the following resolution:

Resolved, That, in the opinion of this body, the labors of the United States Commissioner of Education, Gen. John Eaton, in promoting the educational interests of all sections of our country, through the agency of the Bureau of Education, have been eminently wise and efficient, and that they merit and receive our cordial approbation.

This resolution was adopted without discussion.

Centennial Exposition at Philadelphia.

The superintendents gave expression to their views as to the Centennial at Philadelphia and an Educational Congress, in the following resolves, offered by Mr. Phipps, both of which were adopted unanimously:

Resolved, That we deem it extremely desirable that there should be a full, complete, and systematic representation of the educational interests of the country at the approaching Centennial Exposition to be held at Philadelphia; and that we pledge our cordial coöperation for the accomplishment of this object.

Resolved, That we approve the proposition of holding an international educational congress in connection with the Centennial at Philadelphia.

Mr. Stone, of Springfield, then offered the following, which was unanimously adopted:

Resolved, That a committee be appointed, consisting of one from each State represented in this body, to memorialize Congress in behalf of the continuance and liberal support of the National Bureau of Education.

The president appointed as that committee: Mr. A. P. Stone, of Massachusetts; Hon. Warren Johnson, of Maine; Hon. Thos. B. Stockwell, of Rhode Island; Hon. J. W. Simonds, of New Hampshire; Hon. Edward Conant, of Vermont; Hon. B. G. Northrop, of Connecticut.

Lord Lindsay, who organized and accompanied a private English expedition to Mauritius, for the purpose of observing the recent transit of Venus, there caught the "Mauritius fever," and is now obliged to stay in Italy to recruit.

O, wad some pow'r the giftie gie us
To see oursels as others see us!
It wad from monie a blunder free us,
And foolish notion.—*Burns.*

Mark Twain On Spelling.

"A BREEZY, UNFETTERED ORIGINALITY."—"KOW" AND "ORANGGERTANG."

There was a spelling match at the Asylum Hill Congregational Church, Hartford, Conn., last week, and Mr. Samuel L. Clemens (Mark Twain) being called on for a few preliminary remarks, spoke as follows:

Ladies and Gentlemen: I have been honored with the office of introducing these approaching orthographical solemnities with a few remarks. The temperance crusade swept the land some time ago, that is, that vast portion of the land where it was needed, but it skipped Hartford. Now comes this new spelling epidemic, and this time *we* are stricken. So I suppose we needed the affliction. I don't say we needed it, for I don't see any use in spelling a word right, and never did. I mean I don't see any use in having a uniform and arbitrary way of spelling words. We might as well make all clothes alike and cook all dishes alike. Sameness is tiresome; variety is pleasing. I have a correspondent whose letters are always a refreshment to me, there is such a breezy, unfettered originality about his orthography. He always spells Kow with a large K. Now that is just as good as to spell it with a small one. It is better. It gives the imagination a broader field, a wider scope. It suggests to the mind a grand, vague, impressive new kind of a cow. Superb effects can be produced by variegated spelling. Now there is Blind Tom, the musical prodigy. He always spells a word according to the sound that is carried to his ear. And he is an enthusiast in orthography. When you give him a word, he shouts it out—puts all his soul into it I once heard him called upon to spell orang-outang before an audience. He said,—"O, r-a-n-g, orang, g-e-r, ger, orangger, t-a-n-g, tang, orangger tang!" Now a body can respect an orang-outang that spells his name in a vigorous way like that. But the feeble dictionary makes a mere kitten of him. In the old times people spelled just as they pleased. That was the right idea. You had two chances at a stranger then. You know a strong man from a weak one by his iron-clad spelling, and his hand-writing helped you to verify your verdict. Some people have an idea that correct spelling can be taught—and taught to anybody. That is a mistake. The spelling faculty is born in a man, like poetry, music, and art. It is a gift; it is a talent. People who have this gift in a high degree only need to see a word once in print, and it is forever photographed upon their memory. They cannot forget it. People who haven't it must be content to spell more or less like—like thunder—and expect to splinter the dictionary wherever their orthographical lightning happens to strike. There are 114,000 words in the unabridged dictionary. I know a lady who can spell only 180 of them right. She steers clear of all the rest. She can't learn any more. So her letters always consist of those constantly recurring 180 words. Now and then, when she finds herself obliged to write upon a subject which necessitates the use of some other words, she—well, she don't write on that subject. I have a relative in New York who is almost sublimely gifted. She can't spell any word right. There is a game called Verbarium. A dozen people are each provided with a sheet of paper, across the top of which is written a long word like kaleidoscopical, or something like that, and the game is to see who can make up the most words out of that in three minutes, always beginning with the initial letter of that word. Upon one occasion the word was cofferdam. When time was called everybody had built from five to twenty words, except this young lady. She had only one word—calf. We all studied a moment and then said, "Why, there is no *l* in cofferdam." Then we examined her paper. To the eternal honor of that uninspired, unconscious, sublimely-independent soul be it said, she had spelt that word "caff!" If anybody here can spell calf any more sensibly than that, let him step to the front and take his milk. The insurrection will now begin.

Mr. Wilson Palmer, Superintendent of Public Schools at Ottumwa, Iowa, is a native of New England, a graduate of Dartmouth College, and a teacher of experience in Massachusetts and the West. He is one of the best teachers in Iowa, and his success speaks well for his Eastern birth and training. As a lecturer he has met with marked success, and his address upon "What we should do for our schools, and what our schools should do for us," has been received with great favor in the West. As Mr. Palmer is to visit New England during the month of June, we understand that he will make arrangements to deliver this lecture in some of our towns and cities, and we trust that lecture committees, school superintendents and teachers will avail themselves of the opportunity to hear so able a lecturer on this important school topic. Professor Palmer may be addressed at Ottumwa, Wapello county, Iowa, until June 15, when he will start for the East.

PRIMARY.

Truth.

BY MARY P. COLBURN.

How vastly important, and yet how little dwelt upon comparatively, is the element of *truth* in a child! I don't mean the bare fact of "not telling lies," but the *morale* of it, the manipulating of the intricate threads which go to build up a character for integrity. When once one gets launched on this prolific theme, you almost expect a treatise on creeds and doctrines—and, indeed, creeds and doctrines are worth little unless their foundation is this firm rock. But it is not my intention to treat of "total depravity" aud say that falsehood and sin are inherent; neither am I going to aver that everything may be overlooked under certain conditions; but I am going to state broadly that *truth in a child* is the one beautiful thing before which all else fades, and without which, as an element of character, all the knowledge of profoundest philosophy would avail little.

When the little fellows come to you from the four-quarters of the earth, as it were, each from under such influences as you are entirely ignorant of, how shall you know what example or temptation has done for him? Believe me, the true teacher has a task before her to settle within her own mind the plan to be pursued for each, and to deduce the facts from what is before her. No amount of simple statements to her little charge will be of much use unless substantiated by example somewhere; that is, the mere telling a boy he "mustn't lie," doesn't do a great deal of good; it must be enforced by some method which shall convey to that little mind the *sin* of it. This is supposing that the child has not been under any rigid discipline at home, and, alas! that is the status of seven-eighths of those with whom we have to deal. How, then, shall the teacher, in the best and most effective manner bring the subject, with all its weight, to their comprehension?

I think that the course advocated in a previous article on "Devotional Exercises," etc., is a grand key to this much-to-be-desired consummation; it is almost impossible for the little fellows to listen as intently as they do and drink in the delicious beauty of the marvelous Bible stories, without being impressed, though it may be unconsciously, with the moral attributes which go to make them what they are. Each little listener is making his own creed, but *truth* lies at the foundation. Is that paradoxical? It is easy to talk about a virtue, as it is about everything else, when you have so much to help you explain your meaning; and the little ductile mind grasps much more than the mere story. Boys will be boys the world over, but one thing will make one set of boys, and another, another. That's the way the world goes, and it requires no small amount of insight and discretion to see just how the wheel is turning.

In looking over my memoranda of incidents, I find the following, which made a powerful impression on me at the time, and which may not be uninteresting as illustrating my point.

In a certain school in our "circle" was a little girl, fair and bright, in whose welfare her parents seemed much interested, and who was to all appearance one of whom both teachers and parents might well be proud. "Dolly" frequently brought little presents of fruit and flowers to her teacher, so that when she came one bright morning announcing that it was her birth-day and that her father had given her some money with which to treat the "whole of the teachers," the *fact* raised no comment though the *amount* did. "Where was the money?"—she had spent it, she said, and "the man was going to bring over the things at recess" Now you see, teachers are not the notoriously overlooked set many people think they are, and this gentleman's recognition of them in this pleasant way was a very agreeable thing; and you may be sure, that day, the rules enjoining a recess from labor were strictly adhered to! and we congregated in due season, especially as we saw the "man" coming in with huge bundles. A hasty opening of them disclosed to our astonished vision nuts of various kinds, all cracked, raisins, oranges, cocoanut cakes, candies, etc., etc., and, seating ourselves on the tops of the desks, we spent our quarter of an hour of freedom genially and happily. Putting "Dolly" in the midst, we all deferred to her as queen of the festivities, and were only too sorry when the time was up, and we hadn't, amongst us, been able to demolish the whole of the goodies. Now, considering how much we had enjoyed, we voted a note of thanks to the generous donor, and I was deputed to write it; and it was the finding of this note which brought the affair to my mind. I quote it:

"*Dear Sir:*— Having refreshed ourselves with the "birth-day treat," we feel called upon to express our hearty thanks for the same. We, as teachers, enjoy these occasions with our children very much, and when they are so thoughtfully and substantially brought before us, the enjoyment is much heightened. Hoping that Dolly was as much gratified as we were, and that we may one day see you upon the school committee, we remain yours very respectfully, etc. ———."

This note was duly signed, sealed, and delivered to Dolly at noon, who seemed very happy to take it to her father. On coming to school in the afternoon, one of our number was very much astonished to find the identical note upon the ground, soiled and stamped in the dust, her own name upon it attracting her attention. She picked it up and brought it to us, and from it I made a copy for future reference. Alas and alas! the next day came the grief-stricken father, informing us that Dolly had *stolen* the money, *five dollars*, spent it as suited her best, and made all these false representations to us! From what a height had she fallen! Neither her father or teacher had any idea of the deceit rankling like loathsome weeds in that young heart!

It was a sad scene for all the actors in it, and opened up to all the necessity for most stringent endeavors to implant firmly and surely the root and groundwork of *truth* in every immortal soul!

Spring.

[For a class of little ones, in two divisions.]

All.—Spring, spring, beautiful spring
Is come, is come, is come!
First Division.—On the hills the grass is springing,
Second Division.—On the trees the birds are singing.
First.—All the air is soft with showers,
Second.—Fields and woods are bright with flowers;
All.—All things beauty and gladness bring,
With spring returning, delightsome spring.
First.—Spring, spring,
Second.—Lovely spring,
All.—Welcome, welcome, welcome spring!

First.—Carefully turn the furrowed land,
Second.—Scatter the seed on every hand,
First.—Faithful labor is never in vain,
Faithful sowing shall harvest gain;
Second.—Heaven shall send the sun and rain,
Crown the autumn with store of grain.
All.—Trust, trust, heaven shall send
Bounteous blessings without end.

[*More Slowly.*]

First.—Childhood,
Second.— Springtime,
All.— Sow the seed
In the youthful heart.
First.—Christ will nourish,
Second.—It will flourish,
All.—And new life impart.
First.—Sinking in our hearts all glowing,
Shall spring up this heavenly sowing,
And through storm and sunshine growing,
Second.—By and by the fruit shall be
Fruit the angels love to see,
Ripe for immortality.
All.—And the angels,
Happy angels,
Radiant angels,
Glad shall come,
Gathering the blest harvest home.

[*Very slowly.*]

First.—Heaven!
Second.— Home!
All.— Bearing us to heaven, our home.

A Model Kindergarten.

MRS. D. H. CRUTTENDEN.

We wish all the dear mothers in this famed city of Boston, would visit the Kindergarten School, corner of Somerset and Allston streets, taught by Miss Lucy H. Symonds.

We have spent part of two mornings there most profitably and delightfully. Such a lovely, attractive room; the walls lined with just such pictures as little folks love to see, and then there are tasteful brackets holding vases filled with graceful vines. The windows have bright plants in them, many in blossom, and—what do you think?—each plant is owned by some little boy or girl, and every child has a cunning little watering pot, for the special benefit of his, or her own plant. Could anything be more sensible and noteworthy, than to teach children to love and pet flowers in this too matter-of-fact, money-making age? God's messengers, they are, you know, dear mother, teacher, and Superintendents of Schools,—for to you all I appeal. Who can tell what blessed, loving messages your little one, and your pupils may receive, as they tend and water plants in the Kindergarten, and Primary Schools of your city? Who can compass the far-reaching influence it may have upon a spoilt, unruly boy, taught and encouraged to watch with longing eyes, for the exquisite blossom God sends to reward him?

On one side of this marvelous school-room, we noticed, with secret approval, a famous blackboard with an artistic group of faces drawn in outline and on the opposite side of the room, there stood a case with drawers and glass door; said case, we found by investigation, was filled with all kinds of useful and attractive school *objects*, and materials for Kindergarten use.

Would we not have liked such an attractive room in which to learn, all of us, when we were little folks, and just such a teacher too, as Miss Symonds,—so gentle, patient and sensible, and a sweet singer beside all the rest? You need only to look into the face of such a teacher to understand the secret of the bright, interested faces, and pleasant voices of the dear little boys and girls, placed so judiciously under care, by the provision and tact of your school officers.

Our own little boy of seven, who was present with us, was a pretty good and candid critic, when he said to us confidentially, "Why, mamma, this school is just like play, and yet they count and learn lots of useful things, don't they?"

Dear mothers, school patrons and officers, go for yourselves and witness this Kindergarten, so generously appointed by your City Board. It is doing a God-like mission for the *few* (too few!) precious little ones allowed to attend. After you have been there, and seen, admired, and approved as we did, talk the matter over with the good husband,—perhaps he is a member of the Board of Education; all the better if he chance to be, because then you have a secret leverage in the board yourself, quite potent enough too, if you will rightly use it, to secure Kindergartens to every child in Boston between three and seven years old.

We are from New York: so you see we have no personal interest in the matter, but we have a boy of our own to train and educate aright, and no one but a mother knows, who has seen its workings and results, what a public blessing and benefaction a Kindergarten may be, and is, to those of whom Christ said, "Suffer *little* children to come unto me, and forbid them not, for of such is the kingdom of Heaven."

— In reply to a young writer who wished to know "what magazine will give me the highest position quickest," a contemporary advises "a powder magazine, if you contribute a fiery article."

— What grains are raised in Kentucky besides wheat and corn? asks the teacher. "Potatoes!" keenly shouts ambitious Rosebud.

EXAMINATIONS.

St. Louis (Mo.) Public Schools.

EXAMINATION IN READING FOR THE FIRST, SECOND, THIRD, FOURTH, AND FIFTH GRADES: MRS. W. T. HARRIS, *Supt.*

[Allow five per cent. for each correct answer.]

1. Make each of the four commonest marks of punctuation, writing its name after it, and tell the pause it indicates.

2. Make the interrogation point, and tell when the voice should be kept up before it.

3. Make or write the exclamation point, and tell its use; the parenthesis, and tell its use.

4. Make a dash, and tell its three uses; an apostrophe, and tell its two uses.

5. What two uses of the hyphen; illustrate. What are quotation marks used for?

6. State the use of brackets; of the caret; of the acute accent. Illustrate each.

7. What is the macron? the breve? the diæresis? the cedilla? Illustrate each.

8. Make or write an asterisk. For what is it used? Write the other marks used for the same purpose.

9. Give the seven cases in which a capital letter should be used.

10. Define section; Italic type; what used for. What is Romanic?

11. How many letters in the alphabet? What are the vowels?

12. What is a diphthong? give an example; triphthong; digraph?

13. How many elementary sounds in our language? Write twelve short words containing the twelve vowel sounds, marking in each case the vowels by a line underneath.

14. Write words containing the cognate sound of *p*: of *f*; of *th* (in *thin*); of *t*; of *k*; of *s* (in *sin*); of *sh*. What three letters are redundant?

15. What are some *equivalents* of a? Name the four compound vowel sounds; two compound consonant sounds.

16. Write three words containing silent letters, and mark the silent ones.

17. What is accent? Write the following words, with the mark of accent over the proper syllable: Museum, incomparably, discourse, interesting, depot.

18. What is emphasis? Write a sentence and emphasize the proper word. What is inflection, and how many kinds? "Will you ride or walk," what inflections? Describe the circumflex and monotone.

19. Write a synonym for each of the following words: Monarch, idea, converted, subtle, scanty.

20. Copy, correct, and punctuate the following, placing capital letters where they ought to be (twenty errors):

"truth crushed to earth shall rise Again
the eternal years of god Are her's
but error wounded Writhes with pain
and dies Among her worshippers."

ST. LOUIS HIGH SCHOOL.—COURSE OF STUDY.

GENERAL COURSE.

First, or Junior Year: Algebra; English Analysis; Physical Geography; Latin, or German and Latin; Drawing.

Second Year: Geometry; Natural Philosophy and Chemistry; Physiology (optional); Book-keeping (optional); Latin or German; Drawing (optional).

Third Year: Trigonometry or Natural Science; Universal History; Latin, or German, or French; Drawing (optional); Manual of Art (optional).

Fourth, or Senior Year: Analytical Geometry and Astronomy, or Review Mathematics, or Mental and Moral Philosophy; Shakespeare; Latin, or German, or French; English Literature; Constitution U. S. (one quarter); Drawing (optional).

Music and Rhetoricals throughout the course.

CLASSICAL COURSE.

This differs from the General Course only in the following particulars:

First, or Junior Year: Latin alone, instead of Latin and German.

Second Year: Greek instead of Natural Philosophy and Chemistry, and Latin alone instead of Latin or German.

Third Year: Greek instead of Trigonometry or Natural Science, and Latin alone instead of Latin, or German, or French.

Senior Year: Greek, Latin alone instead of Latin, or German, or French; and Review Mathematics instead of — Review Mathematics, or Analytical Geometry, or Astronomy, or Mental and Moral Philosophy.

Pupils have the following choice of studies:

Junior Year: Between Latin alone, and Latin and German.

Second Year: Between Greek and Natural Science. In this year there are, as optional studies, Physiology, Book-keeping, and Drawing.

Third Year: Between Latin or German and French, and between Trigonometry and Natural Science. The optional studies are, Manual of Art and Drawing.

Senior Year: Between Latin, or German, or French and Mental or Moral Philosophy. Between Review Mathematics and Analytical Geometry and Astronomy, or Mental and Moral Philosophy. Drawing is the optional study this year.

Correspondence and Queries.

A valued correspondent, a city school superintendent in Illinois, sends us the following question, which we propound to Miss Brackett and to others, who may have a word to say in reply:

Mr. Editor: — I would like to ask a question. In an article in your issue of the 17th inst., by Miss Anna C. Brackett, these sentences occur: "The most simply written Greek, Roman, or English History is no food for a young child." On the other hand, "Natural History is proper food at a very early age." Now, I would like to know *why* this distinction should be made. I have a little girl nearly eight years old, and I find that she enjoys the reading of Abbott's histories, for instance, and does not care anything about Natural History. I am quite anxious that my child should form a taste for good reading, and am not at all anxious that she should be crowded ahead in her studies. Shall I stop her from reading any more history, and try to make her read works on Natural History? Won't some of your numerous contributors help me to an answer to the question?

Supt. Farnham, of Binghampton, N. Y., writes us a very pleasant letter concerning "The Thought and Sentence Method" of teaching reading, and we shall be allowed to give to our readers a few sentences as the results of that method. He says:

"Our Method" has been violently assailed, but it now seems as if the *children* had vindicated it. Enemies have visited the schools with the purpose and expectation of exposing its weakness, especially with regard to the ability of our children to *spell*, and the little children have shown a power that astonishes even myself, much as I expected of them. I inclose to you two specimens of work which I obtained the same day, from two schools as remote from each other as any. The first is a leaf from my diary. The teacher had pronounced these words to the class. The were written on their slates. Their work pleased me so well that it occurred to me that I would like a specimen of it; so giving my memorandum-book to a child eight years old, she copied the list of words and wrote her name. I then gave the book to a second little girl, six years old. She gave me the copy in the second column, signing her name:

wolf	believe	wolf	belive
sheep	eight	sheep	eight
flock	nine	flock	nine
deceived	ground	deceived	ground
drive	false	drive	false
away	work	away	work
fond	remember	fond	remember
short	field	sport	field
truly	because	truly	because
MATIE DEMRY, 8 years old.		LIZZIE GERMAIN, 6 years old.	

Going to another school, I found the children had just completed an exercise on their slates in impromptu composition. The teacher had not examined their slates. They came to me to show me their work. Among the exercises, this upon a scrap of paper was brought to me. The little fellow evidently had not read it, for on reading it to me he discovered the omissions and interlined the words. I made the first caret, and he the second. These children have never been taught to spell or to write, the use of punctuation-marks, or of capitals, by any *direct* instruction. They are on their second year in school.

MY LITTLE DOG AND WHAT HE DID.

I had a nice little dog. His name Was Prince, and he was full of tricks and fun. I Will tell you what he did. One day mamma Was sitting on the sofa, and was all ready to speak, somehow she opened her mouth wide and first she knew his nose was in her mouth!

CHARLIE F. MIDDLEBROOK, 7 years old.

Query. — To the Editor of the "NEW-ENGLAND JOURNAL OF EDUCATION" — for so I write it, the adjective phrase with a hyphen—which hyphen you also use. Should not all adjective phrases be thus written, as NEW-ENGLAND JOURNAL, New-York *Tribune*, New-Hampshire Agricultural Society, New-England Agricutural Society, etc.? What say you, Mr. Editor? QUERIST.

"Querist" is quite right in his opinion that the adjective phrases, New-England, New-York, New-Hampshire, etc., should be joined by a hyphen. This remark is sustained by Mr. Gould Brown, in his work, "The Grammar of English Grammars," p. 159: "In modern compound names the hyphen is less used than it was a few years ago. They seldom, if ever, need it, unless they are employed as adjectives; and there is a manifest propriety in inserting it. Thus the phrase, the New London bridge, can be understood only of a new bridge in London; and if we intend by it a bridge in New London, we must say the New-London bridge. So the New York Directory is not properly a directory for New York, but a new directory for York."

STATE DEPARTMENTS.

Maine.

BURLINGTON HIGH SCHOOL.—A correspondent writes: "Burlington Free High School closed the 11th inst., after a successful term of ten weeks. An examination took place in the afternoon, and at the close of the exercises Mr. N. W. Norton, the teacher, was made the happy recipieut of a very beautiful cane, the gift of his pupils. Miss Ella M. Fox made the presentation with very appropriate remarks, to which Mr. Norton responded at some length, in a very feeling manner. The scene was most expressive of the good feelings of the teacher and scholars. The school gave an exhibition the 12th inst., to a crowded house, consisting of recitations, declamations, and dialogues. This closed the fourth term of the Burlington Free High School, and Mr. Norton has returned to his studies in Lewiston. May success crown his future is the hearty wish of all his friends in Burlington."

WARREN.—There was a pleasant time at the close of the high-school term examinations. In the afternoon the general exercises of a part of the school were witnessed by a goodly number of citizens. Thus ends the second year of the school; and this thought, together with the fact of the old academy building being occupied by the school, called up some pleasant thoughts and reminiscences by some of the old friends of education of former days. Remarks were made by Deacon Bickford, formerly a teacher here many years, and a thorough scholar. He was listened to with interest, as he added a teacher's earnestness to his interest in the present work. Dr. B. F. Buxton, favorably known to the medical fraternity of the State as a scholar and physician, was decidedly happy in remarks of points of interest and improvements since his days in school. He thought he must be a little old fogy, yet his memory seemed to be fresh as of old of his school-day troubles and trials, and warned us that fifty or sixty years hence we might be equally old fogy. Yet he rejoiced to see all these advantages, and the prosperity of the school. He hoped to come again. Other remarks were made of interest. Mr. I. P. Starrett expressed much pleasure in all he saw. Two years are not long to look back, yet they are sufficient to mark steps; and will the citizens mark these steps in the gaining influence of the high school and its worthiness?

BOWDOIN COLLEGE.—*Engineering Department.*—In answer to numerous inquiries concerning the Engineering Department of Bowdoin College, the following statements are made, showing the object of the course. The object in establishing the department was to furnish the young men of Maine with the means of laying a broad and substantial foundation for the profession of Engineering; to make them familiar with the various sciences that lie at the bottom of that profession; and at the same time to instruct them in the practical application of those sciences; so that, upon completing the course, they should be able to enter at once upon active service, either in the field or office.

The means for theoretical instruction are ample, the training in Mathematics, Mechanics, Chemistry, Physics, and the Modern Languages, in Bowdoin College, being all that could be desired. Large and convenient rooms for Drawing have been fitted up, and an equipment of excellent field instruments provided for out-door work. The special instruction in Engineering is given by a professional Engineer, who by twenty years of practice has become familiar with the subject, and understands precisely what the student requires to fit him for actual work. Especial care is taken to make the connection plain between the *science* of Engineering and its *applications*. The experience of the best engineers, as given in their reports, and as gathered from a careful study of their works in various sections of the country, is carefully digested and presented to the student in familiar lectures and conversations, in order that he may be able to modify and adapt his theoretical knowledge in accordance with the requirements of practice.

ELLSWORTH.—The Ellsworth *American* says that experienced teachers are much needed in Ellsworth for the summer schools. The teachers of Ellsworth are taking steps towards the formation of an educational association for Hancock county.

— The Kennebec *Journal* says that Hon. Warren Johnson, State superintendent of schools, is making preparation to organize teachers' associations in several counties of the State. This is an excellent idea, and Mr. Johnson has the experience and skill to make them successful. He also has an efficient helper in Mr. N. A. Luce, his assistant.

New Hampshire.

HILLSBOROUGH COUNTY ASSOCIATION of Present and Past School Superintendents met at Nashua on the 5th inst. President Edgerly of Manchester, Averill of Milford, Goodwin of Mason, Cochrane of New Boston, Adams of Wilton, Gerold of Goffstown, Epps of Francestown, Cutter of Pelham, State Superintendent Simonds, Hon. Joseph Kidder, and others, were in attendance. We condense from the Nashua papers:

The first subject was "Reports of Teachers to Parents." The opinion seemed to prevail that for proficiency in studies, etc., general reports—"good, fair, indifferent, bad"—are preferable to fig-

ures, while in attendance and tardiness the exact figures should be sent home. Prizes and rewards seemed to be at a discount.

"Practical Studies" was next discussed. Supt. Simonds thought that the elements of Physiology, Chemistry, Natural History, etc., are of more practical value than many of the "higher arithmetics," into which the children are usually hurried. Mr. Edgerly advocated music as eminently practical in its beneficent effects, also Drawing, Natural History, and the use of our mother tongue, all of which can be best taught to young children without books or the aid of any set rules. Mr. Adams said all studies are practical, and suggested the connection of school buildings by telegraph wires, over which students could transmit messages. Mr. Averill, while agreeing with the other gentlemen on the value of the branches mentioned, considered Reading first in importance, Writing second, Arithmetic third, then Grammar, Geography, and the rest in their turn. Mr. Goodwin regarded whatever will best invigorate and sharpen the mind for actual duty in life, as of first importance. Mr. Kidder believed in three kinds of education, of the hand, the head, the heart. That of the hand is of highest value, because men's livelihood depends upon it.

"General Reading for Scholars" was the third topic. Mr. Edgerly was severe upon "dime novels," "police gazettes," and the like, and would labor to foster higher tastes among the children. Mr. Kidder said an excellent plan is for several families to club together, take a dozen or more periodicals, and then make a circulating library of them. Mr. Averill advocated public libraries in direct connection with schools. In Milford they appropriate $500 a year for books with the happiest results. Though novels were most sought after, they are of a higher class than the paper stuff found outside the libraries. Mr. Epps, of Francestown, thought the general desire for light reading should be gratified innocently rather than allow it to resort to the "cheap literature of the day."

Other important questions were debated, resulting in the following resolutions:

First: That it is the opinion of this convention that too many text books of one series are used in our public schools, especially as regards Geography, Grammar, and Arithmetic [and readers?—ED.]; in many schools but one book on each subject is needed, and in no school should there be more than two of a series.

Second: Emphasizing the importance of teachers' institutes, and declaring "that their reëstablishment by the next Legislature of the State would promote the interests of the common schools."

Third: Commending the NEW-ENGLAND JOURNAL OF EDUCATION to teachers and others as "deserving of their hearty and liberal support."

Fourth: Recommending the formation of "book clubs" or some other method of getting pure and elevated reading before the children of our public schools.

The following officers were chosen for the ensuing year: President, J. G. Edgerly; Vice-Pres., C. S. Averill; Sec., George E. Cochrane. Ex.-Committee, Rev. D. E. Adams, C. S. Averill, F. A. Cutter.

This Association started only a year ago, is now in good working order, and if it *takes hold* next Fall can accomplish much for the cause. We have never been able to attend any of its meetings, but may we offer a remark or two?

First: Educational work is as well worth doing *energetically* as any other. Semi-annual meetings are good, but *monthly* meetings next winter would be vastly better. Things must be brought to a white heat and kept so, and the blows must come thick and hard and persistently if this terrible apathy in educational matters is to be broken up. Nothing but *incessant* agitation will do this.

Second: The large towns are doing well enough already: it is the country places that need the stimulus. Nobody attends these meetings in the cities; in the country large audiences will come out. Here, then, is an opportunity. Visit every small town in the county next winter, and prophesy till the dry bones rattle!

Finally, let every county in the State copy this important movement of old "Hillsborough."

PERSONAL.—Among the successful candidates for the degree of LL.B. at the recent examination of the Senior class of the Law School of the Univ. of the City of New York was Fred. A Hubbard, a native of Hollis, and a son of the Hon. L. P. Hubbard, well known in New York as secretary of the New-Fngland Society, who also is a native of Hollis. Mr. Hubbard read law in the office of Hon. Wm. M. Evarts for two years. He is a young man of excellent character and rare abilities, and his class honored him with the election of grand marshal of the commencement exercises.—*Telegraph.*

— Hon. Wm. B. Small has succeeded in getting his son appointed to a cadetship at West Point.—*Ex.*

That is right, if young Small is the best man in the district for the place. But isn't it about time that this matter were decided by free competitive public examination, in this State as in Massachusetts?

— Keene has voted $50,000 for a new high school building, the same to by raised by taxation the present year.

— The three last spelling matches in Nashua have netted $110 to procure apparatus for the new high school.

— By the report of the assessors of Portsmouth the number of children in the city, between four and seventeen, is 2,211; males 1,168, females 1,043. The city has just been redistricted for school purposes.

Vermont.

THERE seems to be an idea afloat in certain portions of the State that the laws, passed at the last session of the Legislature, remodeling the system of educational supervision, left everybody to do about as they please. If teachers choose to be present at the regular examinations for certificates, very well; but if they absent themselves, it makes no difference. Such at least is the impression made upon one who reads, that in many towns but half the teachers expected to teach in those towns were present at the examinations, May 1st. Of course, superintendents are often obliged to accommodate teachers by special examinations, but these should be infrequent and for special cases only. It lies in the hands of the superintendents themselves to apply the remedy. Let the rule of uniformity be enforced as strictly as possible.

Spelling schools are still the popular amusement in a larger part of the State. In the northeastern counties the remarkable religious interest has been so all-absorbing as to leave no room even for competitive orthography. Fiddlers have migrated, parlor dances are unthought of, cards have been burned, and the multitudes flock to the meetings conducted by the laymen of the Young Men's Christian Associations. Yet here and there the spiritual and the intellectual go hand in hand. At Norwich, a few days, ago Rev. William Sewall, the earnest pastor of the Congregational Church, "spelled down" all the young people of his own parish and not a few Dartmouth College students besides. He was bred on Noah Webster's spelling book. Can the later compends of words bring forth better fruits among the quinquegenarians?

We mean no injury to the publishers or to any one else concerned, but as we would commend a good book, so we are bound to speak of a bad one as it deserves. We have for a long time been trying to muzzle conscience, and say nothing about one school book quite widely introduced in this State through the commendation of the late board of education. But we can no longer endure not having our say about it. The volume in question, Anderson's Grammar School History of the United States, is not only bad, but *outrageously* bad. We have used it in the class-room for six months, hence we know about it. We know more about it than our students know. We have vainly tried to make them learn from it something of the history of the country. But they have not. What is more, they cannot. They might as well try to learn the history of the Jews from the Bible genealogies, or to wear a string of beads when all unstrung. This is the cardinal defect of the book; it consists of a mass of isolated facts and dates, put into as bald and bare diction as it is possible to imagine. The system of minute paragraphing adopted severs all the minor threads which otherwise might assist the pupil in linking one event to another. When history is thus splintered, it ceases to interest; when the reading of such a book does not interest bright scholars, the volume ought to give place to a better.

MORRISVILLE.—Mr. Geo. A. Gates, principal of the People's Academy and Morrisville graded school, has resigned that position. He will be succeeded by Professor Blanchard, of Iowa, who had charge of the school in 1861, and left it to enter the army. The new building is rapidly approaching completion, and will be one of the most commodious school structures in the State. The main building is 40 x 72, with a projection for stairs 12 x 34. The first and second floors are divided into three rooms each, with a hall on the third floor 35 x 66. The rooms are large and well lighted. A hall which will seat 600 people forms a part of the building.

BARRE.—We have just received the catalogue of Barre Academy for the current year. The total of students in attendance has been 227; average, by terms, 133. Dr. Spaulding, the successful and excellent principal, has been in charge twenty-three years.

BRANDON.—The average of attendance at the graded school for the year just closing is 365. Classical studies are assuming more prominence, and general interest in education is increasing.

Massachusetts.

BOSTON.—At the last regular meeting of the school committee a long discussion was held over the resolution of the committee on rules and regulations, proposing a change in the number and length of the High School sessions for girls. At present the Girls' High Schools in this city have five daily sessions of five hours each, from 9.00 A. M. to 2.00 P. M., with an intermission for lunch at 11.30. The change proposed was to substitute for this plan six daily sessions of four hours each, extending from 8.00 A. M. to 12.00 M., or from 9.00 to 1.00. The reasons for the change as stated by the committee and others were as follows:

1. Five hours of continuous school work are too many for girls of ordinary mental and physical strength.

2. The loss of the last hour on account of the weariness of pupils and teachers.

3. Deprivation of food at proper hours for meals and the consequent ills of indigestion, dyspepsia, want of appetite, and other physical ills.

4. Continuous daily mental labor for six days in the week is better than the interruption of two holidays, Saturday and Sunday.

The doctors in the board unanimously favored the change, and Dr. Reynolds stated that girls suffered under the present system more from under-eating and improper eating than from over-study, from an unfed stomach and an over-fed brain.

The objections to the change were,—

1. That the present plan was satisfactory to parents, teachers, and scholars.

2. That the evils of long sessions and too little food could be remedied by school gymnastics, proper ventilation, and good wholesome lunches.

3. That the home education in domestic science on Saturday was as much needed by Boston girls as was the school-training of Monday. The ladies of the school board especially favored the old plan on account of the home aid rendered and instruction received by the school girls on Saturday. The fourth argument on this side was that the board should "let well enough alone," and so thought a large majority of the committee when, after a debate of two hours, the report of the committee was laid upon the table and the present plan thereby continued.

An order was adopted that the annual school festival be held Saturday afternoon, July 3. The following was referred to the committee on rules and regulations: Ordered, That in no instance shall a scholar be detained in the school-room during recess as a punishment for an imperfect lesson or for any other reason.

The Boston common council and board of aldermen have passed the order for a board of education of 24, eight to be elected by the people each year. It now goes to the Legislature for ratification.

EASTHAMPTON.—The contestants for the Elwell prizes in oratory at Williston Seminary had their trial Wednesday afternoon, and the following were chosen: W. DeL. Barnes, Brooklyn, N. Y.; Frank T. Clark, Buckland, Mass.; Henry S. Green, New Milford, Conn.; George A. Harding, South Deerfield, Mass.; Herbert S. Jones, South Sudbury, Mass.; Bruce S. Keator, Roxbury, N. Y.; Frank W. Marsh, New Milford, Conn.; Joseph A. Painter, Kittanning, Penn.

The operetta of "Laila," to be brought out about the 1st of June, by the scholars of the public schools, under the direction of Professor Dickinson, with Miss Nellie Warner as accompanist, will be a great success.

— The members of the Wesleyan gymnastic class will contend for prizes, during anniversary week, in an Indian club exercise, one-mile walking race, half-mile running race, one hundred yards dash, three-legged race, sack race, jumping, and quoit pitching.

— While Pittsfield, with a population of 13,000, has 8,000 volumes in its public library, and records 1,900 takers of books, Northampton, with a population of 12,000, has a library of 10,500 volumes, with 2,425 registered drawers of books, and in the ten months preceding the last report, 31,962 books were drawn from it.

— Alice C. Bissell, Charlemont, is elected valedictorianess of the graduating class at Westfield Normal School.

— The alumni of the Lynn High School held a very enjoyable reunion Monday evening.

— Mrs. Lydia Maria Childs has notified the West Boylston library of $100 willed to it by her husband, David Lee Childs, who was a native of the town.

— The South Ashfield village school, taught by Miss Alice Sprague, opens well, and gives promise of good work on the part of teachers and pupils.

Rhode Island.

THE ANNUAL REPORT OF PUBLIC SCHOOLS for 1874, including Fifth Report of the Board of Education and Thirtieth Report of Commissioner of Public Schools, has been published.

The Report of the Board of Education approves very highly of evening schools, especially in manufacturing communities; refer in terms of high commendation to the labors of the late commissioner, Hon. T. W. Bicknell; and closes with a short discussion of the question of the education of truant and vagrant children as well as of those compelled to labor.

As Trustees of the State Normal School, the Board congratulate the State upon the possession and successful working of a Normal School of the first class. When it shall be provided with more commodious and convenient apartments, and equipped with suitable apparatus, they believe it will be second to none in the country.

The Report of the Commissioner of Public Schools may be considered Mr. Bicknell's valedictory, and it shows an amount of work done during his occupancy of the office of which any man might well be proud. Among the fruits of his administration may be mentioned a State Normal School, equal to the best in the country; a State Board of Education; a town superintendent in every town in the State, paid more or less for his services; women elected to our school boards; a school year of nearly thirty-six weeks; better teachers, better paid, with yearly service; better school houses, seventy-five of which have been dedicated to school purposes within the last eight years; school appropriations liberally granted by town and State; an increased attendance of pupils at day and evening schools, with the remarkable fact that, of a school-population of not exceeding forty-two thousand children between five and fifteen years of age, a registration of nearly forty thousand in the public day-schools during the year ending April 30th, 1874. The topics to which the most attention is devoted are "School Supervision" and "School Studies." Under the head of the first subject, the claims of systematic and thorough supervision are set forth, and then the evil of too great a diffusion of authority are adverted to; and in this connection some facts are

mentioned relative to our own schools, that will be found, we imagine, proportionally true of most States. Among school studies, Drawing is placed as henceforth one of the indispensable factors in any curriculum of study designed to secure the highest good both to the pupil and to the community. The Appendix, instead of containing in full the report of the various towns, or a few extracts inserted without any fixed order or system, is arranged by topics, and under each topic is printed such extracts from the several reports as treated of these points. Accompanying the appendix is a full index both of topics and towns.

We append the following summary of the statistics, which shows in a measure the extent and character of the school-work in the State:

YEARLY REPORT.

Number of pupils enrolled,	39.401
Estimated average number belonging,	30,165
Average attendance,	24,434
Aggregate number of months' attendance of the pupils,	229,345

EVENING SCHOOLS.

Number of different pupils enrolled,	6,083
Average attendance,	2,930
Aggregate number of weeks' attendance of the pupils,	44,049
Number of schools,	52
Aggregate length of schools,	718 weeks.
Average " "	13 4-5 "

WARWICK—*District No.* 8. — The annual school-meeting of District No. 8, Centreville, for the choice of officers and such other business as migh legally come before the meeting, was held Saturday evening. Mr. D. R. Adams was chosen moderator, and Mr. Arnold Lapham, clerk; Enos Lapham, D. R. Adams, and Dr. A. G. Sprague were elected trustees. The subject of repairing the school-house was brought up, and measures were taken to put the house, as it is sadly in need of attention, in order. Mr. O. P. Clarke has been engaged as teacher for the summer term.

At the annual meeting of Phenix District officers for the ensuing year were elected as follows: Moderator — John R. Kent; Clerk—William V. Slocum; Trustee—Thomas W. Brown; Treasurer — Elisha Lanphear; Collector — William Johnson. . . . . The Spring term of the public school has commenced, under the charge of William V. Slocum, Esq., as principal, who succeeds Mr. W. E. Monroe. Mr. Monroe leaves the profession of the teacher for that of medicine, after having won for himself an enviable reputation in the school-room. Miss Carrie Remington will take charge of the Primary department.

CUMBERLAND.—The schools at Ashton closed on Thursday, the 15th inst. Both Primary and Grammar Schools presented a very creditable appearance, and evinced careful teaching and good government on the part of the teachers, Mrs. L. C. Barnes, and Miss L. E. Pollet. Congratulatory remarks were made by the Superintendent, Mr. F. S. Weeks, and also by Rev. R. Murray, Jr., and Mr. G. S. Sparhawk.

District No. 12. — The annual school-meeting in this place, District No. 12, Lonsdale New Village, was held last week, when the following officers were elected for the ensuing year: Trustee—Addison Kinsman; Clerk—Thomas A. Pingree; Treasurer — Gilbert W. Pratt; Collector—E. E. Wilson.

Connecticut.

THE tenth annual report of the Connecticut Board of Education for the past year has been transmitted to the legislature, and the following is an abstract of the document:

The past year has been one of marked progress in the public schools, and never before has so large a proportion of the children of the State been under tuition. The amount raised and expended for schools largely surpassed that of the previous year, and it is no small honor to the people of the State that at a period of exceptional stringency in money matters they have provided more liberally for popular education than at any former period.

A comparison of the school system of 1875 with that of 1865 shows that while the number of children enumerated has increased only 20 per cent., the attendance at school has increased 30 per cent.; monthly salaries of male teachers now average $71.48 against $33; female teachers $36.67 against $18; the town taxes, $669,857 against $87,704 (increase of 663 per cent.); district taxes, $502,501, against $140,414; expenditures for new school-houses and repairs, $388,092 against $95,817; and total receipts for schools, $1,612,948 in 1875, against $453,663 in 1865. Thus the wages of teachers have more than doubled, the district taxes are three and a half times greater, and the town taxes are eight times greater. In the past ten years the State has spent $3,191,369 on her school-houses, and a total of over $12,000,000 for all school expenses.

Among the figures in the statistical tables prepared by Secretary Northrop for the year ending August 31, 1874, are the following:

Number of towns in the State,	166
Number of school districts in the State,	1,495
Decrease for the year,	7
Number of public schools,	1,642
Decrease for the year,	6
Number of departments in public schools,	2,458
Increase for the year,	53
No. of children between 4 and 16 years, in January, 1874,	133,528
Increase for the year,	620
Average length of public schools, days,	176.29
Increase for the year,	2.11
Number of scholars registered in winter,	99,550
Increase for the year,	4,351
Number of scholars registered in summer,	89,674
Increase for the year,	2,687
Number registered who were over 16 years of age,	4,266

A good work has been accomplished by the Teachers' Institutes in bringing to teachers a knowledge of improved methods of education.

The Normal School renders excellent service to the State. The whole number of pupils connected with it from April 1, 1874, was 218; previous year, 210. The June, '74, class of graduates numbered 27; January, '75, 22; and 28 will graduate next month. Fifty well-trained graduates can hardly fail to elevate the average quality of the teachers of the State.

The standing offer of the State to aid school-districts in procuring libraries and apparatus is each year accepted by only a small part of the districts. Those which regularly avail themselves of this gradually become well supplied with works of reference and other useful apparatus for their schools, or with select circulating libraries. The neglect of so large a proportion of the districts to comply with the easy conditions of obtaining the bounty of the State contradicts the plain dictates of self-interest.

The law of 1869, authorizing any town, borough, or city to appropriate money for establishing and maintaining a public library, is believed never to have resulted in the formation of any such library. Action in accordance with that law would be very natural and appropriate in connection with associations formed for promoting village improvements. The dullness and lifelessness of many towns send not a few of their more enterprising children from home, and leave others to be led astray from the path of honorable ambition by the allurements of unworthy associates. If there was opened and maintained in every village a good library, and proper efforts were made to replenish it often with interesting books, a large number of young men who now frequent places of evil influence could be brought into more reputable and elevating associations.

The high school and public library in every considerable town would add immensely to the practical value of common-school education. Without these supplements the knowledge gained in the public schools, though of inestimable worth, is so fragmentary as to show rather what might have been than what has been acquired. —*New Haven Palladium.*

Colleges.

MICHIGAN UNIVERSITY.

By the action of the State Legislature during its past session, the financial condition of the University of Michigan is greatly improved. Her immediate responsibilities were met by appropriations; and bills were passed making provision for the establishment of three additional departments. All interested in the university regard the help given by the legislature as of great importance. It marks a new era in the history of the institution. The following appropriation bills were passed: 1. Bill for deficits, $26,000 ($13,000 *per annum* for two years). 2. Bill appropriating $5,000 for the supply of water to the laboratory and medical building. 3. Bill appropriating $6,000 *per annum* for an independent College of Homœopathy, with two independent professors. 4. Bill giving $3,000 *per annum* for a School of Dental Surgery. 5. Bill appropriating $8,000 *per annum* for purposes of instruction, and $5,000 for apparatus for a School of Mines. 6. Bill giving $8,000 for the founding of a hospital if the city of Ann Arbor gives in addition $4,000. Of this $8,000, $5,500 are for the building and $2,500 for the furniture. The continued appropriations amount to $17,000 *per annum*, and the direct gifts to $44,000.

It is expected that the homœopathic physicians throughout the State will contribute liberally to the new medical college. The dentists will undoubtedly do all in their power for the dental school, The Regents, at a recent meeting, adopted plans for the establishment of the Homœopathic College and the College of Dental Surgery. Plans for the establishment of the School of Mines will probably be adopted at the next meeting of the Board. The regents have fixed the salaries of the assistant professors at $1,800 *per annum*. For several years past they have been $1,300 *per annum*. . . . Prof. F. A. Blackburn, assistant in Latin, is to start for Europe in a few days. It is his intention to remain abroad for three years. H. B. H.

AMHERST COLLEGE.

The Seniors have voted to dispense with the Ivy oration and poem at Commencement, as it would make the exercises on class-day too long-drawn-out. . . . Prof. Shepard has returned from the South, and has begun a course of lectures on Geology to the Senior class. Last Saturday the class visited the granite quarries of Monson. Though the day was dull, the Doctor made it pleasant. . . . C. H. Hitchcock, of '66, professor of Geology and Mineralogy in Dartmouth, has obtained the skeletons of the three *moas* from New Zealand. Probably one will come to the Amherst Museum. They are worth about $500 each. . . . John K. Richardson has not as yet returned to his duties at Easthampton; Tyler, '73, is filling his place. . . . George Mellen, '74, was recently in town. . . . It is proposed, in base-ball interest, to devote a day or two to athletic games on Hampshire park soon. Prizes are to be decided upon. As an additional attraction, a professional nine will play with the University club. . . . The Amherst House has changed its color from an enraged yellow to a subdued buff.

The regular commencement examination of candidates to the Freshmen class occurs June 30th, a week earlier than usual. . . . The Hon. Horace Maynard, of Tennessee, our new minister to Turkey, is a graduate of Amherst College, and was the valedictorian of his class.

WESLEYAN UNIVERSITY.

The appointments for Commencement orators are as follows: L. L. Beeman, F. H. Griffin, A. H. Herrick, W. C. Kellogg, T. R. Kneil, I. C. Libby, C. C. Lovejoy, James Nixon, M. M. Parker, W. S. Raymond, A. S. Underhill, C. A. Waldo.

The Freshmen and Sophomores are renewing their troubles, in the way of hat stealing, and cane rushes. Croquet is reviving with the coming of warm weather. Class pictures are now being taken by the college photographer. We understand that the college will make an appropriation for commencement music, the question now is whether it will be safe to engage Dodsworth's band and refer the bill to the authorities.

— The recent Psi Upsilon fraternity convention at Brunswick, Me., unanimously voted, that the so-called member recently established at Cornell University under the name of the Pi Chapter of Psi Upsilon was unconstitutionally established, repudiated its existence, and requested the chapter to which the members implicated belonged, to expel them. Among those thus censured are Andrew D. White, president of Cornell University, George W. Schuyler, member of the New York Assembly from Tompkins county, Daniel Willard Fiske, professor of North European Languages at Cornell, and undoubtedly the most erudite Scandinavian scholar in the country, Francis M. Finch, a distinguished lawyer and poet, author of "The Blue and the Gray," and others almost as prominent as these. The fraternity is determined not to submit to imposition, at whatever costs.

YALE COLLEGE.

Gamna Nu, the Freshman non-secret society, which was founded in 1853, opened a new hall, May 5th, in the new Insurance Building. Although numbering only about one-fifth of the students of Yale since it was organized, it has carried off more than half the honors of the college. . . . Class-day occurs June 25th; Commencement, June 30th; examinations for admission, July 1–3.

The following gentlemen will represent the Senior class at Commencement speaking: Messrs. Barnum, Betts, Bouton, Chester, Garver, Gulliver, Hillhouse, Howland, Lee, Noyes, Reid, Richards, Russ, Southworth, J. Seymour, Townsend, Walradt.

The faculty have decided to give the members of the crew a chance by having the afternoon recitations and lectures at four instead of five o'clock, the change to go into effect Monday.

BROWN UNIVERSITY.

Rev. Phillips Brooks, of Boston, is to act as chaplain at the coming convention of the Alpha Delta Phi fraternity, June 2d and 3d . . . . The Brown base-ball nine vanquished the Rhode Island nine, May 15, the score standing 25 to 5. The Rhode Island nine was supposed to be the crack nine of the State. The new uniforms for the nine have arrived; they are very tasty. . . . The Seniors, Juniors, and Freshmen have class suppers this year. It is a new thing for the Juniors and Freshmen to do this.

MIDDLEBURY COLLEGE (VT.)

It is expected that an eulogy on the life and character of Hon. Samuel Nelson, class of 1813, late a judge of the United States Supreme Court, will be pronounced by Hon. Edward J. Phelps, class of '40, at the coming Commencement anniversary. . . . Dr. S. N. Boardman has begun his instruction in Moral Science with the Junior class. . . . Instructor Ross has assumed the principalship of the Vergennes graded school.

WILLIAMS COLLEGE.

A letter from President Chadbourne, of Williams College, announces improved health with the opening of spring, after his tedious confinement of many months. . . . The following gentlemen have been appointed to represent Williams College in Greek in the next intercollegiate literary contest: Edgar R. Downs, Boston, class of '76; Emerson W. Judd, Whately, class of '77. . . . By the will of O. S. Eldridge, just admitted to probate, Williams College gets $2,500 to establish the "Hancock scholarship" for the benefit of students entering the college from that town.

UNIVERSITY OF ROCHESTER.

Commencement exercises will be held on Monday, Tuesday, and Wednesday, June 28th, 29th, and 30th. *Sunday, June 28th:* Sermon before the Young Men's Christian Association, by the Rev. George Dana Boardman, D.D., of Philadelphia, at the Second Baptist Church, 7:30 P. M. *Monday June 28th:* Examinations for entrance, at the College, 9 to 12 A. M. Class Day Exercises at the College, 2:30 P. M. Dewey Prize Declamations (Sophomore class) at Corinthian Hall, 8 P. M. *Tuesday, June 29th:* Meeting of the Trustees, at the College, 9 A. M.; Meeting of the Alumni at Corinthian Hall, 2 P. M.; Examinations for entrance at the College, 9 to 12 A. M.; Oration and poem before the Alumni, at Corinthian Hall, 8 P. M.; Oration by Rev. A. J. Sage, D.D. (1860), of Hartford, Ct.; Poem by John Page Monroe, Esq. (1869), of Syracuse. *Wednesday, June 30th:* Addresses of the graduating class, at Corinthian Hall, 9:30 A.M.. The procession forms at the chapel of the Second Baptist Church, 9:30 A. M.; Alumni Dinner at the college, 2 P M.

Over the Ocean.

EDUCATIONAL NEWS FROM THE OLD WORLD.—III.

[*Special Correspondence of the Journal of Education.*]

LONDON, TUESDAY, April 27.

PROCEEDINGS OF THE BRITISH ROYAL GEOGRAPHICAL SOCIETY.

At the meeting of the Royal Geographical Society, last evening, Major General Sir Samuel Rawlinson presiding, the principal business was the reading of an interesting paper by Mr. Clements R. Markham the secretary, on "Travels in Great Tibet and the Trade Routes between Tibet and Bengal." He gave a graphic account of the explorations of Colonel Montgomerie, Mr. Boyle, Captain Turner, Dr. Hooker, president of the Royal Society, Mr. Thomas Manning, and others in Great Tibet. In the discussion which followed, Sir George Campbell, M. P., Sir Cecil Beadon, Sir Rutherford Alcock, and Mr. Johnson took part, and one or two of the speakers, including the chairman, spoke in eulogistic terms of the able manner in which the journals had been edited, and also referred to the indefatigable way in which the secretary discharged his duties. Before the meeting separated, Sir Henry Rawlinson said that the Royal Geographical Society had awarded the two medals of the year to two great Arctic explorers, Lieutenant Payer and Lieutenant Weyprecht, both of the Austrian navy. It was an unusual thing to give two medals, he went on to say, for the same service; at the same time they were *par nobile fratrum*, and it was impossible to dissociate one from the other. He hoped that they would be present at the anniversary meeting to receive the rewards; if not, he trusted that the Austrian Ambassador would receive them in their name. With reference to the prizes the society offered to the public schools, Sir Henry Rawlinson was happy to inform the meeting that Eton had again come out victorious, and the following were the awards: Physical Geography—Gold medal, Henry Alexander Miers of Eton College; bronze medal, Archibald Edward Garrod of Marlborough College. Political Geography—Gold medal, Sydney H. B. Saunders of Dulwich College; bronze medal, W. C. Graham of Eton College. It was announced that at the next meeting a paper would be read on the "Arctic Expedition."

THE IMPORTANCE OF PREPOSITIONS.

Your readers will be interested in a new paragraph, which appears in the *Pall Mall Gazette* to-day, and in which the importance of prepositions to a language which is unfortunate enough to possess no substantival inflections, is illustrated rather curiously. A testator whose will was propounded, died possessed of real property to the value of £15,000 and personalty to the value of £25,000. He was twice married, but there was no issue of either marriage. His second wife predeceased him, and left surviving him his sister, Mrs. Elizabeth Shaw, the plaintiff, and several nephews and nieces. On the 29th of October, 1873, he consulted his solicitor about the preparation of his will, and, after some conversation with him, decided to give his freehold and leasehold estates to his nephew, Frederick Lawrence; an annuity of £20 a year to his sister, Mrs. Shaw; and the residue of his estate among her children, the children of his deceased brother Job Lawrence, and others whom he named. But the clause of the will disposing of the residue was in these terms:—"I give and bequeath all the residue and remainder of my personal estate whatsoever and wheresoever unto and equally between the children of my late brother Job Lawrence and my said sister Elizabeth Shaw, the three nieces of my late wife, namely," etc. The clause thus purported to give a share of the residue to Mrs. Shaw instead of her children; but it was admitted by all parties that it was the intention of the testator to give the share of the residue not to his sister, but to her children. After the case had proceeded some way, an arrangement was come to between the parties, by which the opposition to the will was withdrawn and probate decreed, with costs out of the estate. It was stated that application would be made to the Court of Chancery, and that it would be asked so to construe the instrument as to give effect to the testator's intentions.

PROCEEDINGS OF THE FRENCH ACADEMY OF SCIENCES.

Advices from Paris show that the proceedings of the last meeting of the Academy of Sciences were of peculiar interest. M. Frémy, the president, said that a few days previously he had had the pleasure of congratulating, in the name of the Academy, the bold aëronauts who, in a late ascent, had upheld the scientific honor of France. But it was now his painfnl duty to announce the lamentable death of two of those men, Crocé-Spinelli and Sivel, who had succumbed in the glorious task of extending knowledge, and to whom the title of brave soldiers of science, having died on the field of honor, must now be awarded. This allocution met with the warmest approval on the part of the members. The Secretary read a telegram dated the 16th inst., sent from Singapore by M. Janssen, announcing that the solar eclipse had been observed, although not with the advantage of a very pure sky. The results of 1871 regarding the atmosphere of the corona were confirmed. A paper was sent in by M. Donato Tommasi, announcing the curious fact that, if a stream of aqueous vapor be driven, under a pressure of from five to six atmospheres, through a copper tube of the diameter of about an eighth of an inch, and rolled spirally round an iron cylinder, the latter acquires magnetic power enough to attract an iron needle at a distance of upwards of two inches, and to magnetize it during all the time the steam goes through the tube. M. Maumené sent in a paper on certain pieces of bronze received from Japan, and the composition of which deserved attention. Their origin has been well ascertained: they had formed part of public monuments, temples, or rich palaces, which had been destroyed during the political and religious troubles that had taken place a few years ago. Analysis showed them to be composed of 89 parts of copper, 1 of tin, 3 of lead, 3 of zinc, 3 of iron, and traces of antimony, manganese, and sulphur. The texture of these alloys is described as granulated, with bubbles on the inner surface, but smooth on the outer one; they are easy to file, and their color varies between red and violet. It seems certain that they were not made with the pure metals, but melted down from a mixture of various ores, chiefly copper pyrites and antimonial galena.

New Publications.

THE AGE OF FABLE; or, BEAUTIES OF MYTHOLOGY. By Thomas Bulfinch. Boston: Lee & Shepard; 1875. Pp. 488; price $3. For sale by S. W. Tilton, 173 Washington street, Boston.

A knowledge of mythology is very important to the student, the general reader, and to all, in fact, who lay claim to a love for and an understanding of our best English literature. The age of Fable, though beyond the vision of historic research, has as true and living an existence as the busy and practical nineteenth century, and to enjoy the present age one needs all the aids which Poetry, Romance, and Fable can furnish. In fact, the English literature, the Latin, and the Greek can be studied, understood, and appreciated only as their subjects are illustrated by the elegant and suggestive stories which had their birth in an age which precedes historic data. Mythology is not only a study in its relation to other studies, but it is also a most genial relaxation from the severe strain of labor; and it helps to make dry facts and didactic argument fresh and sparkling with the life of romance and poetry. The volume before us helps us to understand Byron and Milton, Coleridge and Shakespeare, Spenser and Longfellow. Prose writings and reviews contain most frequent use of mythologic knowledge, and in Macaulay's article on Milton there are twenty such illustrations. The volume before us has been prepared by a reliable author and a fascinating writer, and these stories of gods and heroes have a charm which attract the youngest and oldest readers. To the classical student this work is simply an invaluable interpreter and aid, and it should be a book of ready reference by the side of the lexicon and cyclopedia on the shelves of students, school and college libraries. Very many public and private schools have ordered this book for their readers, and its value has been tested in the class-room of the high school and the college. It should have a still larger circulation than it has already attained, and its merits should place it within the reach of all students and lovers of good reading. Teachers will do well to own this book.

PICTURES OF LIFE IN CAMP AND FIELD. By Benjamin F. Taylor, author of "Old Time Pictures and Sheaves of Rhyme," "The World on Wheels," etc. Chicago: S. C. Griggs & Co. One vol., 12mo, 272 pages; price $1.50. Bor sale by Lee & Shepard, Boston.

This volume contains the select portions of the army correspondence of Mr. Taylor, written from the battle-fields of Tennessee and Georgia to the Chicago *Evening Journal*. The sketches of military life, of battles and skirmishes are graphic and stirring. They breathe a soldierly air, and stir one's blood with a quicker pulsation as his masterly and vividly drawn pictures come before the mind's vision. The veteran who reads them will live over again the experiences of army life, free from the dangers, the trials, and privations which were endured in the camp, on the march, and on the field of blood, and will admire the skill of the writer whose brilliant descriptions make such a reality of the memories of the past. Some of these sketches are among the finest of any home or foreign war correspondents, and the war annals of ancient or modern times, from Cæsar's campaigns to the Franco-Prussian war, will furnish material no more beautifully wrought up than this by the hand of the word-artist of the Great Rebellion.

BARNES' ONE-TERM HISTORY. A Brief History of the United States for Schools. New York and Chicago: A. S. Barnes & Co.; 1875. Price, $1.50.

In looking for our ideal school history, we find this volume to possess many of the elements which we are seeking. Among them we may mention (1) an interesting and connected story of the leading events of American history; (2) the introduction of the fewest number of names and dates; (3) the proper importance attached to the philosophy of history, and the achievements of peace as well as war; (4) the use of accurate maps and fitting illustrations. The writer has aimed to give due prominence to the several periods, especially to the epoch of our civil war, and has aimed to avoid all partisan or sectional views. As New Englanders we feel a little anxious to have the distinction between the Pilgrim and the Puritan preserved, and in a revised edition we hope to have the matter set right. On the whole, this is a good school text-book.

A CHILD'S ILLUSTRATED FIRST BOOK IN FRENCH. By Prof. J. G. Keetels. New York: Clark & Maynard.

This little book, a gem in itself, so finely illustrated, so progressive in its course of instruction, so adapted to the need long felt for giving *practical* instruction in the study of the French language, cannot fail to meet with a hearty welcome. On the plan of object-teaching, based upon subjects of daily interest to the child, and clearly defined in English, it is one of the most *encouraging* books we have ever seen. The "Introduction" contains matter of real practical value to the teacher, and in the thorough use of the book one may acquire quite a good knowledge of French conversation.

VOLUME I. of the American Cyclopedia, edited by George Ripley and Chas. A. Dana, contains the letter A to Asher. Among the contributors of new articles to the first volume are Prof. E. H. Clarke, who writes on Aconite, Antiseptics, and other articles of Materia Medica; Hon. S. M. Cooley, LL.D., on Anglo-Saxon Jurisprudence; Prof. J. C. Dalton, M.D, on Acclimation, Animal Heat, and other medical subjects; Col. H. A. Du Pont, U.S.A. on Artillery; Hon. Geo. S. Hillard on the Adamses; Prof. C. A. Joy, Ph.D., on Alizarine, Alum, etc.; Prof. S. Kneeland, on Archæology and subjects in Natural History; Prof. F. A. March, LL.D., on Anglo-Saxon Language and Literature; Prof. A. J. Schem on Algebra, Apocalypse, Apocrypha, Arianism and Arius; Prof. J. G. Shea, LL.D., on the American Indians and their Language; Hon. E. G. Squier on American Antiquities; Prof. Van Nance on the Arabic Language and Literature; Prof. W. D. Whitney on African Languages, the Alphabet, the Aryan Race and Language; Gen. J. H. Wilson on the Battle of Antietam, and Elizur Wright on Annuities. This volume also contains new maps of Africa, South America, Arctic Discoveries, and a separate map of the Argentine Confederation, with an interesting map of the Anthracite Region of Pennsylvania, exhibiting its relations to the Principal Markets. The paper, typography, press-work, and binding are excellent, and render the volume very attractive as a book of reference.

The Atlantic for June has James Russell Lowell's Centennial Ode at Concord.

Scribner's for June is a brilliant number. Magazine readers cannot afford to lose the valuable reading of this leading American monthly.

Old and New closes its independent career with the June number, and unites its fortunes with *Scribner*. With it Rev. Edward Everett Hale transfers his literary labors to enriching the pages of the already well-filled *Scribner*.

St. Nicholas is as charming as ever. It wins and keeps its hold by reason of its choice reading for children and youth, and even for children of a manly growth. It is a constant source of pleasure in the household.

The Missionary Herald, of Boston, is the oldest monthly magazine in America. The six months' issue from July 1, 1875, will be furnished to all new subscribers for 50 cents. Get the best missionary paper in America.

The Boston University Year Book, Vol. II., edited by the University Council, is received from President Warren. It is the official organ of the administration, and is designed to serve the purpose of a catalogue and a University calendar. We shall notice its contents in a future issue.

NEW-ENGLAND

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Common Things.

BY M. E. N. HATHAWAY.

Give me the common things of life,
The good and ill of common fates,
The tranquil, middle ground that lies
Between the high and low estates.

The victories of place and power
Their laurels for the brow may bind,
While in the strife the heart is left
To wander lonely, dumb, and blind.

Who knows the wondrous century-flower
To find it precious? call it sweet?
But dear we hold the lowly grass
Softening the earth beneath our feet.

The eagle fronting from his cliff
The sun and storm with dauntless eye,
Owns not the spell of joy that thrills
The tiniest warbler of the sky.

The smallest orb that nightly keeps
From age to age its steadfast post,
And only serves to faintly swell
The brightness of the starry host;

With happier meaning lives and shines
Than any meteor of a day,
That flashes through the fields of heaven,
With trail of splendor and dismay.

These are life's best—the cheery help
That daily crosses can beguile,
The sunshine spirit, glad and strong,
Dispelling shadows with a smile;

The truth and faith that build a fane
Outlasting fame and princely dome;
That light and keep in sacred charge
The alter-flame of love and home.

Books.—It is a vanity to persuade the world one hath much learning by getting a great library. As soon shall I believe every one is valiant that hath a well-furnished armory. I guess good housekeeping by the smoking, not the number of the tunnels, as knowing that many of them (built merely for uniformity) are without chimneys, and more without fires.

Some books are only cursorily to be tasted of; namely, first, voluminous books, the task of a man's life to read them over; second, auxiliary books, only to be repaired to on occasions; thirdly, such as are mere pieces of formality, so that if you look on them you look through them, and he that peeps through the casement of the index, sees as much as if he were in the house. But the laziness of those cannot be excused, who perfunctorily pass over authors of consequence, and only trade in their tables and contents. These, like city-cheaters, having gotten the names of all country gentlemen, make silly people believe they have long lived in those places where they never were, and flourish with skill in those authors they never seriously studied.—*Thomas Fuller.*

Wise and Unwise Economy in Schools.

BY CHARLES W. ELIOT, LL.D.

[An address read before the Middlesex County Teachers' Association, at Woburn, Mass.]

There is a strong set of public opinion in favor of economy in city and town expenditures. This general desire for economy is a healthy desire, and it is much to be wished that it may be persistent and keen enough to bring honesty and frugality into the administration of our public affairs; but it is of great consequence that behind the eager desire for economy there should be a well-informed and careful judgment concerning the best means and methods of retrenchment. It is a noticeable fact that the public schools are often selected as the department in which retrenchment is to be made. There is a plain rule by which every proposed economy in public schools should be tested. Nothing should be done, for the sake of saving money, which will hurt the schools,—which will make them in the judgment of competent persons poorer than they now are. It is just as true of the State or of the town as it is of the family, that the very last place to save money is in the education of the children. In any station of life there is no better test of substantial worth in a family than the estimate which their actions show them to place upon the education of their children. No one expects much from a poor family which has no ambition about the schooling of the children. As to rich people who are careless about their children's training, their wealth is generally a mischief to themselves, their children, and the community. Whatever else the city or town may deny itself, let it not deny itself schools, or impair the efficiency of those it has. No retrenchment which injures the schools is true economy; for the ultimate object of public economy is to increase the public weal, and this common weal has its roots in the intelligence, vigor, and morality of the population, qualities which are cherished, trained, strengthened, and disseminated in the common schools. Guided by this principle, let us examine a few of the common ways of economizing in the public schools.

LARGE SCHOOL-BUILDINGS.

One way is to build a very large building for school purposes, instead of several smaller ones. It is undoubtly an economical measure, as regards both first cost and running expenses, to bring from five hundred to one thousand children under one roof. There is one head-master with many assistants, instead of several head-masters, one lot of land, one many-storied building, one furnace, and one janitor, instead of several lots, roofs, fires, and servants. But this kind of economy impairs the quality of the schools. It is disadvantageous to bring a great number of children together into one building. The more children the stricter and more repressive must be the discipline, the greater the risk of contagious disease, the more dangerous the influence of bad children, and the worse the heterogeneousness of the school, unless, indeed, it is situated in a densely populated district where all the people are of one stamp. This great and growing evil of heterogeneousness in the free schools is to be avoided only by multiplying schools, so that each neighborhood in large towns and cities can have its own. In small towns the population is generally more homogeneous, and the evil is not so serious. The common school grew up in communities which were singularly homogeneous; and it is all-important that each school taken by itself should be fairly homogeneous still, although the community as a whole has lost this homogeneity. As this is to be accomplished only by multiplying schools, the consolidation of schools is an unwise economy.

INFLUENCE OF LARGE SCHOOLS.

The common notion that all children should be taught alike is eminently unreasonable, when the children have different inheritances, prospects, and capacities. Now a large school tends to make children alike, because it moulds them all to one rigid pattern; but it is the interest of the community that each child's special gift or grace should be sedulously cultivated, not obliterated. We Americans are so used to weighing multitudes and being ruled by majorities that we are apt to underrate the potential influence of individuals. Yet we know that Agassiz's word about a fossil fish justly outweighed the opinion of the whole human race besides; that Von Moltke is worth great armies to Germany; that a few pages of poetry about slavery and freedom by Longfellow, Lowell, and Whittier, have had the profoundest effect upon the public fortunes of this country during the past thirty years; that the religions of world have not been the combined work of multitudes, the but have been accepted from individuals. We must not be led by our averages and our majorities to forget that one life may be more precious than other millions, that one heroic character, one splendid genius, may well be worth more to humanity than multitudes of common men.

A great agglomeration of children in a single school tends to make the product of the school an averaged product, which is a very undesirable thing in education. No community can afford to average its dullards with its geniuses; and it is an unmitigated evil that the bright and studious children should be kept back by the dull and lazy. Again, the theory of toughening children by putting them in contact with rudeness, foulness, and dullness is a gross absurdity, whether looked at from a moral or from a physiological point of view. The pure child should not be thrown in with the impure, or the refined with the coarse. Every step in perfecting the mechanism of a great school as a mill for grinding out children who can read, write, and cipher is a step towards abridging childish spontaneity and individuality. Whenever five hundred or one thousand human beings, be they children or adults, are brought together for a common object, simultaneousness and uniformity of movement and unreasoning obedience become necessary for the efficient management of the mass. They are prime objects in every large school. For these reasons great school buildings are an unwise economy.

TOO MANY PUPILS FOR EACH TEACHER.

Another mode of economising which we see practised is to decrease the proportionate number of teachers; that is, to assign more pupils to each teacher. There is of course no pretense that this process can work anything but injury to the schools. The public schools are at the best very scantily provided with teachers; it is no uncommon thing to see forty, fifty, or even sixty children under the care of a single teacher. Few people realize the plain fact that there can be no good teaching of children without quick sympathy and perception in the teacher, and a strong personal influence going out from him. For the play of these forces close personal contact with the children is essential. These large rooms, raised platforms, and constant transfers of the pupils from one teacher to another give little opportunity for the intimate relations which should exist between the children and their teacher. The greater the number of the pupils allotted to a single teacher, the

less chance has the teacher to know and help each pupil, the less chance has he to recognize and foster peculiar talents in individuals. It is a common mistake to suppose that it is the teacher's duty to treat all his pupils alike, to give as much time and thought to one as to another, or, if any distinction is made, to take most pains with the dullest. Now, on the contrary, the true duty of a teacher, both to the community and to pupils, is to favor and help to the utmost the bright children. While he ought not to neglect the duller children, he should take the most pains with the finest of his material. The teachers of elementary schools have it in their power to pick out and help forward all the children who are of fine intellectual quality. This is a function of great importance, and the teachers should have full opportunity to make this selection, for whenever they fail to detect a child of this quality, and to put him on the way to a thorough education, the community suffers a grievous loss. Twenty-five pupils are as many as any teacher, who is not an angel or a genius, can teach well. There are exceptional men and women whose sweetness, tact, and skill can overcome the most appalling obstacles to good teaching, but the public school must of course content itself with average teachers. To reduce the proportion of teachers to pupils is then a most injurious measure, which nothing but downright poverty can excuse.

SUPERINTENDENCE INSTEAD OF TEACHING.

Another very common measure of economy, to which some of our richest town, and cities have not been ashamed to resort, is to substitute for competent and experienced teachers inexperienced ones. When this is done openly and without disguise, everybody knows just what to think of it; we need not waste time in condemning it; but unfortunately there are roundabout ways of accomplishing this result, and when a town or city sets out upon one of these indirect ways, none but the initiated know whither the way leads. One of these roundabout ways is the substitution of superintendence for teaching. A school committee hires a superintendent, and then thinks it can safely employ an inferior class of teachers, just as an inferior class of laborers may safely be employed for digging or sweeping if a smart overseer is hired to watch them. There is a conspicuous illustration of this very method of substituting inexperienced for experienced teachers in the city of Boston. There used to be at the head of each of the grammar schools an accomplished and experienced teacher, whose personal force was profitably exerted in direct teaching. These gentlemen have been district superintendents, and their places in the schools have been filled by much less competent persons, employed at comparatively low salaries. There may have been need of more superintendence, but this improvement in the amount of oversight has been gained at the expense of a heavy loss of teaching force. Now a gain in superintendence which is procured at the expense of a loss of direct teaching power is too dearly bought. The reason of this is contained in a self-evident proposition which all people admit on its bare statement, and yet too often lose sight of. A good school is not a grand building, or a set of nice furniture, or a series of text-books selected by the committee, or a programme of studies made up by the superintendent; and all these things put together, though each were the best of its kind, would not make a good school; for a good school is a man or a woman. The very best thing a superintendent can do for his town or city is to select men and women who have the natural gifts, the training, and the experience which fit them to keep good schools, and by hook or crook—for too often he has no direct power—to get them into his school-houses, while at the same time he gets out the incompetent and inapt. A superintendent who is worth his salt will be sure to want not smaller but larger salaries for his teachers, not worse but better teachers for his schools. There is no reason to doubt the advantages of discreet and competent superintendence; but it is no substitute for real teaching, and the establishment of superintendence should never be the occasion of impairing the teaching force either in quantity or in quality.

TOO MANY FEMALE TEACHERS.

A second roundabout way of insuring the ever-recurring substitution of inexperienced for experienced teachers is to employ an undue proportion of female teachers. It is true that sentimental reasons are often given for the almost exclusive employment of women in the common schools; but the effective reason is economy. Sentiment is charming in its season, and true economy is always wholesome; but sentiment and economy make a very suspicious mixture. If women had not been cheaper than men, they would not have replaced nine-tenths of the men in the American public schools. Let it be granted at once that an experienced woman who has the requisite gifts and training is likely to be as good a teacher as an experienced man of like gifts and training. The superiority of men to women, or of women to men, has nothing to do with the matter now in hand. That frequent changes of teachers should result from having nine-tenths of the teachers women, is a necessary consequence of two stubborn facts: first, that women have not the physical endurance of men, and secondly, that the great majority of female teachers stop teaching at marriage, an event which does not stop a man's teaching. The employment of women in the schools in the enormous proportion in which they are now employed in many towns and cities is an unwise economy, because it inevitably tends, first, to make the body of teachers a changing, fluctuating body, fast thinned and fast recruited; and secondly, to make teaching, not a life-work, as it ought to be, but a temporary resort on the way to another mode of life. The first point requires, perhaps, some elucidation. When we try to make young women in large numbers take the places of men in any service, either public or private, we introduce into that service a new element of change and instability, which is the result, not of injudicious provisions about tenure of office, compensation, or duties, which may affect men and women alike, but of the working of irresistible natural laws which operate only upon women. In order to maintain good schools a town needs a tolerably permanent body of teachers, who have been bred to the business, have grown up with the schools, and have made a life-work of teaching. There is no business in which experience is more valuable than in teaching, and none in which local knowledge and local attachments are more effective and desirable. It is a very silly notion that everybody can teach an elementary school. Skill, experience, and personal force and attractiveness tell for as much proportionally in a primary or grammar school as in a university. Frequent changes in the corps of teachers are injurious to a town's schools in every possible point of view. The public schools in New England suffer in this respect very much more than the private schools and the endowed academies, and here is to be found a principal reason for the growing superiority of these private institutions, and the rapidly increasing favor in which they are held. It is too true that the term of service of many of the men who teach school is deplorably short, and some of the remediable causes of this bad state of things will be considered later; but this fact does not lessen the force of the arguments that women are inevitably drawn away from teaching by marriage and family life,—good things, which only make men steadier and more earnest in their professional work,—and that being weaker than men, they are more apt to be worn out by the fatiguing work of teaching. The second reason for objecting to the form of economy now under consideration is a principle of very general application. There is no trade or profession demanding a high degree of skill which is not injured by the coming into it of a considerable number of persons who regard it merely as a means of temporarily earning a reputable living. Such persons have not the motive for attaining real excellence in the trade or profession which those have who expect to devote themselves to it as their main work in life. It does not matter whether the trade or occupation be printing, or telegraphing, or book-keeping, or teaching; the average skill of the persons engaged in it will be lowered if large numbers of young people enter it for a time, with no fixed purpose of remaining in it for life. The average skill of the persons engaged in any handicraft cannot be lowered without more or less loss to the community; but that the average skill of the persons engaged in teaching should be lowered is a very grave matter indeed. No improvement in the implements of education can make up for less skill in the teachers. To have less skillful teachers, means poorer schools and generations less well trained.

It is quite unnecessary to this argument to undervalue the work of women in schools. Their legitimate work in teaching is immense. All children under ten years of age may be advantageously taught by well-educated women of tact and vigor, and the immediate charge of the education of all girls should be in women's hands, with some help from men towards the close of girlhood. This protest is directed against the excessive employment of women, into which towns have been led from motives of false economy.

TWO METHODS OF WISE ECONOMY: TEACHERS' SALARIES, AND PERMANENT SITUATIONS.

Let us now turn to the opposite side of the subject, and briefly discuss two methods of wise economy in schools, one looking to rewarding teachers for their services with certain valuable considerations besides money, and the other looking to the expenditure of less money raised by taxation.

There are several considerations which lead men and women into certain employments, besides the money they expect to earn in them. The chief of these are security, quiet, a prospect of promotion for merit, independence, and public consideration. The security or permanence of a livelihood is a very great attraction to many persons, who constitutionally prefer a moderate living with security, to any chance of great gains without security. A quiet life, safe from the risks of business and the strains and worries of professional contests, from the burdens of weighty responsibilities and all the excitements and alarms of the market, the forum, and the senate, is the dearest desire of many excellent persons who are capable of rendering the best of service in congenial stations. The prospect of promotion for merit, though it be slow, is a very attractive thing to many men and women of an admirable type. A position in life which is reasonably independent within well-defined bounds, in which one is not subject to the caprice either of an individual or of a multitude, has great charms for Americans of the best sort. Finally, consideration in the eyes of the public may replace money to a large extent as an inducement to enter an honorable service. It has often been said by ignorant people, and by some who are better informed but prejudiced against American institutions, that Americans are eager for nothing but money, and are not open to considerations of the kind I have been describing. It is an odious slander. No people in the world are more open to these honorable considerations than Americans, and no nation consequently has better material from which to organize the great public services of the State, military, naval, and civil, that of public education included. Now, by our ill-judged method of electing the teachers in the common schools every year, or in some towns and cities twice or even thrice a year, we throw away in the most wasteful manner almost all the valuable inducements to the teacher's life other than salary. The tenure of the teacher's office in the public schools is precarious, there is no assured prospect of promotion for merit, the mode of election and the frequent recurrence of the election both militate against a reasonable independence, and finally the function has lost in the eyes of the public too much of that consideration and dignity which used to make it attractive.

Americans do not look with much respect upon official stations from which the incumbents may be suddenly dismissed without cause alleged. If a public servant is liable to receive the notice, "From this date your services will be no longer required," he will not be the object of much public consideration, no matter how high-sounding his title, or how large his salary. To make a position respectable in this country, it is essential that it should have some permanence of tenure. Again, if a public servant is liable to receive any day the following notice: "From this date your salary will be reduced so many per cent.," his office will not be held in any high estimation. Notices of this description have too often been served upon teachers in the public schools. A sweeping reduction of teachers' salaries is quite the readiest way of effecting a sudden economy in town or city expenditures. It is an unjust and semi-civilized proceeding, injurious to public morality, and grievously harmful to the profession of teaching. If it ever be necessary to lower the salaries of teachers in a town, the reduction should take effect upon the salaries of persons newly appointed, never upon those of actual incumbents. Such is the rule of common-sense and common justice, and such is the practice in all civilized nations which have learned by experience what the fundamental principles are upon which alone honest and efficient bodies of public servants can be organized and maintained.

THE HONOR OF THE PROFESSION.

As a profession, teaching should be as much honored as preaching. The school-master should rank with the minister. The profession ought never to be chosen from mercenary motives merely, or by any persons except those who enjoy teaching, and who deliberately propose to be satisfied with a modest but honorable living. It offers no money prizes, and young persons of vigor and talent should be induced to enter it by its stability and peacefulness, and by the social consideration which should attach to it. Permanence of tenure and security of income are essential to give dignity and independence to the teacher's position. These principles do not apply to the profession of teaching alone; far from it. The neglect of them is what makes the civil service of the United States a national reproach and mortification; it is the observance of them which makes the army and navy service, and the service of our banks, savings-banks, colleges, endowed academies, many of our large industrial corporations, and most of our successful private mercantile and manufacturing houses, honest, efficient, and honorable. The statement so often reiterated by low politicians, that the civil service of the United States is as good as the people deserve or can maintain, is a slander upon the people, and only proves that the breeding and associations of these politicians have not made them familiar with the only class of Americans who ought to gain admittance to the civil service,—the very large class of faithful, hard-working men who only want a moderate but secure livelihood, a quiet routine of duty, and the respect and consideration of their superiors and the public. It is the undemocratic and corrupting exercise of usurped powers of patronage which has destroyed our civil service, by making tenure of office short and insecure; and the same insidious demoralization has invaded even school administration. Who has not heard, when an appointment is to be made, that such a district, or such a member of the committee, is entitled to it? New legislation is urgently needed to make the teacher's office, after suitable periods of probation, tenable during good behavior and efficiency. It would at once appear that the money now spent in salaries would go further, and procure much better service. The experiment would be by no means an untried one. All the great organizations for public instruction in Europe are made upon this plan from top to bottom; and the whole of the higher and a large part of the secondary instruction in this country have always been organized upon this principle.

HIGH-SCHOOL EDUCATION SHOULD NOT BE WHOLLY FREE.

The second point to be treated is the justice and expediency of saving public money by collecting, from the parents of children whose education is carried above a certain level in the public schools, a portion of the cost of that advanced education. The whole cost of that modicum of education which the State compels all children to have may rightly enough be borne by the community. Suppose, for example, that the State requires of all children a certain knowledge of reading, writing, arithmetic, and geography, such as children usually acquire by the time they are twelve years of age. It is not unreasonable, though by no means necessary, that the community should bear the whole cost of giving all children that amount of elementary training, on the ground that so much is necessary for the safety of the State; but when the education of a child is carried above that compulsory limit, it is by the voluntary act of the child's parents, and the benefit accrues partly to the State, through the increase of trained intelligence among the population, but partly also to the individual, through the improvement of his powers and prospects. It is then just that the two parties benefited should divide in some equitable proportion, which would not be the same in all places, the cost of procuring that benefit. When a sewer or a sidewalk is built along a private estate, the owner makes a direct contribution to its cost, besides paying his proportion of the general taxes levied to construct the sewer or sidewalk; and he is required to do this for the reason that the sewer or sidewalk benefits him more than it does the rest of the community. So when a man has a child at the High school or in the upper classes of the Grammar school, he should pay a portion of the cost of maintaining the school, beside paying his proportion as a citizen of the general taxes levied to support the school; and he should be required to do this for the reason that he receives greater benefit from the school than the rest of the community, and he is perfectly free to take that benefit or not.

The American free school was devised for and suits a homogeneous community, in which every head of a family is a tax-payer and a voter, and occupations and fortunes are similar or comparable. The free school was, at its origin, a common want, and was supported by common sacrifices. This description no longer applies to Massachusetts towns and cities. Our population is very heterogeneous as regards race, religion, education, and condition of life. A large part of the population pays no taxes and casts no votes. This part of the population now makes no contribution whatever to the cost of educating their children even when that education is carried far above the compulsory limit. The institutions which met the wants of the New England towns of fifty years ago need to be adapted by judicious modifications to the changed condition of New England society. Our theory is republican, but our practices in several details are fast becoming communistic. There is no distinction in theory between giving all school-children their books at the public expense, and giving the children their shoes and the parents soup at the public charge. All such gratuities are wrong in theory, and in practice are subversive of republican pride, self-respect, and independence. Parents ought to be called upon to make sacrifices for the sake of educating their children. To be frugal and laborious for the sake of benefiting their children is a blessed thing for the parents. The motive is a strong one, and it impels men and women to good lives. When public legislation and custom take away this motive from a large class of the community,—and that the very class which most needs every inducement to right living, — it is not a good, but an injury, which is done them; just as harm, and not good, would be done to the poorer classes if legislation could relieve them from the necessity of working for their daily bread. The change in our school administration which is here advocated is therefore not only an economical but also a just and wholesome measure.

TWO OBJECTIONS.

Two objections which come at once to mind need to be met. It may be said that the free school, with its heterogeneousness and its equal discipline for all comers, typifies American society and implants in the young mind the fundamental doctrine of equality; to alter the character of the free schools is, therefore, to tamper with one of the corner-stones of republican institutions. Reasons have already been given for the belief that heterogeneous schools are not so good as homogeneous schools. Equality is a word used in many senses. The equality upon which modern republicanism is founded is not social equality, or the equality of possessions, or the equality of powers and capacities; but simply the equality of all men before the law. Republican institutions obliterate hereditary distinctions, level artificial barriers, and make society mobile, so that distinction is more easily won by individual merit and power, and sooner lost through demerit or impotence; but they give free play to the irresistible natural forces which invariably cause the division of every complicated human society into different classes. It is indeed one of the chief merits of republican institutions that they give this free play to the endless diversities of innate power, inherited capacity, and trained skill which humanity exhibits. If society were a dead level, the characteristic desire of all Americans — to "better" themselves— could have no fruition. Our laws and institutions tend to perpetuate themselves just in proportion as they help to breed men and women who have self-respect, self-reliance, and genuine independence of character. The change which is here advocated in school administration would tend to preserve and strengthen these republican virtues among our people, and these virtues are the real foundations of public liberty.

A second objection may be stated as follows: What would become under this system of the bright children of very poor people, children who ought to be well educated and lifted from their low estate in the interest of the whole community? The objection is readily answered. When through misfortune or crime a family became utterly unable to provide for the education of their children, the children should of course be trained, up to the compulsory limit, at the public charge, and the bright and promising among them should then be carried further at the public charge as a reward of merit, and by gradual promotion from one grade to another, each step being earned by good scholarship. The method which prevails in colleges is perfectly applicable to common schools. Let the great majority of parents who can afford it, pay a part of the cost of their children's education, and let the meritorious scholars, whose friends are too poor to pay for them, have help from the public purse, proportioned to their needs. Experience teaches that endowments would be provided for this purpose. The dull children whose parents are unable to pay for them will of course get no further than the compulsory limit, but the community will lose little or nothing thereby.

—Atlantic Monthly.

— There are many amusing occurrences in daily school-life, which are worthy of a laugh outside of the school-room where they happen. The following have come into my own experience:

Ned, a promising Irish boy of the junior class, is very devoted to the study of History. His ambition to be first in the class makes him jealous of every opportunity to answer difficult questions. "What was the title of Oliver Cromwell?" was the question addressed to the class. Ned and his hand came up together; and simultaneously, the answer in his hearty voice, "*Lord Persecutor of England!*"

A young lady of a certain High School was surprised to create a laugh, when she gravely stated that *Apollyon* was one of the "*Mules.*"

— The family circle is the best place for educating, the mother's book the best school-book.

Hints in Teaching Shakespeare.

BY A. F. BLAISDELL.

Slowly but surely, the thorough study of the English classics has become recognized as an essential element of our High School education. In many of our public schools, Longfellow, Gray, Addison, Bryant, and other classics are read and studied along with Virgil, Cicero, and Chemistry. Many of us meet with difficulties in teaching the English classics because few of us have ever been trained to any systematic or critical study of English. Consequently, we are apt to have indefinite ideas of the authors to be studied, and are still more puzzled to adopt a particular method to drill the young pupil on the text. Until our English classics are more fully edited and more particular directions are given, most teachers will be forced to rely upon their own ingenuity and the results of practical work in the classroom to accomplish the desired result.

With the exception of Chaucer, Shakespeare is generally the most difficult author for young people to study. Most of his plays begin hard; the dialogue of the drama, the peculiar idioms, figures, and obscure references all tend to discourage the reader. At the best we only hope to inspire the scholar with a desire to continue his studies in Shakespeare after graduation. This result will be attained only by a very few, yet we believe that tact and skill on the part of the teacher will enable a class to read our great dramatist with pleasure and profit. We hope the time will come when we shall take as much pains to study the English classics as the great authors of Greece and Rome; and that our boys and girls may be stimulated in youth to an exact and scholarly acquaintance with the poet whom age will show them to be the greatest in the world. At present, we must be satisfied if we get even a single term for the study of our author.

Every scholar should be provided with a copy of Shakespeare. If the complete works cannot be obtained at home, the Globe or Blackfriars editions are the cheapest, and best, while Dick's, with its wretched print and paper, costs only half a dollar. If the complete works are not wanted, separate plays, edited by Professor Rolfe, and published by the Harpers, or by Professor Hudson, and published by Ginn Brothers, are excellent and cheap. The historical introductions and notes in these little editions are valuable. Separate plays are published by the Clarendon Press in a cheap form, with able notes. The best complete editions for reference are *Duyckinck's*, in three volumes, a very rare edition; White's, in twelve volumes, valuable for the elaborate essays; *Hudson's*, also edited with full notes. Abbott's *Shakesperian Grammar*, published by Macmillan, is of the greatest value and assistance to the teacher and student. This work is a complete reference-book for all the difficulties of Shakesperian syntax and prosody, and furnishes the student with a systematic account of some points of difference between Elizabethan syntax and our own.

Suppose we have a class ready to begin the study of Shakespeare for three months or longer. First, we would begin with certain plays, for though Hamlet and Lear are the noblest productions in any literature, yet we could not expect the pupil to be interested in them as others. We have found the *Merchant of Venice* the best to begin with, followed by *Julius Cæsar*, *Richard III*, and *Macbeth*. Suppose the class begin with the *Merchant of Venice*. Two or three days before reading the play, we would give two or three copies of "Charles Lamb's Tales" to two or more pupils, and require them to give orally the story of the play in their own words before the class. Let the class note down or remember the leading facts, and the teacher should then supply such historical or literary facts and incidents as may prove interesting. "In studying the life and times of each author," says Prof. Francis March, "the student should look up information everywhere: scraps from novels like Scott's, from reviews and magazines are not to be despised. If, however, books are not to be had, the teacher should give the needed facts and thoughts in a lecture, and the students should take notes and rewrite." Refer the class to Mrs. Jameson's beautiful essay on Portia, and if access to a library can be obtained, assign a different book to each member of the class. Let one read an essay on the play by Giles; another, Whipple; a third, Coleridge; a fourth, Hudson; and so on through the whole or part of the class. If each one will read and study these great critics while studying the play, and bring the result of their studies before the class, supplemented by hints and directions of an earnest teacher, the text will prove more interesting, and hidden beauties will be revealed never before imagined.

The particular method of studying the text itself must depend upon the skill and knowledge of the teacher. A little work by Professor March, called *Method of Philological Study*, will prove valuable to every student of English. In connection with the critical study of a few English authors, questions have been arranged so as to enable the teacher to begin his philological work without trouble. It is simply Dr. Tayler's Method adapted to Chaucer, Milton, Shakespeare, etc. It is no easy matter to carry a class of High school scholars through a play of Shakespeare, but if many explanations and practical hints are given, and beautiful passages alluded to, and the enthusiasm and work kept up, the pupil will soon learn to study critically, and gradually appreciate the great dramatist. Dr. Arnold said it would be a treat to teach Shakespeare to a good class of young Greeks in unregenerate Athens; but we believe it is a greater pleasure to inspire our American boys and girls with a love for the thousand-souled Shakespeare.

Other exercises can be used with profit. For instance, we have loaned Price's *Wisdom and Genius of Shakespeare* to the class (there are a dozen selections equally as good), and let each one select passages illustrative of love, and read them before the class. Pass the book to the next, and take up, as the time permits, ambition, jealousy, death, dreams, friendship, the best descriptions of the ocean, sunrise, moonlight, etc. On a similar plan we have used a little book compiled by some unknown author, with religious and moral passages from Shakespeare on one page and parallel references to the Bible on the other. Select only well known and familiar passages, and the exercise will be interesting. We learn at once that our author was thoroughly familiar with the Scriptures, and that his mind was imbued with the sublimity and hallowed character of the Bible. The study of English literature shows to what a remarkble extent the phraseology of the Holy Writ has penetrated, colored, and shaped our mother-tongue. As miscellaneous exercises, we always require essays on the most famous characters,—as Portia, Juliet, Shylock, Desdemona, etc.—giving the marked characteristics of these characters and filling in appropriate quotations. When the class has read Shakespeare for a number of weeks, we have prepared a game of "authors" from the well-known characters, and encouraged the pupil to play this game at home, thus exciting interest and affording recreation, and impressing the names on the memory. For another exercise, let each one in the class select famous lines, beginning with each letter in the alphabet, read them before the class, and then commit to memory. For instance:

> "Angels are bright, though the brightest fell."
> "Beggars, mounted, run their horse to death."
> "Calumny will sear Virtue itself," etc.

Again, let the teacher pick out choice passages here and there and require the pupil to commit to memory a few lines every day. Let the young mind be stored with the choicest treasures from this great treasure-house of wisdom. Quotations from Shakespeare are rarely forgotten, but remain fixed in the memory for years, to be recalled at pleasure. By all means use a complete edition of the author rather than any "expurgated" copy, "Beauties," and "Selections." The complete works, in fair print and binding, costing $1.50, is preferable in every respect to a mutilated edition. If a complete copy is owned by the scholar, it can be freely marked with pencil or ink to fill in notes, hints, various readings, and to call attention to favorite passages. A few words of common-sense explanation from a good teacher will do away with any false notions of the many so-called "vulgar" expressions. The study of Shakespeare, and other old authors, should be prefaced with remarks on the language employed and the times in which the writer lived. Objectionable passages and scenes can be easily omitted in class-reading.

In conclusion allow me a few suggestions. Do not attempt to read whole plays, but choice acts or scenes. Stimulate the pupil to do much private reading, but require only short lessons in the text. Urge the class to read many collateral works, as the writings of Mrs. Jameson, Giles, Lowell, Whipple, and Coleridge, to be obtained from libraries. If we do not meet with expected success we may solace ourselves with the remark of the great actress, Mrs. Siddons, that after forty years' constant study of Lady Macbeth she learned something new from every perusal.

We rejoice that the study of Shakespeare is taking its proper place in our course of study. Years ago, when books were scarce, many great and good men were indebted to the great dramatist for their command of English. Burke made Shakespeare his daily study, Erskine and Fisher Ames committed to memory large portions of the same author, while Rufus Choate was familiar with every line of his writings. Webster made a special study of Shakespeare, and Curran, the great Irish orator, recited selections before his mirror; while Bowditch, the navigator, Dr. Arnold, of Rugby, John Q. Adams, and Lincoln, were life-long students of this great classic.

Let us conclude by a quotation from Abbott's Shakesperian Grammar: "Looking at the study of English from the old point of view adopted by those who advocate a purely classical instruction, I am emphatically of the opinion that it is a positive gain to classical studies to deduct from them an hour or two every week for the study of English. But I need scarcely say that the time seems not far off when every boy (and girl) who continues his studies to the age of fifteen, will study English for the sake of English; and where English is studied Shakespeare is not likely to be forgotten."

Aurora.

BY A. A. WOODBRIDGE.

Permit me to return thanks for a glimpse of the true sun shining through your columns a few weeks since. I refer to the report of the committee on the Girls' High School, Boston, from which you deduce that somebody is waking up to the fact realized long since, in the experience of many a live teacher, in fact any true educator of independent thought, who "bears not silently" the yoke of starched dignitaries dubbed School Boards. Somebody has at last discovered that *memoriter*, parrot-like recitations, really do not induce thought! This discovery overshadows that of the Genoese Navigator with the umbra of a total eclipse. In my experience of fifteen years as teacher, I have met no greater obstacle lying in the line of efforts looking to a philosophical development of child-mind, than the Massachusetts educational light-house. I say this in "truth and soberness."

Following in the lead of Boston educators, the cities of Maine from 1845 to 1865 for the most part were vieing with each other for the Procrustean bed of a uniform curriculum, and the *rifled-bore* method of recitation. In the year following the latter date, several educational revivalists sounded the note of reform that woke the quiet glades of every hamlet of Maine. Succeeding years developed in order, dependent parts of the educational plan submitted by our energetic State Superintendent. County supervision, although most universally

administered in some countries, yet served to quicken the sluggish blood of the too conservative, suggested to the self-complacent that there *might* be some better way, and fired with enthusiasm the live educator, whose heart being in his profession, responded in a sympathetic chord.

But don't imagine that all this met with no opposition. Maine held some strongholds of defense for the disciples of the old school, who, as they walked their never varying rounds, looked down with supreme contempt on all new-fangled methods that were not laid down on the Boston Chart. Some of these were, I will not say prominent educators, but teachers of good salary. They helped make the work of reform more difficult, by attacking the weak points that are always to be found in the first working-plans of an experiment. But the seed was sown,—sown by such men as Johnson, True, Cruttenden, and Stetson. Some has reached its fruitage, some only the tender blade, while much lies in soil too cold to quicken the germ that will lie until the winter of our discontent is made glorious summer, and our army of educators is marshaled under the eye of a live supervisory board, and the trestle-board be restored that our individual work shall be but parts of an harmonious whole.

We have many true educators in Maine—men who are directing thought—men and women who have long discarded the chaff for the kernel, the text for the thought contained. I have seen scores of such in the old cradle of everything, radical Massachusetts, but I have been not a little surprised to find so very often in my school visits to the Hub—*the crême de la crême* of everything *brainey*, the custom of almost universal text-recitation and word-cramming.

Boston has been wedded to her ideas of what should constitute a school system, with the same uncompromising firmness that characterises her. She has defended her school system by enactment and execution. To her the cities and towns of Maine have looked, and she must continue to be their guiding-star in their future educational wanderings. God speed the day, then, when text-cramming shall yield to a study of *things*, and the Grammar Schools of Boston do more toward stimulating a healthy appetite for study and research,—the grand ultimatum of school work. Again I say, that the anniversary of the day of that discovery made by the High School Committee, should be made a national holiday.

Bombast.

Very few, even of our most cultured, are aware of the *full extent* to which our common language is capable of being stretched! One can be most extravagant in its use if intending to raise a smile, but when the reins are let loose over an event which rates in importance according to the standpoint from which it is viewed, and done, too, in all seriousness, then the fact is brought too near to be controverted.

I send you an abstract from an article appearing in a Montreal paper, descriptive of the celebration at St. Paul's Cathedral, England, on the occasion of the recovery of the Prince of Wales from his dangerous illness—I transcribe it *verbatim:*

"On that great day, many hearts in Canada were full of sympathetic emotion, and long ere the rolling pivot of the earth had placed each successive wave of the Atlantic under the beams of our common sun, submerged beneath its level plateau, amidst the deep-sea soundings of oolitic mud, and underlying its great living protoplasm, the electric messages of the greatest event in modern history proclaimed the cementation of a nation's love to the Royal line."

Query—To what department of your paper does this properly belong? M. P. C

— "Decline *epitome*," said the Latin teacher to a trembling little girl on the front settee "O pity me!" she began breathlessly, blushed,—and sat down.

SCIENTIFIC.

Microscopic Measures.

BY F. C. CLARK, M.D.

A correct standard of measurement for microscopic objects is very desirable in the science of microscopy. To be without any means of determining the relative size of these minute objects, according to some scale of measurement at present in use, is but to degrade the microscope to a mere plaything and to render its study unscientific; and hence, inaccurate and unprofitable. The *Micrometer* affords this great desideratum; and the perfection it has reached at the present time has added to the advance of the science.

The micrometer was first applied to the telescope for measuring small angles and the apparent diameters of the celestial bodies. Therefore a great part of the history of the telescopic micrometer is identical with the history of the microscopic micrometer; and it was not before 1666 that separate micrometers for the microscope were constructed.

A first attempt was made by the celebrated microscopist Leenwenhoek, who compared the size of minute objects with some known standard. He used for this purpose grains of sand, ten making a linear inch.

Dr. Jurin took seeds of some uniform and invariable length, determining their number to the inch. He afterwards used fine silver wire, the diameter of which was known. Twisting this about a pin, he calculated the number of the spirals or turns to the inch. This he applied to his objects to be enlarged, upon the same principle as the seed measure.

Dr. Young drew up a table of the different substances used as the scale of measurement. The seed of the *puff ball* (*Lycoperdon bovista*) was found to be 1-8500th of an inch; silk fibre, 1-2500th; goat's wool, 1-1575th; Lycopodium seeds, 1-740th of an inch.

Different forms of Diatoms were once employed as a scale of measurement; the scales of the *Lapisma* furnished at one time an excellent measure.

Dr. Hooke was accustomed to fix one eye upon the magnified image of the object, and the other upon a ruler divided off; and so compared the two with each other.

Benjamin Martin, of England, recommended the use of the *lattice-work* micrometer, made by drawing fine lines on glass with a diamond's point, and crossing them at right-angles with very fine wire.

Auzout and Picard, two French scientists, divided a foot into 24,000 to 30,000 divisions, and made use of these as a standard of measurement.

Mr. Coventry, still later, an English savant, constructed a micrometer by cutting minute parallel lines on glass with a diamond from a 10th to a 10,000th of an inch apart. To determine the actual size of the object, it was laid upon the micrometer, and the images of the two were then magnified The number of divisions the object appeared to cover determined its size.

The micrometer eye-piece is also made use of, either in conjunction with the micrometer stage, when it is termed *negative;* or alone, *positive.* The same principle is involved in all other forms of micrometers.

Fraunhofer employed very small circles drawn within each other; also lines crossing each other at right angles. But no new principle obtains.

A mode of determining the magnifying power of an objective is found by the aid of the micrometer. By means of a *camera lucida* the magnified image of the object, and the standard of measurement, are both projected upon white paper. The measurement is found by comparing the number of divisions, marked on the micrometer, with the number of inches with which the divisions, in their magnified form, seem to coincide; then, by multiplying the number of inches thus obtained by the reciprocal of the number of divisions (expressed in common or decimal fractions) the actual magnifying capacity of the instrument, as well as the minuteness of the object, is very easily determined. If, for example, the micrometer be divided into hundreths, and one division, which is equivalent in its magnified and projected form to .01 of an inch, seems to correspond to four inches of the simple scale, we multiply the four inches hy 100 the reciprocal of .01; which shows the magnifying power of the objective to be 400 diameters, and the object itself to be magnified 160,000 times (400^2).

Much skill has been exercised at different times in ruling these minute divisions for astronomical and microscopical purposes. Up to about the year 1740, this was done by hand. But the results, though even then wonderful, did not fully meet the wants of science. About this time Hinley invented the first *engine*, or machine for making the fine divisions of micrometers. Ramsen's *engine* was still more complicated. Others were made by Troughton (1793) and by Simms. But as they were in need of constant attention, they were worked with difficulty. The lines were ruled partly by hand.

In 1831 Ross invented the first *self-dividing* engine; and since that period great improvement has followed.

Various standards have been used by different persons as scales of measurement. Froment used a *millimeter*, which he divided into 1000 parts, each division measuring about 1-25000th of an inch.

In England, and in this country, an inch is first divided into a certain number of parts, and one of these parts is again subdivided into others, and so on until the required number of lines in the proper proportion is obtained. In this manner, Mr. Blaisdell, of Brooklyn, obtained lines in the proportion of 40,000 lines to the inch. Mr. Rogers, of the Cambridge Observatory, rules lines from $\frac{1}{100}$ to $\frac{1}{48000}$ of an inch.

But by far the most marvellous results yet obtained, are by Nobert of Pomerania. He makes use of his lines as tests for the magnifying power of objectives. The machine he employs for ruling these lines, is kept entirely secret.

Some twenty years ago, Nobert ruled lines which, in proportion to their fineness, constituted bands. The accuracy with which even these lines were drawn, was a matter of surprise. But the secret process which he employs to-day has obtained lines of so exceeding minuteness that it is doubted by some that they can be made so fine.

He divides his lines into groups; and a certain number of lines makes up a band. His bands are arranged from 1 to 19; the first band contains 7 lines, 1-1000th of a Paris line apart; the second 1-1500th; the third 1-2000th; and so on up to the nineteenth band which contains 57 lines 1-10,000th of a Paris line apart; which is in the proportion of about 120,000 divisions to the linear inch. High power objectives, say about 1,100 diameters, will show the lines of Nobert's nineteenth band very distinctly; and they appear rather as hollows than lines. Dr. J. J. Woodward, U. S. A., of Washington, has taken excellent *photo*-micrographs of all these bands. The photographs fully confirm the wonderful and really incredible results claimed by Nobert.

Thus can it be easily perceived how great and marvelous are the works of man; the mode in which he gazes at objects hidden from the unaided eye; and the method by which he measures these microscopic wonders of creation,—of a world of life within a world—an infinity of existence which puts to shame all thoughts of spontaneous generation. *Nihil ex Nihilo.*

— What pen is celebrated in history? *Ans.*—Pen. L. O. P.

— "Father, where is the Mammoth Cave?"—"In the southern part of Asia, my son; don't bother me."

— "Why do they call the people who live in the South Sea Islands 'cannibals?'" asked an old lady of a sailor. "Because they live on other people," answered the sailor. "Then my son-in-law must be a cannibal," said she, pensively, "for he lives on me."

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Boston, Mass., May 29, 1875.

WE present to our readers this week the able address of President Eliot, delivered at Woburn, Mass., and by the courtesy of the publishers of the *Atlantic Monthly*, published by us simultaneously with its appearance in that magazine. While we may not agree with the writer upon some points taken, we are certain that his views will be read with interest, and wherein they are not accepted, we trust they will provoke a profitable discussion.

THE eighteenth annual meeting of the Worcester County Teachers Association (Massachusetts) will be held at Grafton, Friday and Saturday, June 4 and 5. The exercises will consist of Papers, Discussions, and Lectures, and among other names on the programme, we notice those of C. C Woodman and E. H. Russell, Worcester; A. E. Ford, Clinton; Myra B. Richardson, Fitchburg; Joshua Bates, Boston; J. E. Day, of Westboro. The order of exercsies may be read in our State columns.

GOV. TILDEN has signed the bill originally introduced into the Assembly by Hon. Warren Miller, of Herkimer, which makes Drawing a compulsory study in the public schools of the State of New York. By the law all the Normal Schools are required to give instruction in Drawing. And thus New York, following the example set by Massachusetts, has laid the foundation, where it should be laid, in the public schools, for the art-industrial education of her people.

STATE, County, City, and Town Superintendents of Schools will confer a favor by mailing to us a copy of their last quarterly or annual reports. From them we may be able to glean and present to our readers the results of school work in the various parts of the country. We shall also be glad to receive the annual catalogues of Colleges, Normal, High, and Private Schools, and examination papers used in the promotion of pupils in all grades of schools. Giving and sending will not impoverish those who shall thus remember us as their school documents are printed.

THE annual meeting of the American Institute of Instruction at Providence, R. I., July 7, 8, and 9, promises to be the most important meeting of this Society for many years. Among other distinguished educators who will address the Institute, will be President J. M. Gregory, of Illinois Industrial University; President Porter, of Yale College; Rev. Dr. Mayo, of Springfield Mass., and President Smith, of Dartmouth College. The energy and enthusiasm manifested at the forty-fifth annual meeting, last July, at North Adams, Mass., gave promise of a new lease of life to this New-England Association, and we expect to see at Providence the largest gathering of New-England educators which has ever assembled. With the steady advance of interest in the professional work of teaching in each of the New-England States, we shall be greatly disappointed if this interest does not make itself felt in this important convention at Providence.

THE Massachusetts Legislature has passed the "Boston School Committee Bill," and it will soon become the law of the city. It provides for the election of a school committee of *twenty-four members* in place of the present number, *one hundred and twenty-eight.* Although the number to be elected upon the board corresponds with the city wards (twenty-four), the nominations are to be made at large from the inhabitants of the city, without reference to ward limits, and are to be elected by a general vote of the electors of the whole city. The term of office is three years, and after the first election, eight members will be elected annually to fill vacancies occurring by the expiration of term of office. The powers of the board are: First, to supervise and direct the public schools of the city, exercising such powers and performing such duties in relation to the care and management of the schools as the selectmen and school committees of towns are now by law authorized to perform. Second, the school committee are to elect teachers and other school officers, fix their compensation, and may discharge them for cause. Third, the committee are to arrange the courses of study in schools, and determine such rules and regulations as may seem to them wise and necessary. Fourth, the committee shall elect a superintendent of schools and six supervisors, and the votes of a *majority* of the board shall be necessary to elect these officers, as well as the Head-masters of the Latin, Normal, and High Schools, the Masters of the Grammar Schools, or the directors of a special study or exercise.

It will be seen that even conservative Boston moves, and that a long stride has been taken by this proposed reconstruction of the present school board. Its size, method of election, general neglect of duty, and its inefficiency in the way of accomplishing direct and much-needed improvements in the school system of the city, have become crying evils, of which none were more fully aware than the members of the board themselves, as shown in their nearly unanimous adoption and recommendation of the present plan. The existing board has wanted coherency, unity, and responsibility. Among the many, the duties of each could be easily shifted upon others, and in the multitude of supervisors the schools have lacked and pined for supervision. The new plan places the responsible management of the schools in the hands of a few, it is to be hoped competent persons, to be selected not for services in the ward-room as politicians, but for their devotion to and acquaintance with the school-interests of the city. It is feared by some that the female element will not find its way back to the councils of the school board, but we fail to see why it may not, if fitness shall control in the election. The law certainly will not exclude women, for the only qualification which the bill makes is that the person eligible to the office shall be an inhabitant of the city. The feature which interests us most is that which relates to supervision. In this respect the plan is an excellent one, and well-nigh perfect. A superintendent of schools is to be elected, to hold office for two years. Under him are to be six supervisors, who with the superintendent are to devote their whole time to the matters connected with the administration of school affairs. The selection of fit men for these responsible positions will require a large degree of wisdom, but when the right men are found, they will certainly vitalize and energize, unify and systematize the school-work in such a manner as to produce the best results attainable in public schools. We are confident of one thing—that Boston has an able corps of teachers, and that the average of their ability and professional enthusiasm is equal to that of any city in the country. Under the new dispensation in Boston, which will be inaugurated in January, 1876, we shall look for better things in school control, supervision, and instruction.

Public Interest Wanted.

It is hard work dodging the *inevitable* in communities of men. We refuse to put the civil power in the hands of a select class, because it may be abused to the oppressing of the people. We put it in the hands of the people as sovereign, and the ignorant and misguided masses abuse it, to the defeating of the ends of their own liberty. We object to the delegating of official powers wholly to one class, because they will absorb all public business, and the people will relinquish it altogether, and become both ignorant and indifferent. Yet how much better is it, when by means of popular election and "rotation in office," we give the people a chance to keep themselves informed as to the real nature of public affairs, and alive to their own public necessities and duties?

Now, there are certain great interests that, however vital they may be to individuals or classes, are primarily and predominantly for the mass; they exist and operate for the commonwealth. Such are the great objects,—public order, popular education, and Christian morality. It is not possible for any individual or any class to be wholly unaffected by the condition of these interests in the community or State. Directly or indirectly, each man suffers when they are depressed, or prospers when they are properly in the ascendant. Somewhere they sooner or later touch us and ours, as such; and yet, sooner rather than later, everywhere rather than somewhere, they lay a direct hand on the very existence and well-being of the body politic.

Take simply the cause of popular education, with which we have chiefly to do. It doubtless touches most directly myself and my children as depending upon a public school system, for the elements of a practical education, and for that substantial foothold which secures us the power of self-education in the higher field. But these school systems are, after all, not instituted nor supported for our good as individuals, but for the good of the commonwealth as drawing its life and perpetuity from the public intelligence and virtue; they are simply for the conservation of the State. And that the relation between our schools and the State is thus vital, rapidly maturing events are showing more and more clearly. Public affairs have become more and more corrupt, involved, and ruinous, because the schools have not, as nurseries of public intelligence and virtue, kept pace with the rapid influx of population and the corresponding increase of ignorance and passion.

Now, it must be patent to any man of intelligence, that the public owes something special to what so especially concerns the common weal. They owe something more to the cause of popular education, than consists with the conception of a mere machine, only needing to be wound up and then be left to run; something more than can be included under the notion that it is somebody else's business, and will be well enough cared for without our concern or effort. The "we-are-only-passengers" feeling is altogether insufficient; it is worse, it is mischievous. Our schools, our school systems, our popular education, is suffering more from the popular apathy and neglect than from all other causes together.

There is no living and manifest public interest to stimulate pupils, inspire teachers, and arouse and energize school-officers. The latter are chosen, and these things are left to themselves,—to politics,—perhaps to ring machinations; and so ends the catechism. Business, politics, amusements,—all can find an absorbing attention from old and young; but education, nothing!

Now, it seems to us, that amidst all our other efforts, the one thing most needful is the arousing of the people to the duty of taking a personal interest in their schools. The few may carefully study and set forth the wants of the schools; the few may intelligently guide and assist the many; the few may act as efficient agents for the mass; but this is not all of the work. The few cannot come to be substitutes for the many, to the discharging of the latter from all duty; they cannot absorb all the interest, to the releasing of the latter from all concern, without sooner or later becoming themselves apathetic or unfaithful. Hence, no graver mistake is made by vigorous and earnest workers in that which concerns the public, than that of allowing the ignorance, the tardiness, or the indifference of the many to beguile them into an absorbing and undertaking of all the work. The work may for the time being be better done, but the body politic is confirmed in its apathy, and the future of the cause is more than periled.

Are we far from right, then, when we suggest that the best hope of improvement in our schools, and progress in the cause of popular education, lies not in what we as educators do directly for those objects, but rather in what may be done to make the people generally take a deeper personal interest in what concerns them,—in the choice of efficient officers; in the selection of qualified teachers; in the providing of good school accommodations; in the payment of just salaries; and in the visiting of schools and keeping a sharp oversight of their management? The people may delegate authority, but in doing this, they do not discharge themselves from all responsibility and duty. They must be made to feel this, if popular education is to be successful.

A LETTER from Berlin recently published, says that a book which will excite great interest in England, is about to be brought out in Berlin in a week or two, being a narrative of the Russian expedition to Khiva by Lieutenant Stumm, the Prussian officer who by permission of the Russian Government accompanied the Russian force into Turkestan. Some fragmentary reports by the same author have already been made public in the press, and read with interest. They were letters written at the express command of the German Crown Prince, and communicated by him to newspapers. The book now in the press, entitled "The Russian Expedition to Khiva," is a different work altogether, being a coherent and compendious account. In the first part of the book Lieutenant Stumm sketches the earlier expeditions against Khiva, and describes the preparations made by Russia for the campaign of 1873. In the second he reviews the Russian basis of operations in Central Asia This is said to be the most instructive portion of the book. The area embraced by the operations is described as being of the size of France, Germany, and Italy put together. The author gives an accurate account of the advance of the three columns starting respectively from the Caspian, the Caucasus, and Orenburg, and explains how they were directed each separately from St. Petersburg, the general staff retaining to a great measure the central conduct of the operations in its own hands. The statistical data are carefully selected from official sources. Appended to the volume are three new maps of Central Asia, drawn by the well-known geographer, Herr Kiepert, from the latest sources of information, and the valuable notes of Lieutenant Stumm himself. The maps are therefore fuller and more exact than any hitherto published. A special map shows the gradual spread of Russian rule in Central Asia and the approximation of the Russian frontier line to the border of British India.

The Proper Limits in Teaching Composition.

BY L. W. RUSSELL.

What and how much should be attempted in teaching composition in school, is a question requiring a somewhat definite answer before much success can be attained in carrying on this branch. The object, or objects, in view, should be clearly seen or what is done may be greatly amiss. With regard to how much progress may be reasonably expected, a little reflection will readily show us that the ability to compose, and express in the written form, cannot possibly be in advance of the intelligence of the writer and of his facility and correctness in thinking through the medium of his language. And as regards *what* should be attempted in exercising pupils in this department of common school education, we should evidently be guided by the same principles which we follow in teaching other branches: aiming, first, to make the work of practical value to the pupil; second, to make the exercise contribute, as far as it can consistently do so, to general culture. This is speaking in a general, way but we will be more definite.

We judge it to be within the province of well-balanced educational work, to enable the learner to express with facility and clearness in the written form whatever may be already familiar to the mind. In all occupations this is certainly desirable, in many indispensable. The scheme of education, then, which omits to make suitable provision for this important part of practical culture must be lamentably faulty. The pupil should be taught to write just those things which he is learning. At first there may be,—indeed, generally, there can be, but little *invention* about it. The forms of words, as well as the thought or the fact, may be taken from the teacher or the book. So, also, the mechanical arrangement upon paper must be suggested, supervised, and corrected, by the teacher. In the study of language proper, the work may, properly, in the beginning, take the form of writing a few sentences about familiar objects in answer to questions proposed by the teacher, this kind of work being gradually extended with the pupil's general development. With these first attempts to fix the learner's words upon paper should be introduced the use of such punctuation as can then be comprehended, no more. And here, it may be remarked in passing, no book which the writer has yet seen presents anything like a properly graded series of exercises for teaching the young learner the art of punctuation. Having learned facts in the school studies, as in Geography, Arithmetic, etc., the pupil should be exercised as frequently as once a week in writing the answers to one or more questions of a lesson, instead of the endless oral responses. By way of something more inventive in the evolution of language in the pupil, serving, too, other important purposes, let him tell what he has studied and learned during the week. So writing a principle in Arithmetic and illustrating the same by a wrought example is a legitimate and profitable composition exercise. while a written statement of an actual, or imaginary business transaction is still better. All this, and much more, is practicable, is legitimate common school work, and highly useful. The frequent use of the pen thus practiced, while it renders the proper arrangement of matter on paper easy and pleasant to the pupil, gives him confidence in his work upon more formal composition, to which there should be very gradual approaches.

When we come to inquire *how far* the work of composition is to be carried in school, we can only say, keep pace in this department with the pupil's general knowledge and linguistic development, but *never stop*. It is the opinion of the writer that language-exercises in the written form should be very early begun, frequently and systematically pursued, and continued throughout the entire school course. We cannot reasonably expect satisfactory results in this branch by an intermittent, or occasional practice in it, neither aided by system nor suggestive teaching. Little advance would be made in other studies by the same amount and kind of attention. What we may expect, however, as a result of a well-arranged plan, faithfully pursued, is, that ordinary pupils will attain a good degree of facility and accuracy in the written expression of such pieces of composition as relate to the common affairs of life, both in business relations, and friendly correspondence. Making fine composers of all is not only impossible, but should be thought of only as an incident to the general results. Some children, as they develop in knowledge, *will* write, teaching or no teaching, as the birds sing, because they cannot help it. The composition exercises will aid such as well as others, but they do not originate the capacity or the genius for writing. The true test of efficient teaching in this branch is not the few excellent pieces that may be displayed on exhibition days, but what the average boy or girl can do in expressing the common ranges of thought in a clear, systematic way.

It is not the writer's purpose in the present article, already too long, to make any attempt at showing "*the way*" or a way of arranging for and conducting exercises in the subject in hand; but as there seems to be a polite call through your columns for something of this kind, we may, in future numbers, try to contribute our "mite" to the general stock of information concerning this rather difficult work, which is so interesting to all grades of teachers.

Please allow me room, however, to commend an article on "*Composition Writing*," in No. 18 (May 1) of this journal, with which we heartily agree, in most part, especially when the writer says that "A good composition is the resultant of forces too numerous and variable to make it possible to reach all the components by one process."

THE article in the London *Quarterly Review* on National Education in the United States, contains some very healthy criticisms upon our American Schools and School systems. The writer has however written for English readers from an English stand-point, and in his comparisons of English with American education has placed the sunny-side of English Schools against the shady-side back-ground of the American Schools. In other words, the complaints of school-officers in their official reports are taken as the authoritative expression of the universal condition of education among the masses in America, and that which is exceptional and local is made general and all-pervading. The following is one of the references to the report of a Vermont school-officer, from which the inference may be drawn that what is possibly true in a school-district in that State is certainly true of the schools and teachers of the country. The writer says:—

"In our own country endowed free-schools have generally done more harm than good; they have been nests of indolence and vice. So has it also been in the States. 'It requires a good deal of nerve,' the Vermont Secretary writes, 'for a man to deny the daughter of his friend a certificate (as teacher), especially if the parent should chance to be a member of his parish, or on the list of his patients, or to be trading at his store.'

"This relates, it must be remembered, to old-settled and highly civilized Vermont, which has been called the 'Arcadia of the States.' Mr. C. M. Bliss, Superintendent of Public Schools for Woodford, in the same State, thus states his experience:—'I have lived in this town over fourteen years, and during that time I have seen no improvements in the schools. We employ teachers of a low grade. I have given certificates (as teachers) 'to girls who did not know so much of arithmetic as a boy of ten years old ought to'—in America this is very little indeed, as we have seen—'and who had about as much knowledge of the geography of their country as an Esquimaux Indian. As to grammar, they hardly knew what the word meant. But the question was—these or none'."
—*Report*, 1869; *Appendix*, *p*. 8.

Hence the teachers of America know as much about Arithmetic as ten-year-old boys, and have a knowledge of Geography equal to that of an Esquimaux Indian. We shall give a full review of this article in our next issue.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Completion of Bunker-Hill Monument.

SPEECH OF DANIEL WEBSTER, JUNE 17, 1843.

The Bunker Hill monument is finished. Here it stands. Fortunate in the natural eminence on which it is placed,—higher, infinitely higher, in its objects and purpose, — it rises over the land and over the sea; and visible, at their homes, to three hundred thousand of the people of Massachusetts, it stands, a memorial of the last, and a monitor to the present and all succeeding generations. I have spoken of the loftiness of its purpose. If it had been without any other design than the creation of a work of art, the granite of which it is composed would have slept in its native bed. It has a purpose, — and that purpose gives it its character. That purpose enrobes it with dignity and moral grandeur. That well-known purpose it is which causes us to look up to it with a a feeling of awe. It is itself the orator of this occasion. It is not from my lips, it could not be from any human lips that that strain of eloquence is this day to flow most competent to move and excite the vast multitudes around. The powerful speaker stands motionless before us. It is a plain shaft. It bears no inscriptions, fronting to the rising sun, from which the future antiquarian shall wipe the dust. Nor does the rising sun cause tones of music to issue from its summit. But at the rising of the sun, and at the setting of the sun, — in the blaze of noon-day, and beneath the milder effulgence of lunar light, — it looks, it speaks, it acts, to the full comprehension of every American mind, and the awakening of glowing enthusiasm in every American heart. Its silent, but awful, utterance; its deep pathos, as it brings to our contemplation the 17th of June, 1775, and the consequences which have resulted to us, to our country, and to the world, from the events of that day, and which we know must continue to rain influence on the destinies of mankind to the end of time, the elevation with which it raises us high above the ordinary feelings of life,—surpass all that the study of the closet, or even the inspiration of genius, can produce. To-day it speaks to us. Its future auditories will be the successive generations of men, as they rise up before it, and gather around it. Its speech will be of patriotism and courage; of civil and religious liberty; of free government; of the moral improvement and elevation of mankind; and of the immortal memory of those who, with heroic devotion, have sacrificed their lives for their country!

Talking Flowers.

BY M. B. C. SLADE.

TWELVE LITTLE GIRLS *personate the* FLOWERS; *a very small child and a larger girl, the* MOTHER *and* DAUGHTER; *a group of small boys and girls, the* MOSSES *and* FERNS. *Arrange in semi-circle,* DAHLIA *and* SUNFLOWER, *the two tallest, being central.* CONVOLVULUS *twines her arms around* DAHLIA. *Let each wear the flower she represents, if possible; if not, any other flowers or wreaths.* MOTHER *and* CHILD *stand a little way from the flowers. The* AIR *is "Nelly Bly."*

Child. (*Sings.*)—Mother dear, mother dear, see the flowers smile?
I wish I could their voices hear, come listen, now, awhile.
Sweet blossoms! dear blossoms! sing, O sing to me:
I'll hark to you, I'll list to you, to hear your melody!

Mother. (*Sings*)—Hush, my love; hush, my love; listen, darling, now:
When the winds the flowers move, they murmur soft and low.
Sweet blossoms, dear blossoms, sing, O sing to me!
I'll hark to you, I'll list to you, to hear your melody!

Flowers. (*Sing.*)—Gentle child, meek and mild, listening she stands,
Parted are her rosy lips, and clasped her lily hands.
"Sweet blossoms, dear blossoms, sing," she says, "to me!"
Now hark to us, now list to us, to hear our melody.

Tulip.—I am a Tulip, my dress is bright,
It glitters, like gold, in the morning light;
I know I am brilliant, and rare, and gay.
At first I was proud, until one day
I heard that I was not half so sweet
As plain little Mignonnette, down by my feet.

Mignonnette.—Beautiful Tulip, the Hand Divine
Makes me for sweetness, and you to shine.

Dahlia.—I am a Dahlia, with heart of gold.
The radiant hue of each purple fold
Of my dress is like velvet to deck a queen.
I'm the happiest Dahlia that ever was seen.
But more than my beauty, or pride, or power,
Love I this gentle Convolvulus flower,
That trustfully grasps my strong, high stem,
And decks my brow like a diadem!

Convol.—And I love you, for when I was young,
With feeble tendrils I faintly clung
To the sunflower bold, but she shook me aside;
Then you, dear Dahlia, support supplied.

Sunflower.—I did not mean to be rude that day;
I turned to the sun, and you stood in my way.

Sensitive Plant.—I am the little sensitive plant;
I would like to say more, but, indeed, I can't!

Blue Eye.—I am the meek, little Blue-eyed grass.
There are few who see me, as on they pass.
But I can look up with my pretty blue eye,
To the warm, kind sun, in the beautiful sky;
And I never am chilled when cold winds blow,
Because my dear home is so sheltered and low.
Blue-eye teaches, in accents mild,
Learn to be humble and lowly, sweet child.

Violet.—I am the Violet, and I dwell
Under the shade of the dear Heath-bell.
Early at dawning it rings, and rings,
To waken me, ere Chris-cradle sings.
I am happy, so happy all the day,
I love in my fragrant home to stay.
And I know that the sunny days of Spring
The children's love unto me will bring.

Gentian.—I am the Gentian, with fringe of blue,
I blossom when summer-time is through.
I know not whence the flowers all come,
But it seems to me the blue sky is my home.
When I bloom the winter draws nigh,
The loveliest flowers all fade and die;
And leaves are falling from vine and tree.
Does it make you sad? It is sad to me!

Columbine.—I am the Columbine, and I keep
Sweet honey-drops in my nectaries deep.
The humming-bird, and the busy bee,
Know what they find if they fly to me.
I teach this lesson, that free from sin,
You keep the cells of the soul, within,
That love's sweet blessing you may bestow
On those who about you come and go.

Buttercup.—I am the Buttercup, shining like gold;
With a smile for the young and a smile for the old.
I grow in the sun and I grow in the shade.
I'm the cheeriest blossom that ever was made.
When the little ones find me, they dance with delight,
And fill up their aprons with buttercups bright.
"Now who loves butter?" they shouting begin,
As they hold me up under each lily-white chin.

Sweet-Briar.—I am the Sweet-briar, and I grow
By the way-side hedge where the children go.
They search about, in my fragrant home,
They say, "It is time for the buds to come."

I keep quite still, till some gentle child
Parts the leaves with her fingers mild;
Then I send my breath of fragrance out,
And smile as I hear the happy shout,
"The roses have come! the roses are here!
We will carry them home to our mother dear."

Mosses and Ferns.—Little Mosses and Ferns are we,
We dwell in the forest, fresh and free.
We gratefully drink the gentle rain;
We smile when the sun shines out again;
And our fragrant thanks to the setting sun
We breathe when our happy day is done

All the flowers sing. AIR, "Song of the Flowers," *Merry Chimes*, p. 48.
Little child, an offering
Of our fragrant love we bring.
God has made us fair and bright
For your pleasure and delight.
From the garden, field, and wood,
Sing, O sing; the Lord is good.

Mother. (*Sings.*)—Little child, a flower art thou,
In the dear Lord's garden now.
Gentle dews of heavenly love
Fall upon thee from above.
Sing with flowers of field and wood,
Sing, oh sing the Lord is good.

Child.—Father, dear, who sends the flowers
In the field, the wood, the bowers,
Joyful notes of sweetest praise,
Unto Thee I gladly raise.
All.—Sing, as loving spirits should,
Sing, O sing; the Lord is good.

Welcome. (For Examination Day.)

BY M. B. C. SLADE.

Welcome, dear friends! Our doors are open wide
Like to some vineyard gates, where tender vines,
With odorous blossoms, climb on every side,
As higher yet each curling tendril twines,
And lifts the young leaves where the glad sun shines.

Welcome, dear friends! as though you entered now
Where miners, delving for some hidden ore,
Cease from thair labor for an hour, to show
Their jewels rare, or gems, or golden store;
Spreading their precious wealth your eyes before.

Welcome, dear friends! as though you came where stand,
Within a field, glad youths and maidens fair,
Singing, "Come see how we, with willing hand,
The golden grain bound up with youthful care
That shines in ripening rows of beauty there!"

For here, within these doors that open are,
Blossom for us the buds of Wisdom's vine;
Here Learning's grain-fields spread so wide, so far,
And here we seek the gems of Truth's deep mine;
And for our friends our treasures now shall shine.

We welcome you! for, as the sunbeam's play
Cheers the young vine with a sweet, silent call,
Wakes the glad harvest glow, the gem's pure ray,
So does your gladdening love upon us fall,
And bless our work. So, welcome, one and all!

Good-by. (On Examination Day.)

BY M. B. C. SLADE.

Mr. Superintendent,
My few remarks now hear:
On you we are dependent
For visits all the year.
To do us good you try. Receive our kind good-by.

Mr. School-Committee,
So welcome at our door,
Now is it not a pity
We should not see you more?
To come again please try. Receive our kind good-by.

Friend, or mother, or father,
Strange that our school-room, dear,
Cannot your faces gather
More than this once a year!
It makes us sadly sigh. Receive our kind good-by.

Scholars and loving teachers,
A happy term we've passed;
Yet joy lights up your features,—
Vacation's come at last!
For all, to all, say I—receive our kind good-by!

A Little Sermon, for a Little Boy.

BY M. B. C. SLADE.

I'm but a little fellow to stand up here and preach.
My sermon is to teachers, who little children teach;
Habakkuk: II, 2, my subject will contain.
"MAKE IT PLAIN": that is my text; *make it plain; make it plain.*
Firstly: Small boys and girls don't know very much;
When you teach a lesson, make it plain to such.
Secondly: I will illustrate, just as the preachers do,
By telling you an anecdote,—my hearers, it is true:
A very little girl in Sunday-school had learned
The story that Lot's wife to a pillar of salt was turned.
Now what a pillar was, the child she did not know,
And in her little mind she thought 'twas a pil*low!*
So she gravely asked one day (and it was not her fault),
If Lot's wife, in the resurrection, would rise *a bag of salt!*
Thirdly: If that child's teacher had shown what pillars were,
Don't you see it had been easy to make it plain to her?
Fourthly, and last, in closing, I'll give my text again:
Habakkuk II: 2,—*Make it plain; make it plain.*

MATHEMATICS.

We wish to thank our friends who have contributed to this department, and to solicit a continuation of their favors. Our space forbids the publishing of more than one solution of the same problem, except in special cases. We intend, however, to give credit to each person who sends a correct solution. If any fail to receive such credit, we desire to be reminded of it. A solution of Problem V., from "F. P., 2d," we omit, since it is the same as the one already published on page 161.—Ed.

Problems.

PROBLEM XXXIV.—Let a hare start from a point A to run in a straight line, AC; and let a dog, starting at the same instant from B, run always directly towards the hare, and exactly as fast as the hare, the angle BAC being acute. Where will the dog catch the hare, and what is the nature of his path? What must be the dog's velocity in order to catch the hare at the point C, AC being equal to BA? F. P.

PROBLEM XXXV.—Integrate

$$du = \cos^{-1}\left\{1 - \frac{x}{h}\right\} dx.$$

F. P.

PROBLEM XXXVI.—Suppose a right cone 4 ft. high, 1 ft. diameter at base, with density varying as the square of the distance from the axis. Where is the center of gravity? F. P

PROBLEM XXXVII.—What would be the length of a seconds pendulum on Mars? F. P.

PROBLEM XXXVIII.—Required the maximum rectangular parallelopipedon which can be inscribed in a given ellipsoid of revolution. F. P.

PROBLEM XXXIX.—A certain quantity of water being given, it is required to find the relation between the radius of the base and the altitude of a cylindrical vessel, open at the top, which shall just hold the water and have its interior surface a minimum. F. P.

PROBLEM XL.—An urn contains an infinite number of balls, some of which are white, and the rest black. Suppose that m white balls and n black balls have been drawn and not replaced; what is the probability that the next $p+q$ drawings will give p white balls and q black balls? A. B. E.

Solutions.

PROBLEM VIII.—Volume of water $= v$.

$v = \pi 3^2 4 + 6^3 \times .5236 = 1130.976$ cubic inches.

Area of base of the cylinder $= a = \pi r^2 = \pi\, 144$.

$= 452.39$ cu. in.

Required depth of water in the cylinder $= d$.

$d = \frac{v}{a} = 2.5$ in., the required depth. F. P.

PROBLEM IX.—Let $y =$ cost per lb. in cts.

$x = \frac{1}{2}$ the number of lbs.

Then $1.5\,xy + .65x = 2 \times 1.4 \times xy$. $1.3y = .65$. $y = .50$.

The cost was 50 cts per lb. J. M. L., E. H. C., F. P.

PROBLEM XI.—Let $x =$ quarterly rent.

$r = .025 =$ int. on one doll. for 3 mos.

$n =$ the No. of quarters in the time $= 20$.

Then by the algebraic method for annuities and all periodical payments,

$$x\,\frac{(1+r)^n - 1}{r} = 1800. \qquad x = \frac{1800 \times .025}{(1.025)^{20} - 1}.$$

From this, quarterly rent, $x = \$70.46$. F. P.

PROBLEM XII.—1. To begin with, the man had in his purse \$90. He took out \$80 to buy the horse, and put back \$100, when he sold him; so there was finally \$110 in the purse, or \$20 more than at first; ∴ the man made \$20. 2. It may seem that, when he sold the horse for \$90, and bought him again for \$80, he made \$10; but in truth he did not make a cent, unless he could sell the horse again for more than \$80; and just as much more than \$80 as he could get, so much did he make, viz.: \$20. (Either (1) or (2) is a proof; both together complete.) F. P.

[The man had a horse to begin with, and not \$90.—Ed.]

PROBLEM XIV.—Let $A =$ rolling circle, $B =$ fixed circle.

$NB =$ the diameter of the rolling circle which is perpendicular to the fixed circle.

When the first circle, A, has rolled $\frac{1}{4}$ of the way round the other, B, the diameter, NB, will have a position parellel to its original direction—*i. e.*, circle A has made $\frac{1}{2}$ of a revolution about its axis in going $\frac{1}{4}$ of the way round B. ∴ A will revolve twice in going round B once.

PROBLEM XV.—Let $x =$ one side of the field.

$y =$ the other.

$n =$ the perpendicular.

(1) $xy = a =$ No. of sq. rods in one acre.

Also $x : n = \sqrt{x^2+y^2} : y$. $\quad n = \frac{xy}{\sqrt{x^2+y^2}} = y - x$. (2)

From (1) $y = \frac{a}{x}$; putting this in (2) and reducing, we have—

$$x^8 - 2ax^5 + a^2x^4 - 2a^3x^2 + a^4 = 0.$$

If in this equation we substitute the value of a, we can find x by Horner's method, viz.:—$x = 9.2+$; $y = 17.4+$, both being in rods. F. P.

PROBLEM XVI.—Pass a plane, BO, through the edge and axis of the wedge, $ACBO$. Consider any section parallel to this plane. Let $z =$ the height of it, parallel to the axis, h.

Also let $2x =$ the length of the section, it being parallel to the edge of the wedge.

$R =$ radius of the base.

$y =$ distance of this section from the plane, BO.

Then we have $\quad x = \sqrt{R^2 - y^2}$, and $z = \frac{h(R-y)}{R}$.

The section being a rectangle, we have—

Area of section $= 2xz = \frac{2h}{R}(R-y)\sqrt{R^2-y^2}$.

$$\text{Volume} = \frac{4h}{R}\int_0^R \left(R\,(R^2-y^2)^{1/2}\,dy - y\,(R^2-y^2)^{1/2}\,dy.\right)$$

$$V = \frac{4h}{R}\left\{\left[\frac{Ry}{2}(R^2-y^2)^{1/2} + \frac{R^3}{2}\sin^{-1}\frac{y}{R} + \frac{(R^2-y^2)^{1/2}}{3}\right]_0^R\right\}$$

When $\quad y = 0, \quad v = \frac{4}{3}hR^2$

" $\quad y = R, \quad v = \pi h R^2$.

$\therefore V = \pi h R^2 - \frac{4}{3}hR^2 = 1.80826 + hR^2$, *Ans.* F. P.

PROBLEM XVII.—Let $C =$ required contents. Suppose each cylinder to be cut off at each end by the tangent plane of the other cylinder, which is perpendicular to its own axis. The part either of these limited cylinders, which is outside of the other, consists of 4 exactly equal and similar parts. Consider one of these parts, P, the base of which is $\frac{1}{2}$ the circular section of one cylinder; the upright surface, part of the surface of the same cylinder; and the third face, part of the surface of the other cylinder. Take the center of the diameter, AB, of the section of which the base is $\frac{1}{2}$, as the origin; take a section plane perpendicular to the plane of the base, and parallel to the diameter, AB.

Let $y =$ the distance of the section plate from AB.

$x =$ upright dimension of the section perpen. to the base.

$z =$ the dimension parallel to AB.

$R =$ radius of cylinder.

Then $\quad z = \sqrt{R^2-y^2}. \quad x = R - \sqrt{R^2-y^2}$.

Area of section $= xz = R\sqrt{R^2-y^2} - (R^2-y^2)$.

$$\therefore \text{Volume of } P = V = \int_0^R R\,(\sqrt{R^2-y^2}\,dy - (R^2-y^2)\,dy).$$

$$V = \left[\left(\frac{Ry}{2}(R^2-y^2)^{1/2} + \frac{R^3}{2}\sin^{-1}\frac{y}{R} - R^2y + \frac{y^3}{3}\right)\right]_0^R$$

$$y = 0, \quad V = 0; \quad y = R, \quad V = \frac{\pi R_8}{4} - \frac{2}{3}R^3 = .1187R^3.$$

Now $\quad C =$ contents of one cylinder $- 4V$.

$C = 6.28318R^2 - .475R^3 = 5.808R^3$.—*Ans.* F. P.

PROBLEM XXVI we may solve as follows, if the pourings are to be reckoned singly instead of in pairs: If we begin with a in each cask and invert the process, taking from each cask $\frac{1}{2}$ of its contents, the cask which contains the larger quantity after each pouring will have—

$$\frac{3a}{2}, \quad \frac{5a}{4}, \quad \frac{11a}{8}, \quad \frac{21a}{16}, \text{ \&c.}$$

The nth term of this series $(= N)$, and $2a - N$ will be the required contents. We have—

$$N = \frac{a}{2^n}\left(2^{n+1} - 2^n + 2^{n-1} \ldots 2^2(-1)^n + 2(-1)^n - (-1)^n\right)$$

This series has $n+2$ terms, the signs alternately $+$ and $-$, the last term being $+1$ or -1, as n is odd or even. Summing the series, we have—

$$N = \frac{a}{3 \times 2^n}\left(2^{n+2} - (-1)^n\right)$$

$$2a - N = \frac{a}{3 \times 2^n}\left(2^{n+1} + (-1)^n\right)$$

E. H. C.

PROBLEM XV.—Let $x =$ the shorter of the two sides, and $y =$ their difference. The two expressions for the area will then be, $x^2 + xy = a$ (1). $y\sqrt{2x^2+2xy+y^2} = a$ (2). Dividing (2) by y, squaring and combining with twice (1), we have $y^4 + ay^2 = a^2$, from which we find y, and, by sustituting in (1), we find x. The sides are 152.09 ft., 286.41 ft. E. H. C.

PROBLEM XXIII.—The fallacy consists in giving x a special value in a part of the numerator, and retaining it with its general value in the subsequent reduction. F. P., E. H. C.

We have received two answers to the "Five and five" puzzle (p. 165), but neither of the authors seems to have much confidence in the correctness of his answer. A. E. H. gives us:—

"Putting A before 5 and 5 (X), we have Ax. Placing A before and after 55 (LV), we have *Alva*, referring probably to the cruel Duke of Alva."

J. D. F. gives: "To five" V "and five" V "and fifty-five" LV or Γ ∢ "the first of letters add" A, "It is a thing" WAR "that killed a king, And made a wise man mad."

The R is obtained by moving the ∢ up to the Γ, as we cannot show with type.

STATE DEPARTMENTS.

Maine.

Castine.—The catalogue of the Eastern Normal School at Castine for the year ending May 20th, 1875, shows that the number of pupils for the fall term was 121; for the winter term 58; for the spring term 157. The school has continued under the charge of G. T. Fletcher, A.M., a teacher of long and varied experience, who shows himself admirably fitted for the position. He is assisted by Miss Helen B. Coffin, Miss Mary E. Hughes, Miss Eliza C. Lufkin, and Messrs. F. W. Conrad and J. W. Dresser. At first there was much doubt respecting the locating of this school at Castine, but the people of that place took so deep an interest in the success of the school, and Mr. Fletcher has proved so able an instructor, that since September 7, 1867, when the school begun with thirteen pupils, it registered six hundred different scholars during the first six years of its existence, and is to-day more flourishing than ever. The school year consists of two terms of twenty weeks each. The next term begins August 17, 1875.

Farmington.—The commencement exercises of the Normal School at Farmington will be held about the 1st of July. The graduating class this term is small. In connection with the Normal there is a model school, consisting of the youngest classes of children, and graduates during the last term of their school-life are made to take occasional classes of these young scholars and practice upon them the theories that have been studied, and during the closing examination the graduates have to give public exhibitions of their proficiency as teachers, through the aid of these young scholars.

Lewiston.—The common council has passed an order directing the committee on school and school-houses to cause the school-house on Bridge street to be moved to the lot owned by the city at the corner of Bridge and Jones streets, and to have the same fitted and finished; also to have school-house on College road repaired and furnished; also that the school-house lots on Sabattus and Lisbon roads be fenced; to enlarge school-house on upper Lincoln street by raising the roof and adding a story, or by raising the present house and putting under a story, and to finish and furnish the same ready for occupancy, and to make any other incidental repairs that may be needed. The whole cost of these improvements is estimated at \$2,000.

Cape Elizabeth.—The new town house, recently erected at Cape Elizabeth, is a handsome brick edifice two stories high. The style of architecture is Gothic, and the site on which it is built commands a fine view of the city and harbor. On the lower floor are the offices of the selectmen, and a spacious hall. Above are the rooms used for the Cape Elizabeth High School, which are very commodious, cheerful, well ventilated, and well furnished. The chairs and desks are of cherry and chestnut. Although the High School has been in operation but a short time comparatively, it has been attended with great success, and is destined to accomplish a grand work in the educational interests of Cape Elizabeth. A philosophic apparatus has been purchased for the High School at a cost of \$200, a portion of the amount having been paid by the proceeds of spelling-matches. The selectmen have appropriated \$600 for this school.

Boothbay.—The contract for the graded school-house at Boothbay, to be erected this season at the harbor, has been awarded to J. P. Baker and W. L. Dolloff, of Boothbay, for the sum of \$4,147, exclusive of furniture.

Eastport is undergoing a transformation: putting her High and Grammar schools into one, with a male principal and three female assistants. That begins to look like business. No place in Maine is so well situated to have splendid schools as Eastport. With earnest teachers and good superintendence, no place in the county can compete with her successfully.

Lubec has made a record the past year of which any town might well be proud, and the present committee seem determined to keep on. That is right; build a good school-building, grade your schools carefully, work with an object in view, and see if the example don't bring up towns all around you.

Androscoggin.—On the first of April, 1874, there were 14,242 children of the school age in Androscoggin county, 6,279 of whom were in Lewiston, and 2,266 in Auburn. The number registered as attending school at least four weeks during the year was 9,257. The average length of schools maintained during the year was 21½ weeks. Excluding Lewiston, Auburn, and Lisbon, which have abolished the district system of maintaining schools, and there are 112 districts in the county; 240 schools were maintained, all the teachers but 10 in Summer and 90 in Winter, being women. Wages of teachers, *exclusive of board*, males \$11, and females \$4.39.

Fryeburg.—The Spring term of the Academy closed on Tuesday, after a most prosperous and successful term. Under the excellent management of Mr. Wilson, and Miss Sewell, his able assistant the past term, the school takes rank among the very best in the State. What is greatly needed is that the friends of the Acad-

emy should take hold and richly endow it and put it on a solid financial basis.

— The Washington County Agricultural Society offers the following premiums, which are worthy the attention of teachers and pupils: Best specimen of *free-hand* drawing and design $2.00; Second best, $1.50; Third best, $1.00.

— Mr. George B. Wheeler, from Kennebunkport, is to take charge of the Dennysville High school.

— Mr. Charles a Merrill has accepted the Machias High school for another year.

— The classes of '72, '73, and '74 of Westbrook Seminary will have a reunion the next Commencement.

— Bates College Commencement week will open Sunday June 27.

— The *Journal* says that in one school in Auburn 28 children have taken the measles.

— Hersey has voted to raise $100 for a free High school to begin September 1st.

— The annual exhibition of Wilton Academy took place Tuesday evening, before a very attentive audience, and the exercises were very interesting.

— The Commencement exercises at Kent's Hill Seminary and the Wesleyan Female College takes place June 1st, 2d, and 3d. The exercises will be of more than usual interest.

New Hampshire.

Will the Principals of the various academical and higher schools in the State kindly see that full reports of their anniversary exercises, lists of graduates, etc., at the close of the present term, are promptly sent to the editor of this column?

NASHUA. — The pupils of one of the Grammar schools are awarded two marks for every error discovered in the *Telegraph*. A good idea, and the *Telegraph* can stand the test better than many of our papers. . . . T. W. H. Hussey, for some years principal of the High School, has resigned. Rev. Mr. Kelsey, of Hollis, fills out the unexpired term. Mr. Hussey has won the reputation of being a faithful and thorough-going teacher; we hope he too hasn't got the missionary fever that has carried so many others of our best men down among the heathen of Massachusetts and elsewhere. . . . The fine laboratory in the Spring street school house has been thoroughly fitted up, at an expense of $1,000, and was dedicated on the 19th by chemical tests, by Professor Hussey and 25 earnest High school students. Various salts were analyzed, and their names, hitherto unknown to the class, were correctly ascertained by the students from an examination of their elements. So interesting were the experiments that the class voted to extend the time by remaining half an hour after school each day. This is the sort of work that our schools are everywhere perishing for—and we shall be glad to receive accounts of similar scientific work all over the State. Will not some *student* send us monthly abstracts of their doings?

HOLLIS, it is suggested, should celebrate the 17th of June in a manner of worthy her record. Between seventy and eighty of her sons were in the battle of Bunker Hill, and her loss—eight men killed and six wounded—was greater than any other town in New England. The commission of Captain Prescott, of the town, still in existence, is signed by Joseph Warren.

PORTSMOUTH. — Miss A. C. Morgan, principal of the Young Ladies' Seminary, has completed arrangements for keeping the school open during the Summer for such pupils as may desire to avail themselves of our seaside attractions, and at the same time pursue their studies. Frequent excursions to the beaches, picnics, and other amusements, are to be features of the season. . . . Now that people have been learning to spell, how would it do to have a few reading matches?—*Portsmouth Gazette.*

MERIDEN.—A correspondent of the *Congregationalist* corrects the paragraph quoted in this column, a few weeks ago, to the effect that the English department of that institution is to be given up. He says, however, that it will be "mainly a college-fitting school." The Academy "has already started on their course not less than ten foreign missionaries, and many more in the home field; more than three hundred ministers of various denominations; four presidents and several founders of colleges, and sent out more than seven thousand into the various professions and callings of life."

NORTH WARE.—Clinton Grove Seminary closed at the middle of the spring term on account of the withdrawal of the principal to the High School in Goffstown. This is the largest if not the only Friends' school in the State, and has some sterling men as backers. The late principal sent out thorough scholars, and has shown what the school might do if it only had the financial resources that it hopes before long to obtain.

LITTLETON, it is said, is the leading town in the country in the manufacture of stereoscopic views. More than 350,000 are made and sold annually to wholesale and retail dealers in all parts of the country. There are two firms engaged in the business, Kilburn Brothers, and Frank G. Weller. There are no better artists than these in the country, and no better views in the world. They have given the photographic art years of study, and carried it to its finest point.—*Cor. Statesman.*

PERSONAL.—Mr. Brackett, principal of the Keene High School, leaves at the close of the present term to take charge of the Scientific department at St. Johnsbury Academy, Vermont. Perhaps no school in the State has done better work in the matter of science than Keene High School under Mr. Brackett's care. St. Johnsbury has evidently put the right man into the right place. Professor Brackett will yet be heard from in his chosen line of study.

— Cora F. Nichols, of Manchester, goes to Quincy, Mass., at an increased salary.

— A beautiful flag, costing $125, has been presented to the Manchester High School Cadets.

Vermont.

LUDLOW.—Black River Academy closed its forty-first year week before last, with examinations, continuing during three days. One hundred and sixty students have been in attendance during the spring term. The examinations proved that this institution maintains its place among the best schools in New England. Five teachers have been employed during the year.

ST. JOHNSBURY.—Mr. S. H. Brackett, a graduate of Harvard College, and for seven years past principal of the Keene (N. H.) High School, has been chosen teacher of Natural Sciences in the St. Johnsbury Academy. Mr. Brackett's enthusiasm in this department of school work, as well as his long and successful experience make him unusually well fitted for the position.

The students of the academy are doing some profitable out-of-door work, especially in their researches in Geology and Botany. Last Saturday they chartered a train on the Vermont Division of the Portland and Ogdensburg railroad, and went out twenty-five miles, examining here and there rock cuttings of this new railway and obtaining not a few valuable specimens. Additions to cabinet and apparatus are frequently made by appropriations from the trustees, and the school is now offering excellent facilities for the study of the elements of every branch of Natural Science.

— The closing exercises of the Northfield graded school occurred on Friday evening, and consisted of orations by the graduating class, and an address by Edward Conant, and music.

Massachusetts.

Worcester County Teachers' Association.

ORDER OF EXERCISES of the Eighteenth Annual Meeting, to be held at Grafton, June 4th and 5th, 1875.

Friday — 10:00 A. M.—Introductory Exercises. 10:30—Paper: The Teacher's Vocation; by C. C. Woodman, Lodge Street School, Worcester. 11:00—Discussion. 2:00 P. M.—Paper: Geography in our Common Schools; by A. E. Ford, Clinton High School. 2:00—Discussion. 3:00—Paper: The Teacher Out of School; by Myra B. Richardson, Fitchburg. 3:30 — Discussion. 4:00 — An Exercise in Pronunciation; by Edwin Emery, High School, Whitinsville. 7:30 — Lecture: Morals, Manners, Habits; by Joshua Bates, Brimmer School, Boston.

Saturday.—9:00 A. M.—Election of Officers. 9:15—Paper: School Supervisio in our Smaller Towns; by J. E. Day, Supt. Pub. Schools, Westboro'. 9:45—Discussion. 10:15—A Talk on Reading in School; by E. H. Russell, State Normal School, Worcester.

The following subjects are proposed for discussion, as opportunity may offer: "How Much Arithmetic ought we to teach in our Grammar Schools?" "Should Teachers be Members of the School Board?" "Honor Among Scholars."

E. S. Nason, of Worcester, will be present, and illustrate his method of teaching music.

All interested in the welfare of our schools are cordially invited to attend, and take part in the discussions School committees *especially* are invited. It is expected that the railroads will make the usual reductions. The citizens of Grafton kindly offer free entertainment.

VASHTI E. HAPGOOD, *Secretary.* ALBERT WARREN, *President.*

Hampden County Teachers' Convention.

About 300 teachers, including quite a number of the Westfield normal scholars, gathered at the High-School hall, Springfield. About five-sixths of the assembly were ladies. After the opening exercises the first topic, "To what extent and in what way should history be taught in our public schools?" was opened by Superintendent A. P. Stone, who claimed that history should be introduced earlier, both by oral introduction and text-books, the object of the study being, not to give the pupil a mass of information, but to teach him how to study and acquire a taste for historical reading. Principal E. Brookings advocated a more general use of maps in this study, poems, travels, and all other writings that have a bearing on the study. James Tufts, of Monson, the jolly old pedagogue of the assembly, spoke briefly on the subject. The next topic, "What are the duties of teachers to their scholars, to the public, and to each other?" was opened by E. A. Hubbard, of Fitchburg, formerly superintendent of the public schools in Springfield, who dwelt upon the idea that teachers should endeavor to recognize and provide for the individual characteristics of their scholars. Principal W. W. Colburn, of the high school, spoke mainly of the teachers' duties to their schools, claiming that they should know the surroundings and prospects of their scholars, that they may adapt their teachings to their needs. Prof. G. A. Walton, of Westfield, read an essay, the principle of which was that teachers should freely exchange experiences and thoughts, by means of institutes, newspapers, and educational journals.

The afternoon session was opened with an essay by President J. W. Dickinson, of the Westfield Normal School, upon the topic, "What should be the ultimate ends of school discipline, and by what means are these ends best attained?" The paper defined discipline as the condition of mind known as culture or self-government, which is the ultimate object of all education. School government may be productive only of good order, or may conduct the pupil to the routine acquisition of facts, but either of these attainments falls short of the true object of discipline and education. To secure this the teacher must be well prepared for his work, provided with improved appliances, and assisted by the coöperation of parents. The general discussion of the subject was participated in by Charles Hammond of Monson, Rev. Wm. Rice, A. E. Gibbs of Westfield, James Tufts of Monson, and A. P. Stone. M. C. Stebbins opened the next topic, "Are the influences now operating upon teachers in our public schools such as tend to raise the character of the profession?" and spoke of the limitations which teachers are obliged to submit to by those above them. He said that, in his opinion, the principal of a school should have a voice in selecting his assistants and text-books, and that he should have the power to promote or discipline according to his judgment. The topic was further discussed by H. B. Richardson and E. F. Foster of Springfield, who thought that the readiness of the people to support the schools and supply appurtenances, the progress of science, and the multiplicity of books, were influences fraught with good to the school system and the profession of teacher. T. W. Bicknell added a few words on the beneficial influence of the homes of the present day, the press, school boards, and normal schools. The session was closed by the unanimous adoption of a resolution offered by A. P. Stone, expressing satisfaction at the consolidation of the educational periodicals, and commending the NEW-ENGLAND JOURNAL OF EDUCATION.

The principal feature of the evening session at the First church was the essay by J. D. Philbrick upon the vital subject, "How to make common school education practical." This paper was followed by remarks by T. W. Bicknell, who gave his observation of the schools at Athens, and Rev. Washington Gladden, who thought that there was danger of the schools falling into routine from excess of mechanism in goverment.

The closing session was held at the High-School hall, Saturday morning, the only topic for discussion being, "What are the ends to be secured in keeping a school record, and what items should be included in it?" discussed by L. H. Marvell of Holyoke, H. H. Phillips of Wilbraham, S. F. Chester of Springfield, and J. H. Haldeman of Westfield.

The Greenfield Convention.

The second annual convention of the teachers' association of Franklin and Hampshire counties, at Greenfield, opened with a large attendance at the hall of the High School building, yesterday, 25th inst. A. J. Sanborn presided, and the first essay, by Principal E. J. Ruddock, of the Greenfield High School, was on the use of text-books. He particularly urged the importance of direct influence from the teacher, rather than from the text-book, and he would never allow teacher or pupil the use of the text-book in the recitation room. The discussion on the best methods of conducting recitations was participated in by Rev. J. T. Sunderland, of Northfield; W. B. Harding, of the Hatfield Academy; and Principal S. D. Childs, of the Shelburne Falls High School. Mr. Sunderland, in opening his remarks, named four objects of a recitation: first, to enable teachers to explain the lesson intelligently; second, to insure proper study on the part of the pupil; third, to cultivate the power of expression; fourth, to create in the pupil an enthusiasm for his studies. Mr. Harding spoke of the importance of varying one's method of conducting recitations. The classes should be led along step by step to the hardest processes, that every detail might be made clear. The teacher must have the closest attention of every pupil to the end of the recitation, and must in every respect get very near to the pupil. Mr. Charles spoke strongly in favor of object-teaching, and would have every recitation thoroughly illustrated. He would have the legislature grant $500 to every High School for apparatus. Miss C. A. Bates, of the Greenfield Grammar School, displayed the proficiency of her class in History, giving an exercise with blackboard illustrations.

This closed the morning session, and Superintendent H. L. Edwards, of Northampton, opened the afternoon exercises with a capital address on the "Requisites to successful teaching." Among the requisites external to the teacher are liberal appropriations, proper supervision, parental and family sympathy and co-operation with the teacher; but chiefly the teacher's agency. After some class exercise in Music, under the direction of Q. L. Dickinson, of Easthampton, Rev. J. F. Moors followed, in his usual forcible style, in a discussion on town and district systems of schools contrasted. He urged the immense superiority of the town system over that of the district, and deplored the fact that Franklin county was the only county that had loudly resisted the change. H. K. Sanderson of Amherst, and Rev. W. S. Kimball of Greenfield, followed in a similar strain.

In the evening was an address by Prof. J. H. Seelye, of Amherst, on the importance of cultivating attention in schools, and the way to do it, and its general effect in mental discipline.

On Saturday the convention re-elected the present officers, and attended to a class exercise in Drawing, another in Music, a lecture by Professor Hitchcock, of Amherst, and an interesting discussion on questions proposed by the members, and adjourned

after a most profitable and interesting series of meetings. The teachers of the river counties may well be proud of their success, not only in their home work, but in their public gatherings; and their associates in the other counties of Massachusetts may look well to their laurels that they bear them with honor. The younger conventions are full of zeal and energy.

BOSTON.—*The Anderson School of Natural History* will not be opened this Summer, for want of funds for its support. The original endowment is insufficient to keep the school in operation, and the teachers and professors cannot be expected to give their time and services without remuneration. We hope a liberal endowment will be made to establish this school on a permanent foundation.

The busts of John G. Whittier and Professor Agassiz, by Preston Powers, have just arrived at Boston from Florence, and are represented as faithful and characteristic in portraiture, and remarkable for elaborate and delicate mechanical execution.

At the English High School prize declamations, Saturday, at Tremont Temple, the number of contestants was fourteen, and the prizes were awarded as follows: First prizes, E. C. Wilde and F. Getchell; second prizes, E. O. Rockwood and E. C. Miller; third prizes, F. H. Lane and F. S. Allen. W. T. Miller would have received the first second prize had he not taken a second prize last year. According to the rule, one boy cannot receive two prizes of the same class. The recitation of N. T. Kaneo, of Japan, was admirable, and worthy of special commendation.

Dr. Henry Stephen Cutler, the well-known organist of New York, proposes to remove to Boston and devote himself to teaching.

Drawing. — The Public School Teachers of the city, numbering 450, met on Wednesday, May 19, at the call of the Drawing Committee of Boston, in the Girls' High School, Newton street. Examinations were given in Free-Hand, one hour; Model Drawing, one hour; Memory, one-half hour. *Examiner* — Prof. Walter Smith, General Supervisor of the Boston Public Schools. The examination was continued to Wednesday, May 22d, and will be concluded Saturday, May 29th, in other departments. About two-thirds of the whole number of teachers (1,000) and more, now hold certificates of ability to teach Drawing according to the requirements of the Drawing Course.

THE programme of the annual meeting of the Norfolk County Teachers' Association is on hand too late for insertion in this issue. The lectures, papers, and discussions give promise of a excellent meeting at East Weymouth next Friday and Saturday, June 4 aud 5. Let as many as can be present to enjoy the occasion. Programmes will be sent to all the towns in the county.

Rhode Island.

A TEACHERS' INSTITUTE will be held on Friday and Saturday, June 4th and 5th, at the Baptist church in Pascoag. The Institute will be under the direction of Commissioner Stockwell, assisted by Prof. S. S. Greene, of Brown University; William A. Mowry, of English and Classical School, Providence; B. W. Hood, Director of Music in the Providence Schools; O. B. Grant, principal Federal Street Grammar School, and others.

Exercises will consist of addresses, discussions, and teaching-exercises. Among the topics to be considered are: School Management, Language, Arithmetic, Geography, History, Music, Reading, and Spelling.

Pascoag, the present northern terminus of the Providence and Springfield railroad, proffers a hearty welcome to all who shall attend. Free return tickets will be given over said road to all in attendance upon the Institute. A cordial invitation is extended to *all* to be present. Numbers beget enthusiasm: enthusiasm ensures success.

PAWTUCKET.—An adjourned meeting of the school committee was held on Thursday afternoon at the office of P. E. Tillinghast, Esq. The new committee were organized by the election of Rev. G. Bullen, chairman, and Edwin Clapp, secretary. The following were appointed the standing committees: *On School Property* — George H. Fuller, Preserved W. Arnold, Edwin Jenckes; *On Qualifications for High School and promotions in other schools*— Andrew Jenckes, Rev. G. Bullen, Francis Pratt; *On Books* — Andrew Jenckes, Pardon E. Tillinghast, Rev. G. Bullen; *On Qualifications of Teachers*—Andrew Jenckes, Francis Pratt, Edwin Clapp; *On Finance*—Pardon E. Tillinghast, Rev. G. Bullen.

Voted, That the superintendent be required to make a written report to the committee at the end of each school term, as to the condition and wants of the schools, with such suggestions and recommendations as he may see fit to make.

EAST PROVIDENCE.—Miss Dora Appleton succeeds Miss Emma F. Sutton in District No. 2, Rumford.

NORTH SMITHFIELD.—Miss E. F. Winsor has taken the school in District No. 8.

LINCOLN. — The recent district election at Ashton having resulted in the choice of a new trustee, a new corps of teachers have been selected for the schools. Miss Desire Aldrich has been placed in charge of the Grammar School, while Miss Ballou and Miss Lydia C. Sprague have been put into the Primary School.

WARREN. — Mr. Oliver S. Pease has been appointed to the principalship of the High School.

Connecticut.

COUNTY TEACHERS' ASSOCIATIONS.—Having enjoyed, during the past week, the pleasure of being present at the twenty-eighth annual session of the Hampden County Teachers' Association in Massachusetts, a fresh impression of its usefulness impels our pen to write a paragraph relating to the value of this institution.

In the year 1847 this association began its existence in great weakness. It comprised at the outset a few teachers from several of the large towns, who felt the need of mutual coöperation. During several years they met semi-annually in the several principal towns of the county, bearing the expenses by personal assessment of the members. Subsequently the State made an appropriation of fifty dollars to defray expenses of meetings to all counties of the State in which two sessions should be held annually. After a time only one meeting each year was required by law, in order to secure the appropriation.

Massachusetts has had her normal schools, teachers' institutes, etc., as valuable auxiliaries in her educational work, to which large credit is due. But county teachers' associations must not be regarded as an insignificant agency in the work that has been accomplished since the day of Horace Mann. The truly solid foundation on which the public school system rests, up and down the valley of the Connecticut and along the Berkshire hills, is due in no small degree to the interest awakened and kept alive in the minds of teachers and friends of education, by the meetings in which principles and methods have been discussed.

This is an educational institution of which little is known in our State. Its utility, as an aid in promoting thorough instruction and in creating a higher estimate of a general diffusion of knowledge, has never been appreciated because its influence has not been felt.

The State Teachers' Association has held its annual meetings quite regularly, and it has doubtless been instrumental in awakening greater zeal in the minds of many teachers, as they have returned from each meeting to their work. But in a large assembly of teachers from various sections of the State, few have a personal acquaintance with any considerable number of those belonging to it, and but a limited number can participate in its exercises. Still, the inspiration of large numbers of persons engaged in the same duties rarely fails of producing good results. Much valuable information will nearly always be received from well-prepared lectures and racy discussions. The talents and experience of persons gathered from the extensive territory of a State must, as a matter of course, exercise an elevating influence upon those in attendance, strangers though they may be to each other,

But the county association has an advantage which that of a State has in a less degree, because of the more intimate acquaintance and mutual interest soon found in the former, which cannot exist to any great extent in the latter. Local questions may receive more familiar treatment, and stronger sympathy will naturally exist between those living in the vicinity, having a similar experience.

Moreover they fill a place to which town and neighborhood associations are not adequate on account of the limited means of the latter to keep up an interest, although these are at times very valuable and efficient in their influence. County teachers' associations must be, and cannot fail to be recognized as important links in the educational chain, by those who take note of the progress of the work of instruction and the agencies at work in promoting it.

NEW BRITAIN.—Prof. D. N. Camp wlll be remembered by multitudes of former pupils of the Connecticut State Normal School, as the genial principal of that institution in its early days, in which he performed an excellent service. From a circular recently received we are pleased to learn that he has just completed a very successful work of five years in the education of young ladies, at his institution located at New Britain. We commend this school to the attention of any looking for a safe and thorough school for their daughters.

Prof. I. N. Carleton, principal of the State Normal School, is to represent this State at the National Educational Meeting, to be held at Minneapolis, on the first Tuesday in August.

Colleges.

AMHERST COLLEGE.

We can hardly expect more from the editors of the *Student* than their sad attempts at sarcasm on our reports in the JOURNAL. But as "they are not responsible for their acts," in the words of the president, we heartily forgive them. . . . Our Freshman ball nine played with the Easthampton nine last Saturday, 22d inst., and were badly beaten, score being 17 to 6. . . . The University nine have begun field practice in earnest, and it is proposed that they be sent to Saratoga in July. The members at present are as follows: J. B. Stanchfield, p.; F. E. Storke, c.; W. W. Leete, s. s.; J. E. Plimpton, 1st b.; D. M. Pratt, 2d b.; H. S. Dwight, captain and 3d b.; M. E. Conch, r. f.; Chas. Arnd, c. f.; G. F. Mears, l. f. . . . The last examination of the Seniors, that of Professor Burgess, is to be on the 16th of June. . . . The newly-elected officers of the Athenae are the following: President, J. B. Stanchfield, '76; vice-president, G. L. Smith, '76; salutatorian, G. L. Smith, '76; poet, D. P. Bliss, '78. For the Alexandrian society, viz.: President, A. A. Smith, '76; vice-president, Robert Ely, '76; salutatorian, C. P. Searle, '76; poet, D. M. Pratt, '76. . . . Last Sabbath evening Professor Tourjee, of the Boston Conservatory of Music, gave one of his noted praise-meetings. The house was crowded.

YALE COLLEGE.

The anniversary exercises of the Yale Divinity School took place in the College street church at New Haven, last Thursday, President Porter presiding. The graduating class numbers 35, the largest ever graduated from this department. It includes a colored man and a blind man. The number of students has been increasing fast for a few years, and this year reached 100, representing about 35 colleges, and a dozen different religious denominations.

— There will be twenty-three elective courses in Latin and Greek at Harvard next year, against only seventeen this year. In all ninety-five electives are offered in eleven different departments, giving a wide range for selection.

— The students of Bates College, at Lewiston, Me., are setting out trees on the college grounds, recitations being omitted one day for each class for this purpose.

— Rev. Father Buteux has given 2,500 volumes to the Boston (Catholic) College.

— President L. Clarke Seelye, of Amherst, has removed to Northampton and his Smith College charge.

— The inauguration of President-elect Capen will take place at Tufts College, June 2d.

MR. WILSON PALMER, Superintendent of Public Schools at Ottumwa, Iowa, is a native of New England, a graduate of Dartmouth College, and a teacher of experience in Massachusetts and the West. He is one of the best teachers in Iowa, and his success speaks well for his Eastern birth and training. As a lecturer he has met with marked success, and his address upon "What we should do for our schools, and what our schools should do for us," has been received with great favor in the West. As Mr. Palmer is to visit New England during the month of June, we understand that he will make arrangements to deliver this lecture in some of our towns and cities, and we trust that lecture committees, school superintendents and teachers will avail themselves of the opportunity to hear so able a lecturer on this important school topic. Professor Palmer may be addressed at Ottumwa, Wapello county, Iowa, until June 15, when he will start for the East.

Correspondence and Queries.

Mr. Editor: — Will you please inform me which is correct—*Two cheeses*, or *two cheese?*

Ans.—"Two cheeses" is correct.

TEACHER. — The word "present" is sometimes written as part of the superscription of a note or letter. How is it properly accented? and why? I first used to hear it accented pres'ent. My youthful skepticism rejected this accentuation. I said it is not a pres'ent; but the direction must be to *present'* the note. I have since then thought: it is always written upon notes, etc., addressed to persons in town, those who are *pres'ent;* and usually no one in particular is ordered to *present'* it. Still, I am in doubt. It is a very grave inquiry.

Mr. Editor:—In answer to the query in the columns of your issue of May 15th, with regard to a substitute for the words *carry* and *borrow*, I suggest in the former case to do the carrying mentally and simply *add* so many units or tens to the units or tens of the next column: and in the latter case, instead of *borrowing* that which it is never intended to return, to *take* one from the next higher denomination, thus giving expression to just the act performed by the mind. CAMBRIDGE.

QUERY.—"Parse *each* word in *this* sentence: The swallow will fly South next August."—[*Examination Questions.*] Should it not read as follows?—Parse *every* word in the following sentence: The swallow will fly South in or during the month of August, next.

Ans. — Both expressions are correct so far as the use of *each* and *every* is concerned. Goold Brown states that *each*, *every*, and *either* are called distributions, because though they imply all the persons or things that make up a number, they consider them not as one whole, but as taken separately.

Worcester states that *each* can be applied to one of two, or any greater number; *every* can be applied only to one of more than two individuals.

"Is Being."

The phrase *is* or *was doing*, *building*, etc., to express a passive sense is the old and well-established form. The expression *is* or *was being done*, *built*, etc., is now also much used, although most of the critics have se-

verely reprobated it. The older form is generally simpler and more natural than the modern, and for this reason is to be preferred. But whenever the earlier mode cannot be used, or would be acknowledged if used, we may, with the sanction of excellent authorities, employ the passive form *is being done, built*, etc.

The original expression was, "The house is *in* building;" then "*a* building," and finally *a* was dropped.

In the days of Noah, while the ark was *a preparing*.—I Peter, iii, 20.

As forms of speech are in the main a matter of usage, we add a number of quotations showing the practice of some good writers:

Where a new church *is building*.—*E. Everett.*

The Marshal . . . rode out to see what *was doing*.—*Macaulay.*

While innocent blood *was shedding* under the forms of Justice.—*Macaulay.*

Macaulay never uses the newer form [is being done].

He *is* now *being educated* for a Catholic priest.—*Robert Southey* 1797.

This and the following examples are quoted by the Rev. Dr. Fitzedward Hall as the earliest use of the neologism "is being":

A man who *is being strangled*.—*Charles Lamb.*

That question which *is* now *being discussed* everywhere.—*Dr. Thomas Arnold.*

Anyone, for instance, who will go to the Potteries, and will look at the tawdry, glaring, ill-proportioned ware, which *is being made* there for certain American and colonial markets.—*Matthew Arnold.*

The children for whom it [the History] was written grew older while it *was being written*.—*Rev. Dr. Edward A. Freeman.*

England's dearest children *were being defended* by the strength of heart of men.—*Ruskin.*

Even where orthodoxy was preserved, the depth and fervour of the Laudian era *was being supplanted* by a cold, dry, and minute theology.—*Rev. Dr. J. H. Newman.*

These quotations show that the expression "is being" with a perfect participle will become so amply authorized as to be unobjectionable English to the most finical purist. At the same time we must say that, at present, in most cases, we prefer the old, simple, classical form "is doing, is building, is printing," etc., because it is simple, forcible, and unobjectionable; but if we could best express any meaning by using the new form we should not hesitate to use it.

The phrase "is being," etc., is often used very inelegantly for a much better and simpler expression. We cannot say, for instance, to express a passive sense, "The Christians *are persecuting*," but instead of the awkward form "The Christians *are being persecuted*," we may better say "The Christians *are persecuted*." So, for instance, "numerous complaints *are being made* about the condition of our streets:" say *are made*, etc. And sometimes we may better give the expression a turn or adopt a wholy new phrase. They *are being tried* for theft: say *on trial*, etc. L. J. C.

Conn. Rule vs. U. S. Rule.

On page 233 (issue of May 15) it seems to me "F. P." has fallen into an error on the Conn. Rule *versus* U. S. Rule. His first expression, N = P (1.12) − p (1.04), is the unit *due at the end of the year* (Conn. Rule) when a payment greater than the interest due has been made at the end of the 8th month. (By the way, where does he state the *time* of the payment?)

His second expression, N = P (1.08) − p, is the amount *due* (U. S. Rule) *at the end of the 8th month.* There ought to be added to this the interest on N for the last four months of the year before taking the difference.

This gives a very different result from that which "F. P." draws, viz, that in the case which he supposes the creditor *gains by the Conn. Rule.* Suppose (e. g) a note of $100, at 12 per cent., on which $50.00 is paid at the end of eight months from date of note By the Conn. Rule the amount due at the end of the year is $60.00. By the U. S. Rule the amount due at the end of eight months is $58.00; but at the end of the year $60.32.

The result is that the creditor *gains by the U. S. Rule.* This corresponds exactly with the statement of "I. D." in the previous column, on p. 233, and is the reverse of "F. P.'s" conclusion.

New Publications.

Warren's Descriptive Geometry.

One or two points in Mr. Warren's reply to his reviewers deserve notice.

In defence of the notation used in his Descriptive Geometry, he says he has never met with more than two systems of notation, and briefly describes both. He claims to have adopted one of these systems, in which, he says, *points* are designated by two *small* letters, a a′, etc.; *lines* by four *small* letters and a dash, ab—a′b′, etc.; and planes, by *capital* letters, PQP′, etc.

We never supposed Mr. Warren had any *system* in his notation. It seemed to us that he wrote along in a vague, rambling way, using sometimes small letters, and sometimes capitals, to denote the same things, according to his fancy. Let us see how far the book will support his claims to a regular system. We will take the author's own words on pages 49, 50, 52, 53, 55, and 227: "*The point* FF′," "pp′ *is the given point*," "*any vertical line, as* O—C′O′," "*assume* kM *as the axis*," *the point* "B *is similarly found*," *the plane* e′Qb," "VV′ *is the given point*."

It will be seen from these extracts, that there is the greatest irregularity in the use of small letters and capitals to mark points, lines, and planes, and we believe that much of the confusion in the plates and the prolixity of the text comes from this very *want* of system.

The answer to Mr. Warren's question how can it be harder to find points and lines on the plates by his notation than by the other, is a simple one.

Plate V, fig. 46, in Mr. Warren's book, has three intersecting lines, with the letter k at the point of intersection, and other letters at the extremities of the lines. In the text reference is made to the line k M, and so there are three directions to follow in trying to find M, after the eye has fixed upon k. This is comparatively a simple case, for, in complicated figures, there are often many lines intersecting at one point, and much time may be wasted in looking along several lines before the right one is recognized, where they are designated as shown above. Olivier's system marks the line plainly and unmistakably at one point, the middle of the line. And, in regard to the general merits of the two systems, that of Olivier must commend itself on the ground of conciseness, as well as clearness; for in place of Mr. Warren's expressions, "the point pp′, the line ab—a′b′," a clear writer, following Olivier, would say simply, "the point p, the line A;" or, as is usually the case, the words *point* and *line* might be omitted altogether, and the student knows at once that in one case reference is made to a point, and in the other to a line. But, as we have previously implied, Mr. Warren has a passion for using many words, and the same feeling may have induced him to adopt this long and clumsy notation that led to his writing an examination question recently in the form, "Show what *given data* are necessary, etc."

As to the alleged want of charity in neglecting to credit him with a pardonable slip in the statement of an impossible problem, we can only say we had no means of knowing that the book was made in "dog-days," and so felt at liberty to criticise it as books are usually reviewed and criticised.

We had proposed to review the other books of Prof. Warren's series, but have been requested to withhold the publication of any further comments upon his works.

SPAIN AND THE SPANIARDS. By A. L. Thieblin. Boston: Lee & Shepard;—New York: Lee, Shepard, & Dillingham; 1875.

American readers will be glad to read this book, for it describes in a most entertaining way, and in a vivacious style, the character, condition, and prospects of a country which has occupied the attention of the world, on account of its recent struggles for freedom. In this brilliant narrative we find the truths of history and the facts of government. By the light of the camp-fire the author wrote his sketches of the Carlist revolutions, and the real condition of affairs in that unhappy country may be readily gathered from this book, which narrates the important events, and describes the men most conspicuous in the late wars.

THE PARADISE OF CHILDHOOD. A Manual for Self-instruction in Frederich Froebel's Educational Principles, and a Practical Guide to Kinder-Garteners. By Edward Wiebe. With seventy-four plates of illustrations. Springfield, Mass.: Milton, Bradley & Co.

The attention which American educators are now bestowing upon primary education leads us to prize highly every effort which is intelligently and wisely made to educate the people in Froebel's methods of instruction. Such works will be welcomed by all, for true teachers will enjoy that which has in it the elements of system and philosophy, and poor teachers will accept that which will lighten toil, even if does not enlighten their own unsystematic style of work. The author of this work presents an outline of the Kinder-Garten plan as developed by the originator in Germany, and by his followers in England and France. While the book may not contain all that a teacher should know in order to instruct according to Froebel's principles, it does contain the elementary knowledge and the use of materials upon which successful teaching must be based. With it and the individual observation and experience which the true teacher must ever have, success in Kinder-Garten methods is well assured. Nothing, however, is so fatal to any system as the malpractice of those who pretend to represent methods which they cannot comprehend, and hence cannot teach; and the true friends of Froebel's methods will welcome only those to their fellowship who come through the inspiration of a zealous enthusiasm for the work, and through the door of a good training-school. In addition to this beautiful volume on Kindergarten exercises, so fully illustrated with plates, we have the lecture of Prof. Wiebe on Kinder-Garten Culture, of which Miss Peabody says: "Mr. Wiebe's lecture is more of the philosophy of the Froebel method than I thought could be put on paper."

ECLECTIC EDUCATIONAL SERIES: *The Graded school Readers, Nos. I., II., III., IV., V.* By T. W. Harvey, A.M., author of "Elements of Grammar," and "Practical Grammar of the English Language." Wilson, Hinkle & Co., 137 Walnut street, Cincinnati, and 28 Bond street, New York. For sale by M. W. Tewksbury, N. E. Agent, No. 3 School street, Boston.

A new series of Readers is in our hands, demanding a review, and challenging our closest criticism. It claims to be a graded-school series, and on the basis of a progressive work from the primer to the highest reader, let us examine it. A picture of a cat in pursuit of a rat introduces the first lesson of the primer, and each of the LXIII. exercises has a wood engraving to illustrate the reading text which follows. In short columns above each lesson are placed the new words which appear for the first time in the book. The Second Reader opens with an engraving, and nearly every lesson in the book has a picture to illustrate some portion of the story. The spelling words are arranged as in the primer. The Third and Fourth Readers are also illustrated, but more sparingly as the series ascends to the Fifth, which has but few engravings. The Third and Fourth Readers have spellings with definitions at the head of each lesson, unlike the other books of the series.

Our first thought relates to the *character of the exercises* found in these books. Are they such as children ought to read, such as they will enjoy reading, and such as will improve their thought as well as speech by reading? In this matter we are very particular, and our examination reveals few if any selections which we would exclude for want of high literary merit, and a good moral tone. We have noticed an entire freedom from slang expressions, from provincialisms, and from the teachings of questionable standards of morals and manners. The Fourth and Fifth of the series contain the best selections from American and English authors, and if properly used by the teachers will naturally lead to an acquaintance with authors and their works, which it seems to us should be the object of all reading exercises. The standards of classical English style must be impressed upon the child's mind, and a love for the thoughts of the best writers must be inculcated through the short selections which fill the school-readers. Hence the importance of purity of thought, correctness of expression, and an interest in the themes which will attract, hold, and influence the mind and thought of the pupil.

The introductory exercises in the Fourth and Fifth books are valuable, inasmuch as they afford a list of examples for practice in articulation, emphasis, inflection, quantity, etc. Too much stress cannot be laid by the teacher upon the daily practical use of these drill-exercises, in advance of every general reading lesson; and in the class work the pupil should be taught to analyze the piece, so as to classify its various parts with reference to pitch, movement, quality, inflection, etc., etc. When this work is not thoroughly done the teacher rather than the text-book is in fault. A pupil might be trained in the elocutionary part of reading by the introductory pages of the Fifth Reader of this series alone. What follows is but the field-work for more general and wider practice.

In our higher grades of Grammar Schools the pupils should be introduced to the authors of the pieces to be read. While the text-book in reading cannot contain a full cyclopedia of the best writers, it is well that it should give a sketch of the life and writings of each name, whose selections are used in the work. This rule applies, however, only to the higher numbers of the series. In this series our author only refers to the authors by name, an omission which may be corrected in future editions of the Readers.

The use of word-definitions in reading books has been severely criticised, but we think without the best of reasons. The use of synonyms in connection with a reading lesson is truly most valuable. If the teacher will train the child to substitute proper words in the reading lessons, in place of the particular ones used by the author, the pupil will in a large sense enter into the spirit of the composition, and acquire a fullness of expression, and a power of true verbal criticism which will be of lasting value. Even if the definition of a word be not an exhaustive one, we may better know a portion of truth than to be wholly ignorant, and a synonym is an additional ray of light to enlighten the mind of a pupil.

The series before us is well printed, the type and paper are good, and in the binding we have evidence of the honest intention of the publishers to furnish a book which will outlast one term's using. The books are well made, both in their contents and in their physical workmanship, and they are fairly entitled to a good share of public patronage. We shall be glad to see them introduced in our New-England schools, and from a careful examination of their merits, we shall add our approval to that of teachers and school committees who shall introduce Harvey's Readers into school use.

In our notice of "Age of Fable," last week, we had it published by Lee & Shepard. S. W. Tilton & Co. are the publishers, and the trade are supplied by Lee & Shepard. Teachers desiring copies for examination will address Messrs. S. W. Tilton & Co., 333 (new number) Washington street.

NEW-ENGLAND

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The Teacher's Dream.

BY PROF. W. H. VENABLE.

The weary teacher sat alone
While twilight gathered on,
And not a sound was heard around—
The boys and girls were gone.

The weary teacher sat alone,
Unnerved and pale was he:
Bowed 'neath a yoke of care, he spoke
In sad soliloquy:

"Another round, another round
Of labor thrown away—
Another chain of toil and pain
Dragged through a tedious day.

"Of no avail is constant zeal,
Love's sacrifice is loss,
The hopes of morn, so golden, turn
Each evening into dross.

"I squander on a barren field
My strength, my life, my all;
The seeds I sow will never grow;
They perish where they fall."

He sighed, and low upon his hands
His aching brow he pressed;
And o'er his frame ere long there came
A soothing sense of rest.

And then he lifted up his face,
But started back aghast—
The room by strange and sudden change
Assumed proportions vast.

It seemed a Senate hall, and one
Addressed a listening throng;
Each burning word all bosoms stirred;
Applause rose loud and long.

The 'wildered teacher thought he knew
The speaker's voice and look,
"And for his name," said he, "the same
Is in my record-book."

The stately Senate hall dissolved,
A church rose in its place,
Wherein there stood a man of God,
Dispensing words of grace.

And though he spoke in solemn tone,
And though his hair was gray,
The teacher's thought was strangely wrought—
"I whipped that boy to-day."

The church, a phantom, vanished soon;
What saw the teacher then?
In classic gloom of alcoved room
An author plied his pen.

"My idlest lad!" the teacher said,
Filled with a new surprise—
"Shall I behold his name enrolled
Among the great and wise?"

The vision of a cottage home
The teacher now descried;
A mother's face illumed the place
Her influence sanctified.

"A miracle! a miracle!
This matron well I know,
Was but a wild and careless child,
Not half an hour ago.

"And when she to her children speaks
Of duty's golden rule,
Her lips repeat in accents sweet
My words to her at school."

The scene was changed again; and lo!
The schoolhouse rude and old,
Upon the wall did darkness fall,
The evening air was cold.

"A dream!" the sleeper, waking, said,
Then paced along the floor,
And, whistling slow, and soft, and low,
He locked the school-house door.

And, walking home, his heart was full
Of peace and trust and love and praise,
And singing slow, and soft, and low,
He murmured, "After many days."

Wanted—A Reader.

BY ANNA C. BRACKETT.

This would seem a curious and unaccountable want to one of the unprofessionals who should visit any store where school-books are displayed for sale. The shelves are full of Readers of all shapes and sizes, illustrated and non-illustrated, and of all grades of difficulty, from the small thirty-cent primers in which the "ox" is over and over again exhausted, to "go up" or to "go on," to the two-dollar book, wherein Mark Antony has his say over the imperial corpse, and Edgar Poe's *Raven* and *Bells* are ushered in with elaborate wood-cuts.

When Vassar College was built and filled at once by about four hundred inhabitants, none of whom could find one closet in the whole immense building, Matthew Vassar was astounded at being told that the girls wanted closets. "Why," he said, "they can have two nails in the wall, one for their school dress, and one for their best dress—and what do they want more?" But in spite of the unreasonableness of the demand, the closets had to be built after all.

We have in regard to this matter of Readers more than our allowance of nails, it is true; but after all, we challenge any one to produce from the lot a series which will satisfy the reasonable demand of practical educators; and it is therefore that we demand an improvement. Nay, we demand a new set of Readers, not to add to the list we already have, but to supersede them altogether.

At present most of the Readers we have may be said to have been compiled by four classes of people:

1. Teachers who were not scholars.
2. Scholars who were not teachers.
3. Men who were neither.
4. Elocutionists.

The fault with the books of the first class is, that they contain almost entirely pieces of passing value; of the second, that their contents, though fine, are not selected with any idea of the practical needs of the school-room and of the developing minds there; of the fourth, that the pieces being selected by specialists, the ruling motive is a view to the special needs of elocution, which is a fine art, and not a part of regular education. Of the books compiled by the third class, it were best not to speak. And therefore we say, "Wanted—A Reader," one compiled by a practical and philosophical teacher, who is also a student—one who, while he is a psychologist in the school-room, can wander at will through the whole range of unadulterated English literature, from Mandeville to Dudley Warner. I do not mean to imply, by any silence, that the Geographies are entirely faultless, or that there is not a shade more of philosophy and common sense to be desired in the Grammars. I have an humble confidence that even the Writing-books and the Arithmetics, to say nothing of the Histories, are capable of improvement, but just now I am concerned with the Readers.

Let us consider briefly, first, why this matter is of so much importance; and, second, what are some of the essential features of the Reader which is yet to be.

1. As long as it is necessary and desirable for a pupil to read in school from a book especially intended for that purpose, it is necessary that there be much repetition in the reading of the contained pieces. They are to be studied and re-read many times, if any real improvement is to be attained. The result is that they become fixed in the child's memory, then so fresh and so tenacious. They will not out. I am sure that many of us have owed an hour's pleasure to the involuntary and frequent recalling by our minds of the fine selections with which the old *American First-Class Book* was filled. It becomes of the first importance that these selections, which are to constitute a part of the mental furniture of the young mind, be what they should be. Goethe says: "It is an undoubted fact that the eye is in great measure formed by the surroundings on which it looked from its youth." It is as true that the mind is formed and shaped by the thoughts with which it has been conversant since youth. Who can tell how much of responsibility for the morality and sentimental balderdash with which our magazines and papers are flooded will not at last be laid on the shoulders of those who compiled these endless series of children's Readers, innocent of any real thought, bare of beauty, and abounding in exaggerated, and hence weak English? A half an hour a day spent over such trash has a cumulative force which it is impossible to measure; and the children have to read every day. Briefly, then, let us say that Readers should contain every variety of style. Hence are objectionable the Historical and Natural History series, which, from the secondary object in view by their compilers, have been made unfit for practice in Reading. That is the best teaching which, while pointing out connections and relations, yet never attempts to teach Geography in the arithmetic recitation, morality in the writing hour, or science in the reading lesson. Trying to kill two birds with one stone may be possible, but the birds that are sure of being fired at in couples I am told get their lives insured at lower rates than the others.

Again, the Readers should contain both prose and poetry, but more of the former than of the latter, for the reason that it is less likely to be easily memorized, and it is more difficult to read well, as it is also more difficult to write. The selections should be all standard pieces of acknowledged merit, and those which have borne the test of years. To this rule there should be no exception, except in the case of the First Readers. where perhaps the following of the rule would be impossible. I say "perhaps" only, for I am not sure that one could not fill a Reader for little ones of six an seven with standard English. There are child-classics, though we are apt to forget them, both in prose and poetry. Moreover, it must be always borne in mind that no Reader should quite come down to the level of the chil-

dren for whom it is intended. It should always be just a step in advance, wooingly, temptingly beckoning the little one on and up.

So much for the matter. Now for the style. In its pages none but the best and purest English should be tolerated. No foreign idioms, no provincialisms, and, above all, no slang terms. No errors in grammar should be permitted to soil its fair pages. There should be at least one book in the hands of the children, of pure and noble English—one book which should teach them reverence for their mother tongue, and remain forever in their minds as a standard by which all other books and all conversation might be measured.

The compiler of the ideal Reader which shall not always be simply ideal, needs the highest kind of editorial talent. Wise and mature must he be, yet familiar with the young mind in all its phases, trained by years of study and life into a taste as severe as that of the Greeks under Pericles, yet full of modern life and action. He should be swayed by no personal preference, above being influenced by admiration for friends, and an expert who can discriminate at a glance between that which is of temporary and that which is of permanent value. Is the possessor of these qualifications at liberty to answer the demand? If so, there can be found no field of equal importance for the power.

A Victorious Discipline.

BY S. P. B.

A life-time ago: one bleak winter evening, the bluff winds blustered about old Hunter's Tavern just as they do this very night where Hunter's Tavern stood. Bless me, how they twisted its heavy creaking sign, as if they would dash the old hunter's brains out, with a will; and banged the thick shutters, and rattled broadsides of icy sleet against the house and whistled in the big chimneys! Quite cheery it was, in the interior, to bask in the warmth of bright, blazing oak trunks, and hear such goings on outside. There had been wild work all the afternoon with the gusty elements; at least, so a traveler breasting their forces across the hills had thought; and well-satisfied now he seemed, to enjoy the shelter so opportunely reached for himself and his beast. He sat a little removed from the group of villagers, smoking, quaffing, and talking around the wide glowing jambs,—and, by the candle's sputtering gleam seemed overlooking various memoranda and letters from a thick pocket-book of calf. He was a tall, deep-chested, ruddy, strongly-built young man; and though as yet chilled by the storm, his features were partially buried in the high-collared surtout he wore; it was easy to discern intelligence and good-breeding, with a strong cast of the humorist blent in his expression.

He had cast many a swift and discriminating glance at one after another of the habitues and happeners-in to host Wilkinson's hospitality. Mostly villagers were they this inclement evening.

After a time, the council of a group of several men nearest him seemed to gain his attention, it being in no wise private,—the spokesman, as he reached the acme of his recital, exclaiming: "And if I could find a man who can conquer and punish those fellows, and govern that school, I'd ride to old Boston for him to-night!" "What now, neighbor Cotton?" queried a man attracted by the earnestness of the speaker. "Those boys rebelled again?" "Rebels and traitors—yes!" returned Mr. Cotton. "This cruel afternoon those ringleaders have turned against good-worthy, gentle Abel Drinkwater, whom they promised me to treat with the respect and consideration due his merit and kindness; and driven him forth with yells and staves, eleven of them at his heels, to his very gate; he flying before them with his gown streaming in the gale, and his thin uncovered locks bared to the storm. Then they returned, and barring themselves in, danced and whooped like wild Indians over their deviltry." "That beats all their capers, nighly; doesn't it!" echoed neighbor Bagg, grinning. The committee man sighed and threw himself upon the settle, with his hat over his eyes.

After a little, our traveler slowly gathered his papers back to their receptacle, and replaced the capacious book in his deep pocket; then drawing his coat more closely about his face, which had gradually lighted with a deeper expression of queer purpose, he rose; and approaching the disturbed, district functionary, lightly touched his shoulder.

"Excuse me, sir; but I judge that the matter of your near discourse which reached my ear, and arrested my attention but now, is an open subject for discussion, inasmuch as I heard you disclose your need of a suitable schoolmaster for a set of incorrigible boys. I am convinced I can offer you a person who will carry out your wishes, thoroughly; both punish them and govern them as you could desire." Mr. Cotton arose from the bench where he had so vexedly flung himself, and politely acknowledged the stranger's courteous proffer; which conveyed sincerity in manner, tone, and words; nay,—more, an interested desire to assist in the matter.

"And where sir, thanking you kindly, can I seek for the Master you would supply so fitly? I would seek him soon and gladly." "He stands before you," was the plain reply; uttered in a deep, rich voice, that seemed to hold an inexpressible mastery and nobility in reserve, belonging to other than the pedagogic rule and jurisdiction; and which did not fail to impress his collocutor,—though why, the man could hardly have explained.

"He stands before you, Mr. Cotton; and if so be, you will trust the assurance of an honest stranger, your school shall be placed in proper subjection, and a proper spirit;—I pledge my word as a gentleman,—in less time than you might judge possible. Think upon it, a bit, if you please, and return me your answer in ten minutes time,—which I will wait." And inclining himself slightly, the stranger resumed his seat at the table he had left. But Mr. Cotton had already made his decision. It was a school which for long had burst all bounds of restriction; and certainly demanded dealing of a prime and peremptory nature; and the school agent felt that such a power was now most fortunately within his grasp. Following the teacher to his seat,—"Sir," said he, "I can accept your offer and I do, at once. When will you take charge of this School?" "At once, Mr. Cotton; notify the scholars as soon as possible that to-morrow, at nine, school will open; and that Mr. Black,—at your service, will be present, to take them in charge. Now please give me the names of the ringleaders, and the bad boys under them; and I will manage the rest, entirely." He then noted their names; five leaders, and six big and bad boys banded to do their bidding; also learned they had this very winter put one teacher out of the window, seated another in a big snow-bank, and bound a third to his chair, while they held a mock court round him, tried him, sentenced him, and condemned him to banishment from their presence with indignities and insults. All of which, with the particulars and comments, Mr. Black assured the agent he should be quite sufficient for. And they parted.

The next morning dawned fresh and cloudless, keen and clear, after the storm. All about the country-side district the Committee had sent early notice of a new teacher. The old-fashioned school house was duly open, a hickory fire well underway in its big fire-place, and the female and younger scholars were gathering to its old benches and boards, as Mr. Black approached the scene of his duty. He bowed his lofty head beneath the doorway, and entering, seated himself in the master's arm-chair, awaiting the settling of his subjects. Many were the amazed glances surveying him, by quick turns, for no such personage as this they well believed, had ever come to them before. After all were respectfully and quietly bestowed, fifteen minutes past the hour a mighty stamping and scuffing, announced the arrival of the bad ones. The inner door was slammed back, and with heavy trampling, and hats on, and whistling Yankee Doodle, five great ugly fellows filed down one alley, and six down the other, to "the big seats" at the farther end.

Arrived there, they planted themselves upon the old oak desk boards, with their dirty feet upon the seat-plank, and facing the rostrum, all ready for impudent business. The new teacher quietly counted the rebels, and saw they were all present. Then, he walked to the outer door, and turned the heavy key in its great lock, and put it in his pocket; then, he bolted the inner door; next, he carefully closed, one by one, the thick oaken shutters by the street. Then he removed his own chair from the low platform, and two small stools, to the farther corners. Then he took off his surtout and hung it upon a wooden peg; then his inner coat, and carried it to the arm-chair. Then he opened the big desk, and quietly lifted forth a formidable horse-pistol. Stepping to the edge of the platform, and pointing to his man, he took deliberate aim, and in a voice of thunder commanded—"Big Abijah Bunker, leader, come out here!"

Abijah hesitated. "Big Abijah Bunker, *come out here*, sir,—or—and he began to count. *One*, *two*,—before the *three* was added, Abijah stood before him, hat in hand, while the others carefully slid off the desks upon their benches. "Abijah Bunker, take off your coat!" and Mr. Black uncoiled a dark-green cowhide in his left hand. Abijah obeyed. "Fold it, and place it upon the desk. Now I am going to cowhide you, sir, and settle the winter's account you have heaped upon yourself. Within two inches of your life, sir!" And he seized Abijah by the fortunate girdle of small rope that formed a proud part of his accoutrement, being especially handy when a new teacher was to be settled; and snapping the writhing raw-hide with a will, upon that brawny back and those stubborn limbs fast and thick descended lashes such as Big Abijah Bunker never dreamed of in his darkest hour. Swift and fierce they fell, until he roared for the mercy he had denied others. Nor did they cease until he was extremely punished. This was proved by the executive power in whose grasp he felt himself, demanding sternly—"When school is done, Abijah Bunker, will you repair to Master Drinkwater, and humbly beg his pardon, on your knees?" "Yis, sir,—O yis, sir, I sartinly will, sir!" was the humble protestation of this conquered hero. "Put on your coat, and take your seat; *this is your first lesson.*"

Again Mr. Black advanced to the rostrum's edge; and this time it was Barzillai Rowley at whom the pistol was aimed. "Barzillai Rowley,—*come out here*, sir!" And on trembling limbs, his carrot shock quivering in every hair, "Ugly Barzillai" came.

"I beg, I beg, sir!" dropping from his ashen lips. "I shall thrash you within three inches of your life; make ready;" was the reply he got. And thrashed he was. The same strong arm which had done Big Abijah such service, now striped and stung another, with powerful lashes, who as well deserved them. Wilted and whipped, the demand made of Abijah was acceded to by him. "And this is *your* first lesson. Go to your seat."

One after another, Spence Burr, Jonathan Dodge, Fisher Killigrew, ringleaders, were summoned and served in the same bitter way; and after them, slightly modified, their six subordinates. It was a sorry assemblage before Mr. Black had executed justice there, and all were soundly scourged and conquered. Never will one who witnessed those scenes, forget, to death's day. At last, groaning and quivering, a row of horse-whipped rebels cowered upon the old seats; and a weeping, trembling little crowd of witnesses shuddered and shrank in pity and terror for even the punished band, so long their fear and torment. Finally the master laid back his weapons of war, resumed his coat, opened

the dark shutters, and letting in the bright sunlight reseated himself in his chair, while a little season of profound silence fell upon the room. Thus they remained, in the pause forever memorable—so full of crowded meaning; when, after a little, the old church clock from its creviced tower clamored the hour of twelve. Then the master's impressive voice addressed his pupils:

"Young men, I have now taught you your first lesson. Remember it, and profit by it. This is *my* school; but I am to return whence I came, and finish some matters of business. In my absence, be it shorter or longer, worthy master Abel Drinkwater will take charge of you, commencing this afternoon. Upon your peril, disobey him, or ill-treat him. Conduct yourselves with docility and care; learn your tasks, and behave yourselves in all decency. I warn you; for no one of you knoweth the day nor the hour in which I shall return to you; and wo be unto you, if, when I come, you shall be found lacking. This is your second lesson and charge. You are now dismissed."

Soberly and slowly they filed out before him, ashamed and sorry. After them, the master briskly proceeded to his hostelry. He refreshed himself, called for his horse, and, taking good master Drinkwater home in his route, with whom he seemed to have a small matter of business, calmly rode away from the scene of his victorious discipline.

History hath recorded that no better school ever assembled around a teacher than that of Master Drinkwater during the remainder of the winter of 18—.

And, also, that Mr. Cotton was abundantly satisfied with his bargain in the Hunter's Tavern, that stormy night. Others will tell you that a certain well known and famous Judge B——, in later years often related this true adventure of his younger life; and he proved beyond a peradventure to those who heard him, that the retribution of justice sometimes falls swift and sure and when least expected, upon the guilty,—even unto the uttermost stroke.

To President Porter.

Honored Sir:—The noble words you have spoken in regard to preparatory schools deserve the thanks of every educator. They are true and honest, and come not a day too soon. May they be followed up with such energy as to work a revolution.

But what are we of the preparatory school to do about it? We admit fully the justice of your criticism. None know better, or lament more sincerely than we the imperfect preparation of our boys when they leave our hands. But for two reasons we are rendered perfectly powerless. The first is the incessant popular clamor which colleges and all other educational institutions feel in common. The demand to-day is not: "Make scholars of us, make men of us; we bide your bidding and will serve our apprenticeship, only do your best." Not at all; but the imperative cry is: "Put us through! Stuff it down! so much Greek, Latin, Mathematics, Science, in the shortest possible time — just enough to get a *diploma* with—no matter what the results may be." We have all of us, from the college down, yielded to the clamor, and the curse of it is holding us down to-day.

The second reason is worse than the first, and is laid on us by the colleges themselves. The student comes to us to know if he can enter college. We tell him he ought not to; he is not properly fitted; it will be hard, up-hill work all the way, and he will not gain half the benefit that he would if he spent a longer time in preparation. "But that is not what I ask," he says. "Can I enter?" "Yes, you can," we are ashamed to say; "there is not a college in New England but will admit you, though you are not prepared according to their own published standards." That settles the case, and the boy goes to his intellectual ruin. Now we of the preparatory school have, with few exceptions, neither power, wealth, nor influence, and we cannot stem the tide. The colleges *have* power, wealth, and influence, and they can stem the tide. Let the six leading New-England colleges unite to put their foot down *honestly* to-morrow, and see what the result would be. Say to these young men: "You cannot take a diploma from our college till you have squarely and manfully earned it. You may take an imperfect course if you please, but we shall give you no certificate to that effect." Then say again: "We have a great work to accomplish with those in our institution, a work requiring time and some intellectual maturity; you cannot enter till you are prepared for it, though you are the President's son and have to wait forty years!" Think you that we of the preparatory schools would give you any further trouble on the score of imperfect preparation?

But the answer is ready. We are told that the colleges would do all this in a minute, but they would have very few students; that the preparatory schools are generally so imperfectly equipped that you are forced to yield to these imperfections. This is the point to which I wish particularly to call your attention.

I know something of these poorly equipped schools. No more conscientious, painstaking, hard-working men and women exist than the principals and teachers of these schools. With two, three, or a half-dozen teachers only in a school, they spare no effort of labor or sacrifice to bring their students up to the proper standard. I can point to a good many instances where they are working twelve, fifteen hours a day, incessant, dragging school-work, to supplement by excessive exertions their imperfect means. And I can point to not one or two merely, but many schools where the work is done at $500, $600, $700 a year for each teacher. Right here is the great trouble, and right here the remedy.

The great want of our country to-day is not a national university with a $25,000,000 endowment, not hundreds of thousands piled up on Yale, Harvard, and the rest for post-graduate courses, not magnificent institutions for natural science—these are grand, noble God grant they may some day be multiplied everywhere. But the all-devouring need is for a higher *popular* education; the republic is perishing for lack of thorough-going, honest *education of the masses*. The way to provide this is neither by a few score of strong academies and high schools, nor by a half-dozen rich, overtowering universities. Do you object to the last half of the assertion? My dear sir, between you and the *people* there is a great gulf fixed, which they never will nor can pass over. *Bridge that gulf, and the problem is solved.*

How? I am not wise enough to devise. European education and American education are two very different things. We want republican education, popular education, or we must perish. We shall not perish, but the building up of great English or German universities at Harvard, Yale, or elsewhere, will not save us. At present almost all our wealth and influence is donated towards building an enormous pyramid upon its apex, a magnificent superstructure without foundation.

Suppose, now, we begin at the base. Suppose for the next ten years, say, all the influence and energy of Yale, Harvard, Dartmouth, and the rest, instead of being devoted *directly* to building up themselves, were devoted *indirectly*, by building up popular in distinction from higher education. It is replied that the people should pay for their own education. But you know they never did, and never will, in any such sense of the word "education" as you yourself believe in. *The few* have built up every important educational work in *the world*, and must do so. Now, I say, suppose the great institutions would forego, if need be, for the next ten years, their important endowment work. They could stand it well enough. Suppose that with one accord, and with all their energy, the colleges should set about giving a good working $100,000 endowment to every incorporated academy in New England, and to putting a $50,000 high-school endowment into every town. Let them bring all their great influence to bear; *organize a crusade*, make it popular, fashionable, to give small sums to small institutions, as it is now to give large sums to large ones. What would the end be? It would be a revolution in popular education within the next generation. Good men and women everywhere would come forth to endow schools in their own localities. The people themselves would be moved to greater efforts. The starving not only of schools and teachers, but of students' minds, would cease, for schools would be independent to do honest work. There would be a well-endowed free high school in almost every town. The educational stimulus would extend the graded system even into rural localities. A more perfect gradation would result—one of the most important needs of the day—from the town schools to the high school, from that to the academy, from that to the college. Further, this freeing of teachers would enable them to do so much better work, and with so much better facilities, that one terrible evil of which you complain, the crushing out of the desire for knowledge, so universal now in all the lower schools, must vastly diminish. *Then the chasm would be bridged*, so that instead of a few ill-prepared applicants at the college doors, as now, the number would be multiplied and the rank vastly elevated. *Then* the colleges could go on with their own appropriate work, and put Pelion upon Ossa, if they chose, for the boys to scale. The boys would do it, for they would be trained for climbing. Thus in the long run the colleges themselves would be benefited as in no other way. Is it all chimera? Well, it will bear thinking of. If the next generation were to be devoted to this great work of endowing and graduating our schools—*think* what the results would be. And I am sure that from your broad outlook few men could appreciate those results better than yourself, and from your position few could do more to realize them. Most respectfully yours,

ACADEMICUS.

True and False Criticism.

[We make the following extract from the last semi-annual report of Rev. D. Leach, Supt. of Schools, Providence, R I.—ED.]

"It is a very easy thing to criticise and find fault. Any one can do this without even visiting a school, or with a very limited knowledge of what a good school ought to be. But the work of a teacher, like that of every other artist, should be examined and tested by those fully competent to judge of its excellence and defects; and it should be compared by some recognized and acknowledged standard of excellence, that all may know when their work is well done and when it is defective. Without such a criterion, to which all can appeal, there can be but little progress or advancement. What one would approve as excellent and worthy of imiation, another would condemn as unwise or useless, so that teachers would be continually in doubt as to what to do and what to leave undone. Any one can make general charges, but to point out specific defeats, and to show how these may be remedied, is quite a different thing

"But who shall fix the standard by which schools shall be tried. Shall it be left to the caprice and taste of each individual to judge for himself, or shall we rather appeal to the judgment of educators of the largest experience, who have devoted their whole lives to improve and perfect the system of public education?

"To judge fairly and impartially of a school, all the circumstances, both favorable and unfavorable, should be taken into the account. But few are aware how much the condition of a school may be affected temporarily by the surroundings; by the interest and lack of parents, and by various other circumstances known only to the teachers. With the large number of studies now introduced into our schools, equal prominence cannot be given to each the same term. So that a school may be found deficient in a particular branch at one time, which deficiency would be fully remedied at another. A teacher should be examined and tried, not on a part of his work, but on the whole.

"It is deeply to be regretted that parents do not

more frequently visit our schools and learn from personal observation how their children are taught. Parents, especially, have a deep interest in this subject. They have rights and duties that should not be neglected or ignored It is not enough for them to provide their children with books and send them to school, but they should watch over their progress with the deepest solicitude that they are not only well taught, but kindly governed. The best schools are always found where parents take the deepest interest in their welfare. In the frequent changes of teachers it is impossible to prevent mistakes from sometimes occurring, both in teaching and governing. These often first attract the notice of such parents as watch with due diligence the progress of their children, and it is their bounden duty to make them known without delay to those whose duty it is to correct them. Some have excused themselves from communicating any real or supposed fault in a teacher for fear that their children would suffer in consequence of such criticism. This ought not so to be. For any teacher who should so far forget his duty as in the slighest degree to neglect a pupil, or to treat him with less kindness and attention for any complaint, whether just or unjust, that a parent might make, should at once forfeit his place. Such cases, I think, must be very rare or wholly imaginary, but should they ever occur they should be promptly dealt with.

"But the judgment pronounced on a teacher's works should be just and impartial. No decided opinion adverse to a teacher should be formed until he has had an opportunity to explain fully all the charges preferred against him. The most exaggerated reports are often put in circulation, having a very slight foundation. None but those who have been teachers can form any correct idea of their trials and difficulties. There is no class in the community whose labors are so abundant and so exhaustive, and who receive comparatively so small compensation for their services. There is no position in which one can be placed where there is such a draft upon the mental and physical energies as that of the school-room. To have the charge of forty or fifty pupils day after day; to quicken them in their studies; to guide and direct them in all their doings, and to teach thoroughly what ought to be taught, is no easy task. Were the ordinary labors of teachers known and appreciated, they would have far more sympathy than they have at present. But few are aware of the actual amount of labor that is being performed by our best teachers.

"In High Schools, and in most grammar schools, almost as many hours are spent each day out of the school-room, in correcting written examinations and compositions, and in preparing themselves for their work, as are spent in it. The results of this extra labor are made apparent only to those who examine carefully into the workings of our school system. Perfection in any art, however earnestly it may be desired, is not easily attained. Criticism of every kind, that is fair, just, and well founded, and is prompted by a desire to improve and not to impair confidence, should always be solicited as an invaluable auxiliary, in correcting defects. Such a criticism our schools should ever receive, that they may be advanced to greater perfection."

— At Trinity College (England) an exhibition of the value of £60 per annum, tenable for three years from the time of election, or until the holder is elected to a foundation scholarship, will be awarded for proficiency in Sanskrit, from the result of an examination to be held on Thursday, October 7th, 1875. All persons under 20 years of age, whether students in the University or not, who have not yet commenced residence, or who are in their first term of residence, are eligible candidates. Certificates of age and good moral character must be forwarded to the Master of Trinity on or before September 27. The successful candidate will be required to enter Trinity College, and will receive no emoluments until he has commenced residence in the University.

SCIENTIFIC.

The Collection and Preservation of Plants.

BY W. W. BAILEY.

Teachers and students alike will find it interesting to collect and preserve plants. In every pursuit there are required hours of recreation and exercise. A stroll in the woods is then of all things the most enjoyable. A walk becomes delightful when a definite object is in view. As soon as one begins to search for and collect any special class of objects, he becomes deeply interested. If his attention is called to plants, he sees many which have hitherto escaped his observation. Each walk adds to the number until he begins to wonder how he used to blindly pass by so much of beauty.

It is a pleasant thing for two persons to walk together, one of whom is a botanist and the other a zoölogist. Each supplements the knowledge of his friend, and gives information in return.

An herbarium, or cabinet of shells, fossils, minerals, or rocks, becomes a treasure to the possessor. It is often even of pecuniary value. In looking over it, he sees not only the specimens but the locality in which he found them. Many an incident of his life, long since forgotten, will be thus recalled. On a winter evening one may ignore the season, and in looking over an herbarium imagine himself in the summer fields and woods. Each plant which is named and mounted adds so much to his stock of information. He may turn to it again for reference, or exhibit it to some friend who is puzzled over a problem which by chance he himself has solved. To those who ask, "What is the good of an herbarium?" and there are those who will persist in exposing their narrowness by the question, we have little to reply. Independently of any direct utility in Natural History pursuits—and our agricultural and entomological reports annually show their value—we claim that no one is wasting time who studies God's works for their own intrinsic loveliness. The pursuit of beauty is educational in itself, and often a practical adaptation is offered when one little expects. It is with the object of helping beginners in the collection of an herbarium that we offer these few hints.

Flowering plants must be gathered, if possible, both in fruit and flower. It may take two or more seasons to secure both conditions, but many herbs can be found where both fruit and blossom are present simultaneously. Most beginners, in their haste to secure large numbers of plants, gather their specimens too young. The result is that the first herbarium is in a few years cast aside, and a new one begun. In the case of willows —a very difficult order—where the sexes are separated and the flowers precede the leaves, recourse must be had to labels. Attach a tin label to a tree in flower by means of wires, and visit it again when in leaf or fruit. String will not do to tie the labels, as the birds are sure to appropriate it for their nests.

Care should be taken to secure presentable specimens and such as fully illustrate the characteristics of the plant. With most herbs, root and all should be secured; with shrubs and trees, a small branch in flower or fruit is sufficient. If the wood and bark are desired, keep them in boxes and drawers, neatly labeled. A field label should always be used, showing the locality, habit, and condition under which the plant was found, with its color, and any other information deemed necessary. Such information should also be entered in a note-book, with drawings, if possible. The collector should either have a tin case or a portfolio for preserving what he gathers. For the beginner the case is the best, as it allows him to study the fresh plants; but with plants like ferns it is well to apply slight pressure in the field. This can be done by means of a portfolio arranged with straps. Some of the largest collections have been so made. One should have a large knife for digging up roots and cutting branches, a small knife, and perhaps a pair of scissors. The last, however, is a superfluity. A cane with a hooked end is desirable, not only for the assistance it affords in walking, but for pulling down impracticable branches, and for reaching aquatic plants. A few pill-boxes, a bottle of chloroform, and a paper of pins are often required for the preservation of insects, as in these days entomology is linked with botany. The student should let nothing escape him. No plant is too small or mean to study. Indeed, the most minute is often the most interesting.

After the day's collection has been brought home, the plants should be placed between folds of bibulous paper with mats of drying paper between. Moderate pressure should then be applied for some hours. Then look at the specimens again, and smooth out any upturned corners or wrinkles, change the dryers, and apply more pressure. The specimens should be left permanently in the folds of bibulous paper until perfectly dry, which will require with most plants about a week. The dryers only should be changed, at first often, but afterwards only occasionally. Thick, fleshy roots or tubers should be sliced into shape. In the absence of a regular press, it is easy to extemporize a weight with books, bricks, or stones.

The plants when finally moved should be sprinkled with a weak solution of corrosive sublimate to preserve them against the attacks of cabinet insects. When perfectly dry again, they can be mounted with glue upon sheets of thick white paper (16½ inches by 10½ is recommended by Gray), and labeled in the lower right-hand corner. A pocket or small envelope, made to open in all directions, contains small parts of the flower, seeds, spores, etc., for future examination. The glue used should be soaked in cold water for six or more hours, when it absorbs a large amount of water. It is then kept in a water-bath at or near 212° Fah., while in use. This prevents it from becoming stringy. In addition to gluing it is often necessary to bind down the ends of twigs with straps of paper. For this purpose court-plaster is good, and the albuminous paper used by photographers better.

The species should be arranged in Genera, each under its own Genus-cover of thick brown paper, and the whole in Natural Orders or Families. Only one species should be attached to a sheet, although one can have any number of similar individuals that the size of the paper will allow. When all is done, the collection may be packed in cases for ready access, and more or less convenient according to the means of the owner. Then, with a microscope of moderate power, arranged with a stage for dissecting, and with a pair of pincers, a knife, and two needles, the collector is prepared for work. He will find his herbarium an increasing care, but at the same time a never-failing pleasure.

Boston Society of Natural History.

GENERAL MEETING, MAY 19TH.

President Bouvè in the chair. After the records of the last meeting were read, attention was called to a very beautiful quartz crystal from Japan. It was exceedingly clear and transparent, about eighteen inches in length, and eight or nine in diameter. It is of the quality used for the beautiful crystal spheres and crystal models imported from Japan. The crystal was presented to Capt. Rufus Crowell, of the American ship "Victor," as a testimonial of his services in rescuing the crew of the Japanese junk, "Eho Maroo," eleven persons, April, 1862. Captain Crowell has presented it to the society's cabinet.

Prof. William B. Rogers gave some interesting "Geological Jottings." The first subject of which he treated had been presented to the National Academy at Newport, R. I., 1860, under the following title, viz., "The conditions under which the conglomerate of Newport had been modified so as to render the pebbles flattened." These flattened forms, Professor [illegible] supposed, were due to an actual moulding by intense dynamic efforts. It had been previously shown that it was possible to mould hard bodies, when made to pass through small apertures. Notwithstanding Hitchcock's great ability and keen insight into geological problems, Professor Rogers thinks there is no doubt that he has erred in this case. There is no evidence at all of any moulding process. These pebbles in the conglomerate are arranged, usually, with their longer axes parallel, arranged as tidal or river movements would have left them. When a bar of lead, or other metal, is pulled

through a small hole, it changes its structure. It becomes *laminated*. It is therefore impossible to understand how these flattened pebbles could have been formed from spherical ones without showing traces of this transverse lamination. It is true that the pebbles show cleavage planes, which might be supposed to be the lamination mentioned, but these cleavage planes belong to the original rock from which the flattened pebble was formed. This rock is in many cases slate. If the cleavage planes of the pebbles were to be understood as representing the laminated structure arising from the pebble being forced through a small aperture, or wire drawn, we should expect to find the laminations all alike. This is not verified by the pebbles themselves, for the lamination is sometimes parallel to the longer axis of the pebble, and sometimes at an angle of 45° or more to it. A flat piece of Purgatory Rock, Newport, had been traced on cotton cloth by Prof. Rogers. The diagram was exhibited and it seemed to confirm his statements in regard to the shape, size, and lamination of the pebbles. How then does it happen that there are so many flat pebbles arranged with their longer axes parallel? *Answer*—The natural action of the tide-breakers would have worn the rock fragments into just this form, and disposed them in just this manner. The action of the breakers at different beaches is different, owing to various modifying agencies, such as form of the beach, direction of currents, wind, nature of shore, etc. The peculiar comb of the breakers here would form a cylindrical mass of a rock fragment, and not a globular one. Since the pebbles are largely of a slaty rock, portions might easily crack off, and then after somewhat further attrition of the edges the flattened pebbles would be deposited by the waves in rows, having their longer axes parallel, as we see them here.

The rocks of Newport are a part of the Carboniferous Series. The rock is jointed in a peculiar manner, sometimes very closely. The "chasm" at Newport has been ascribed to the disintegration of a trap dyke. There is no trap there. When these joints are parallel, and not far asunder, a weathering action takes place, and the particles are washed away by the tide. Narrow column after narrow column between these parallel joints breaks away, until at at last quite a chasm is formed.

In our new survey of Massachusetts we may find an extensive surface of primordial rocks, now concealed by a heavy covering of drift. As long ago as 1842, 200 feet above the tide, at Richmond, Va., fragments of rocks were found which could only be found in place west of the Blue Ridge Mountains. Paving stones in Washington city sometimes contain Potsdam sandstone fossils. This sandstone belongs to the Primordial Period. The red clays seen between Philadelphia and Wilmington, Baltimore and Washington, have usually been regarded as cretaceous clays. It is doubtful if this is true in every case.

Professor Hyatt made some remarks on the "Commercial Sponges of Florida." The commercial sponges are a hollow-fibred species, forming a sub-division of the Keratose or Horny Sponges. The chief distinction in the structure of sponges seems to be represented by the different nature and arrangement of the spicules which strengthen their mass.

Various specimens of the Florida sponges which were of economic value were shown, both in the uncleansed and the cleansed states. The marketable sponges are almost always marked by their very dark, almost black appearance in the water. They resemble lumps of liver. They feel very hard and compact to the touch. The skeleton of horny, hollow fibres is obtained by the decomposition of the outer portions, which are of a sort of tough, gelatinous consistency. The terms "*grass*, hardhead, and *cotton*" sponges are applied to some of the Florida species which are of value. The cotton sponge is so-called from the tufted appearance of its exterior, and is very common in our markets.

A MOST VALUABLE SPECIMEN has just been added to the Yale collection of fossils. Professor Marsh has secured for the Peabody Museum the bones of the mastodon which, three years ago, were unearthed at Otisville, New York. The discovery of this curiosity was entirely accidental. A Mr. Mitchell, upon whose property the fossil remains were found, while digging in a piece of swamp land, brought to light what he at first supposed to be pieces of wood, but what afterward proved to be two rib bones. Mr. Mitchell manifested no surprise at finding these pieces of wood, as such things are usually found in swamps. His curiosity, however was soon aroused when he turned up out of the mud, two concave objects different from any pieces of wood that he had ever seen before. These he afterward learned were vertebrae. Not until he had found several other ribs and vertebrae did the notion dawn upon Mr. Mitchell that his pieces of wood were bones. Led on by curiosity, he subsequently dug up nearly all the bones of the mastodon skeleton, including the pelvis, leg, bones, skull, teeth, and lower jaw, all in a perfect state of preservation. . . . This is the best specimen of its kind. It is in a state of perfect preservation, and there are other circumstances connected with it which are regarded as particularly fortunate. The teeth remain unimpaired to any serious extent by long exposure. From these it is inferred that the mastodon must have attained to the age of a hundred years. From the absence of tusks in the lower jaw it is also inferred by Professor Marsh that the animal was a female. Some idea of the size may be formed from the fact that the arch of the pelvis alone has a weight of nearly a half ton, and that a man of ordinary size with both arms extended across it can scarcely touch both edges with his finger-tips. It is thought that when mounted the skeleton will measure twelve feet in height and seventeen in length.—*The Yale Record.*

LANGUAGE.

Points in Etymology.—Tense.

Tense is a *form* of the verb to indicate *time*. Tense-forms, like Mode-forms, are made in two ways:

1. By a variation in the verb itself. Lov*e*s, lov*ed*; wr*i*te, wr*o*te; gr*o*w, gr*e*w; m*a*y, m*i*ght; c*a*n, c*ou*ld; sh*a*ll, sh*ou*ld.

2. By combining the verb and the following auxiliaries, *Have, had, shall, will, am, was, been, keep, am wont to, am used to, am accustomed to, am about to, am going to.* Thus:

Common-Forms.

Have written,	Shall (or will) write,
Had written,	Shall (or will) have written,
Am about to write,	Am going to write.

Progressive-Forms.

Am writing,	Had been writing,
Was writing,	Shall (or will) be writing,
Have been writing,	Shall (or will) have been writing.

Iterative Forms.

Keeps writing,	Had kept writing,
Kept writing,	Shall (or will) keep writing,
Have kept writing,	Shall (or will) have kept writing.

Forms to denote Habit or Custom.

Am wont* to write,	Had been wont to write,
Was wont to write,	Shall (or will) be wont to write,
Have been wont to write,	Shall (or will) have been wont to write.
* Usedor accustomed,	

Now it is evident from the above that there are *two* Tense-forms made by a variation of the verb itself, and quite a large number made by auxiliary combinations.

It will be objected, first, that the forms, *am about to write*, and *am going to write* are not Tense-forms, and that this view is substantiated by all the grammars. I answer, undoubtedly, according to all the grammars, but nevertheless I am confident that they are good orthodox Tense-forms according to the English language. 1. They are found constantly in the best English writers. 2. They are, like the mode-forms *am to write* and *has to write*, *verbal organisms* having, when combined as above, a force, which is in no sense a *simple aggregation* of the primary meanings of the three different words employed; but one entirely new, viz.: that of an *act* to be performed in the *near future*. They are then *organic forms* not to be separated in parsing; and since they indicate a *time* relation only, they are time or Tense-forms.

If it is objected, again, that the forms *am wont to write, am used to write, am accustomed to write*, are not, as a whole, Tense-forms, I answer that these forms, thus combined, are like those just discussed, *organic* structures not to be divided, in parsing, with any more propriety than the form *may have been writing*. This is evident from the sense.

If it is objected that the form *keeps writing* is not good English, I answer it is indeed somewhat colloquial, but by no means inelegant, and is frequently employed by our most scholarly writers. For instance, Rev. Daniel March, D.D., in his "Night Scenes in the Bible," says, page 437, "They *keep letting* down the net into the depths of the sea." Now I ask what more neat, what more *elegant* way of expressing the thought intended, can be substituted in the English language. These forms look strangely as grammatical Tenses, I confess, but simply because they have never been presented to us as such. For this our grammars, and not our language, is to blame.

We have, then, as a matter of *fact*, many more Tense-forms in the language than are found in the grammars. All these forms can be conveniently classified, however, under the six common Tense divisions. In this classification we shall have under each head, a form to denote—

1. Time *Absolute* or Indefinite.
2. Time *Continuous* for a brief period.
3. Time *Repeated* (*Iterative* forms).
4. Time long *Protracted* (or forms for *Habit*).

In addition to this we have in the Future division two forms to indicate the *near* future, in addition to the two for the *absolute* future:

Present Tense-Forms.

Writes, am writing, keeps writing, am wont (used or accustomed) to write.

Present Perfect Tense-Forms.

Has written, has been writing, has kept writing, has been wont (used or accustomed) to write.

Past Tense-Forms.

Wrote, was writing, kept writing, was wont (used or accustomed) to write.

Past Perfect Tense-Forms.

Had written, had been writing, had kept writing, had been wont (used or accustomed) to write.

Future Tense-Forms.

Shall or will write, shall or will be writing, shall or will keep writing, shall or will be wont (used or accustomed) to write, am about to write, am going to write.

Future Perfect Tense-Forms.

Shall or will have written, shall or will have been writing, shall or will have been wont (used or accustomed) to write, shall or will have kept writing.

We have thus under each leading time-division different Tense-forms to indicate four different temporal relations. Such, then, are the actual Tense-forms in use wherever our language is spoken at the present time. It seems to me a matter of great importance that the pupil should have a perfect knowledge of them. Given the form, he should be able to tell its exact time-force; and conversely, given the temporal conception, he should be able to produce at once the grammatical form. He should also be able to distinguish accurately Tense-forms as opposed to Mode-forms. In the ordinary confused methods of "conjugating the verb," what intelligent conception has the child as to what is Mode-form and what Tense-form? Let him discriminate between the two in such forms as the following: "Might have been writing;" "Was to have been writing;" "Could have written his letter."

Now is the time, likewise, to point out incorrect and vulgar Mode and Tense-combinations. "I have *got* to go;" "He *had* ought to have gone;" "He *had* went," etc. Here is a place for some hard work on the part of the pupil in the way of etymological *forms*.

"Sincere," Once More.

The derivation of *sincere* from *sine* and *cera* is retained in the last edition of Webster, but with implied doubt of its correctness. It was adduced in the JOURNAL, page 105, as an example of Fanciful Etymology. It is there suggested that *sin* is identical with the *sim* of *simplex*, in which case it is a representative of the original Indo-European word for *one*. The same modified form *sin* appears in *sin-gu-li*. It may be further suggested that the remaining component part of *sincere* is akin to the Greek, κερ-άννυμι, to *mix*. If so, *sincere* has the meaning etymologically *of one mixture*, which is entirely satisfactory, so far as the idea is concerned. However this may be, it is certain that its first syllable can have nothing to do with Greek συν or Latin *cum*. [See JOURNAL, page 221.] If adopted from the Greek, and consisting of familiar component parts, it is not credible that a word so well adapted to current use should not have been preserved in extant Greek records. Everything indicates that it was not introduced into the Latin by composition from Greek component parts. And if either transferred or coined from the Greek, it would be written *sym*, not *sin*. If formed from the common stock of the Latin and Greek before the separation of the two languages, the initial letter would have been, not the sibilant *s*, but the gutteral *c*, as in *con-cord-is* or *concor(d)-i*, the compound of *com* or *cum* and *cor(d)*, the etymological correspondent of Greek καρδ-ία and κῆρ, and the English *heart*. *Sincerus* and *concors* are entirely distinct in derivation. I. D.

— I cannot call riches better than the baggage of virtue: the Roman word is better,—impedimenta (hindrances).—*Lord Bacon.*

— It is nearly an axiom that people will not be better than the books they read.—*Dr. A. Potter.*

New-England JOURNAL OF EDUCATION.

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Boston, Mass., June 5, 1875.

NEW subscribers to the NEW ENGLAND sending their names and money before July 1, 1875, will receive the paper from June 1st for the remainder of the year for $1.50, in advance.

DR. LEONARD BACON, in a late number of the *Independent*, suggests that those who feel embarrassed by the possession of Appleton's Cyclopædia and are about to purchase the revised edition, remember the hard-working and half-paid ministers, and donate to them their old copies. The suggestion will no doubt be responded to by the numerous heavy-salaried clergyman, and the old Cyclopædia appreciated by their less favored brethren. An old coat, even if it is somewhat worn, out of style, and a poor fit, will still protect from the cold. Perhaps the wealthy teachers who are about to cast off their literary mantles that have been honored by fifteen years' service, would do well to remember their poorer fellow-laborers. The intellectual food obtained from a Cyclopædia is not less important to a teacher than to a clergyman. The variety of questions which he is daily called upon to answer, renders it indispensable that a work of reference should be at his elbow.

THE Committee on the Girls' High and Normal School, Boston, has addressed a circular to the advanced classes in that school, recommending, as far as possible, simplicity of dress on graduation day, for three reasons. First, that the preparation for elaborate and expensive dress on that occasion would be burdensome to most of them; second, because they cannot afford to give time, thought, and money to such a purpose, now; and third, that the influence of such an example will be most healthy and beneficial to future graduates of the school. The *Advertiser* very fitly suggests a fourth reason, namely, the influence of such a course upon themselves, from the fact that such an act will be abiding in the minds of the young ladies themselves as a teacher of self-denial; and may we not add as another reason the powerful influence of such a resolution in staying the general tendency toward a fashionable and distressing display of dress at school examinations and exhibitions, in all our schools, in all parts of the country. The honor of inaugurating such a movement in breaking the charm for the needless and sometimes reckless following of fashion, will be greater than any which will be achieved by the graduates in the honors of the classroom. Such a reform should be fashionable.

THE Massachusetts Board of Education has elected Hon. John D. Philbrick, recently Superintendent of Schools of Boston, as agent of the board in the counties of Norfolk, Plymouth, Bristol, and Barnstable, and E. A. Hubbard, Esq., Superintendent of Schools in Fitchburg, as agent in the county of Worcester. Both appointments are worthy ones, and the people may be confident that the schools will be improved under the influence of gentlemen of such ability and experience in connection with our public schools. It is understood that Mr. Hubbard will enter upon his duties very soon, but Mr. Philbrick's engagements in connection with the Centennial Exposition at Philadelphia will delay his labors in "The Old Colony." These appointments do not interfere with the work of Hon. A. J. Phipps, who still retains his position as general agent of the board, nor with the services of Geo. A. Walton, Esq., who will continue as agent in the counties of Western Massachusetts.

How to Study.

The thing wanted for better learning is better study. It is not so much how the pupil is taught, as how he studies, that determines his progress and his scholarship. In fact, to one who knows how to study, and who has the will to do it as he ought, no teacher, other than his book, is necessary. Such a learner is best taught, for he is self-taught. Of such learning there is far too little in our schools at the present time. We fear there is less than there used to be in that ruder period, of which we fancy ourselves to be so greatly in advance. There is such endless petty helping of the pupil in his books and in the teaching, that he becomes emasculated in self-reliant thought and resolution. No; teaching him to study, and little art and effort bestowed upon holding him to close, hard study, with so much pains taken to make the recitation everything, combine to complete the evil. Hence, right good study is likely to become a "lost art." To good study certain precautionary arrangements are necessary. The body should be in proper condition. You do not want the stomach either empty or loaded. The system should neither be excited nor exhausted. The position assumed should be neither uncomfortable nor injurious. Both should be adapted to close and continuous effort. Surrounding objects should be put under the ban. Get away from associates. You do not want anybody to talk to. Still less do you need anybody *to study with*. "Help yourself, and heaven will help you"; don't let anybody else do it. Get out of sight of objects which will divert your attention, if you can; if you can't, shut your eyes against them. Flee from an open window with a bustling outlook, as Lot did from Sodom. If you are a miracle of mental concentration, or mean to make your study a miracle of folly, you may take your place by one. The time may come when you can brave both diversions and interruptions; but it will be the consummation and crown of your discipline.

Next, there is an important preparatory work to be done. If there is a table of contents covering the ground to be gone over, examine it closely. If the topics are clearly set forth, learn them in order. This gives a general chart of your work. If the topics are given as headings to the chapters, lessons, or solutions, learn them there. Taking up the portion to be learned, first read it over carefully to get its general scope. Then examine it critically, subjecting it to a general analysis, determining what is to be chiefly studied, and especially what will require the most labor. If you can improve the order for the purpose of study, do it. Especially consider the connection with what has gone before. This is the more necessary when any part of the subject has been taken up in the previous lesson. Proper attention to this rule would do away with all need of the current detached reviews.

You now come to the main study. Attack this with all your strength. "Work at it like a Hercules."

First, learn most thoroughly by *heart* all leading statements, principles, and definitions. Get them so that you not only know them, but *know* that you do. This involves the power to repeat them without doubt or inaccuracy, and without the help of questions or catchwords.

Next, take up the expansion of these, with the explanations, reasonings, and illustrations connected. Read them carefully; stop and think over intently their facts or force, fixing the substance of the thought or truth thoroughly in mind. Follow this by careful practice in stating what you have thus learned, in clear, direct, unhesitating language of your own. Do it in thought; do it orally; in parts requiring special precision, do it in writing. Exercise yourself in talking over the lesson, as if it were a class exposition or lecture.

Finally, keep your mind steadily at the one work; command it back from its wandering; repel all interruptions. If you become fatigued or confused, from the intensity of your application, stop short for a few minutes; exercise in some light, cheerful way; or direct yourself with some other less severe train of thought. When the difficulty has been relieved, at it again!

Study in this way, and you will become "Wiser than your teachers." You will have attained the secret of true scholarship.

American Colleges in Turkey.

One result of the work of American Missionaries in Turkey is that a demand for education has sprung up in all parts of the country. In answer to the demand, great numbers of common schools, Girl's Boarding Schools, High Schools, and Theological Training Schools have been established. Three Colleges also have been projected, of which two are in successful operation: the Syrian Protestant College at Beirût, and the Robert College at Constantinople. Fully two hundred thousand dollars have been expended on each of these institutions. They are both doing a noble work for the various nationalities of the Ottoman Empire; the one at Beirût mainly through the medium of the Arabic, and the one at Constantinople through the medium of the English language. The third College has recently been established at the city of Aintab in Central Turkey. The native Protestants of that city, besides supporting their own pastors, preachers, and common schools, have given into the hands of the Directors of this College more than seven thousand dollars as an evidence of their interest in the enterprise. The people of England have also generously given twenty thousand dollars as their contribution. Two able Professors have been appointed; the materials for a new building have been collected, and fifteen young men have been admitted to the first class. The following recommendation is from the pen of Rev. Cyrus Hamlin, D.D., President of Robert College, Constantinople:

"The present is the era of education in the Turkish Empire. After the conquest of Constantinople there was a long period in which Turkish fanaticism, not without some excellencies of administration, bore sway; then followed a still longer period of decay and death. The missionaries came in just at the right momeut to commence their work. The Greek revolution had given a rude arousing shock to the Empire. European modes of warfare must be learned. Four centuries before Turkey had taught Europe the art of war—Europe must now teach her; the steamboat also appeared in Turkish waters. The dense stolid mass of ignorance and self-conceit was riven here and there. The missionaries gave to the Empire common schools, with beautiful intelligible school-books in the spoken languages: they gave also the Word of God. Attentive observers know how silently, widely, and mightily these

new forces have wrought, where neither missionaries nor their agents have ever been. The intelligence of all these many peoples has been wonderfully aroused. But now another great step has been taken: the people everywhere demand a higher education —the highest that can be had. The history of the Aintab College now proposed, is proof of this. In great poverty and depression a noble beginning has been made. Those who aid it will throw the transforming power of a high Christian education right into the heart of this great and dark empire. To what nobler purpose can wealth be applied?"

The College is also heartily endorsed by the President and Professors of the Syrian Protestant College at Bierût, and by the American Missionaries at Constantinople.

Those who desire further information in regard to this institution, or who may wish to contribute towards its establishment, should address Rev. T. C. Trowbridge, Rooms of the A. B. C. F. M., Congregational House, Boston, Mass.

Educating Young Sailors.

The Navy department, in a circular just issued, announces that a limited number of boys between the ages of fifteen and seventeen years will be enlisted in the United States naval service, according to an act of Congress which provides that minors of the ages mentioned may be enlisted to serve in the navy until they shall arrive at the age of twenty-one years. The schools are established with a view to extend still further to American youth the field of useful employment, and to draw them from a life of idleness, vice, and consequent crime to the prospective attainment of positions of trust and honorable usefulness.

The boys will be subjected to a rigid, wholesome discipline and education in the elements of English, alternating with practical seamanship and other professional occupations designed to prepare them for sailors in the navy. They will be enlisted as second-class boys, at the rate of $10.50 a month and one ration. Boys of old sailors or soldiers will be given the preference. On enlistment each boy will be furnished an entire outfit of clothing, the cost of which will be charged to their respective accounts. Boys will be transferred to sea-going vessels on reaching eighteen years of age, accompanied by the recommendation of their commanding officers as to conduct and proficiency. Boys will not be discharged from the service until they have reached the age of twenty-one years, except upon a medical survey or for misconduct. Those injured in the service will be entitled to the benefits of a pension. The boys will be under the immediate supervision of the bureau of equipment and recruiting, Navy department. Requirements for admission are: Good health, intelligence, ability to read and write, although if the applicant be otherwise qualified the examining board may enlist him. Boys sixteen years of age must be five feet and one inch in height and measure thirty inches around the waist.

Applications may be made on board the flagship Minnesota at New York, on board the Sabine at Portsmouth, N. H., or to the commanding officer of the Ohio, Boston. Application may also be made to the chief of the Bureau of Equipment and Recruiting, Washington, D. C. Besides the Sabine and Minnesota, is the sloop-of-war Portsmouth at San Francisco. The three are to be used exclusively as training schools.

Dr. Fraser, the Bishop of Manchester, England, published a letter explanatory of his statement on compulsory education, commented on in our columns recently. As we understood his meaning, if not his words themselves, the idea which he wished to convey was that, under the present management, the elementary schools "turn out neither intelligent Christians nor intelligent citizens." He would now change the phrase, somewhat, and explain his meaning. He asserts what he said about the present results of the elementary schools was that "they did not turn out good scholars or intelligent Christians;" it was the intellect rather than the moral results of the education that he wished to describe. Dr. Fraser adds that he also said distinctly that this failure was not owing to any incapacity in the teachers, nor to any want of liberality or proper solicitude on the part of the managers, but simply to the fact that, in the absence of any effective and uniform compulsion, the attendance of the children was so irregular, and their withdrawal from the schools so premature, that it was impossible adequately to develop their minds; and he ventured to express his conviction that this difficulty would continue to operate upon all schools alike, whether under school boards or connected with denominational organizations, till the *origo mali* was removed. The Bishop has seen no evidence to prove that the present school-board schools in any respect produce better results than the present denominational schools. The blame must not be thrown upon the particular classification of the school, but upon the imperfect attendance of the children. Referring to the "languishing condition" of many voluntary schools, the Bishop advises their managers, if they feel that they are maintaining a hopeless struggle, not to wait for their "painless extinction." This can only be effected at the cost of the efficiency of the education of, perhaps, a generation. It is time, he says, seriously to consider whether a reasonable and equitable Concordat cannot be arranged between such managers and the school boards; and whether, under the terms of such an agreement, while releasing the clergy from the onerous and thankless task of begging for funds, it may not be possible to provide, far more satisfactorily than at present, both for the secular and religious education of the children. He feels satisfied that the school boards in England, speaking generally, would meet the religious bodies in a fair and even a generous spirit.

A recent correspondent from Paris states that there will soon be a sale at the Hotel de Vente of pictures for the benefit of the Association of Teachers. This Association was established in 1865, by Mlle. Babion, and has for its object the support of teachers grown old and feeble in service. The minimum of assessment of each teacher who is a member of this Association is just 12fr. a year, and there are now four teachers who are supported solely by the income derived from the fund belonging to the Association. In France, as in America, owing to the few avenues of desirable work open to women, the majority of young ladies of culture and refinement obliged to earn a livelihood seek the vocation of instructress. Besides this number, the profession is still further crowded by daughters of the working classes, who have an ambition to see their children elevated to a higher social position than their own; as a natural consequence of the law of demand and supply, the salaries of teachers are very small; and, whereas a greater expenditure is necessary to sustain the gentility and respectability called for by their position, they arrive at old age with loss of strength and health, and without the support feebleness demands or their loyal services merit. The Society has increased to a considerable amount the original fund within the past few years, but it is even insufficient to meet the demands made by those in need, and the ladies who are the officers of the Association, some time ago resolved on making a special effort to increase their fund. The generosity and sympathetic kindness of artists having become proverbial, the happy idea occurred of calling upon them for assistance, and many have responded, each with a charming gift, to this call of charity. As though the world were organized for war and strife, says the *Register*, in an article on the subject, the laws have provided for the welfare of old soldiers; but the soldiers who fight against ignorance and superstition, who combat against the evils of war itself, are left to their own helplessness and the world's neglect.

— The slave of principle, I call no party master.
—*Charles Sumner.*

The Statues of President Pierson and Charles Morgan.

BY B. G. NORTHROP.

The unveiling of the bronze statues of President Pierson and Charles Morgan will occur in Clinton, on Wednesday, June 23. These statues are to stand in front of the Morgan School, near the very spot where President Pierson taught the first classes of Yale College. They are the work of Mr. Samuel Thompson, of New York. That of President Pierson is a duplicate of the statue placed on the grounds of Yale College, last Commencement. The Morgan School is an institution founded by Charles Morgan, Esq., of New York, who has given to it nearly $170,000. The school building is a noble structure, finely located on high ground, in the center of a large lot. The school has already attained marked success. The board of trustees, acting in harmony with the school visitors, make this a free school, the town also appropriating a liberal sum for its support. It is Mr. Morgan's plan to help those who help themselves. It is not intended to lessen the expenditures of the town for education, but to use the income of his endowment in increasing the excellence of the school. No town *of its size* in New England, within my knowledge, can show a school edifice so admirable, so well provided with maps and reference books, or a school of so high an order. The children of Clinton are greatly favored in having such rich opportunities of academic culture, including full preparation for college.

The example of the generous founder of the Morgan School is worthy of imitation. It is his gift to his native town, which he left more than sixty years ago, when a boy. Are there not other wealthy sons of New England, whose love for the old homestead and their native town shall prompt similar gifts to the native soil that bore them? There is hardly one of the older towns in New England that has not sent forth some of her sons to fill positions of commanding influence, or to the attainment of affluence. By founding schools or libraries, how easily could the favorites of fortune build a monument each for himself in his native town, and be gratefully recognized as the benefactor of his fellow-citizens, and of future generations.

Among the ceremonies at the unveiling, President Porter of Yale College will present to the library of the Morgan School the various books written by the present Faculty of Yale College, each author contributing his own works. The public will be surprised at the number of volumes from this source.

Public Opinion.

GEO. A. CARNAHAN, Principal Public Schools, Cincinnati, O. — I consider the N. E. Journal as indispensable in professional work. I believe it is the best educational enterprise ever conceived. I shall do all I can to extend its circulation.

BENJ. D. BEST, Principal of First District, Covington, Ky. —The N. E. Journal is the best educational journal I have ever read: just the paper wide-awake teachers have needed for years.

G. W. TYLER, Principal 21st Dist. School, Cincinnati, O. — I take the N. E. Journal, and as an educational journal I regard it as one of the best in the country.

GEO. A. YATES, Principal Third District, Covington, Ky.— I have been a subscriber to the N. E. Journal of Education ever since its establishment by the consolidation of the several journals in New England. I consider it the best school journal I have ever read, and take pleasure in recommending it to my many friends and acquaintances through Kentucky and the West.

H. W. N. HOYT, Superintendent Bainbridge Union School, Ross Co., Ohio.—Am glad to see so much interest manifested by the New-England Journal in all that advances the interest of our public schools and the teachers who are to supply them.

The New-England Journal of Education, published at 16 Hawley street, Boston, every week, supplies a want long felt and acknowledged by teachers of New England. By taking the place of the educational monthlies in four States, it started with a good support and an open field. The editor has had a large experience in matters of education, and knows what the teachers and friends of education need in a paper like this. All live teachers give it a cordial support. If you haven't seen it, teacher, get a copy.—*Tribune (Malden, Mass.)*

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

Fourth of July.—Webster.

On the Fourth of July, 1776, the representatives of the United States of America, in Congress assembled, declared that these United Colonies are, and of right ought to be, free and independent States. This declaration, made by most patriotic and resolute men, trusting in the justice of their cause, and the protection of Providence—has stood for seventy-five years,* and still stands.

This anniversary animates, and gladdens, and unites all American hearts. On other days of the year we may be party men, indulging in controversies more or less important to the public good; but to-day we are Americans, all in all, nothing but Americans. As the great luminary over our heads, dissipating mists and fogs, cheers the whole hemisphere, so do the associations connected with this day disperse all cloudy and sullen weather, and all noxious exhalations in the minds and feelings of true Americans. Every man's heart swells within him — every man's port and bearing become somewhat more proud and lofty, as he remembers that seventy-five* years have rolled away, and that the great inheritance of liberty is still his—his undiminished and unimpaired—his in all its original glory—his to enjoy, his to protect, and his to transmit to future generations.

*Change to ninety-nine.

Columbia's Union Party.

BY M. B. C. SLADE.

CHARACTERS:—COLUMBIA, UNCLE SAM, BROTHER JONATHAN, DISTRICT OF COLUMBIA, *the* STATES *and* TERRITORIES. COLUMBIA *dressed in National colors;* UNCLE SAM *in continental uniform;* BROTHER JONATHAN *as an old-time Yankee; Each* STATE *wears a coronet or a sash, with the abbreviation of her name. State characteristics should be represented as far as possible, in the dress of each* STATE; *thus,* MICHIGAN *should have chains and other ornaments of copper;* NEVADA *of silver;* CALIFORNIA *of gold.* DELAWARE *may be in Swedish dress. The stage should be adorned with flags, stars, and shields.* COLUMBIA *must have a raised central seat; there should be a table for the gifts.* DIST. OF COLUMBIA *receives and arranges them.* (*Enter* UNCLE SAM.)

Columbia.—Uncle Sam! welcome to my Union party.
Uncle Sam.—Thanks, fair Columbia; hope you're well and hearty?
Col.—Quite well, good uncle; I'm rejoiced you're here;
It will be such support to have you near;
And Brother Jonathan I hope to see. (*Enter* BRO. JON.)
Brother Jonathan.—Wal, neow, Columby, shake hands! here I be.
How big a party will ye hev, d'ye spose?
And will the young folks poke fun at my clothes?
Col—No, no, dear brother, there is no such danger;
You will not meet to-day a single stranger;
Only the children, coming home to dine
With their old Mother, now she's ninety-nine!
Almost a hundred! Jonathan, alas! (*Weeping.*)
Our days are as the grass; like sands they pass!
Bro. Jon.—O sho! Columby, don't cry any more;
Somebody's knockin', I'll go tend the door. (*Enter* DIST. COL.)
Col.—Oh! 'tis my little District; she's so near
She is the very first one to appear.

Enter NEW ENGLAND STATES. UNCLE SAM *receives and presents them to* COLUMBIA; *each salutes her, kisses her hand, and is then placed on one side of* COLUMBIA.

Maine.—I touch this sacred hand with wave-washed lips;
Receive from me a model of my ships.
N. H.—I bring a scepter that a King might own;
Made from free pines from my Mount Washington.
Vt.—And I a crown-wreath fit for any Queen;
Made by Green Mountain girls, of laurels green.
Mass.—I bring you fabrics rich, of varied stock,
From Berkshire hills, across to Plymouth Rock.
Bro. Jon. (*Aside.*)—Old Massachusetts never went out yet
But what she bragged on Plymouth Rock, you bet!
Conn.—I bring my fair, pure laws to show to you;
Mother Columbia, see, *they are not "Blue!"*
R. I.—I'm "Little Rhody," and I bring you this:
Mother Columbia, bend and take—a kiss!
Col.—By-and-by, Daughters, we will talk some more.
Hark! Jonathan, pray don't neglect the door.
Bro. J.—Yes, yes, Columby, I'll tend; don't you worry.
I'll see who's thumpin', out there, in a hurry. (*Enter* N. Y.)
Uncle Sam.—This is New York, the grand, proud, Empire State.
N. Y.—I came alone, because *I have no mate!*
Bro. J.—You jest hold on and give the West fair chance,
And Illinois will jine ye in the dance.
Uncle Sam.—"Hold on," New York ne'er does, but Illinois
May rival if she can; she has her choice.
Bro. J.—Wal, here's New Jersey, fit to stand beside her,
With—sure's you live!—a jug of Newark cider!
Penn.—And I, Penn's Keystone State, with loyal soul,
Offer Columbia samples of my coal.
Col.—Jonathan, the door—
Bro. J.—Wal, neow, I deu declare!
Ef here don't come our little Delaware!
And she's got on that same queer, Swedish dress
She wore in sixteen thirty-seven, I guess!
Col.—My eldest daughter, my first little pet,
Say, do you love your dear old Mother yet?
Del.—Yes, true and dear, Columbia, as when
I was thine only child, and loved thee then.
Md.—I bring a heavy offering in my hand;
'Tis useful iron ore from Maryland.
Bro. J.—Now, ra'ally, Columby, that ain't bad.
No knowin' when you'll need an iron-clad!
E. and W. Va.—We went where sad Mt. Vernon's willow weeps,
To bring thee flowers from where thy Hero sleeps.
Col.—It is an omen good that thus ye came;
One memory, one love, almost one name.
I know the spot, where fair Potomac swells;
Join, children, all, and sing "Mount Vernon Bells."
(*Sing one stanza in* GOLDEN ROBIN, *p.* 123.)
Uncle Sam.—See, for thy blessing, three more, bending, wait;
Georgia, "Palmetto," and the "Old North State."
Geo.—I've sweet potatoes, best the South can yield.
N. and S. C.—We've rice and cotton from sea-isle and field.
Miss. and Ala.—More cotton, from the Gulf's rich shores we bring,
Thine is the cotton, though the cotton's King.
Flor.—I offer garlands from the land of flowers;
Culled in my lowland swamps and live-oak bowers.
Bro. J.—Wal, I remember when yer beowers were holes
To hide away the skulkin' Seminoles.
And when the harnsome flowers you had were fewer 'n
Creek Injins, in the swampy lands o' yourn.
La.—Wrought in fit forms Columbia's lips to greet,
I bring bright samples of our sugars sweet.
Bro. J. (*In whisper.*)—Neow, Rhody, sence you're standin' in there, handy,
Yeou jest neow, on the sly, pass round that candy!
Knock, knock! I'm comin'; wonder who ye be? (*Enter* TEX.)
Col.—I welcome Texas! My "Lone Star" I see.
Cal.—O'er the Pacific railroad, vast, I came.
Bro. J.—Wal! your'e a shiner! tell us what's your name?
Col.—I know my darling from Pacific shore.
Cal.—Receive these chains of gold, this golden ore.
Ark., Mo.—Within your court are gifts that we bestow,
Our flocks and herds, that loudly bleat and low.
Bro. J. (*Excitedly.*)—Now, Uncle Sam, you've got to help tend door.
Here's Western gals a comin' half a score;
To laugh at me they'll to each other beckon.
But tain't no wus to *guess*, than 'tis to *reckon.*
An' ef they hint at soup of cod-fish tails,
I'll jest hand out to them 'bout *prairie whales.*
Uncle Sam.—O, Jonathan, don't be so sensitive;
Our family motto should be, Live,—let live.
Col.—And, Jonathan, I'm sure it is small loss
Whether they ride a ho*rr*se, or you a *hoss.*
Just let them *reckon*, or, perhaps, *allow;*
You *calc'late*, and you *guess*, now that you know.
Since we're in sections, why, of course, we're sectional;
But, seems to me, we all may be affectional.
Bro. J.—Here's Tennessee, with Old Kentuck to back her.
Tenn. and Ky.—Take, if Columbia choose, some fine tobacco.
Col. (*Angrily.*)—What! "If I chew?" What insult! Shall I brook it?
Bro. J.—Wal, no; I'd "put it in my pipe and smoke it!"
Uncle S.—They only meant, Columbia, did you choose
To see their product many men will use.
Col.—My children, your old Mother made mistake;
Give me your hand, receive a cordial shake.
Ohio.—Fair Mother, see my wealth of golden corn;
Ind. and Ill.—And ripened grains from our broad prairies shorn.
Mich.—See, I from Lake Superior's distant shore,
Bring green and shining, precious copper ore.
Iowa and Wis.—We, from our mines, bring wedges of our lead,
For bullets that we pray you ne'er may need.
Min., Or., Kan.—We bring not here our gifts, your halls to cumber,
But send to us for lots of grain and lumber.
Nev., Neb., and Color.—We, your three youngest, bid you hold your hands,
We fill them with our gold and silver sands.
Col.—A stranger comes; pray, Jonathan, go meet her.
Bro. J.—Wal, neow! I guess that she's a curi's creeter;
Rigged out in snow-shoes, seal-skin furs. I'll ask her
To give her name. She says she's Miss Alaska!
Col.—Uncle Sam, bring her in; although you bought her,
She shall be welcome here, as any daughter.
Alaska.—Thanks, dear Columbia, and I'll guard your gates
When hostile hordes pour down—through Behrings' Straits!
Bro. J.—Hallo, there! What's that thumpin' now again?
Col.—I know! My boys in the last Western train;
They come to swell my Union Party's glories,
By bringing news from my young Territories.

(*Enter boys from* WASHINGTON, WYOMING, IDAHO, MONTANA, DAKOTAH, UTAH, ARIZONA, NEW MEXICO, *and* INDIAN *Territories. These should be in backwoodsmen's dress and with rifles. They sing:* TUNE, "*When Johnny comes marching home.*")

The boys they come marching from the West; Hurra! hurra!
Montano, Dakota, and the rest; Hurra! hurra!
With Washington and Idaho,
Wyoming and New Mexico;
And we all feel gay, to visit Columbia!
The boys they come marching from the West; Hurra! hurra!
From Utah and Indian, and the rest; Hurra! hurra!
Through grand, primeval wilds we come,
Arizona our farthest home;
And we all feel gay, to visit Columbia!

Uncle Sam. (*To the* STATES.)—Now, my fair nieces, hear a word from me;
'Tis well for boys to cheer, their three times three;
But gentle maiden's voices loveliest sound,
When sweetly sending music strains around.
So all shall sing, while here we gathered are,
The grand old song of "Hail Columbia."
(*All sing. Then* COL. *speaks.*)—Thanks, children, love is strong, and words are weak;
My love, your loyalty, no words can speak.
And do you love me so, and I so old?
Bro. J.—Of course they dew! must you ag'in be told?
Unele Sam.—Hush, Jonathan, don't interrupt the address.
Bro. J.—You're right, Columby's got the floor, I guess.
Col.—Well nigh a hundred am I; I rejoice
To see each daughter's face, and hear her voice;
And I rejoice, too, at the manly strain
That rings from Western mount, or shore, or plain.
I gratefully accept each gift you've shown;
Tokens of love, and of the wealth we own.
I'll happier grow, as on my ripe years run;
Each daughter, fair, and brave and strong each son.
Continue true and loyal unto me,
And kind and loving to each other be.
Sound welcome, o'er the earth, that each may come
And find in your broad lands an ample home.
Bid all men hasten from Oppression's ban,
Where worth, alone, marks Nature's Nobleman!
Love virtue, truth, and honor; and fair Fame
Shall wreathe bright garlands for each shining name.
Uncle Sam.—Come, introduce, shake hands, acquainted be,
And then we'll all sit down to Union Tea.

PANTOMIME.—*Let there be a general introducing, one to another, but only with motions, keeping perfect silence. Then* UNCLE SAM *gives his arm to* COLUMBIA, BRO. JON. *to* NEW YORK, *and the others take partners, and pass around and off the stage to the tune of "Yankee Doodle."*

Origin of the Flag.

[*Recitation for a Young Lady, holding a Flag.*]

BY M. B. C. SLADE.

Before the tree of Pilgrim stock
Its roots had struck 'neath Plymouth Rock;
Ere sweet savannas smiled to see
The coming of the Chivalry;
Or Western wilds awoke to hear
The echoes of the pioneer;
Fair Freedom raised her banner,
And sang her loud hosanna;
This starry Flag! its folds, unfurled,
Shall wave o'er all the Western world!

She turned to northern hills of snow;
To Southern vales, where roses blow;
Where roll the Western waters, blue;
And thence these lovely tints she drew!
The bright stars saw the field so fair,
And shone thereon, and rested there.
Fair Freedom raised her banner,
And sang her loud hosanna!
This starry Flag! its folds, unfurled,
Shall wave o'er all the Western world!

Now on the heights Columbia stands,
And waves this banner o'er the lands;

My North, South, East, and West, cries she,
This glorious flag our own shall be!
Henceforth, to all lands, 'neath the sun,
Shall Freedom's name, and ours, be one!
Fair Freedom raised her banner,
And sang her loud hosanna!
This starry Flag! its folds unfurled,
Shall wave o'er all the Western world.

Charles Carroll of Carrollton.

[*An Incident at the Signing of the Declaration of Independence.*]

BY JOHN WESTALL.

John Hancock's bold and vigorous hand
Had marked indelibly the page
That told the sufferings of our land,
The strength of her heroic age.
And he who first from heaven had drawn
The lightning's forked and quivering flame,
On that, fair Freedom's birthday morn,
Appended there his generous name.

And there in bright succession rose,
Like stars upon the unfading sky,
The autographs of men who chose
To live in freedom, or to die!
Who pledged life, fortune, honor, all,
Those sacred precepts to defend,
Whose light Humanity lets fall
On those who feel the name of friend.

When up rose Carroll; he whose wealth
Was great, whose natural bounties large;
Nor quailed he, neither sought by stealth
To escape the odious freedom charge.
Yet, if he would, he might have done,—
Since there were others named like him;
Yet, stainless Liberty's true son,
He could not on the foul tide swim.

And when men whispered, "Millions go!"
As up he walked, he still walked on;
And when they added, "None will know,"
Charles Carroll wrote, "*Of Carrollton.*"
That all might know whose name shone there,
Amidst that glorious patriot band!—
Might know the lion's very lair,
When Freedom's huntsmen filled the land.

July.

BY L. D. NICHOLS.

Hail Carnival of Noise!
Welcome to men and boys,
Fourth of July!
Fire-crackers strew the ground,—
Cannons and bells resound,—
Fireworks, the country round
Redden the sky!

Now July's ardent heat
Calls the white lilies sweet
From every pool.
Now comes the blessed day
When boys and girls may say,
(Eager for country play),
Good-by to school!

SONGS FOR FOURTH OF JULY.

"Independence Day"—Tune, "Champagne Charlie"—in *Golden Robin*, page 132.
"Fling out the Joyful Banner"—in *Headlight*, page 74.
"Hurra for Independence"—in *Mocking Bird*, page 172.

How to Read Books.—1. Always have some useful and pleasant book ready to take up in "odd ends" of time.

2. Be not alarmed because so many books are recommended.

3. Do not attempt to read much or fast.

4. Do not be so enslaved by any system or course of study as to think it may not be altered.

5. Beware, on the other hand, of frequent changes in your plan of study.

6. Read always the best and most recent book on the subject which you wish to investigate.

7. Study subjects rather than books.

8. Seek opportunities to write and converse on subjects about which you read.

9. Refer what you read to the general head under which it belongs; if a fact, to the principle involved; if a principle, to the facts which follow.

10. Try to use your knowledge in practice.

11. Keep your knowledge at command, by reviewing it as much as you can.

12. Dare to be ignorant of many things.—*Bishop Potter.*

STATE DEPARTMENTS.

Maine.

Anniversary of the Eastern Normal School.

The eighth annual examination of the Eastern State Normal School was held last week, and was attended by the governor, members of the council, and board of trustees, Superintendent Johnson, and other State officials. Classes in Geometry, Grammar, Physiology, Astronomy, History, Rhetoric, Geology, and Geography, were in turn subjected to a searching review of principles and methods. The test was in some cases a most severe one, and the result gratifying and satisfactory to the large number who crowded the recitation rooms. These young teachers manifested commendable coolness and earnestness, as they held their classes to prompt and critical work. In the recitation of the senior classes, all the members became, in turn, teacher and pupil.

The governor, superintendent, and members of the council and board of trustees, manifested their sense of responsibility and interest by frequent and critical questions. With them the inspection of the work of the school is not a mere formality. During the afternoon the pupils from the model school occupied one of the recitation rooms in the Normal building.

The Model School, which is the town primary school, has been under the care of the Misses Perkins and Brown, graduates of the Normal School, who have done most excellent work during the past year.

The students of the Normal School have been required to devote time to observation, and practice teaching in this school the results of which were seen in the excellent work done to-day. A most interesting feature of the work, was the singing exercises. In a school of sixty, we noticed but *three* who did not sing, and the music was very excellent and entertaining.

On Thursday the senior class exercises were held in Normal Hall, where they were examined by Governor Dingley, Superintendent Johnson, and others, on the theory and practice of teaching, and the class showed a thorough appreciation of such subjects as the following: — Education defined; elements of education; history of education; parental, individual, and public instruction; theory of education in the United States; changes needed in our system of education; the teacher's preparation and work; textbooks and classification; school-houses and school governments.

Principal Fletcher, in his report of the progress of this school, which now closes its eighth year, states that it has registered more than eight hundred pupils, and graduated one hundred; ninety-six of whom have taught, and probably seventy-five per cent. of the eight hundred are teachers. Over three hundred pupils have been registered during the past year, representing ten counties and one hundred towns. For several years, forty per cent. of the attendance have been males, a much larger ratio than is found in any other Normal School in New England.

The governor's address to the graduating class was honest, earnest, and sound, and elicited warm and enthusiastic applause.

The fifth annual meeting, held on Wednesday and Thursday evenings, were very interesting, all of the six classes being well represented, and the exercises, social and literary, valuable and entertaining.

The Eastern State Normal School closes the term with honor to the State and with great credit to the principal and his associates, who are doing excellent work for the common schools of Maine.

Westbrook Seminary. — Rev. Mr. Leonard, professor of *Belles Lettres*, at Westbrook Seminary, will preach the baccalaureate sermon on Sunday, June 6th, at the church at Stevens's Plains. The Commencement exercises occur June 10th. The three days previous to that day will be devoted to examinations. On the evening of the 10th there will be a reunion of the classes of '72, '73, '74, and '75, at the Seminary; and on the 11th, together will go on an excursion to the islands. They will have dinner at Jewell's Island, and in the afternoon will visit some of the other islands, where they will have a dance. Eight pieces of music will be taken along, and they will go in for a good time. The graduating class numbers twenty-five.

Kent's Hill.—A correspondent writes: Maine Wesleyan Seminary and Female College, at Kent's Hill: programme for June 1st, 2d, and 3d, 1875.—Prize declamation and reading, Tuesday evening, June 1st, at 6:30 o'clock. Annual meeting of trustees, Wednesday, June 2d, at 10 o'clock, A. M. Anniversary of Calliopean and Adelphian Societies, June 2d, at 2 o'clock P. M. Oration by Rev. F. G. Morris, A.M., Watertown, Mass. Poem by Mrs. Emma Huntington Nason, A.M., Augusta, Me. Concert by Music department under direction of Prof. W. F. Morse, June 2d, at 7 o'clock P. M. Commencement, Thursday, June 3d, at 10 o'clock, A. M. Levee and reunion, Thursday evening, June 3d.

— Some twenty scholars, drawing school-money in Camden, have been out of town during the past year attending school. The same money that they have expended would have bought as good teachers at home. Men will teach for money, and $3,000 will buy a very good teacher: one quite as good as the president of Harvard.—*Camden Herald.*

— At a meeting of the trustees of the Bridgton Academy, held at North Bridgton, it was voted to renew the offer of transferring the academy property to the State in consideration of the establishment of a Normal School on the academy grounds.

— Mr. J. G. Thomas, of Camden, late principal of Patten High School, is now, during the absence of Professor Fish, taking his place in the higher English department of the Hallowell Classical Institute.

— Capt. Joseph P. Sanger, First Artillery, has been relieved from duty as professor of Military Science and Tactics at Bowdoin College, Brunswick, to take effect July 10th.

— The whole number on the roll-book of the Pembroke High and Grammar School for the present term is 127. Miss Anna D. Fifield, of Hampden, is the newly-appointed preceptress, and Miss Maggie J. Laughton, a first grade pupil, assistant.

New Hampshire.

Will the Principals of the various academical and higher schools in the State kindly see that full reports of their anniversary exercises, lists of graduates, etc., at the close of the present term, are promptly sent to the editor of this column?

In Memoriam.—Died in Antrim, Mark True, Esq., aged 60 years. Mr. True was an active worker in the cause of education, for twenty-five years a successful teacher, and at the time of his death superintendent of schools in his town. He was born at Francestown, November 1, 1815. From early childhood he was distinguished for his avidity for learning and facility in acquiring it. We have often heard his old teacher relate his early proficiency, especially in Mathematics, going through "Adams" at the age of ten. And any one who has ever seen the gusto with which Mr. True used to dilate upon "the first Colburn's Arithmetic ever seen in these parts," introduced by the same teacher, and the intense delight with which man and boy first went through it together, can have no doubt but that those early acquirements were real and substantial. At sixteen he taught his first school, and till the age of twenty-one all his earnings were religiously placed in his father's hands. At about the age of twenty-one he experienced religion, and, as is often the case, life had new and nobler aspects to him thereafter. Religion to him meant service, saving as well as being saved. So that he might do the most possible good, he determined upon an education. It was hard work for a young man without means or help, but by energy and hard work he pushed his way up through and graduated at Dartmouth, 1845, at the age of 30.

In 1837 he first taught the high school in Dublin and was one of the worthy trio (Dr. Leonard of the North American Spelling Book, and Col. Smith, being the others) whose progressive energy made the schools of that little mountain town for a long time the best in the State. He was one of the originators of the "Young People's Educational Society," still alive and doing good work in that town. In this connection he was probably the originator of the "paper" now an essential part of every lyceum the land over—at least we have heard him say that the paper he started in the Dublin lyceum about 1837 was the first he ever heard of. Immediately after graduating he became professor of Greek and Latin at New Hampton, and soon after principal at the then flourishing academy at Hancock. He also taught at Brewster, Mass., and Winchester, Mass., and at the last of his teaching was connected with the institution at New London. The beauty of his work as a teacher was his magnetic moulding-power over his pupils. Hundreds who went out from under his care can point back to him as the man who gave them the first impulse toward a higher life.

Since 1860 Mr. True resided at Antrim, engaged in manufacturing. But with increasing years and business, and competence, his interest in religious and educational movements only grew more intense. Though somewhat infirm of late, he never grew old, but entered with ardor into whatever promised good to any. Though crowded with the details of a large business he found time for faithful superintendence of the schools, and it is said could give a good account of the scholarship of every boy and girl in town. An intense worker, he worked to the last—Sunday active in the Sabbath school and prayer-meeting, Monday gone to his rest. Few gave more or more unostentatiously to every charity. The beautiful house lately erected for the use of his church is largely the result of his energy and liberality. He was a strict Baptist, and since 1862 a deacon in the church, yet few were more liberal to others or held in warmer regard by members of rival churches. One of his greatest pleasures in later years was the education of several colored students in Richmond University.

He was keen to detect error, an intense hater of sham and every form of meanness and dishonesty, one of the old school whose high sense of right and truth nothing could induce him to violate. Such a life it is a delight to dwell upon—a man hasty, nervous, impetuous, almost rash, by nature, yet curbed through long years of loving service to God and humanity into that lofty manhood which all united to bless; a man exemplifying to the world that greatest of all lessons, how lofty purposes and faithful work, even in the common walks of life, shape communities and society and lay their transforming influences upon a thousand lives.

A South Hampton correspondent of the *Mirror* has a good suggestion: — "Now that the spelling mania is somewhat abating, would it not be both pleasant and profitable to try our skill in pronunciation? To those who read and speak in public, and to our young friends who are intending to appear at the bar, in the pulpit, or on the rostrum, it is of the utmost importance that a correct pro-

nunciation be acquired. Let such words be selected as are liable to be mispronounced, but which have a settled pronunciation, words in reference to the orthoepy of which authorities agree. When selected to the number of two or three hundred, more if necessary, let each word be numbered, and the list printed on slips of paper, so that each contestant and the person in charge of the match shall have a copy of the words before them. When all is in readiness, the person in charge will simply call the numbers, and the participants will answer in turn as in a spelling match. The umpires, who must be familiar with the correct pronunciation of the list of words, may perform an office similar to that of umpires in a contest in orthography." P. P. W.

Vermont.

We were in error in stating, three or four weeks ago, that the spring examinations of teachers were generally held on the 1st of May. Some of these occurred one or two weeks earlier.

Barre Academy.—The anniversary exercises of this institution occur as follows: June 4th, 5th, 7th, and 8th, examination of Senior class. June 6th, afternoon, annual sermon, by Rev. L. Tenney. June 7th, evening, prize speaking. June 8th, evening, rhetorical exercises by the middle class. June 9th, afternoon, anniversary of Associate Alumni; orator, Rev. Franklin Tuxbury, of Brandon; poem by Miss Amy Fisk, of Northfield. In the evening, anniversary of the Social Fraternity; orator, Hon. J. M. Thatcher, of Washington, D. C. June 10th, forenoon, annual meeting of the alumni; special meeting of the Social Fraternity. In the afternoon, rhetorical exercises of the graduating class.

Manchester.—The graduating students of Burton and Burr Seminary have just had their class-day exercises. We subjoin the following report, taken from the Rutland *Herald* of Monday: The exercises were opened by a prayer by Rev. Dr. Wickham, president of the seminary trustees, after which the address of welcome was given by the president of the class, Mr. L. W. Raymenton, of Chester, Vt., which indeed showed the gentleman merited the honor which the class awarded him in making him their president. Mr. S. H. Moore, of Bennington, then read the history of the class, which was very fine. The next exercise was an oration by Mr. H. W. Hulbert, of Bennington, the subject of which was "Genuine Manhood," which was one of the ablest of the exercises. The class poet, Mr. F. E. Whipple, of Danby, next recited his poem, which certainly gives promise of a brilliant future to him as a poet, if he chooses to direct his ambition into that path. The prophet of the class, Mr. E. P. Warren, of Philadelphia, next prophesied the future of each member of the class, and was frequently interrupted by applause.

The class with their invited guests then repaired to the dining hall at the seminary, when the class dinner was partaken of. Toasts and speeches followed. This was the first class day ever held at the seminary, and with such an example the coming senior classes of the seminary need have no fear as to the success of their class days, if they are energetic in following it.

Next week the new paper, the *Seminary Courant*, published under the auspices of the senior class, will make its first appearance. It will be a quarterly paper, and will contain much instructive and interesting matter.

Personal.—We learn that Miss Mary Burnham, of the Rutland High School, has been tendered and has accepted a prominent position in the new female college at Wellesley, Mass. This institution will have a regular four years course, and Miss Burnham's long experience in teaching and rare attainments well qualify her for the position. We very much regret Miss Burnham's removal from the State.

Massachusetts.

The Massachusetts Legislature at its late session made the following appropriations for educational purposes, viz.:

For State Normal Schools, including Nor. Art School,	$71,000.00
For aid to pupils in State Normal Schools,	4,000.00
For apparatus, improve'ts, and repairs for Nor. Schools,	10,950.00
For teachers institutes,	1,000.00
For Mass. Teachers' Association,	300.00
For County Teachers' "	300.00
For salary and expenses of Sec. of Board of Ed.,	3,400.00
For printing report of the board, with accompanying doc. and a revised ed. of the laws relating to pub. schools,	10,000.00
For salary and expenses of agents of the board,	14,000.00
For expen. of board, postage, printing, adver'ing, etc.,	4,355.00
For salary of assistant-librarian and clerk of board,	2,000.00
For additional assistance in State library,	2,016.00
	$123,321.00

— All the theses of the Amherst Agricultural College Seniors have been accepted by the faculty, and the following have been appointed to speak at Commencement: Joseph Francis Barrett, of Barre; Everett Burt Bragg, of Amherst; William Penn Brooks, of South Scituate (valedictorian); Madison Bunker, of Nantucket; Jabez William Clay, of Westminster, Vt.; Lauren Kellogg, of Shrewsbury; Frank Henry Rice, of Barre; Walter Hayden Knapp, of Boston. The selections were adapted to the occasion, and not based particularly upon the merits of the productions. Nearly 70 different students have been connected with the class during their course; they graduate 18, which is the largest number since the anniversaries of 1871 and 1872.

— The semi-centennial of the Philomathean society at Phillips Academy, at Andover, occurred on the 26th, and was very successful. Rev. Dr. Ray Palmer delivered the address of welcome, Samuel B. Noyes the historical address, and C. A. Dickinson the poem; a dinner served by J. B. Smith, the Boston caterer, and presided over by Professor Churchill, closing the exercises.

— Professor Mowbray, of North Adams, has received a patent for an improved frictional electric battery, to be used either for blasting purposes, firing torpedoes, or lighting gas.

— Greenfield authorized her school committee to put up a primary school building at a cost of $2,000, and to floor the basement of the High School.

— The Williams College Seniors have voted to do away with the custom of smoking the class-pipe on class-day, and this year that part of the usual exercises will be omitted.

— The State Agricultural College battalion is to appear in the Bunker Hill centennial. The customary address before the agricultural literary societies on anniversary week will be given by Dr. W. F. Warren, president of the Boston University, and at the same time a poem will be read by Henry S. Goodell, of Mount Washington.

— Six candidates for the cadetship at Professor Seelye's disposal appeared at Walker Hall, Amherst, Wednesday, for examination, and Frank B. Parsons, of Northampton, was appointed by the examining committee, E. A. Hubbard of Fitchburg, Captain David Hill of Easthampton, and Dr. Hitchcock.

— M. M. Tracy, of the South Berkshire Institute at New Marlboro, has failed, with liabilities of some $4,000. His assets were something over a quarter of this. The school is to be continued for the term ending in July by the teachers, Misses Kent and Sweet.

— The Hyde Park school committee have engaged five male teachers, and fixed the salary of the principal of the High School at $1,600, and Mr. Fellows, of the Blake school, at $1,200.

— The High School girls of Gloucester have decided to graduate in calico dresses this season. May they have many imitators.

— Rev. Henry G. Spaulding, of Dorchester, has accepted an invitation to give a second course of lectures at the Lowell Institute, upon "Roman Antiquities in and out of Rome." These lectures will be given a year from next winter.

— Mr. Alexander Agassiz has issued a circular announcing the discontinuance of the school at Penikese Island for the present season, in order to save the institution from debt.

— Several thousand dollars will be added to the funds of the Cushing Academy, Ashburnham, by the death of Sarah W., wife of Thomas P. Cushing, who originally endowed the institution by a munificent bequest.

— Effie A. Ward, during the recent forest fire in Ashburnham, coolly organized the boys of her school and saved the school building.

Rhode Island.

The inauguration of the new State government last week at Newport, wrought some changes in the educational forces of the State. As the governor and lieut.-governor are members, *ex officio*, of the board of education, His Excellency, Governor Lippitt becomes chairman in place of Governor Howard; while his Honor, Lieut.-Gov. Sisson takes the place of Lieut.-Gov. VanZandt. The vacancies in the board of education for Providence and Bristol counties, which occurred in accordance with the law, were filled by the reëlection of the present members, Dr. C. H. Fisher of Scituate, and Rev. G. L. Locke of Bristol. The committee on education, in the Senate, is substantially the same as last year, viz.: Messrs. S. H. Cross, Westerly; H. H. Richardson, Barrington; W. L. Clark, Hopkinton; A. B. Lewis, Coventry; Alfred Sisson, Portsmouth; Messrs. Lewis and Sisson being new members. In the House not a single member of the old committee being returned, it was necessary to entirely reconstruct the committee, which is as follows: Messrs. Henry H. Fay, Newport; George L. Clarke, Providence; Grenville R. Brown, Warwick; J. B. Barnaby, Providence; Isaac F. Williams, Bristol.

We are sorry at being compelled to lose the wisdom and experience of so many, yet we trust that they will retain their interest in the cause, simply transferring their labor to other fields and spheres of action. It gives us great pleasure to welcome to an active participation in this work so many men of established reputation in the State, as men of culture, of sound judgment, and of large administrative ability.

The field is indeed narrow when estimated in square miles, but full broad enough for the labors of the most earnest and devoted men, when we consider the character of the work to be done, and the extent of the influence upon the whole subsequent history of the State.

State Beneficiaries in Brown University.—When the General Assembly assigned Rhode Island's share of the "land grant" to *Brown*, it was upon condition that the State should have the right to keep at the college, free of expense for tuition, a certain number of students. These students are elected in grand committee. The following persons were elected at the recent session, viz.: Albert E. Carpenter, Freeman Johnson, of Providence; George I. Malcolm, of Newport; and Charles Francis Chase, of Bristol.

Pawtucket.—At an adjourned meeting of the school committee, held on Monday evening, May 24th, Andrew Jenckes, Esq., was elected school superintendent for the ensuing year.

We make the following abstract from the recent report of the Commissioner of Public Schools of Rhode Island:

TEACHERS, TEACHERS' WAGES, AND LENGTH OF SCHOOL YEAR IN MONTHS AND DAYS, FOR SCHOOL YEAR ENDING APRIL 30TH, 1874.

Day Schools.

Number of school districts,	429
Increase,	6
Number of schools,	732
Increase over report of last year,	13
Aggregate length of schools,	6,566 months, 14 days
Increase,	128 months, 14 days
Average length,	8 months, 19 days
Increase,	Fractional part of a day
Number of *different* persons employed as teachers during the year:	
Males,	201
Females,	821
Total,	1,022
Number of teachers necessary to supply the schools,	805
Increase,	47
Amount paid to teachers,	$355,525.90
Increase,	$37,164.38
Average salary of teachers,	$441.64
Increase,	$21.64
Amount paid to male teachers,	$83,063.10
Increase,	$7,491.90
Aggregate number mos. of male teachers have been employed,	993
Decrease,	5
Average wages per month.	$83.65
Increase,	$7.93
Average salary per school year (8 months, 19 days)	$748.66
Increase,	$70.97
Amount paid female teachers,	$272,462.80
Increase,	$29,672.48
Ag'ate number of mos. female teachers have been employed,	6,212
Increase,	$427
Average wages per month,	43.86
Increase,	1.89
Average salary per school year,	392.54
Increase	16.91
Amount of State appropriation for day schools,	90,000.00
Amount of State appropriation for evening schools,	3,314.00
Amount of town appropriations,	328,322.37
Amount from registry taxes and other sources,	210,355.40
Amount of district taxes,	66,881.59
Amount of balance unexpended last year,	46,896.24
Total receipts from all sources,	$745,769.60

Expenditures.

Amount paid teachers in day schools,	$355,525.90
Am't paid for other purposes connec'd with day scho'ls,	76,016.80
Amount expended for evening schools,	22,127.50
Amount expended for school-houses,	237,181.33
Total expenditures,	$690,851.53

COST OF INSTRUCTION IN PUBLIC SCHOOLS.

Day Schools.

Average amount paid teachers for each pupil enrolled,	$9.03
Av'age am'nt paid teach's for each pupil's instruc'n per m'th,	1.55
Av'age cost of pupil exclusive of expen. for school houses,	10.95
Average cost per month,	1.88

Evening Schools.

Average cost per pupil,	$3.64
Average cost per month,	4.01

Day and Evening Schools.

Average cost per pupil,	$10.08
Average cost per month,	1.93
Average cost per pupil, including interest on expen. for school houses'	10.60
Average cost per pupil.	2.03

Connecticut.

Retrospective. — It is well to pause occasionally and take a view of the past, in order that we may comprehend better the stage of advancement which we have already reached. The statistics presented below are taken from the first number of the "Connecticut Common School Journal," edited by Hon. Henry Barnard, and published in August, 1838:

	1837	1874
The No. of school districts in the State was	1,664	1,502
No. children between 4 and 16 years,	83,237	132,923
No. teach., includ. win. and sum. terms, males,	1,018	711
" " " females,	1,109	2,246
Whole amount paid to teachers, males,	63,982	
" " " " females,	34,589	
Total,	108,571	959,229

Average length of schools in months, a little over 7 months, but ranging as low as 2 months in summer and 2 months in winter.

	1837.	1874.
The number of private schools and acad.,	255	8,529
No. scholars in attendance,	6,626	15,834
Amount paid for tuition,	$94,326	
No. of chil. between 4 and 16 yrs. not in attend. at schools, public or private	1,615	15,834
No. of per. between the ages of 4 and 16 yrs. who cannot read or write,	111	

The census of 1870 gives the no. of those unable to read or write between 10 and 15 yrs., males, ... 1,408
" " " females, . . . 1,253

Total, ... 2,661

The returns show there are, on an average, in the schools, 5 different kinds of spelling books, 24 reading books, 9 geographies, 7 histories, 6 grammars, 11 arithmetics, 5 philosophics, 10 miscellaneous books.

Parents exhibit generally no interest in the public schools, by attending examinations or otherwise. School committees are in no instances paid. School visitors are paid in but 12 towns. Where they are paid, the duties are better performed, and the schools are in better condition.

	1837.	1874.
Av. wages of male teach. per mon. ex. of board,	$14.50	$69.03
Female teachers, ditto, ...	5.75	36.05
Av. wages of the former in private schools,	30.00	
Of the latter, ...	10.00	

Only 85 of the teachers in the public schools of these towns follow teaching as a profession. The average rate of tuition for each scholar in the public schools is about $11.00 per year.

The same studies are taught in the private schools as in the common schools, but to better advantage, for there is less diversity of school books, better classification as regards age and proficiency, and better qualified teachers. Private schools have increased rapidly within the last twenty years.

From returns and calculations made by the same gentleman, there were over 6,000 children, between 4 and 16 years, not in attendance upon any school in the year 1837; over 1,000, between 16 and 21, who could not read or write, and 10,000 children receiving instruction in private schools and academies.

NAUGATUCK.—A school meeting was to be held in the High School building last (Saturday) evening, the 29th, for the purpose of arranging for school room. The primary schools are all crowded to suffocation; some of the rooms have more than one hundred scholars under the management of one teacher. There is some talk of buying the old Episcopal church and making it into a school-house, as it would only have to be moved a few rods.

Colleges.

YALE COLLEGE.

The Yale Athletic Association held their semi annual meeting on the 23d ult. The programme consisted entirely of races, on the same plan as those at Saratoga. Owing to harbor attractions the sports were but poorly patronized. . . . The dedication of the new boat-house takes place June 9th. In the afternoon the exercises will consist of speeches and races. In the evening will be a grand ball. (I reserve the description of the house until the dedication report is read.) The University crew at present consists of G. L. Brownell (bow), E. C. Cooke, D. H. Kellogg, C. N. Fowler, J. Kennedy, and R. J. Cook (stroke). . . . F. Wood, one of the best men on the last year's crew, will be prevented from rowing on account of injuries received last winter. The crew is in excellent trim and cannot fail to do well at the summer regatta. The Freshman crew has been chosen, and are practicing daily on the harbor. . . . In base-ball Yale excels her nine of last year, and expects to hold the championship at least for another year. . . . Society elections were given out last week.

The total receipts of Yale College, last year, were $331,384, the term bills amounting to $61,727. There were donations to the building fund of the Theological department of $81,100, to the Law School $10,000, and to the chapel fund $7,800. Instruction in the Academical department cost $42,983; the Art School cost $10,785; the Sheffield School, $54,983; the Theological department, $28,371; the Medical department, $1,549; the Law School, $3,485; and the Philosophical department, $1,459.

TRINITY COLLEGE.

Mr. H. G. Cameron, of the University crew of Trinity College, was drowned last week while practising in the shell in company with S. D. Hooker, captain of the crew, and H. M. Sherman, also of the crew. The shell caught the wash of a tug boat's swell and capsized. Only Sherman could swim. He caught hold of Cameron and went down with him, but the current was so swift and the channel so deep that he was forced to let go to save himself. Hooker got on to the shell and was saved. Cameron's parents reside in Brooklyn, N. Y. His father is a shipping merchant doing business at No. 116 Broad street, New York.

WESLEYAN UNIVERSITY.

The Junior Prize debate was held Friday evening, June 4th. The question was "Ought the railroads of the United States to be controlled by Government?" . . . A new fence adorns the campus on High street. . . . A fine mounted bison has been received at the museum. A black bear is in process of being mounted. . . . G. Brown Gorde, curator of the museum, has returned from Washington, where he has been spending the winter in the Smithsonian Institute. . . . Excursions by the Middletown Scientific Association are now in order. On these occasions the students and fair damsels of Middletown become intensely scientific and attend in large numbers. . . . The boating fever is at its height; the University crew pulls a strong stroke, if not yet a graceful one. We have considerable confidence in them. "Duffer" crews are plenty. . . . Through the munificence of the college authorities, in paying for Commencement printing and several other things, the graduating expenses this year promise to be quite insignificant. . . . Wesleyan is looking up now: we have two alumni in the State Legislature, and one who was a candidate but didn't get elected; if this goes on we may hope to get a man in Congress pretty soon. . . . Bishop Simpson will deliver the annual sermon before the Missionary Lyceum at Commencement.

BROWN UNITERSITY.

Commencement exercises at Brown University: Class day, June 11th; baccalaureate by President Robinson, and sermon before the society of missionary inquiry by Rev. James G. Vose of Providence, June 13th; annual declamation of the Sophomore class for the Carpenter prizes, June 14th; oration before the Phi Beta Kappa society by Alexander H. Bullock, of Worcester, and poem by Prof. William Everett of Harvard, June 15th; commencement, June 17th; and examinations for admission to college, June 17th, 18th, and 19th.

MIDDLEBURY COLLEGE.

Dr. Henry Smith, of Lane Seminary, is instructing the Senior class in Logic. . . . Dr. Kitchel is on a three weeks' trip to Detroit and other places West. . . . Prof. E. Brainerd is supplying the pastor's place in the Salisbury church. . . . Prof. H. M. Seely gave one of the addresses at the recent Teachers' Quarterly Meeting at Crown Point, N. Y. . . . Henry M. Ladd, class of '72, graduated May 13th, with the last class at the Yale Divinity School, and was one of the speakers at the time of the anniversary. . . . H. M. Tenney, class of '73, now of the Yale Divinity School, is engaged to preach in Sheldon, Vt., during the summer vacation. . . . H. P. Sheldon, class of '74, has been connected with the College of Physicians and Surgeons, New York, and is continuing his studies with Dr. Chas. L. Allen, of Rutland, Vt. . . . A. O. Spoor, class of '74, has closed his connection with the school at Crown Point Center, and taken charge of a church at North Elba, N. Y. . . . The presidency of the college, so long vacant, is to be offered to Rev. Geo. N. Boardman, a native of Pittsford, and formerly professor of Rhetoric and English Literature in the college, but more recently of Chicago.

WELLESLEY COLLEGE (MASS.).

The Board of Trustees propose to open Wellesley College for students in September, 1875. Their wish is to offer to young women opportunities for education equivalent to those usually provided in colleges for young men. The institution will be Christian in its influence, discipline, and course of instruction. For the present there will be a preparatory and a collegiate department. The preparatory department is intended to supply any deficiencies in the previous training of the students. The candidates for admission will be examined as they enter, and placed in such classes in the preparatory, or in the collegiate department, as the faculty may determine.

Qualifications for admission to the Preparatory Department.—Candidates must be fifteen years of age or over. They must pass satisfactory examinations in Reading, Writing, and Spelling; in English Grammar, Modern Geography, Arithmetic, and the History of the United States.

Susan B. Hallowell, of Bangor, Me., is to occupy the chair of Natural History at the college for women soon to be opened at Wellesley.

— David Dudley Field, of New York city, gives the Adelphic union address at Williams College, Commencement week.

— Charles Gilbert, of '76, has been chosen commodore of the Williams College navy, and the crew are in training for Saratoga.

New Publications.

WATSON'S DESCRIPTIVE GEOMETRY. A course in Descriptive Geometry for the use of Colleges and Scientific Schools. By William Watson, Ph.D., Fellow of the American Academy of Arts and Sciences. 4to, double columns, pp. xi., 147. With thirty-two plates and thirty-six stereoscopic views of the solutions in space of the principal problems. London: Longmans, Green & Co.; Boston: L. Prang & Co.

We have seldom examined a scientific work or text-book that has impressed us so favorably as this treatise by Dr. Watson. The subject of Descriptive Geometry is by no means an easy matter to present to the student properly. And it requires careful judgment and no small experience to decide how much material shall be comprised in a text-book like this before us. There is danger of making a work too voluminous for any but the student who is to follow the subject as a principal study; and on the other hand, a writer like Church, of the Naval Academy, may produce a skeleton treatise entirely inadequate to the wants of the average pupil. Dr. Watson seems to have avoided these extremes, and his work is thorough, without being in the least clumsy. His solutions are ingenious and simple. The explanations we find always clear and concise, evidently the work of one accustomed to class-room instruction. Everywhere we see marks of great care in the arrangement and execution of the work. The full and complete table of contents is itself a strong evidence of the excellence of the book. In the text there seems to be nowhere a superfluous word, and the style is so free from objection that in reading, the attention is never diverted by peculiarities of expression, or by the words themselves.

The plates are beautifully executed by Goyer, of Paris, and Geissendörfer. Although many of them represent solutions of considerable difficulty, there is nowhere apparent the slightest confusion from doubtful lettering, or acute intersections of lines. Everything is clearly and neatly arranged, and the excellence of the engraving calls for special praise.

We notice a new feature in the introduction of stereoscopic views, showing the construction "in the solid" of the principal problems. This cannot fail to be of great advantage to the learner in the various stages of his progress; for these views supply the place of models, and thus a serious obstacle is removed from the way of many students who are so wanting in imagination as to have imperfect conceptions of positions and movements in space, without the help of models or diagrams.

Although many points have been left unnoticed, we believe enough has been said to call attention to the principal features of this valuable work; and we do not hesitate to pronounce it the best treatise on the subject that we have seen among the various American and English publications.

PROBLEMS OF LIFE AND MIND. By George Henry Lewes. First Series. The Foundations of a Creed. Vol. II. Boston: Jas. R. Osgood & Co.; 1875.

The author of this volume is one of the most prolific writers of our time. He began life as a merchant, but soon gave up business and turned his attention to natural philosophy. From philosophy he proceeded to literature; and in this field his productions have been numerous and important. He has been a large contributor to English periodical literature, was the literary editor of the *Leader* from 1849 to 1854, and in 1865 he established the *Fortnightly Review*. He appears now to have addressed himself to the solution of the great questions of the ages! Problems of life and mind!—problems which have puzzled hundreds of generations, and will doubtless puzzle hundreds more. What is matter? what is force? cause and effect—these are among the profound subjects discussed in this volume. Mr. Lewes is not a pretender. He brings a clear and well-trained mind to his work, and those who do not agree with him can rarely fail to be interested in his views, for they are expressed with candor, force, and clearness. We regret that our limits will not permit us to give an outline of his system. But this compact volume of nearly five hundred pages is only the second in the first series, which we are encouraged to expect will be followed by others; how numerous, we are not informed.

The publishers have done their best to make this volume pleasant reading. It is certainly no small help in reading a volume that requires earnest thought, to have paper, type, and binding so agreeable.

BOOKS RECEIVED.

FROM WILSON, HINKLE & CO.

Pestalozzi: His Life, Work, and Influence. By Hermann Krusi, A.M., son of Pestalozzi's first Associate, Instructor in the "Philosophy of Education," at the Oswego Normal and Training School; 1875.

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Boys and Girls in Biology; or, Simple Studies of the lower forms of Life, based upon the latest lectures of Prof. T. H. Huxley, and published by his permission, by Sarah Hackett Stevenson. Illustrated by Miss M. A. I. Macomish.

Science Primers: Astronomy. By J. Norman Lockyear, F.R.S., Correspondent of the Institute of France, author of "Elementary Lessons in Astronomy."

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Socialistic, Communistic, Mutualistic, and Financial Fragments. By William B. Greene; 1875.

FROM ROBERTS BROTHERS.

The Good Time Coming; or, Our New Crusade. By Edward Everett Hale; 1875.

MR. WILSON PALMER, Superintendent of Public Schools at Ottumwa, Iowa, is a native of New England, a graduate of Dartmouth College, and a teacher of experience in Massachusetts and the West. He is one of the best teachers in Iowa, and his success speaks well for his Eastern birth and training. As a lecturer he has met with marked success, and his address upon "What we should do for our schools, and what our schools should do for us," has been received with great favor in the West. As Mr. Palmer is to visit New England during the month of June, we understand that he will make arrangements to deliver this lecture in some of our towns and cities, and we trust that lecture committees, school superintendents and teachers will avail themselves of the opportunity to hear so able a lecturer on this important school topic. Professor Palmer may be addressed at Ottumwa, Wapello county, Iowa, until June 15th, when he will start for the East.

Publisher's Notes.

The Attention of those who wish to employ music teachers and artists is directed to the advertisement of the New-England Musical Bureau.

Our Readers will learn from an advertisment in our columns particulars with reference to the Normal Musical Institute, a second session of which is thus announced for the summer vacation. Teachers, who during the rest of the year are actively engaged in teaching others, as well as their pupils, will find the Normal a source of great profit as well as pleasure. Dr. Tourjee seeks to combine instruction and recreation, and the course of study and the location of the school promise success in the undertaking. The first session held last year, was highly appreciated by all who were so fortunate as to enjoy its advantages.

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Sabbath Rest.

The Sabbath is a type of Heaven's own sweetness,
A hallowed foretaste of its life and light,
A day of rest, foreshadowing the completeness
Of days which know no night.

Six days of weariness and toil, succeeded
By the calm quietude of Sabbath rest,
Train us to welcome what we so much needed,
And make it doubly blest.

Here our best joys and fairest flowers are mortal;
We can but rest in peace one day in seven;
But yonder, soon as we pass Death's dread portal,
Eternal rest is given!

The Sabbath here, in high communion blending
With Christ, and all the heaven-bound pilgrim train,
Is more than blessed, but soon it has its ending,
And earth is earth again.

But yonder, in the land of milk and honey,
Where Jordan flows, the rest is evermore—
One everlasting Sabbath, bright and sunny,
Shines on that blissful shore!

All is immortal there; joys never wither,
And days no longer shadow into night;
With steady pace our feet are traveling thither,
To gain that land of light.

O happy Sabbath! when the Church shall gather,
Escaped forever from earth's wearying strife,
Like children round the table of their Father,
To live the deathless life;

And join the rapturous song of adoration
With all who fought the fadeless crown to win.
O endless Sabbath! Chorus of salvation!
When will thy joys begin?

—Sunday Magazine.

— Education does not commence with the alphabet. It begins with the mother's looks—with the father's nod of approbation or sign of reproof—with the sister's gentle pressure of the hand, or a brother's noble act of forbearance—with handfuls of flowers in green and daisy meadows—with birds' nests admired but not touched—with humming bees and glass bee-hives—with pleasant walks in shady lanes—and with thoughts directed in sweet and kindly tones, and words maturing to acts of benevolence, to deeds of virtue, and to the sense of all good to God himself.

Of ten infants destined for different vocations of life, I should prefer that the one, who is to study through life, should be the least learned at the age of twelve.—*Tissot.*

Defects in Early Education.

BY BELLE J. ESSEX.

What we learn in childhood is seldom forgotten. This fact cannot be too deeply impressed upon the minds of teachers and parents. From the first year in the Primary, to the last year in the High School, there is a continual struggle on the part of teachers to overcome faults in the early education of their pupils. The first lessons are learned at home from parents, most of whom are simply careless, not ignorant, and many a college graduate, of high standing and culture, finds himself guilty of such mistakes as *ben* for *been*, *jest* for *just*, *git* for *get*, *was* for *were*, etc., etc., spite of all his efforts to forget them, because he was allowed to use such expressions in his childhood. The complaint is often made by practical business men that those who have been educated at our best institutions are unable to compose and write correctly a plain business letter. They are familiar with the arts and sciences, but they are ignorant of their own language. Where is the fault? Plainly in their early education.

In some communities, while the utmost care is exercised in selecting teachers for the higher grades, the remark is often made, "Anybody can teach a primary school," and the opinion generally prevails that it is of little consequence whether the teachers of younger scholars be well educated or not, since they are to instruct their pupils only in the simplest branches. But educators who have carefully and seriously studied this, tell us that in these grades we need the very best teachers, those who have especially fitted themselves for their profession, and who not only can teach Reading, Spelling, and Arithmetic, but are also conversant with the Sciences. It is in these very grades that our children are to be taught how to read and write their mother-tongue, and ought to be broken of the many faulty expressions of which they make use.

Grammar, as it is now taught in our public schools, is far too theoretical, and often proves dull and uninteresting to the scholars. It seems almost a reproach to us, as teachers, that while we can almost fascinate our pupils with French, Latin, German, and Greek, we utterly fail in teaching our own language. The art of Composition ought to be one of the first to be learned. As soon as children can print letters they should immediately begin the study of their own language. Gradually the teacher should combine with Composition some of the simplest rules of Grammar, Punctuation, Analysis, and Rhetoric.

This, too, is one of the best methods for teaching Spelling. While oral spelling is very well, still it is not practical. The eye, not the ear, is to be educated. By writing a word we fix in the mind the order of the letters and the appearance of the word as a whole. And how often is the pupil required, in after life, to spell orally? All the use he makes of spelling is in writing, not in speaking. Then it is well to require the pupil to read these simple compositions from his slate to his classmates. The advantages gained by this are very evident. When little children read from their primers they are allowed by their careless teachers to drawl the sentences in a dull, monotonous tone, wholly unnatural and exceedingly disagreeable. They should be taught to read in a free, unconstrained, conversational tone, so natural that if the hearer were in an adjoining room he would suppose the reader to be conversing rather than reading.

But how opposite is the reality? How many boys and girls read or recite in the same tone in which they converse with each other! Let any one stand for five minutes in the entrance of a school-house and listen attentively to the sounds from various rooms where recitations are being conducted, and he can but realize the unnatural tones of the pupils as they recite. The result of this is that the natural sweetness of the child's voice is completely destroyed, and in its place is the monotonous, harsh, acquired tone which every teacher readily recognizes.

In grammar and high schools it is too late to wholly remedy this defect, and it is a matter of great regret with our singing-masters, that what might otherwise have been sweet and harmonious voices, which could have easily been trained, we are now obliged to cultivate that richness of tone which is natural and which would have been the pupils', had not primary teachers allowed them to acquire this habit at an early age.

These are the most important subjects for consideration with teachers of very young children, and the sooner these defects are remedied the better it will be not only for primary, but also for every other grade of the public schools.

Relation of Botany to Object-Teaching.

BY A. TOLMAN SMITH.

Probably all intelligent teachers recognize in the main features of object-teaching a better adaptation to the natural action of the young mind than existed in the old system; but when they endeavor to employ it in the curriculum imperatively demanded in the ordinary grades, there is discovered an essential difference between the two systems, which makes it impossible to engraft the one upon the other, and they fall back upon the stultifying appliances for forcing understanding and cramming memories.

In this crisis the study of nature suggests itself as affording a possible departure in the new direction, and a rush is made for the "Child's Book of Nature," or some equally admirable introduction to the elements of science; and in utter violation of the interest of these volumes, they are added to the text-books to be committed verbatim, and rendered back in detached portions corresponding to stereotyped questions; yet it is exactly in the study of nature that the transition may be effected. Of all branches of physics, Botany is the most available for the excellence of object-teaching. Every fact and principle of the vegetable kingdom can be taught from the plant itself, so that the necessary material is always at hand in lavish abundance. Again, while Botany stands in intimate relation to other branches of science, as Geography and Chemistry, it possesses a wonderful completeness in itself. Moreover, the objection often advanced against object-teaching, that it inclines to inexactness and desultory habits, is invalid in Botany, since, here, the mind is forced in direct lines; while the material employed excites the imagination, the study itself is in a high degree disciplinary. What branch requires greater exactness in terms? What other study possible to the young, obliges the learner at the outset to begin for himself the work of classification with a true realization of its nature and value? Simplify Botany to the capacity of your primary scholars, and you cannot eliminate classification while his other text-books are telling him what it is; this sets him upon the doing of the thing.

I can state from my own experiments that Botany can be taught objectively to beginners from seven to

ten years of age, and to advanced pupils from thirteen to seventeen, with or without a text-book. For myself, I prefer no book with the former class, and a good one with the latter.

It should be plainly understood that the object system is in no conflict with text-books; it simply places them in their normal relation to the work of education. The text-book is to the Botany class a wise arrangement of subjects, an authority upon disputed points, a handbook for review, a ready library of reference, and a happy digest of information on matters which lie beyond the possibility of their own examination; its possession allows the teacher to concentrate all her energies upon developing and stimulating the powers of her class in their daily essays.

The question has been often and earnestly asked me, "How do you use material?" Suppose the class to begin with the seed—select, for example, morning-glory, lily seeds, and beans,—and set the class at work with them to find out their parts, their resemblances, and their differences, dissecting with their own fingers and examining with their own eyes. If you have a good microscope, and understand the manipulation of tissues, you can take the cotyledons separated by your pupils' skill from the seed-kernel, and display the delicate cell, and as the class pass from point to point in their observations, direct their minds to the formative and transforming processes by which the various structures have been elaborated from the primary unit.

If the root is considered next, proceed in the same manner, using typical roots; employ review, and drill, and blackboard delineation, exactly as in other recitations. From root to stem is the natural transition, and dry as the subject might seem, it presents interesting points for objective treatment. The scholar who can readily detect exogenous and endogenous growths has the key to the two grand series, while there is nothing in vegetation that can be more perfectly described in words; yet, as every teacher who has seen the test knows, the novice finds great difficulty in recognizing these wood structures, especially in annuals and biennials; the work upon them is not less important in its relation to Botany than valuable as a training of the perceptive faculty.

Foliage, flowers, and fruit are not only the most significant exponents of vegetable life, but they are the most suggestive. Leaf-forms present the combination of lines, the sweep of curves, angles, and their groupings in harmony with the purest principles of geometric art; while in their forms and tintings, nature has recognized the charm of variety, in leaf arrangements she shows the importance of unity as an element of symmetry. I had one day for color-illustrations a triplet of beauties. A leaf of the Croton Rubrum, a deep green linear with a vivid orange line through the midrib; the leaf of Excacaria Discolor, one surface soft purplish red; the other olive-green, and an exquisite leaf of Serratafolia, one of those rare gems upon which nature expends her finest touches. The delight of the class on the consideration of the elements which determined these beautiful effects justified our departure from the usual routine. The mind that never soars sinks at last into sluggish movement; from flights like these, thought returns exhilarated to its accustomed plane.

Nature affords no material more complete than a flower for objective study; it is in itself a little cosmos presenting the earliest characteristics of vegetable life: in the alternation or opposition of its parts, type of vegetable symmetry; in the easy transformation of its parts, index of the unity of vegetable organization; in its forming seeds, conserver of prolific forces; in its honeyed food, suggestive of the economic relation between animal and vegetable life.

Whenever I see a class engaged with such specimens I am impressed with the completeness of the mental action, sense-perception at the basis, the object clearly idealized to the mind, and thought and knowledge growing together in beautiful likeness to the intelligence which mature life demands. When we consider the intrinsic value of Botany, its natural relation to drawing, and the impulse it imparts to healthful excursions, it seems that it ought to claim an important position in every school prospectus.

Remarks on the Paper on "A National University" read at Detroit.

BY I. W. ANDREWS,
President of Marietta College, Ohio.

The addresses and proceedings of the National Educational Association at its annual meeting in August last, at Detroit, have been published in a handsome volume. It was thought by some who heard the paper on "A National University," by President White, of Cornell University, that the author would probably revise his essay before allowing it to be printed in a permanent form. It was hoped that for his own reputation he would soften the tone of the paper, and infuse into his style a little courtesy, even if he could not eradicate the bitterness he so evidently felt. But the paper seems to have been printed as it was read.

While the nominal subject was a National University, there was scarcely anything said in regard to that; but the effort of the writer was to show that very little had yet been accomplished in this country in the way of higher education, and this, because the colleges had been established through private liberality, and had not been controlled by the State. The efforts to promote higher education independently of governmental aid and control, are pronounced to be failures. "In the vast majority of our States, not a single college or university worthy of the name." The professors are "cramped by want of books, want of apparatus, want of everything needed in advanced instruction, cramped above all by the spirit of the sectarian college system." Thus "most of them have been paralyzed."

Not only has this sectarian spirit "paralyzed" the professors and thus rendered their instruction worthless; it has even compelled the students to use food utterly unfit for human beings. The traveler "finds the inmates of colleges generally supplied with poor food, badly prepared; he finds young men of sedentary and scholarly pursuits, living in families where vinegar and grease are combined by the worst cookery in the world, to form a diet which would destroy the stomachs of wood-choppers."

These are not the random assertions of one who draws on his imagination for his facts. By no means. Hear him: "I know whereof I speak. Within the last twenty years I have seen much of these institutions, and within the last seven years I have made it a duty to watch them closely, and I freely confess that my observations have saddened me. Go from one great State to another, in every one you shall find that this unfortunate system has produced the same miserable results. In the vast majority of our States not a single college or university worthy of the name."

These extracts will suffice to show both the spirit of the writer, and the confidence with which he challenges careful scrutiny of his statements. He will not object to such scrutiny, especially of the *historical* part of his paper, as one of the charges brought against the prevailing system—the sectarian system—of our colleges, is that our young men are obliged to go abroad for the study of American History; and, it may be added, that Mr. White was himself Professor of History in one of our institutions.

The general doctrine of his paper is, that the colleges of this country have accomplished very little, because established on a faulty basis. The prevailing system has been one of private action instead of public, civil action. Had the colleges of the country been founded and managed by the States, instead of by private individuals and private corporations, higher education would have been far more successful. Had each State been blessed with a State University, the whole educational aspect would have been changed. Wherever a State institution exists, all educational interests are prosperous, while everything is at a low point in States not favored with State colleges. He illustrates:

"Compare the Western States lying near each other—Ohio and Michigan. The State of Ohio has had every advantage over its northern neighbor as to population, soil, wealth, communication with the seaboard, and priority of complete occupation; but as regards advanced education, it stumbled into the policy of scattered denominational colleges supported by sectarian beggary (*sic*). The State of Michigan took its national grant, developed upon that a State university, and from time to time its State legislature has advanced judiciously to it. Now look at the results. The great State of Ohio has within its borders not one college or university well equipped in any respect—not one which rises above the third or fourth class. On the other hand, the State of Michigan has a noble university of the very first rank," etc., etc.

And not only is higher education in this excellent condition, but the whole educational work of the State from bottom to top is well performed, owing to the influence of an institution supported by public endowment. On the other hand, nothing can be said in favor of the lower schools of poor sectarian Ohio.

"The difference between the two States I have named, is that in Michigan a public endowment gave statesmanlike direction to public endowment, while in Ohio all was frittered away and scattered between the clamors and intrigues of sects and localities."

There is no mistaking this language. It is through a "public endowment" for higher education that Michigan has accomplished so much; it is for want of such endowment that Ohio has accomplished little or nothing. One having no other knowledge of these two States, could attach no other meaning to the paper of Mr. White. But what are the facts? The first grant ever made by our general government for higher education was made to Ohio. The first university to commence operations on a public endowment was in Ohio. Before the formation of our present Constitution, the Continental Congress gave two townships of land for higher education. In 1804, one year after Ohio was admitted into the Union, its legislature chartered a University, which was endowed with this land given by Congress, and was placed under the control of the State. Some ten years after, and twenty years before Michigan became a State, this university went into operation.

This first grant was made at the time of purchase from Congress of a large tract of land. A little later, at the time of another purchase, a second grant was made; and thus there have been two institutions in the State, both endowed by Congress and both controlled by the legislature. One was located in the Southeastern part of the State and the other in the extreme Southwestern—nearly two hundred miles apart.

So much for President White's comparison of the two States, and his assertion that one had enjoyed the highest educational prosperity because it had received a public endowment, and the other had made no progress for want of such endowment. The most charitable supposition is that he wrote in entire ignorance of the facts of the case, as far as Ohio was concerned. Both States had received land from the United States for university purposes; the difference consisting only in this, that while to Michigan were granted two townships, three had been granted to Ohio.

Both these institutions in Ohio have done good educational work, and one of them was for many years the leading college in the State. In proportion to the number of its graduates, no institution in the country has sent out more men of high distinction. Yet when President White read his paper, one of them had been suspended a year, and at the session of the legislature preceding the meeting of the National Association, the Governor of the State had recommended that both of them be converted into Normal Schools.

Let us look a little farther at the historical statements of the writer who had made colleges a special

study, and who knew whereof he spoke. After asserting the utter failure of the "private sectarian" system, he calls attention to the "history of a better effort." It began when the University of Virginia was created by State action. But "the prevailing sectarian system profited not at all by this example." Presently "public civil action was again resorted to, and gave the beginning of another university,"—that of Michigan. The act of Congress of 1862, granting lands for Agricultural Colleges, is then spoken of, but no allusion is made to any other university created by State action. The reader of that paper would naturally suppose that these two institutions—in Virginia and Michigan—were the only ones in the country having a public endowment and under the control of the State. With no other knowledge than that derived from the paper itself, he would never dream that *every new State* has received from Congress an endowment for a university as large as that granted to Michigan. The paper has asserted the deplorable condition of collegiate education throughout the country. The language is, "this is true of the whole country, but more sadly true of those States outside the original thirteen."

Unfortunately for the theory advocated in that paper, the States outside the original thirteen are the very ones that should show the best educational development, for it is in them that public endowments have been made. With the possible exception of Texas, all the States outside of the original thirteen, and those formed from them, have received grants of public lands for university purposes ranging from forty-six thousand to one hundred thousand acres. And all the institutions thus established have been under State control.

The writer of this article listened to the paper of President White with amazement; he has read it with renewed amazement. How the head of a literary institution, an ex-professor of History, one who has made for years a special study of the colleges of the country, should have allowed himself to make such statements touching the history of State Colleges, it is difficult to conceive.

Spelimania.

BY MYRTIE CARLETON.

Not the "famine," or the "fever,"
Spreads o'er valley, hill, and plain;
And fresh war's triumphant banners,
Wave not o'er the recent slain;
But a stranger thing is hap'ning—
Haste, ye neighbors, haste to tell!—
Spelimania floods the country!
Strangest thing that e'er befell!—
People talking in all places,
Ever talking of a spell.

Men and women of all stations,
And professions not a few;
Those of different occupations;
E'en the best, and wisest too,
Have this strange, new epidemic,
That now holds gigantic sway;
Causing mut'rings in the night-time;
Haunting people through the day;
Charming, like a great magician,
All who come within its way.

In the cities most it rages,—
'Mong the middle-ag'd I'm told,—
Though full oft it hath a victim,
'Mong the young, and 'mong the old.
Gather they, in public places,
Silver-hair'd, as well as gold,
With the lively middle-aged,
Where the spell doth fierce unfold;
Ending in a general spell-down,—
Which they call the spell of old.

In a spell they are forever!
Going for a little spell,
To spell each other, by their spell-ing
'Gainst each other at the spell.
Challenge they, in spell, to combat
Other victims of the spell;
Then they, gloating, strive together,
To out-do each other's spell.
For they love this kind of warfare,
Do the victims of the spell.

Ah! no "gray-hair'd man" in future,
Of these times, if he should tell,—
Will remember lovely maiden,
With "brown eyes" that "lower fell,"
While she said, Young man "I hate to
Go above you" in the spell;
For each straight-back'd, saucy maiden,
With "brown eyes," and black as well,
If you miss, goes quick above you,—
'Bove her lover in the spell.

Looks up bold,ly with her glad eyes,
Does each modern mademoiselle;
With no thought of being "sorry"—
Rustic maid or city belle,
That she "spelt the word" correctly,—
Like the maid of Whittier's spell.
(For this age of Woman's Suffrage—
Talked of only—doth compel
Men who miss to stand below more
Learned women in the spell.)

On the mount of Public Favor,—
Now, in eighteen-seventy-five,
Both the spell and Woman's Suffrage
For firm foot-hold hard do strive!
But the spell is rising surely,
Over feeble Woman's Rights.
See! she's left to climb more slowly,
While he mounts to lofty heights.
Still, seems urging he the other
To come up 'mong these delights.

Yes, the Spelimania 's rising!
For it hath an ebb and flow;
People bound to have a grand spell!
Rush together high and low,—
Preachers, teachers, doctors, lawyers;
Mechanics too, and poor wood-sawyers;
Milliner, with her latest bonnet;
Poet, of the latest sonnet;
Printer, with his "grand spell" item;—
All are spell-bound you may know.

Some have harder spells than others,
Mutter, stutter in the spell;
Oh, 'tis sad to hear them stutter,
Mutter, stutter in the spell!
Then to see the flushing faces
Of the victims, wild with pain,
Is enough to make one's heart ache!
'Cause you can't relieve their pain;
Of itself, it sometimes leaves them,
But it soon returns again.

If a modern doctor 's questioned,
Gently shakes his learned head;
Then he answers, low and meekly,
"Of this kind I never read!"
And they, too, have all the symptoms,
Though they stoutly say they're well!
Still, they mingle with the victims,
Softly murmuring, "Come, sweet spell!"—
Yes! the doctors are all getting
This same fascinating spell.

All the records of the writers
On this subject have been brought;
And 'tis found, by close comparing,
How the spell, at first, was caught;
'Twas from reading ancient letters,
That a similar spell was wrought,—
Letters of the Anglo-Saxon,
Which produced a natural spell,
That has mixed with foreign substance
Till we have a dreadful spell.

'Twas Duke William of Normandy
Who laid claim to England's crown;
And, with hard-fought battle, won it,
When King Harold was brought down.
Then, his subjects all defeated,
Grew rebellious, so they tell;
Hated they this great King William,
And refused to serve him well;
Then he took away their letters,
Which brought an unhappy spell.

Took away their native language,
Made them study French instead;
Causing spells of great confusion,
Which to modern spells has led.
And, though Webster wrote in Goshen
A small book on modern spell,—
(Which was sent all o'er the country,
And the people said 'twas well),
Telling us just how to manage,
That same book increased the spell.

He, and Worcester, and great Walker
Had the spell more recently:
They all say the spell is charming!
Bid us take it and be well!
Authoritatively bid us,
As doctor patient doth compel.
Ah! well! ah, well! they do foretell
The gloom of ign'rance 'twill dispel.

I think I'll trust these learned three,
And get their strange phylactery;
That, from disease of ignorance,
I ever may preserved be.
My hat, and coat!—and rubbers too!
Be quick! I'm going to have a spell!
There—now good neighbors, fare-you-well!
A spell! impel, expel, fare-well!—
Swell, knell, quell, shell, fell, cell, dell, ell;—
Spell—s-p-e-*double*-l—spell.

Letter from Over the Line.

NEW BRUNSWICK, N. S., June 5, 1875.

Mr. Editor:— "Comparisons are odious," so they tell us; but, for the discontented ones, a review of what is going on not a thousand miles from the Hub may be interesting. New England is justly proud of her schools and the generous scale on which they are conducted, and without asserting that improvements may not be made—for each day's experience proves they are not perfect,—it yet may help the digger and delver in those same schools to know how much better off they are than they might be.

I have made a collection of facts concerning the public school system here, which I should like to place before your readers, that they may judge impartially of their own better status in such matters. To begin with, I have found a statement, so noble and so true in its sentiment that I quote it *verbatim:*

"The providing of a fair, or even *liberal* salary will be found to be the best economy. Every teacher should receive whatever his services will command in the educational market. If districts vie with each other in providing a competency for the efficient and worthy teacher, there will soon be no reason to complain of lacking men and women of high qualifications in the teaching profession."

This being the view the "powers that be" take of the matter, let's look a little into their idea of what the teacher should be, and then see what the competency is for the desired requirements. First, then, the school paraphernalia. Again quoted:

"The following apparatus shall be considered essential:

General Apparatus.	*Special Apparatus.*
A small clock.	Geometrical Solids.
Handbell.	Standard measures and weights.
Thermometer.	Primary col's with shades and tints
Map of Province and County.	Reading Cards.
Hemisphere.	Pictures of animals and vegetables
Terrestrial Globe.	Natural History.
Gazetteer.	Box of colored crayons.

Advanced Schools.

Large map of each country for Geography.
Charts for the study of History and Natural Philosophy.
Chemical Apparatus, and instruments for Surveying and Navigation.

In addition, for High Schools.

Full set of Ancient Maps.
Physiological Diagrams, both vegetable and animal.
Celestial Globe.
Tellurian, magnet, and small galvanic battery.
Orrery.

Of Books,—viz.:

English readers—six.	Writing—two.
French readers—three.	Mod. Geography—four; ten maps
Grammars—one.	Ancient Geog.,—one; five maps.
Composition—three.	History—six.
Dictionaries—three.	Natural History—one.
Music—three.	Economic Science—one.
Arithmetic—three.	Natural Science—five.
Book-keeping—one.	French—one.
Algebra—one.	Classics.
Plane Geometry—one.	Latin—eight.
Solid Geometry—one.	Greek—eight."

That is what they have got to *know* about; now for the *competency* they shall receive. Teachers draw their pay from three sources: first, from the Provincial Treas-

ury; second, from county School Fund; third, from the District assessment. Now here I must confess myself a little in the dark. My memorandum says that—

First-class male teachers receive .	$150.00
Second " " " . .	110.00
Third " " " . .	90.00
First class female teachers receive .	110.00
Second " " " . .	90.00
Third " " " . .	70.00

This from the Provincial Treasury; and, in addition to this, $30.00 per year from the County School Fund. Assistant teachers receive one-half the above sums, according to grade.

Now, my quandary is this—do these figures represent the *annual* stipend? It will hardly seem possible to you that such can be the fact in the face of the good sentiments quoted, and yet it is so; and further on, it is noted that the salary of the teacher of the "Superior School" is $500.00, if "*it appears to the superintendent, at the end of the term, that the school has been well taught!*"

The rates of payment are one-half, semi-annually, *provided* the teacher has satisfactorily taught! It would seem, further, that teachers are in no danger of slipping into this *most straightest* harness unqualified, for the "Governor, members of the Executive Council, and Supt. of Education constitute the Board of Education."

The superintendent's salary is "$1,600, traveling expenses, charges, and assistant."

Besides the books and apparatus generally, named, this *walking encyclopædia* the teacher, must give frequent lessons, as occasion may require, concerning:

"Moral activities and habits.	Generosity and covetousness.
Love and hatred.	Order and punctuality.
Obedience, willing and forced.	Perseverance.
Selfishness and self-denial.	Forgiveness of injury.
Gentleness and cruelty.	Patience.
Courtesy.	Justice.
Cleanliness.	Self-control.
Loyalty and love of country.	Contentment.
Industry and indolence.	Regard for the aged.
Self-conceit.	Destructiveness.
Tale-telling, when right or wrong.	Forbearance.
Sympathy due to misfortune and deformity.	

The whole catalogue of Christian virtues engendered in the breasts of the rising generation, combined with about all the knowledge necessary to carry one successfully and creditably through life, for $150! Verily, the lines have not fallen to these martyrs in pleasant places! But I will add, also, that, besides all that is expected of them, they must attend meetings once a month, have their examinations on paper, and must take out certificates of qualification.

Let me take a long breath, before I go on, to wind up this veritable statement with an assertion which has more weight in these days of epidemic spelling than it otherwise would, inasmuch as I read, again quoting:

"Any candidate misspelling six words is ineligible *above the second class*, but later he may have another trial, not exceeding one hour!"

A crumb of comfort for any who are intending to go out from a Republican form of government to teach, though, to me, it is rather questionable, *i. e.: if you can't spell very well, apply for a second class!*

I have not compiled this, Mr. Editor, to cast any reflections on the people I am among—very far from that; but simply to show that long strides have been taken among you towards a better state of things, and to prove that one need'nt go among heathen to fall short of his just dues! M. WILLIS.

Correspondence and Queries.

King, Queen, &c.

A word or two in reply to the "Reply to R." on page 245, of the JOURNAL.

If the writer were acquainted with Anglo-Saxon, he could not think that *queen* is a modification of *king*. As I said before, there is no etymological connection between the two words.

Max Müller, in his *letters on the science of language*, second series, page, 272 (American edition), says that *king* corresponds to the Sanskrit *janaka*, and means "the father of a clan, the father of a people." Of *queen* he says: "In German we have simply formed a feminine of *König*, namely, *Königinn*. In English, *on the contrary*, the old word for *mother* has been retained." (The italics in "on the contrary" are mine.)

Professor Whitney in his *Life and Growth of Language*, published last week, says (page 168): "There is another ancient word, Gothic *queens* and *quinon*, which in some dialects is the accepted name for 'woman,' but which in English has undergone the curious fate of being divided into two terms, of lofty and humble meaning, *queen* and *quean*." See also the revised *Webster's Dictionary* (quarto) under *king*, *queen*, and *quean*, where the Anglo-Saxon and other equivalents of each are given.

It has *not* lost "its old limited significance as a gender-form," although it is used, in the idiom quoted, to represent at the beginning of a sentence any pronoun, word, or phrase that comes afterwards; as, it is I,; it was he; it was they; it is well known to be true, etc. If it is virtually masculine in "it is he," it is virtually plural in "it was they," but it does not take a plural verb. If it has lost its "limited significance as a gender-form," we could use it instead of *he*, *she*, etc., in other constructions; but we cannot say, "I saw the man and spoke to it," though we *can* say, "It was the man I saw," etc. In all *ordinary* uses the word is neuter now, as it originally was. R.

Western Expressions.

The expressions our Western people use strike one from the East as extremely peculiar.

Molasses is used universally, and is on the table at almost or quite every meal; and the people, instead of just saying "molasses" when they speak of it, talk about "these" or "them molasses." For example: a gentleman told me that a woman, recently from the East, went into a store and inquired for molasses. The clerk inquired "How many she would have?" whereupon the woman answered by asking "How many it took to make a gallon?" Also, a man being asked about his sorghum crop replied, He "hadn't many; he didn't plant but a few."

If a person wishes his statement to be emphatic, he says, "You bet"; if very much in earnest, "You bet your bottom dollar," which "dollar" is often all the one the poor man has, if he possesses even that. If you ask a man about his crop of wheat or corn, and he has harvested a good crop, he will probably say, "I had a right smart chance of wheat, I reckon," with the rising inflection on the last syllable of *reckon*. If a heavy storm has recently been experienced, he may continue the conversation by remarking that he "would be dogoned if we hadn't had a regular ring-tailed snorter." If you call on his wife, she may say, "How d'y"? when you enter, and tell you to "Come back again," when you leave. Her health will most likely be "Tol'able," or she is "Plumb tired," or "'Every last one' of the children have been 'mighty sick.'"

A lady said to me a day or two before I left Nebraska, "You didn't get to go, last week." If you make a remark, and the person with whom you are conversing does not understand you, he invariably says "Which?" They also tell about being "plumb dead," and "pack" everything, whether it is a coffin, or a bunch of flowers. And the ministers, when preaching, use such expressions as "That's what's the matter," or "Every last one."

[EXTRACT FROM A NEBRASKA LETTER.]

"I suppose you ate so much turkey yesterday you can gobble 'right smart.' We had a good time at Dr. M's, 'you bet your bottom dollar' we did. We have butchered, and have got a 'right smart chance" of meat. Let us hear from you often, and remember me to all the people you 'git to see.'

Did your father raise many of 'them molasses' this year? Hoping he did, and that we shall hear from you soon, I am as ever,

Your friend, —— ——."

The letter of which the above is an extract I received soon after the first of January.

SCIENTIFIC.

Purity of Water.

In countries which have been long inhabited by civilized man, the water becomes impure, and sooner or later must receive attention, if the public health is to be preserved. In this country little attention has as yet been paid to the subject of river pollution; but England, Germany, and France have been compelled to consider the subject.

In England, stringent laws have been found necessary to prevent the unnecessary pollution of rivers.

Recently the fishermen of Munich entered a complaint against the gas-works of that city, for permitting the gas-water to flow into the river Isar. Professor Wagner experimented with fish to ascertain what effect gas-water has upon them. He found that the presence of even one-tenth of one per cent. of gas-water caused the death of fish in less than 24 hours; and that the presence of one per cent. caused death within six minutes.

In France, the Minister of Public Instruction recently directed M. Gerardin to investigate this subject, especially in its relation to water used for domestic purposes. His examination of various waters shows that color, smell, and taste cannot be relied upon as a test of purity. Turbid water may not be hurtful, while that which is perfectly clear and inodorous may be dangerous. Even chemical analysis is not to be considered a sufficient test. M. Gerardin relies upon three methods for determining the salubrity of any water:

1. Observations on the higher class of living plants and animals therein.
2. The microscopic examination of infusoria and algæ.
3. The determining of the amount of dissolved oxygen present.

A water is healthy when animals and the higher class of vegetation can live in it; it is infected when it causes the death of all but infusorial animals and cryptogamous plants. The finding of fish in a river guarantees the purity of its water. Fish, mollusks, and green plants disappear as the water becomes impure; and as different species differ in their sensitiveness to the effects of impure water, the particular aquatic species found living in the water afford a test of its purity. When the water becomes decidedly impure, different species of infusoria, cryptogamous plants, and especially of the algæ, are found in it, and by the changes which they undergo afford the needed test.

M. Gerardin also discovered that when water retains a normal proportion of dissolved oxygen, the lives of fish and green plants are preserved, and the water is probably good. When the oxygen diminishes, those animals having the most active respiration first disappear, and subsequently those of lower respirative powers. This same cause is also said to influence the vitality of aquatic plants. A very impure water is, then, one in which dissolved oxygen is absent; and the amount of this oxygen found is a test of the relative purity of the water. M. Gerardin accounts for this fact in this way: Organic matters in a state of decomposition deprive the water of its dissolved oxygen, and consequently render it impossible that either plants or animals of superior organization could live therein.

In order to purify the waste water of factories, M. Gerardin recommends that it should be spread over a large surface of argillaceous soil previously well-drained. This is quite similar to the system adopted in the English irrigation sewage farms. The refuse water may also be exposed to putrid fermentation in suitable tanks, aerating them on a large surface; and then the water may be allowed to flow into a river. The absorption of oxygen seems to be the essential thing. This subject is discussed at greater length in late numbers of the *Journal of Applied Chemistry*, from which we have drawn most of the facts above given.

The Fatal Balloon Ascent.

The balloon "Zenith" was sent up in France on the 15th of April, for the purpose of determining the quantity of carbonic acid in the atmosphere at an altitude of 24,000 feet. At the height of 22,800 feet the three aeronauts were well, but felt weak. The inhalation of oxygen seemed to produce good restorative effects. They dedermined to reach the height of 24,000 feet at any price, and threw overboard their ballast. M. Gaston Tissandier, the only survivor of the ill-fated party, fainted and slept most of the time that the balloon was in the extreme higher regions, so that little is known of that portion of their ascent. When he awoke, his companions, M. Sivel, and M. Crocé-Spinelli, were dead; their faces had turned black, and blood was flowing from mouth and nose.

The maximum-barometers carried in the balloon were saved, and recorded a maximum altitude of about 28,000 feet, or between five and six miles. The potash tubes for the absorption of carbonic acid were broken, so that it is necessary to make another ascent, if the experiment is to be completed. M. Tissandier has read a paper before the Paris Academy of Sciences, on the fatal balloon ascent, in which he expressed his deliberate intention to renew the attempt.

The real cause of the disaster is thought to be the rapid ascent caused by throwing out the ballast at an immense height. Perhaps the gas which escaped from the balloon may also have been instrumental in the deaths of Sivel and Spinelli. Tissandier attributes the throwing out of the ballast to the "vertigo of high regions." The pain felt is so small that one forgets the danger in wishing to reach a higher region; so that one who is not able to restrain himself is not fitted to be an aeronaut in high regions. W. de Fonvielle communicates through *Nature* the facts given above, and also his own intention to make an ascension on a recent *Sunday*, in order to test these points. Are the few facts learned worth such sacrifice of human lives?

Since the above was written, we have learned that W. de Fonville, accompanied by two other persons, made his proposed ascent on the second of May. He rose very gradually, and reached the height of 12,000 feet, without experiencing any injurious effects. To the net were suspended a number of cages containing small birds and guinea-pigs. The current of gas seemed to flow in a particular direction, and at the height of 6,000 feet one of the birds was found dead by suffocation. No other animal was injured, as no other was exposed to the inhalation of the current of gas.

The Sun's Parallax.—Professor Galle, Director of the Observatory of Breslau, has obtained 8″.879 as the value of the sun's parallax, from observations made upon the asteroid Flora, about the opposition of 1873, which took place when the planet was near perihelion. The observations were made at the observatories of Bothkamp, Cape of Good Hope, Clinton, N. Y., Cordoba, Dublin, Leipsic, Lund, Melbourne, Moscow, Parsonstown (Earl of Rosse), Washington, and Upsala. Singularly enough, this is the exact value obtained by M. Puiseux from observations of the recent transit of Venus at the French stations at Peking and St. Paul's Island.

The Number of Horses' Ribs. — Horses now have thirty-six ribs; sometimes, it is said, thirty-eight. But there is a passage in the *Rig-Veda* which speaks apparently of only thirty-four ribs in horses. The question discussed by Max Müller and Professor Huxley in the *Academy* is this: Has the horse developed two additional ribs since the time of the Vedic poets, say about 1500 B. C.? As there is no "the" in the Sanskrit, this passage from "the most ancient literary document of the whole Aryan world," may be translated either *the* thirty-four ribs, or thirty-four ribs. Both these learned men, therefore, conclude that the passage may mean simply, that the priest was to cut open thirty-four of the horse's ribs, leaving two ribs uncut, to keep the carcass together. We must dismiss M. Piétrement's idea of an ancient race of 34-ribbed Aryan horses, as not sustained either by philology or zoölogy.

Public Schools in London.

Our readers may be aware, that, prior to the Act of Parliament of 1870, establishing School-Boards in England, free schools had no existence. By that Act, the several cities and towns availing themselves of its benefits, were authorized to establish free schools, to be controlled by a class of officers styled School-Boards, and the schools, School-Board schools, such schools to be entitled to a certain proportion of the national grant for education. To show the progress which this class of schools has made in London, over the old system of denominational schools we quote from *The National Educational League*, the following statements made by Sir Charles Read M.P. In reply to a toast of the School Board for London, at the Lord Mayor's Dinner, after thanking the Lord Mayor for his courtesy displayed to the newly-formed public body in the metropolis, he said that it was little more than four years since the nation resolved to place education upon a national basis. Since 1870 there had been formed 1,148 School Boards in England, covering an area of 11,000,000 of population, and of these boards London was the largest and the first. Indeed, one of the strongest arguments in Parliament in favor of the Act was the educational destitution of London, and they had ascertained that, notwithstanding all that had been done, at least 180,000 children were not then attending any efficient school. The Board had provided already, with the entire approval of the Educational Department, 80,000 school places, and the number would be increased to 140,000. The schools built by the Board were full. In fact, if all the children on the rolls were to attend regularly they would be over full; and it was gratifying to him to be able to say that they were not filled by emptying other schools, for this he would consider to be a national disaster. Some schools would naturally suffer under the competition; but that which was stated last year by the Primate had this year been confirmed by the Bishop of London, who said recently that the schools of the Church had not been injured. The fact was that the School Board had, through its agency, been the means of adding 100,000 children to the school roll of London, and 40,000 of these had gone to other than Board schools. It was true, as was said by the Lord Mayor, that the schoolmaster was abroad. When Lord Brougham made that declaration he said that a personage less imposing than a soldier, and by some thought to be insignificant—the schoolmaster—was abroad, and he had more confidence in him armed with his primer than he had in the soldier in full military array. At that date the education vote was £30,000; in 1875 it would be, if he might guess in the presence of one who knew, a question of millions instead of thousands. The schoolmaster was indeed abroad in London, for the Board had set to work nearly a thousand trained teachers, with 1,600 pupils preparing for the work. Referring to the fact that the Magistrates and Judges had drawn attention to the diminution of Juvenile crime in the metropolis, Sir Charles said that the Board had dealt with more than 3,000 destitute children, a large proportion of whom had been drawn from the public streets and put upon an honest course of life. That this was a costly work, he did not deny, but large expenditure does not justify the charge of "reckless extravagance." He reminded the taxpayers however, that the most costly thing of all was ignorance with its attendant evils, crime and pauperism; and, cost what it might, this common foe must be expelled from community.

— All writing should merely be the expression of thought and speech.

Sir H. Havelock, on Religious Education.

In addressing his constituents at Sunderland, on the question of education, Sir Henry Havelock said:

"There is another point I should like just to touch upon for a moment. I was glad to see it quoted in a late weekly paper that Sunderland had hit upon such a good method for a school register that almost every child of school going age was entered upon your books. Well, that is a great thing. But there is another step in advance I should like to see you take, and that is to settle what is called the religious difficulty in the best and justest way, by giving a fair and equal chance to all denominations alike, and favor to none. In a speech I made in the House of Commons on the 10th of June, 1874, on the abolition of the 25th clause, I urged this course—the one which was being then carried out as an experiment by the Birmingham School Board. It is simply this, that the education given by the schoolmasters themselves on the part of the School Board should be entirely secular, but that each denomination, with fair play for all alike, should have stated days and hours—say three times a week on week days, and as many as they like on Sundays—when the ministers or the more zealous members of the congregations, deputed and authorised by the ministers and the parents, should have access to the children of their own denominations in separate rooms, or in separate classes in the same room, for the purpose of religious instruction. This would get rid of the religious difficulty at once and for ever. Wherever it has been tried it has been a success, and Sunderland, if it only tried it, would give a lead to the whole North in this matter. I don't mind telling you that I had this suggestion made to me by no less a man than John Macgregor—better known as "Rob Roy,"—one of the most practical and the most hard-working members of the London School Board. Of course, when I suggested this in the House of Commons it was howled down, for it was at the time of the Endowed Schools Conspiracy. I was told that I was for excluding the Bible from schools; that I was a member of the infidel Birmingham League—(I believe they are no more infidels than you or I)—and all sorts of other dreadful accusations, which, I need not tell you, did not affect me in the least. But now the plan has had a year's further trial at Birmingham, and has been, as I anticipated, a complete success. Talk of excluding the Bible from schools! Why, this is the best way of all others of teaching the Bible in schools, of making it, as it should be, a part of the daily life of every child. It relieves the schoolmasters of that which they should never be burdened with—religious instruction—which they can only impart in a stiff and formal way, devoid of all life and spirit—for they are bound by their instructions to keep clear of doctrinal points; and it leaves that religious instruction to the ministers, or volunteer members of their congregation chosen by them, who, as they undertook the task voluntarily, would, of course, make it a labor of love. And why I like it best is, that it gives fair play to all—to Churchmen, Dissenters, Roman Catholics, and Jews alike. Each has an equal chance, none can complain. Try it, and I am sure you will find it a success; and Sunderland will have the honor of taking a lead in the solution of a difficult and perplexing question."

"The Good Schoolmaster."—"There is scarce any professon more necessary which is so slightly performed. The reasons whereof I conceive to be these: First, young scholars make this calling their refuge; yea, perchance, before they have taken any degree in the university, commence schoolmasters in the country; as if nothing else were required to set up this profession, but only a rod and a ferule. Secondly, others, who are able, use it only as a passage to better preferment; to patch the rents in their present fortune, till they can provide a new one, and betake themselves to some more gainful calling."—*Thomas Fuller.*

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Boston, Mass., June 12, 1875.

THE annual meeting of the National Educational Association will be held at Minneapolis, Minnesota, August 3, 4, and 5, 1875. Make a note of the time and place, as this gathering of educators enters into the plans of many teachers as they make up their vacation tour.

MR. HOLMES'S poems are the delight of all readers, and his Centennial gift has the spirit and genius of the true poet. We are indebted to the courtesy of J. R. Osgood & Co., for the use of this poem in advance of the 17th of June, and our readers will desire the admirable memorable brochure of which this poem is a part, published by the same enterprising house in Boston.

YALE has taken a wise step in attempting to abolish the Sophomore Societies. The past ten years they have been simply hotbeds for nursing corruption in every form. It might truthfully have been written over their doors, whoever enters here leaves virtue behind. Now let Yale follow this wise step by abolishing every Secret Society, Skull and Bones and Scroll and Key not excepted. The Secret Society system as developed at Yale, is a most damning blot upon the fair fame of the College. If their evil influence were as well known to parents having sons to educate as to those who have been inside and seen their working, it would reduce the number of applicants for admission one-half. We trust the Corporation will have the moral courage to make a clean sweep of the whole list—Freshman, Sophomore, Junior, and Senior.

THE forty-sixth annual meeting of the American Institute of Instruction will be held in Music Hall, Providence, R. I., Wednesday, Thursday, and Friday, July 7, 8, and 9. The arrangements are nearly completed, and the Committee of the Institute and the local committee have spared no labor to make the meetings profitable and pleasant; and if an excellent programme, a warm hospitality, and a great meeting of earnest and intelligent educators, have any driving power, there will certainly be the most successful meeting of the Institute for many a year. The bill of fare will be published in our columns in full, next week; but a few crumbs have fallen to our lot, in advance of the great educational feast, and we give them to you. Lectures will be given by President Robinson, of Brown University, President Gregory, of the Illinois Industrial University, and by President Porter of Yale. Papers will be read by J. A. Shaw, A.M., of Worcester; A. G. Boyden, Esq., of Bridgewater; Rev. A. D. Mayo, of Springfield; E. G. Coy, A M., of Andover; J. F. Blackinton, A.M., of Boston; Miss Anna C. Brackett, of New York; Prof. S. S. Greene, LL.D., of Providence, and Samuel Eliot, LL D., of Boston. Discussions will follow each paper.

The Committee on Entertainment, consisting of the Grammar Masters of Providence, proffer free hospitality to ladies, who are now members of the Institute, and also to those who propose to become members at its next meeting. All who wish to accept such hospitality should apply to Hon. T. B. Stockwell, 104 North Main street, Providence, on or before June 25. Hotels will furnish board and rooms from $1.50 to $2.00 per day. Arrangements have been made for an excursion down Narragansett Bay, should the weather be pleasant, on Friday, the last day of the Institute.

To those who know the value of such a meeting as this promises to be, we need not say more; and to those who know the value of the American Institute as a New England Institution, we need not say that they will do well to attend; nor to those who know the generous zeal and cordial welcome of Rhode Islanders, and especially of her educators, need we say that it will be a loss not to enjoy their greetings and their acquaintanceship. Need we say still further that every New-England teacher should be identified with the American Institute in its noble purposes; and especially so since this Institute now aims to infuse new life into its work, and to extend its grasp of welcome to the young recruits, as well as to the veterans. We expect to see Dr. Emerson, with Hammond and Hagar and Stone, of Massachusetts; Johnson and Fletcher and Rounds, of Maine; Symonds, Orcutt, Edgerly, Vose, and Bartley from the Granite State; Conant, Fuller, and Pollens from the Green Mountains; Northrop, Carleton, and Parish from the Nutmeg, to shake hands with Lyon and Greene, Stone and Mowry, Stockwell and Hoyt, Perry and Greenough, and a host of others, ladies as well as gentlemen of Little Rhody; but then we must have the younger members of the family present, and we extend a cordial welcome to all the teachers in New England. Along the Penobscot, the Kennebec, the Merrimac, and the Connecticut, from Aroostook to Fairfield, and from Lake Champlain to Provincetown, to come. This is your Institute; you are all members. Come and see how Little Rhody can open her great heart and spread a broad shelter over you at this educational feast. The teachers field-day, New-Yorkers can come too, and so may every stray New Englander who has gone West or South, and so may those who have only heard with the ear, but who may see what New England produces. An invitation as broad as the land greets and will welcome you, and we hereby appoint the veteran Valentine of Brooklyn to lead the host of fellow-workers back to the New-England hills.

The half has not been told, and we only await another issue of the NEW ENGLAND to tell more of the things that await the visitor to the land of Roger Williams.

THE generosity of the artists of Paris, manifested toward the Association of Teachers, as described in our last number, is a graceful tribute to a deserving cause at the hands of appreciative and liberal men. We are glad to believe that, in this case, at least, the statement quoted from the Paris *Register* is not true, but that the old and feeble teachers, who can no longer support themselves, "the soldiers who fight against ignorance and superstition, who combat against the evils of war itself," are not "left to their own helplessness and the world's neglect."

Tufts College.

Rev. Elmer Hewitt Capen, recently of Providence, R. I., was inaugurated president of Tufts College on Wednesday, the 3d inst. Mr. Capen succeeds Rev. A. A. Miner, D.D., of Boston, and is the third president of the college. A large audience assembled on the occasion of the inauguration, many of whom came from New York city, Providence, and other distant places. Mr. Capen's choir were present from Providence, and furnished the music. The Scriptures were read by Rev. Dr. Thayer, and the prayer of installation offered by Rev. Dr. Miner. Hon. Israel Washburne, Jr, LL.D., of Portland, Me., president of the board of trustees, in behalf of his association, then delivered a brief and eloquent address formally investing Mr. Capen with the office and duties of president. Mr. Capen responded briefly, accepting the trust, inviting the hearty coöperation of the trustees and other friends of the college, and invoking the blessing of God upon his labors. An oration in Latin was then delivered with much propriety and spirit by George Horace Hunt, of the senior class.

The inaugural address from the new president followed. He said that he had no new policy to propose. He intended to carry out that already entered upon with such success at Tufts. His subject was announced as the purposes and range of an American university. It must train every faculty of the body and mind. It must lead the people. It cannot afford to be commonplace. It must teach everything that can be taught in a philosophic spirit. True philosophy is not contradictory, and we must be ready to accept truth from whatever source it comes. A course of study should not be practical, if by that term we mean merely aids to money-getting; upon the highest plane, the theoretical and practical coincide. The speaker believed in the old course of study, but was in favor of extending and broadening. He then enumerated the various means by which a university accomplishes its work, in many of which Tufts is peculiarly fortunate. In conclusion an earnest appeal was made to all the alumni and friends of the college in its behalf. The address was very eloquent, and was listened to with strict attention, and frequently interrupted with applause. It made an excellent impression.

Exhibition of Industrial Drawings
AT
HORTICULTURAL HALL, BOSTON.

The *Fourth* Annual Exhibition of the work of the Industrial Drawing Schools of the State, and the public schools of Boston, was held at Horticultural Hall, Boston, on Wednesday, Thursday, and Friday, June 9th, 10th, and 11th, and was attended by a vast concourse of people. As Mr. Smith's system of Drawing has been taught in the public schools of Boston for four years and more, and in other parts of the State in day and evening classes, it is well nigh time to subject the results to the severest tests of criticism, in order that its merits may be made to appear most clearly, and that its faults, if it has them, may be corrected.

PRIMARY WORK.

The work of the primary schools of Boston is very full and very fine. It consists of free-hand drawings from cards, the black-board, dictation exercises, memory drawing, and model-drawings from the black-board, and original designs by children from six to ten or eleven years of age. While the copy-work of this class of pupils shows excellent practical skill, the cards of model and original drawings far surpass in execution as well as talent, any work of the kind ever before exhibited in America. Art critics are amazed at the results of the primary schools, and they claim that it surpasses in real merit the more finished work of the higher classes. We certainly regard it as worthy of the praise which these judges so lavishly bestow, and when we consider that the children have only devoted two hours of each week to the study, we may well feel satisfied with what the system is doing for the primaries.

GRAMMAR SCHOOL DRAWING.

The Grammar Schools advance to flat copy, model, and higher original designs in their work, and the talent which is evoked in the lower grades, here finds larger development. In the Grammar School drawings, we see skill in manipulation, joined with a fuller understanding of principles, and a more mature combination of elements with original practice. More beauty of finish as would be expected, and more knowledge of elements in the abstract appears. One fact is manifest as we advance, that the earlier the training was begun, the more satisfactory the results; so true is it that this wonderful art has its ground-plan in the elementary part of our school-education. In examining this great collection of specimens, numbering perhaps 40,000 in all, we are struck with its practical nature and the careful forms which are coined from the brains of these inventive pupils, and the observer almost wishes himself a child again to enjoy the wonderful benefits of eye, hand, and mind-training which these children possess.

HIGH SCHOOL AND INDUSTRIAL ART.

The High Schools of Boston show good work, and, while lacking the culture of earlier practice, are not deficient in real talent for original designs, and in this, as well as in the department of Evening Industrial Drawing, we see the flower and fruitage of the system. The work in designing appeals to the good sense and practical judgment of every business man as well as artist, as gratifying not only the wants of the æsthetic taste, but the demands of the severest utility. The various classes of drawings progress from flat copies to drawings from models, and to excellent specimens of encaustic tiles, cups and saucers, designs for wall-paper, muslins, prints, laces, etc., and thence to machine and architectural drawing of a first-class character, and designs for carpets, rugs, and shawls. The Boston, Cambridge, and Lowell classes longest in practice show remarkable results, which will surprise many. Those of other cities are not only very creditable, but encouraging to all friends of this branch of education, now so successfully inaugurated and established, and we could wish that all who have as yet been unable to see the benefits and value of Industrial Drawing as a branch of, as well as the foundation of our American industrial could witness the results here displayed in all grades of instruction.

THE WORKS OF THE STUDENTS OF THE NORMAL ART SCHOOL.

Of these, we say without hesitation, that it is impossible to over-estimate the effect of them upon the minds of all concerned in the great work now going on in this State under Prof. Walter Smith, and we are certain that the question of benefit to American manufactures by Industrial Art Education will be settled at once and forever in this locality. One must understand, looking at these splendid examples of applied design—unless he is wilfully prejudiced against the well-doing of his countrymen—how thoroughly the director of Art education has done his duty to the State, and to the students of the Art.

We hope no one interested in the welfare of Massachusetts in her great movement in Industrial Art, will fail to see the works now on exhibition at the rooms of the Boston Art club, 64 Boylston street.

LITTLE CLASSICS. Edited by Rossiter Johnson. Boston: Jas. R. Osgood & Co.; 1875. Vol. I., Exile; II., Intellect; III., Tragedy; IV., Life; V., Laughter; VI., Love; VII., Romance; VIII., Mystery; IX., Comedy; X., Childhood; XI., Heroism; XII., Fortune. Tastefully bound. Price $1.00 each. For sale by booksellers. Sent postpaid on receipt of price.

These little volumes of over two hundred pages each contain the gems of English and American literature on the subjects treated in each volume. We find in them the best things of Dickens, Chas. Lamb, E. E. Hale, Longfellow, Holmes, Hugh Miller, Bret Harte, Willis, Hawthorne, Taylor, Curtis, Macaulay, Lincoln, John Brown, Judson, De Quincey, E. Bulwer Lytton, Poe, Lover, Thackeray, Howitt, Reade, Wilson, Winthrop, D'Israeli, and others. These books are just such as one needs as a charm for his leisure hours, and they give the cream of thought, without dilution, to enrich the mental growth. The topics treated are such as will interest every reader of taste and culture, while the books themselves are the finest products of the printer's art.

The Battle of Bunker Hill.

BY OLIVER WENDELL HOLMES.

GRANDMOTHER'S STORY OF BUNKER HILL BATTLE, AS SHE SAW IT FROM THE BELFRY.

'Tis like stirring living embers, when, at eighty, one remembers
All the achings and the quakings of "the times that tried men's souls;"
When I talk of *Whig* and *Tory*, when I tell the *Rebel* story,
To you the words are ashes, but to me they're burning coals.

I had heard the muskets' rattle of the April running battle;
Lord Percy's hunted soldiers, I can see their red coats still;
But a deadly chill comes o'er me, as the day looms up before me,
When a thousand men lay bleeding on the slopes of Bunker's Hill.

'Twas a peaceful Summer's morning, when the first thing gave us warning
Was the booming of the cannon from the river and the shore:
"Child," said grandma, "what's the matter, what is all this noise and clatter?
Have those scalping Indian devils come to murder us once more?"

Poor old soul! my sides were shaking in the midst of all my quaking,
To hear her talk of Indians when the guns began to roar:
She had seen the burning village, and the slaughter and the pillage,
When the Mohawks killed her father with their bullets through his door.

Then I said, "Now, dear old granny, don't you fret and worry any,
For I'll soon come back and tell you whether this is work or play;
There can't be mischief in it, so I won't be gone a minute"—
For a minute then I started. I was gone the livelong day.

No time for bodice-lacing or for looking-glass grimacing;
Down my hair went as I hurried, tumbling half-way to my heels;
God forbid your ever knowing, when there's blood around her flowing,
How the lonely, helpless daughter of a quiet household feels!

In the street I heard a thumping; and I knew it was the stumping
Of the Corporal, our old neighbor, on that wooden leg he wore,
With a knot of women round him—it was lucky I had found him,
So I followed with the others, and the Corporal marched before.

They were making for the steeple—the old soldier and his people;
The pigeons circled round us as we climbed the creaking stair.
Just across the narrow river—oh, so close it made me shiver!
Stood a fortress on the hill-top that but yesterday was bare.

Not slow our eyes to find it; well we knew who stood behind it,
Though the earth-work hid them from us, and the stubborn walls were dumb.
Here were sister, wife, and mother, looking wild upon each other,
And their lips were white with terror, as they said, THE HOUR HAS COME!

The morning slowly wasted, not a morsel had we tasted,
And our heads were almost splitting with the cannon's deafening thrill,
When a figure tall and stately round the rampart strode sedately;
It was PRESCOTT, one since told me; he commanded on the hill.

* * * * * * * * * *

Then the Corporal, our old cripple (he would swear sometimes and tipple)—
He had heard the bullets whistle (in the old French war), before—
Calls out in words of jeering, just as if they all were hearing—
And his wooden leg thumps fiercely on the dusty belfry floor:—

"Oh! fire away ye villains, and earn King George's shillin's.
But ye'll waste a ton of powder before a 'rebel' falls;
You may bang the dirt and welcome, they're as safe as Dan'l Malcolm
Ten foot beneath the gravestone that you've splintered with your balls!"

In the hush of expectation, in the awe and trepidation
Of the dread approaching moment, we are well nigh breathless all;
Though the rotten bars are failing on the rickety belfry railing,
We are crowding up against them like the waves against a wall.

Just a glimpse (the air is clearer), they are nearer, — nearer, — nearer,
When a flash—a curling smoke-wreath—then a crash — the steeple shakes—
The deadly truce is ended; the tempest's shroud is rended;
Like a morning mist it gathered, like a thunder-cloud it breaks!

Oh! the sight our eyes discover as the blue-black smoke blows over!
The red-coats stretched in windrows as a mower rakes his hay;
Here a scarlet heap is lying, there a headlong crowd is flying
Like a billow that is broken and is shivered into spray.

Then we cried, "The troops are routed! They are beat—it can't be doubted!
God be thanked, the fight is over!"—Ah! the grim old soldier's smile!
"Tell us, tell us why you look so!" (we could hardly speak, we shook so)
"Are they beaten? *Are* they beaten? ARE they beaten?"—"Wait a while."

* * * * * * * * * *

All at once, as we were gazing, lo the roofs of Charlestown blazing!
They have fired the harmless village; in an hour it will be down!
The Lord in heaven confound them, rain his fire and brimstone round them,—
The robbing, murdering red-coats, that would burn a peaceful town!

They are marching, stern and solemn; we can see each massive column
As they near the naked earth-mound with the slanting walls so steep.
Have our soldiers got faint-hearted, and in noiseless haste departed?
Are they panic-struck and helpless? Are they palsied or asleep?

Now! the walls they're almost under! scarce a rod the foes asunder!
Not a firelock flashed against them! up the earthwork they will swarm!
But the words have scarce been spoken, when the ominous calm is broken,
And its bellowing crash has emptied all the vengeance of the storm

So, again, with murderous slaughter, pelted backwards to the water,
Fly Pigot's running heroes and the frightened braves of Howe;
And we shout, "At last they're done for, it's their barges they have run for;
They are beaten, beaten, beaten; and the battle's over now!"

And we looked, poor timid creatures, on the rough old soldier's features,
Our lips afraid to question, but he knew what we would ask:
"Not sure," he said; "keep quiet,—once more, I guess, they'll try it—
Here's damnation to the cut-throats!"—then he handed me his flask.

Saying "Gal, you're looking shaky; have a drop of old Jamaiky;
I'm afeard there'll be more trouble afore the job is done;"
So I took one scorching swallow; dreadful faint I felt and hollow,
Standing there from early morning when the firing was begun.

All through those hours of trial I had watched a calm clock dial,
As the hands kept creeping, creeping,—they were creeping round to four,
When the old man said, "They're forming with their bagonets fixed for storming;
It's the death-grip that's a coming,—they will try the works once more."

With brazen trumpets blaring, the flames behind them glaring,
The deadly wall before them, in close array they come;
Still onward, upward toiling, like a dragon's fold uncoiling—
Like the rattlesnake's shrill warning the reverberating drum!

Over heaps all torn and gory—shall I tell the fearful story,
How they surged above the breastwork, as a sea breaks over a deck
How driven, yet scarce defeated, our worn-out men retreated
With their powder-horns all emptied, like the swimmers from a wreck!

It has all been told and painted; as for me, they say I fainted,
And the wooden-legged old Corporal stumped with me down the stair.
And when I woke from dreams affrighted the evening lamps were lighted—
On the floor a youth was lying; his bleeding breast was bare.

And I heard through all the flurry, "Send for Warren! hurry! hurry!
Tell him here's a soldier bleeding, and he'll come and dress his wound!"
Ah, we knew not till the morrow told its tale of death and sorrow,
How the starlight found him stiffened on the dark and bloody ground.

Who the youth was, what his name was, where the place from which he came was,
Who had brought him from the battle and left him at our door,
He could not speak to tell us; but 'twas one of our brave fellows,
As the homespun plainly showed us which the dying soldier wore.

For they all thought he was dying, as they gathered round him crying,—
And they said, "Oh, how they'll miss him!" and, "What *will* his mother do!"
Then his eyelids just unclosing, like a child's that has been dozing,
He faintly murmured, "Mother!" and—I saw his eyes were blue.

—"Why, grandma, how you're winking!"—"Ah, my child, it sets me thinking
Of a story not like this one. Well, he somehow lived along;
So we came to know each other, and I nursed him like a—mother.
Till at last he stood before me, tall and rosy-cheeked, and strong

And we sometimes walked together in the pleasant summer weather.
—"Please to tell us what his name was?" "Just your own, my little dear,—
There's his picture Copley painted: we became so well acquainted,
That—in short, that's why I'm grandma, and you children all are here!

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

The Future of America.—Phillips.

Who can deny that the existence of such a country presents a subject for human congratulation! Who can deny that its gigantic advancement offers a field for the most rational conjecture! At the end of the very next century, if she proceeds as she seems to promise, what a wondrous spectacle may she not exhibit! Who shall say for what purpose mysterious Providence may not have designed her! Who shall say that when in its follies or its crimes the Old World may have buried all the pride of its power, and all the pomp of its civilization, human nature may not find its destined renovation in the New! When its temples and its trophies shall have mouldered into dust,—when the glories of its name shall be but the legend of tradition, and the light of its achievements live only in song; philosophy will revive again in the sky of her Franklin, and glory rekindle at the urn of her Washington.

Is this the vision of romantic fancy? Is it even improbable? Is it half so improbable as the events which, for the last twenty years, have rolled like successive tides over the surface of the European world, each erasing the impressions that preceded it? I appeal to History. Tell me, thou reverend chronicler of the grave, can all the illusions of ambition realized, can all the wealth of an universal commerce, can all the achievements of successful heroism, or all the establishments of this world's wisdom, secure to Empire the permanency of its possession? Alas! Troy thought so once; yet the land of Priam lives only in song? Thebes thought so once; yet her hundred gates have crumbled, and her very tombs are but as the very dust they were vainly intended to commemorate! So thought Palmyra—where is she! So thought the countries of Demosthenes and the Spartan; yet Leonidas is trampled by the timid slave, and Athens insulted by the servile, mindless, and enervate Ottoman! In his hurried march, Time has but looked at their imagined immortality, and all its vanities, from the palace to the tomb, have with their ruins, erased the very impression of his footsteps! Who shall say, then, contemplating the past, that England, proud and potent as she appears, may not one day be what Athens is, and the young America yet soar to be what Athens was! Who shall say, when the European column shall have mouldered, and the night of barbarism obscured its very ruins, that this mighty continent may not emerge from the horizon, to rule, for its time, sovereign of the ascendant!

June's Floral Object-Lesson.

OBJECTS: A branch of Flowering-Almonds; Narcissus blooms; Bible.

BY M. B. C. SLADE.

First Schol.—For our floral lesson, I bring a branch of

"The flowering-almond, first to fling
Its perfume on the breeze;
The earliest, at the call of Spring,
Among the green-clad trees."

Sec. Schol.—This lovely shrub is a native of Palestine, where it is among the earliest flowering trees.

Third Schol.—I have learned that our Flowering-Almond is the almond-tree of the Scriptures. I find it in Jer. I. 11, 12. "The word of the Lord came unto me, saying, Jeremiah, what seest thou? And I said, I see the rod of an almond-tree. Then said the Lord unto me, Thou hast well seen, for I will hasten my word to perform it."

Fourth Schol.—I see no meaning to this, no reason why the almond-tree is spoken of, rather than any other.

Teacher.—Let me help you find the reason. The name in the original is *Shâkêd*, a Hebrew word which means "to hasten."

Fourth Schol.—That is, I suppose, because the almond-tree flowers so early. It is said to be in bloom in January all along the Jordan's banks.

Teacher.—Yes, it is literally the "Hastening-tree," or the tree that *hastens* to bloom. Now read the passage with the emphasis of your new knowledge.

Fourth Schol. (*Repeating.*)—"And I said, I see the rod of an almond-tree. Then said the Lord unto me, Thou hast *well seen*, for *I will hasten my word to perform it.*"

Fifth Schol.—That is beautiful! I shall never again see the Flowering-almond, without recalling this truth, forever old, forever new, that so will God hasten his word to perform it!

Sixth Schol.—I have the blossoms of the fair, white Narcissus, that grows in all our garden-beds.

Sec. Schol.—And you bade me bring this Scripture: "I am the rose of Sharon." Cant. II, 2; and this, "The desert shall rejoice and blossom as the rose." Isa. xxxv: 1.

Sixth Schol.—But this is not a rose.

Teacher.—No; nor is the plant referred to in the passages, a rose.

Fourth Schol.—How do you know?

Teacher.—Because the word in the original Hebrew is *Chabbazzeleth*, which means the Narcissus.

Third Schol.—Did the Narcissus grow in Palestine?

Teacher.—Yes, the sunny slopes of the Holy Land are white in Spring-time with its fragrant blooms.

First Schol.—So this is another pleasant thing to remember every Spring, when the Narcissus blooms, that we sing of this dear and familiar flower in our lovely hymn. (*All Sing*):

"By cool Siloam's shady rill
How sweet the lily grows,—
How sweet the breath beneath the hill,
Of Sharon's dewy rose."

The Way to Have.

[A RECITATION FOR LILAC-TIME.]

BY M. B. C. SLADE.

Dame Margery has a lilac-bush
That grows by her cottage door;
And there it has blossomed its purple flush,
Full twenty-five years or more.
For she says,—and a quiver goes over her lip,—
"John planted it here for me,
That morning, before he sailed in the ship
That never came home from sea."

To every boy and girl that goes
To school, by the kind dame's door,
She gives a bunch of the purple blows,
Till blossoming time is o'er.
She loves to have, but she loves to give;
And the good dame says, "You know
The way to have, you'll see, if you live
Next spring, *is to bestow*."

Ma'am Alison lives across the street,
And her lilac-tree grows high;
But away she drives all little feet
If they come her lilacs nigh.
"Dame Margery's blooms will soon be gone;
She's foolish, seems to me;
I'll not be breaking my lilacs down
For every child," says she.

Spring came. Dame Margery's bush was full
Of wonderful perfect bloom;
In royal purple beautiful,
And sweet with its fresh perfume.
Ma'am Alison's tree had of blooms not one!
The last year's seeds were there;
But vain she watched until June was gone,
For purple blossoms fair.

Dame Margery said, "Ah! don't you know,
If last year's blossoms stay,
The next year's buds will fail to grow
Till these are broken away?
For this year's lilacs cannot live
With seeds of last year's spring."
Ma'am Alison learned that *she must give*,
If she would have a thing.

Mon Jardin: My Garden.

[RECITATION FOR JUVENILE FRENCH SCHOLARS.]

BY MARIANNA B. SLADE.

Le Printemps, Spring, no more is here;
And I, *ma chère mère*, mother dear,
My garden, *mon jardin* enjoy;
The flowers, *les fleurs*, my time employ.
I'll have, now summer comes,—*l'Eté*,
Les roses, the roses, every day;
Daisies I'll have,—*les marguerites*,
And violets,—*les violettes*, so sweet.
And heliotrope, in French the same;
With *hélianthe*, the grander name
For sun-flower, and these yellow heads
Shall nod above my garden-beds.
To keep *mon jardin* I will take
My hoe, my shovel, and my rake.
Ma houe, ma pelle, et mon râteau;
And good results my work shall show.
No *herbes sauvages* (those words mean weeds),
Shall check the growth of my flower seeds;
La Pluie, the rain my plants shall shower;
The sun, *le soleil* kiss each flower;
La rosée,—that's the gentle dew,
Refresh them when the day is through;
And so *mon jardin* every day,
Shall with *les fleurs* my care repay.

A Day in June.

[Adapted from Lowell's "Vision of Sir Launfal."]

SCENE: *A group of girls seated, making daisy or dandelion-chains, clover-wreaths or oak-garlands. Let the recitation be given in natural conversation-style, as though they were talking about the surrounding scenes, sights, and sounds of a June day.*

Kate.—And what is so rare as a day in June?
May.—Then, if ever, come perfect days;
Nell.—Then Heaven tries the earth if it be in tune,
And over it softly her warm ear lays;
Fan.—Whether we look or whether we listen,
We hear life murmur, or see it glisten;
Lou.—Every clod feels a stir of might,
An instinct within it that reaches and towers
And, grasping blindly above it for light,
Climbs to a soul in grass and flowers;
Kate.—The flush of life may well be seen
Thrilling back over hills and valleys;
May.—The cowslip startles in meadows green,
Nell.—The buttercup catches the sun in its chalice,
Fan.—And there's never a leaf or a blade too mean
To be some happy creature's palace;
Lou.—The little bird sits at his door in the sun,
Atilt like a blossom among the leaves,
And lets his illumined being o'errun
With the deluge of summer it receives;
Kate.—His mate feels the eggs beneath her wings,
And the heart in her dumb breast flutters and sings;
He sings to the wide world, and she to her nest,—
In the nice ear of Nature which song is the best?
May.—Now is the high-tide of the year,
And whatever of life hath ebbed away
Comes flooding back with a ripply cheer
Into every bare inlet and creek and bay.
Nell.—We sit in the warm shade and feel right well
How the sap creeps up and the blossoms swell;
Fan.—We may shut our eyes, but we cannot help knowing
That skies are clear and grass is growing;
Lou.—The breeze comes whispering in our ear
That dandelions are blossoming near,
That maize has sprouted, that streams are flowing,
That the river is bluer than the sky,
That the robin is plastering his house hard by;
Kate.—And if the breeze kept the good news back,
For other couriers we should not lack;
We could guess it all by yon heifer's lowing,—
May.—And hark! how clear bold chanticleer,
Warmed with the new wine of the year,
Tells all in his lusty crowing!

Nell.—So perfect is the scene, dear May,
Recite for us, "A PERFECT DAY."

[MAY *recites Longfellow's poem, "A Perfect Day," to be found in any collection of his poems.*]

A Little Boy's Speech to Speech-Makers.

[FOR EXAMINATION-DAY.]

BY M. B. C. SLADE.

I shall speak very briefly, dear ladies and dear sirs;
My speech it will be chiefly unto the speech-makers;
Mr. Very preached a sermon,—I cannot tell you next,
What was Mr. Very's subject, nor Mr. Very's text.
But a lady hastened to him, as on the steps he stood,
With, "Oh, dear, Mr. Very, your sermon was *so* good!
I haven't heard a sermon, in how long I can't tell,
That pleased me, Mr. Very, and suited me so well!"
Mr. Very was delighted, though dignified and grave;
But such nice sugar-plums of praise, who does not like to have?
So he thanked the lady kindly, and said that he was glad;
He hoped to preach acceptably, and he rejoiced he had.
Then asked her why his sermon so excellent she thought,
"Oh, I liked it, Mr. Very,—*because it was so short!*"

Bunker's Hill, 1775.

THE SCENE AND ITS SURROUNDINGS.

The steady processes and transformations by which time, expansive growth, the necessities of crowded human life, enterprise, and improvement have changed the natural features of the scene now to be recalled, may require some effort from those now on the stage to reproduce its distinctive features. On no spot of this earth have such processes wrought more effectually than in the neighborhood of Boston. The visitor to the field of Waterloo is baffled in his efforts to trace the manœuvres of its great day, even by so slight a change in its natural features as the removal of a ridge of earth to build the mound on which rests the memorial of the Belgic lion. But the leveling of the hill-tops, the narrowing of river-courses by piers and wharves, the extension of bridges, the filling in of thousands of acres of irrigated flats, and the thick planting of dwellings, marts of trade, and manufactories, have strangely transformed the surroundings of the storied summit. Some thirty years ago, one who took his stand upon the top of the true Bunker Hill, before its crown had been removed, could trace the lines of the works which the British erected there with skill and complication, after they took possession of the town. The battle summit, Breed's Hill,—not known by that name till after the action,—has not been reduced at the top, but it is so closed around that few of the points to which reference has to be made in tracing the events of the day are visible from it. Yet, by mounting the tall shaft, the visitor with an instructed eye, looking in turn through each of its four windows, may with some satisfaction of his curiosity reproduce some of the more important features of the scene. Those who were the prime actors in it would doubtless prefer to gaze upon it from their own monument as it now is. We, however, try for the hour to restore their panorama.

The three-quarters of a circle of headlands, slopes, peninsulas, and eminences, once united by green levels, or divided by watercourses, and embracing a circuit of more than twenty miles, which we may now sweep, from the windows of the monument, was at the time arrayed in all the beauty of its summer garb; but it was stirring with all the signs of military occupancy and activity. The wide-spread wings of a patriotic army, such as has been described, extended over it, enclosing a dark spot with a coveted prize in the good town of Boston. Seaward, were the fair islands of the Bay. The enemy was rich in every form of water-craft, ships of war, gunboats, transports, floats, and barges. But even with these they had to be very watchful, as they ventured near the shore of main or island; for never were rats watched more patiently at their holes by skilled mousers, than were they by keen-eyed patriots, as yet not enrolled, but prospecting on their own charges and gains. A portion of Colonel Gerrish's regiment from Essex and Middlesex, and a detachment of New Hampshire troops stationed on the hills of Chelsea, formed the tip of the left wing of the patriot array. All along the eastern seaboard, to Cape Ann and Portsmouth, were watchful spies on the alert to spread the alarm if the British should anywhere attempt a landing. Colonels Reed and Stark, next in the line, were stationed at Medford with their New Hampshire regiments. Lechmere's Point, at East Cambridge, was guarded against the enemy's landing, to which it offered great facilities, by parts of Colonel Little's and other regiments. General Ward, with the main body of about 9,000 troops, and four companies of artillery, occupied Cambridge, its college halls as they then were, its English church, the vacated dwellings of some tories who had sought a change of air, and the intervals of field and woodland.

The broad spaces of oozy and tide-soaked marsh, which doubled the present width of the rivers, were about equally a protection and a hindrance to military operations on either side. We must forget such things as bridges, for there was not one within the bounds of the historic scenes, save on the side of Cambridge towards Brighton. The salt flats had no causeways over them, and the shortest, even the only way between any two places, was a great way round. All the numerous points of highland, the farms, and the main roads, were cautiously defended or guarded. Lieutenant-General Thomas, with 5,000 troops of Massachusetts, Rhode Island, and Connecticut, constituted the right wing of the army at Roxbury and Dorchester.

Charlestown itself, like Boston, was also a pear-shaped peninsula, swelling roundly to the sea, into which flowed the Charles and the Mystic, whose waters approached so closely at the stem or neck, uniting it to the mainland, that one might stand upon it and toss a stone into the borders of either river. Charlestown, too, like Boston, had originally its five hill-tops,—for Boston's trimount designated only the three peaks of its Beacon Hill, and it had, besides, its Fort Hill and its Copp's Hill. The lowest of Charlestown's hills was a place of graves, where some of the stones to this day show the scars from the British cannon. The next, or Town Hill, was the public center of the municipality. Moulton's Point, whence the bridge to Chelsea now starts, and where the British forces made their first landing to assault the American works, has been wholly levelled within a quarter of a century.

The patriot army, thus extended, could be reached for assault by land only across Roxbury Neck, at which point, however, the intrenchments of the enemy and the safeguards of the provincials seemed to be equally secure. To a certain extent, also, the exposure of so many places in the American lines to injury from the armed ships and the floating batteries of the British was offset by shoal waters, swamps, and intersecting creeks. —Ellis' Battle of Bunker's Hill.

THE BATTLE.

Death of General Warren.

Before long there were some fifteen thousand men collected, under a variety of independent commanders. General Ward commanded those from Massachusetts; General Stark, those from New Hampshire; General Greene, those from Rhode Island; and Generals Spencer and Putnam, those from Connecticut. The army was not at all disciplined; it had few cannon, and little ammunition; the men came and went very much as they wished. But they were strong enough to keep the British army of five thousand shut up in Boston; and General Gage sent most of the families of the patriotic party out of town; so that there was very little intercourse between those within and those without.

It was found that there were two ranges of hills that commanded Boston on two sides,—Dorchester Heights on the south, and Bunker Hill and Breed's Hill on the northwest. It was of importance to both sides to get control of these hills; and the Americans had reason to know that General Gage was planning to extend his lines, and include Bunker Hill. So a force of a thousand men was sent, one night, under command of Col. Prescott, to erect some earthworks for its protection. His men were mostly farmers; they had no uniforms, and carried fowling pieces without bayonets. They formed on Cambridge Common, and, after a prayer by the president of Harvard College, marched at 9.00 P M., June 16, 1775. They marched so silently that they were not heard; and the bells of Boston had struck twelve before they turned a sod. It was finally decided to fortify Breed's Hill, as being nearer to Boston, instead of Bunker Hill. The work was soon begun. As they worked, they could hear the sentinels from the British men-of-war cry, "All's well!" As day dawned, the newly-made earthworks were seen from the ships, which began to fire on them, as did a battery in Boston. But the Americans went on completing their fortifications. General Gage with his telescope watched Colonel Prescott as he moved about the works. "Will he fight?" asked he "To the last drop of his blood," said an American loyalist who stood near. Soon the British general made up his mind to lose no time, but to attack the works that day.

It was now the 17th of June. The day was intensely hot. Three thousand British soldiers were embarked in boats, and sent across to Charlestown. Prescott placed his men as he best could, behind the half-finished mounds; and a detachment was stationed at a rail fence, on the edge of Bunker Hill, to keep the British troops from flanking the redoubt. This rail fence was afterwards filled in with new-mown hay, to screen better those behind it. Without food, without water, and with very little ammunition the Americans awaited their opponents. There were from two to three thousand behind the breastworks, and four thousand British to attack them; and the Americans were almost without drill or discipline, while the British troops were veteran regiments. On the other hand, the British were obliged to advance in open field, while the Americans were behind their earthworks,—a far safer position. There they waited as quietly as they could, while Putnam, Prescott, and others moved about them, saying, "Aim low." "Wait till you can see the whites of their eyes."

The British soldiers marched forward slowly; for they were oppressed with the heat, and were burdened with their knapsacks of provisions. But they marched with great regularity, and entire confidence. They fired as they went; but only a few scattering shots were fired in return. On, on they came, till they were within some ten rods of the redoubt. Then the word, "Fire!" was given; and, when the smoke cleared away, the ground was strewed with the British soldiers, and the survivors had already begun to retreat. A great cheer went up from the forts; and the shout was echoed from the rail fence. The Americans behind the fence were next attacked by the right wing of the British. The Americans withheld their fire till the last moment; and three-fourths of the advancing soldiers fell, and the rest faltered. Twice the British advanced, and twice they were driven backwards; while very few of the American were hurt. Then a third attack was made upon the main fort. The British officers were seen threatening the soldiers, and even striking and pricking them, to make them advance; but they were very unwilling. Putnam passed round the ranks, telling his men that, if the British were once more driven back, they could not rally again; and his men shouted, "We are ready for the red-coats again." But Putnam knew that their powder was almost gone, and told them to reserve their fire till the British were within twenty yards. Once more they awaited the assailants, who now advanced with fixed bayonets, without firing, and under the protection of batteries of artillery. Most of the Americans had but one round of ammunition left, and few had more than three. Scarcely any had bayonets. Their last shots were soon fired; and there was nothing for them but to retreat as they best could. They fell back slowly, one by one, losing far more men in the retreat than in the battle. Among their losses was the brave General Warren, eminent as a physician and a patriot. He was president of the Provincial Congress, and was there only as a volunteer, not in command. The British general, Howe, on hearing of his death, said that it was equal to the loss of five hundred men to the Americans. —Higginson's Young Folks' History.

STATE DEPARTMENTS.

Maine.

BANGOR.—The following correspondence is of the character that "explains itself:"

BANGOR, May 18th, '75.

Dear Miss Hallowell:—The pupils of the Bangor High School, together with some of your former pupils, public and private, request you to accept, as a token of their affectionate regard and their appreciations of your faithful teaching and helpful influence, "Henry Crouch's Binocular Microscope, with accompanying apparatus," which will arrive from England, per order of Prof. W. S. Chaplin, during the month of June.

LILLIE M. MUNGER,
GRACE N. KIMBALL,
MARY R. BARTLETT.

BANGOR, May 19th, 1875.

To the Misses Lillie M. Munger, Grace N. Kimball, Mary R. Bartlett, and many others formerly my pupils:

MY DEAR FRIENDS:—I can find no words to express my gratitude for your beautiful and useful gift. Valuable as it is in itself, I shall prize it far more highly as yet another expression of the kind regards and delicate thoughtfulness which have always characterized your relations with me, and which have been a greater source of inspiration in my work than you may ever know.

Painfully conscious as I am of the imperfections of the service I have sought to render you, in the pursuit of knowledge and of wisdom, I can only wonder by what optical glass you, at the same time, so diminish my failings and enlarge my merits as to hold me in such kind remembrance. It must surely be by the magic eyepiece of charity.

Accept my warmest thanks, and be assured that I shall always retain most pleasant recollections of you all and constantly cherish a sincere desire for your usefulness and happiness.

SUSAN M. HALLOWELL.

Miss Hallowell has accepted a professorship in Wellesley College, Mass.

AUGUSTA SCHOOL DIRECTORY.—*High School.*—G. B. Files, principal; Helen W. Fuller, Hattie A. Deering, assistants.

Grammar School.—G. A. Robertson, principal; Mary S. Keen, Miranda P. Norton, assistants.

Intermediate Schools.—Grove Street school, Miss S. L. Gilman, teacher; Chestnut Street School, Miss Annie R. Wheeler, teacher; Kendall Street School, Miss Carrie L. Kempton, teacher; Crosby Street School, Miss Marcia Chase, teacher.

Primary Schools.—Grove Street School, Miss Emma Woodbury, teacher; Kendall Street School, Miss Mary F. Phinney, teacher; Crosby Street School, Miss Addie L. Blake, teacher; Chestnut Street School, Miss Ella R. Reed, teacher.

Morning sessions commence at 9 o'clock, and close at 12 M. Afternoon sessions commence at 2 o'clock, and close at 5 P. M. Parents and others are invited to visit the schools.

KENT'S HILL.—The past week has been a busy one to the citizens and students of this place. The examinations Monday and Tuesday were, as usual, complete and thorough. Tuesday evening twenty of the twenty-six on the programme, contended for the prizes as declaimers and readers. On Wednesday, the anniversary of the societies was duly celebrated by an oration by Rev. F. G. Morris, of Watertown, Mass; subject, "Imagination," treated in a very attractive and spicy manner. It was a comprehensive presentation of the subject, brought directly to the point by apt illustrations. The poem by Mrs. Emma C. H. Nason, of Augusta, a graduate from the college course, class of —, was a fine production. Subject, "Prophet and Poet."

Thursday, the graduating exercises proper occurred, participated in by thirty young ladies and gentlemen, representing the different courses of study, college, seminary, classical, and musical; the latter being a department brought to its present position by the energy of Prof. W. F. Morse, the musical director, aided by his assistant, Miss Sarah J. Hall. The strength and efficiency of this department is evinced in the fact that all the music for the several days' exercises has been furnished by the musical element of the school.

The concert Wednesday evening, given by Professor Morse and his classes, consisted of a cantata, "The Haymakers." It was executed by some fifty or sixty performers in costume, and was perhaps sufficiently operatic for the place and occasion.

The trustees have attended to the usual routine of business. The old board of iustruction is re-elected. No new business of special importance has arisen. The number of graduates this year is as follows: Seminary course 13, College 5, Classical 4, Musical 5. The trustees acknowledge, appropriately, the donation to the institution of a most valuable telescope of great power, costing about $500, made at the celebrated establishment of Alvin Clarke & Son, of Cambridge, Mass., and presented by the well-known inventor, Captain B. F. Sturtevant, of Boston. The captain was formerly a Maine man, married a graduate of the seminary and college, and "here you have the result of such things."

In the evening was a re-union at the college chapel, which was the closing exercises of this the 33d anniversary of the Maine Wesleyan Seminary and Female College.

— In one Auburn school measles are so popular that twenty-eight scholars had to take them.

New Hampshire.

Will the Principals of the various academical and higher schools in the State kindly see that full reports of their anniversary exercises, lists of graduates, etc., at the close of the present term, are promptly sent to the editor of this column?

MANCHESTER has a fornightly teachers' meeting, wide-awake and active as everything else is under Mr. Edgerly's superintendence. We had the good fortune to be present at the meeting on the 31st ult., and were agreeably surprised to find thirty or forty teachers present, and all, even the ladies, actively taking part. They had hit upon the happpy expedient of a "question box," from which every one drew a question to be answered during the meeting. With Edgerly on one side and Clifford on the other there was no lack of spice for the occasion; in fact the informal, pleasant, social manner was the beauty of the whole.

The first question, "Ought teachers to use sarcasm as a means of punishment?" was decided emphatically in the negative. "Corporal punishment," it was thought, should be used very sparingly, some of the ladies evidently thought not at all, though they did not say so. "Should scholars be put upon their honor?" They should be trusted as much as possible, but Superintendent Edgerly said we should not be talking about honor all the time; rather act it, and show pupils that you expect nothing else. "Should time be taken from recess to make up for deficiencies in recitations of primary scholars?" "No!" by all present. "Did parsing ever assist you any out of school?" The lady who drew this "passed." "Is it possible to stop the movement of the lips of scholars in primary schools, when studying?" Not necessary, if possible. "Recitation" was discussed at some length. One lady thought that some explanation should precede the study of the lesson. Mr. Batchelder, master of the High School, thought this previous explanation would take all the vim out of study; just what the scholar wants to nerve him up is the ambition to overcome the hard places. Another gentlemen believed that recitation *per se* is for the student to tell what he knows without any word from the teacher. Explanations should precede, and be full with small pupils, but less and less as they grow older. "Should pupils be allowed to rest their arms upon the desk?" Position is of comparatively little importance, if not unhealthful. "Did the study of physiology do you any good?" Yes; the lady who answered said she "put her knowledge of this subject to daily use in her school room." "Should the teacher habitually repeat the answers of pupils?" No. Mr. Batchelder remarked this absurd practice often when there is company in school and the teacher wants to "show off" a little. "Shall the pupil sit side to the desk in writing?" Mr. Buck, master of Ash street school, said he has his pupils sit thus because the desks are not wide enough for the other way; but he noticed that business men are generally obliged to place their books square in front, and thought pupils should be drilled in that way. Mr. Edgerly said he never should have been much of a penman if he had not set front to the desk. The ladies smiled dubiously, and some one remarked that Horace Greeley wrote in the same way. "Yes," said Mr. Clifford, "and he was a *comparatively* good writer!" The laugh seemed to indicate that penmanship in Manchester is not taught by the superintendent. "How still should children be kept at recess?" Quiet if in-doors, but they may make any reasonable noise when in the yard. One speaker, when he heard this growling about noisy children, was reminded of an old fellow who snarled at a boy, "What are ye making so much noise for when I am going by?" "What are ye going by for when I am making a noise?" Some one remarked (sounds like Edgerly) that those teachers who insist on such perfect stillness of children, both in school and out, would receive terrible retribution either in this world or the next. Several other questions were discussed, but we have not space for them. The only poser was Mr. Heath's question, "Who is president of Liberia?" which was finally deemed too important for extempore discussion and was laid over to the next meeting.

We are indebted to the secretary, Miss Nellie Pearson, for this outline, and have the promise of future reports of these valuable meetings.

N. H. CONFERENCE SEMINARY.—The programme of Commencement at the Conference Seminary and Female College, is as follows: Saturday and Monday, June 12 and 14, examinations; Saturday evening, rehearsal of the instrumental and vocal classes in Music; Sunday, at 1 P. M.: Baccalaureate address, by the president; Monday, at 4 P. M.: address to the theological class, by Rev. S. G. Kellogg, of Rochester; at 8 P. M.: address to Senior class, by Prof. E. D. Sanborn, LL.D., of Dartmouth College. Tuesday, at 11:30 A. M.: meeting of Trustees; at 1 P. M.: Commencement Orations; at 8 P. M.: annual concert by the band, followed by the levee.

Vermont.

CASTLETON.—*State Normal School.*—The examination of the graduating classes of the State Normal School will commence Wednesday, June 16. Oral exercises will be held the first day, under the conduct of the respective teachers. Written exercises will commence Thursday morning and continue two days. Oral examination will be continued during three days, the classes in two courses alternating. Monday, June 21, the examination of the seminary classes will begin, continuing two days. Friday evening, June 18, the dramatic club are to give an entertainment at the Town Hall, and a matinee Saturday afternoon. Monday evening following, the French classes will give a French dramatic entertainment; English renderings will be presented as the play progresses. Tuesday evening rhetorical exercises will be held in the seminary chapel by the seminary classes. Wednesday forenoon, afternoon, and evening will be devoted to the reading of essays by the graduates of the Normal School. Thursday afternoon will be held the public exercises of the seminary graduating class, at which time also it is expected that Professor Weber will deliver an address. Thursday evening the graduates of both schools receive their friends in the seminary parlors. A baccalaureate sermon will be preached at the Congregational church, Sunday, June 29.

PERSONAL.—C. S. Halsey, A. M., for three years past principal of Burlington High School, has tendered his resignation. The health of some of his family requires removal to a milder clime. Mr. Halsey is an earnest, thorough, and successful teacher; it will not be easy to supply his place.

— The annual Commencement and re-union of the alumni and past cadets of Norwich University, Northfield, takes place on Thursday, July 1st. A very good general attendance is anticipated, and the reunion promises to be one of unusual pleasure to all parties interested therein.

— The semi-annual session of the Vermont State Medical Society will be held in Burlington, June 15th and 16th, next. The meeting is to be one of unusual interest. We learn than the first day will be devoted to the reading of important papers, discussions, etc., etc. A trip to Ausable Chasm will occupy the major part of the second day. Papers are expected from the principal medical men of the State.

— A meeting of the Board of Agriculture, Manufacture, and Mining will be held at East Berkshire, on Wednesday and Thursday, June 16 and 17.

Massachusetts.

THE Berkshire, Worcester, and Norfolk County Teachers' Association held their annual meetings on Friday and Saturday, June 4 and 5, and were unusually large and successful meetings. As the reports of the two former have not reached us, we can only report the proceedings of the latter meeting. Over two hundred of the teachers of Norfolk county met at East Weymouth, showing by their attendance and interest such a body of educators of which any State might be proud. Mr. F. W. Freeborn, principal of the Hyde Park High School, presided. After the organization and the appointment of committees, the discussion on "Teachers' Meetings" was opened by Mr. Shaw of Weymouth, in whose remarks, and those of the gentlemen following him, the general advantages of the meetings were unfolded.

A class exercise in History followed by Mr. Armington of Weymouth, assisted by a dozen of his pupils, the design being to illustrate the teachers' method of conducting a recitation, explaining doubtful parts, and developing the thinking powers of pupils in this study. Such exercises generally in a convention take the form of an examination of the class on their acquirements, rather than a trial of the teacher on his methods. In this exercise the latter was aimed at.

After a short recess a paper on "Character the Result of Habit," was read by Mr. Whitney of the Ames School, Dedham, followed by a discussion, in which the view expressed by the author on the negative of his question, was pretty generally combated.

The afternoon exercises were opened by a paper by Miss Weld of Hyde Park, upon methods of alleviating the "Wear of the Schoolroom." The writer discussed the influences which tend to break down teachers, especially female teachers, and recommended cheerfulness, good health, good preparation, fair salaries, and permanent situations as counteracting influences. Dr. Mayo and others urged excellent preparation for teaching as a relief to the ordinary wear of the schoolroom.

Mr. Bicknell opened a discussion on the "Relation of the High School to the Common School" system, in which he spoke of the history of the free high school system as an out-growth of the wants of society; as a substitute for the academy; as a necessary part of the grammar-school course of study; as a preparatory work for the college; as the training school of the great majority of our teachers. The discussion was continued by Principal Slafter of Dedham, and others, urging the high school as a means of elevating and sustaining a high public sentiment on education, and the cultivation of a high tone and taste in society.

During the evening session the large audience listened attentively for about fifty minutes to a very interesting and instructive paper, entitled "What next in our Common Schools?" In the preparation of the paper the author, Rev. A. D. Mayo of Springfield, showed evidence of his familiarity with our school system, its defects and needs. Rev. Mr. Folsom, of Dedham, closed the exercises with a number of humorous readings, in which his success was approved by the frequent applause of the audience.

SATURDAY SESSION.

The ordinary business of the meeting, the reports of committees and election of officers for the ensuing year occupied the first hour of the morning. In view of the fact that only about one-fourth of the teachers ever stay for the second day, a committee was ap-

pointed to consider and report next year upon the advisability of limiting the session to one day.

At 9.30 A. M. Mr. Bentley, of Brookline, opened a discussion on "The Free Public Library as an Ally of the Public School," which was taken up and considered in a spirited manner by the members present. The fault found with the library is that it offers so much trashy light-reading to the children, which they eagerly devour to the neglect of the more instructive books. The remedy lay in the efforts of the teacher to improve and elevate the taste of his pupils so that they will seek out better works, and in making the library an adjunct to the text-books of the schools. This discussion was followed by a development lesson in Natural History, and another in Color by Miss Dalrymple of Brookline. She conducted her class of little pupils very successfully through both exercises. After a brief discussion on two or three miscellaneous topics and a pertinent speech by the retiring president, the association adjourned to meet at Walpole on May 12th and 13th, 1876. The meetings were generally considered the most successful held for many years, the attendance was about two hundred, the papers of unusual excellence, and the discussions spirited. The thanks of the association are due particularly to the good people of East Weymouth for their ample hospitality, and to Mr. W. H. Bartlett, grammar master of that place, for his untiring efforts to secure and dispense that hospitality. The officers for the ensuing year are Mr. David Bentley of Brookline, president, and Miss Sarah W. Loker, of Brookline, secretary.

Rhode Island.

JOHNSTON. — The recent examinations of the public schools of this town show that there has been a most prosperous term, and the progress made gives entire satisfaction, not only to the committee but to the parents and all friends interested in the education of the youth of the town. Our school-buildings were never in a better condition than at present, and never has there been such a spirit shown to keep them in good order, more especially in regard to cleanliness. Teachers vie with each other to see whose particular room shall exhibit the most care and neatness, and a generous rivalry is shown by the scholars of the different districts to see which school shall show the most improvement.

The entire term has been devoted to review of the work of the past year, and commendable diligence is plainly exhibited in nearly every instance. Some points are worthy of particular mention. In District No. 8, Miss Ashia Angell, teacher, (for thoroughness and order the school stands prominent), the entire energies of the teacher seem to have been devoted to her duties, remaining often till dark, after dismissing her school, arranging her duties for the following day. Her record is one worthy of imitation. District No. 11, Miss Desire Aldrich, teacher, has shown improvement very encouraging to all interested, most especially in Mathematics and Reading. Miss Aldrich is devotedly attached to her avocation, and finds her duties made light by the unbounded love and confidence of her scholars. In District No. 15 the extraordinary cleanliness of the schools, especially of Rooms 3 and 4, Misses Ida M. Clemence and Ella J. Brown, teachers, calls for especial commendation, and is well worthy of imitation by every teacher in the State. Misses Clemence and Brown, although having the small children under their charge, who are more liable to litter, mark, or mar the room than the older scholars, have kept their rooms *perfectly free* from dirt or stain and any time of the day or week were ready to welcome visitors into parlors of extreme neatness. Nearly every school has shown some point of excellence, and the committee heartily commend the teachers for all they have done.

WOONSOCKET.—The annual meeting of the consolidated school district was held at the Clinton School-house. It will be remembered that a special school law was passed which placed the several districts in the care of the town, and that subsequently that law was repealed, but at the annual meeting of the consolidated district last year, it was voted to offer to the town the privileges of the High School, provided the town would assume the care of the same payment of teachers, etc., and the proposition being accepted, no tax was ordered, the same being included in the town tax, and that condition of things still remains. Should the town at their annual meeting vote to discontinue the arrangement, a special meeting of the district would have to be called, and a tax assessed. The debt of the district is $15,000, but the value of its property is much in excess of that amount. Nathan T. Verry was reëlected moderator; D. D. Farnum, clerk; H. L. Ballou, treasurer; James Austin, auditor, were also reëlected. Mr. A. D. Vose was reëlected trustee. Messrs. W. G. Barrows and G. W. Lothrop, Jr., were elected second and third trustees respectively. The treasurer was required to give satisfactory bonds.

District No. 9, *Bernon*, held their annual meeting Friday, May 28th. The old officers were reëlected as follows: Moderator, Paul Greene; Clerk, H. C. Lazelle; Treasurer, C. L. Knight; Trustees, Otis Hawkins, Thomas Bell, H. G. Ballou. The question of the set-off of the Hamlet village, which was united with Bernon by the school committee, was made the subject of much discussion, but finally it was laid on the table.

Miss Lucy B. Dodge, long a successful teacher in the primary and intermediate schools of this town, has resigned, and will henceforth be known as *Mrs.* Alvah Vose.

WESTERLY. — At the annual school meeting of District No. 1, held in Elm Street Hall, David Smith was chosen chairman; James M. Collins was elected clerk. Samuel H. Cross presented the report of the trustees, from which we learn that the schools of this county now comprise 5 Primary schools, 3 Intermediate schools, 2 Grammar schools, and 1 High school. Aggregate attendance 532. The vacancy created last year by the resignation of Mrs. N. M. Littlefield, was filled by the appointment of Mrs. John E. Duke, of Framingham, Mass. Wm. Hoxie presented the treasurer's report, from an abstract of which we learn that the disbursements for the past fiscal year were as follows, viz.: For interest, $2,970.10; Pleasant Street Schoolhouse, $231.87; Elm Street Schoolhouse, $563.17; running expenses, $9,059.48; four bonds redeemed, $2,000; total expenses, $14,824.62; the floating debt is $1,200; and funded debt $41,000; taxes uncollected, 101.20. Estimated expenses for the coming year, $15,550. Trustees for year ensuing, S. H. Cross, E. R. Lewis, and Harvey Campbell, Jr. Mr. Cross read the gift of Edward W. Babcock, giving to the district the sum of $1,000, to create a fund to be called the "Martha A. Babcock Memorial," in memory of his deceased mother, who was an earnest advocate of education. The donation, which is dated April 27th, the second anniversary of Mrs. B.'s death, provides that the fund be deposited in Westerly Savings Bank, the present and future trustees of the district to be trustees of the fund, the interest of the fund to be drawn annually, in June, to be invested in three prizes in such manner as principal shall see fit, priority being given to High school.

WARWICK.—The Warwick Teachers' Association held its regular monthly meeting at the schoolhouse in Phenix, on Saturday, May 8th, at 10 o'clock, A. M. The morning session was occupied with a discussion upon "Compulsory Education," and a paper upon "Spelling," by Mr. J. Q. Adams, of Natick. In the afternoon the Commissioner of Public Schools gave an address on the topic, "How to make our Schools a Success." The attendance was small, owing to several unfavorable circumstances. The next meeting will be at Crompton, June 12th, when we hope that the teachers, at least, will avail themselves of the opportunity to be present.

SCHOOL SUPERINTENDENTS.—The regular quarterly meeting of the school superintendents of this State will be held on Monday, June 14th, at 10 o'clock, A. M., at the office of the Commissioner of Public Schools, 104 North Main street, Providence, R. I. Topics for discussion, School Statistics; Self-reporting, introduced by J. C. Greenough, Principal State Normal School; Discipline, introduced by Rev. J. H. Lyon, Central Falls.

BRISTOL.—The summer term of the schools began on Monday, the 10th instant. The school committee have secured the services of Mr. Charles Fish, of Hallowell, Maine, to succeed Mr. F. G. Morley, in the High School. Mr. Fish comes highly recommended and will, we have no doubt, prove to be the right man in the right place.

BURRILVILLE.—This town has just appropriated $300 for supplying books of reference to the different schools. By this wise action each school will now be provided with a quarto dictionary and other indispensable appliances for carrying on a good school. There are many towns that ought to copy this example.

PAWTUCKET.—*School Committee* (for three years): Rev. George Bullen, Preserved W. Arnold, George H. Fuller; (for one year) to fill vacancy caused by the resignation of S. O. Seymour), Pardon E. Tillinghast.

Connecticut.

IN the statistical extract given last week, from the report of the State Board of Commissioners of Public Schools, for 1837–8, one or two statements require correction. 1. The figures appearing to assert that the number of private schools and academies in the State was 8,529, represented the number of *scholars* attending any other schools than the public schools, in 1873–4. 2. The number 15,834, indicating the number of pupils attending other than public schools, should have been omitted. The remarks relating to the want of interest of parents, uncompensated school visitors, etc., should have been *quoted* as referring to the condition of educational interests in 1837–8, not in 1874.

OUR attention has been turned to public school instruction *as it was*, by confident assertions of persons claiming that little or no real improvement has been made by the modern system and methods of instruction. Doubtless the early efforts to collect statistics and facts relating to the schools were attended with difficulties which greatly impaired their value, yet we find in them a sufficient degree of accuracy to give a fair basis of comparison. If we regard attendance as a criterion, the early State reports are limited to the "winter sessions," and take no note of schools taught in the summer; which were attended chiefly by small children and were generally in charge of inexperienced and the cheapest female teachers obtainable.

Again, it appears that of the number enumerated, between 4 and 16 years, less than one-half were registered, even, during the "winter schools." The statement of the secretary (Barnard) relating to the "cities and populous villages" of the State, exhibits about the same attendance as in the country towns. Hartford gives the following figures for the year 1841:

Population of the city districts,	10,000
No. children between 4 and 16 years,	2,342
Average daily attendance in winter,	837
Average daily attendance in summer,	607
Average daily attendance through the year,	722
Average daily attendance in private schools,	611
Total average attending both public and private schools,	1,333
No. not in attendance in any school,	1,009
Aggregate amount paid for teachers' wages,	$5,150
Aggregate expense for school purposes,	8,000
Aggregate amount expended in private schools, about	10,000
The sum raised by tax for each child over 4 and under 16 years, was,	1.24
Average tuition of each child in private schools, about,	16.50

WHEN we read this description of the "heart of our system, the CENTER SCHOOL (as it is called), of the city," as presented in the report of the sub-committee, prepared by the Rev. Horace Bushnell, we no longer wonder at the number of children not in attendance *in any school*. At the risk of crowding this column, the following extract is given:

"You pass into a short, narrow street, which is a gorge of the City Market; as if the stomach and head of the city were going to a common supply. In wet weather its pavement is a deep liquid substance; in dry, it is sublimed to mix with the air as before it did with the water. The school-building is a large, barrack-looking structure of brick and stone, with the gable to the street and standing close upon the sidewalk. In the rear is a small pen of low ground, submerged for the most part in water during the wet season of the year, which is the airing place of the establishment. On the right, or south, side, at the distance of six to ten feet, is a blacksmith's shop, the tops of whose chimneys, always discharging a thick cloud of smoke, from the bituminous coal, are just on a level with the upper windows of the building; which windows, being open in Summer (if it can be endured), to catch the cool, south wind, which is the principal breeze of the summer months, receives the black sirocco slanted from the chimney-tops. On the left, or north, side, at a narrower distance, is a high board fence; and five or six rods further off stands facing with its broad side a long, narrow tenement, that stretches itself out 'full many a rood,' like Satan on the poet's burning lake, to cover the cellar and nine-pin alley beneath it. And the ring of the hammers on one side is not more constant or audible than the rattle of pins on the other. Here then is the principal public school of our intelligent, liberal, humane city. You enter and find it filled with children, especially in winter, from the cellar below to the garret above. From four to six hundred are here collected. The rooms are low, and the walls of a dingy brown. Here and there you will see a rude board partition, which the teachers have put up at their own expense, for the better assortment and more easy management of the pupils. These are seated at their task, of necessity, in very close order, for the rooms will scarcely contain them when stowed as economically as possible. In summer, as we just said, the rooms are ventilated with smoke; in the winter, not at all; but the children are ventilated instead, by an occasional airing in the pen, just mentioned. Here, for instance, are a hundred and fifty children, confined in a low room from two to four hours; which is to all practical intents, as if they were sent into a huge bottle of the same contents and corked in. They are expiring carbonic acid from their lungs at every breath, and every pore of their skins. In a short time the air becomes thoroughly mixed with the deadly gas, — the same that is found at the bottom of wells and other like receptacles, — and before the sitting is over, the dull eyes of the poor children, a yawn of stupefaction here and there visible, and a head dropped in sleep, give the clearest tokens that the poison is taking effect! Of course it will be needful now to apply the stimulus of the whip to wake them up, for the want of any stimulus or life principle in the air! Inasmuch, however, as the freezing of a part of the school is better than the suffocation of the whole, a window was kept up, we are told, a good part of last winter, blowing directly into the room!"

But enough. Look on this picture and then behold the palatial structure—the Brown school building, the substitute for the old "stone school," and say if "the former days were better" than the present.

MR. WILSON PALMER, Superintendent of Public Schools at Ottumwa, Iowa, is a native of New England, a graduate of Dartmouth College, and a teacher of experience in Massachusetts and the West. He is one of the best teachers in Iowa, and his success speaks well for his Eastern birth and training. As a lecturer he has met with marked success, and his address upon "What we should do for our schools, and what our schools should do for us," has been received with great favor in the West. As Mr. Palmer is to visit New England during the month of June, we understand that he will make arrangements to deliver this lecture in some of our towns and cities, and we trust that lecture committees, school superintendents and teachers will avail themselves of the opportunity to hear so able a lecturer on this important school topic. Professor Palmer may be addressed at Ottumwa, Wapello county, Iowa, until June 15th, when he will start for the East.

Colleges.

YALE. — Tuesday evening the Art School held their annual reception in the Art Building. The occasion was one of unusual brilliancy. In addition to the numerous collection of paintings possessed by the school, many fine works were loaned to the school by citizens of New Haven.

The faculty at their last meeting decided that Sophomore societies were injurious rather than beneficial, and abolished them, by forbidding the Freshmen to receive elections.

The spring regatta took place at Lake Saltonstall, June 2d. The races consisted of a barge race, single-scull race, and a pair-oared race.

TUFTS. — The nineteenth anniversary of the Mathetican Society was celebrated on Tuesday, the 27th ult. The exercises consisted of an oration by W. W. McClench, '75, Chicopee, Mass., upon "Indifference to Politics," and a poem by W. P. Beckwith, '76, Lempster, N. H., entitled "Unknown Greatness."

W. P. Beckwith, '76, has been elected chief editor of the *Tufts Collegian*, in place of Rev. G. M. Harmon, '67 (Divinity School, '75), and H. H. Eddy, '76, becomes first literary editor.

The Tufts foot-ball eleven, L. W. Aldrich, '76, captain, played with the Harvards on Jarvis Field, on the 4th, and defeated them after a closely contested game.

AMHERST.—From the statistics of the Senior class, just published, we cull the following. The average age of the class in the Freshman year was 19.016, in Senior year 22.716. The entire membership was 73, but one after another dropped out and only 49 will graduate, many of whom have entered from other colleges. Out of the class 13 have chosen theology as their profession, 6 teaching, 14 law, 1 journalism, 4 medicine, 1 architecture, 1 astronomy, 1 elocution, 4 business, and 23 remain undecided.

The contestants for the Kellogg prizes have just been selected. Those from the Sophomore class are F. Gilbert, E. G. Smith, J. E. S. Salter, H. D. Mapsen, H. L. I. Blake; from Freshman class, H. H. Buck, A. A. Buxton, E. Hitchcock, Jr., N. H. Merriam, G. H. Williams.

DARTMOUTH. — The Seniors are now trying to live through their vacation; about one-third of the class is here, the remainder have gone home: will return the week before Commencement.

Twenty-four men were appointed according to rank in scholarship, for Commencement exercises, and then sixteen of the best writers and speakers elected to speak, the remaining eight being *excused*. The appointments are as follows, in the order of rank, the excused marked Ex.: C. A. Prouty, W. H. Hart, T. D. Luce, C. P. Bowman, W. S. Forest, W. B. Parker, Ex., H. W. Smith, D. C. Pugh, F. F. Proctor, H. E. Allison, Ex., G. I. Aldrich, C. C. Towle, Ex., C. W. Emery, Ex., D. N. Putney, Darius Stewart, W. G. Eaton, H. W. Powers, S. H. Hutchinson, Ex., L. B. Tenney, Ex., F. S. Black, J. C. Proctor, Ex., Jarvis Richards, G. B. Parkinson, D. W. Bradley, Ex.

Appointments from the Scientific Department are: H. A. Brooks — "Utility of Mathematical Studies"; C. E. Carr — "War Songs of Germany;" A. E. Clark—"Orators and Oratory"; C. M. Cone—"Climate as affecting Man"; J. E. Sage —"Religious Toleration"; J. V. Hagar — "Utility of Iron"; C. A. Montgomery — "Aaron Burr and Public Opinion"; C. A. Rich—"Architecture as an index of Civilization"; W. B. Tebbets — "The Permanence of Republican Institutions"; G. D. Towne — "Railway Management"; S. F. Wadham — "The Political Economy of Public Works"; W. F. Westgate—"The Water Supply of great Cities."

The boat club is at Franklin, N. H., for practice on Webster's Lake.

WILLIAMS.—The committee appointed by the alumni last commencement to make nominations for the trusteeship in Williams College, the present year, report the following names: Lieutenant-Governor Knight, the Rev. Lewellyn Pratt, of North Adams, of the class of '52, Arthur B. Graves, of New York, of the class of '58, and the Rev, Dr. Daniel R. Cady, of Arlington, of the class of '38. Each alumnus is requested to send a vote for one of these gentlemen to Secretary N. H. Griffin of the Society of Alumni.

UNIVERSITY OF VERMONT.—A new edition of the "Triennial," or general catalogue, is in preparation, and is expected to be ready by commencement. The librarian will be happy to receive from graduates in both the Academic and Medical departments, corrections and additions to the catalogue of 1867; also such information in regard to deaths, residence, and occupation of alumni, as is proper for such a document.

COMMENCEMENT NOTES.

MAINE.

Bowdoin (1802), Brunswick, Wednesday, July 8th. Examination for admission to college July 9.

Colby University (1820), Waterville, Wednesday, July 28th.

NEW HAMPSHIRE.

Dartmouth (1769), Hanover, June 24th.

VERMONT.

Univ. of Vermont (1801), Burlington, Wednesday, July 14.

Middlebury College (1800), Middlebury, Wednesday, July 21. Examination for admission, Monday, July 19.

MASSACHUSETTS.

Harvard (1635), Cambridge, Wednesday, June 30. Examination for admission Thursday to Saturday, July 1–3, and Sept. 30, Oct. 2.

Williams (1793), Williamstown, Wed., July 7.

Amherst (1821), Amherst, Thursday, July 8.

College of the Holy Cross (1843), Worcester, Thursday, June 24.

Tufts College (1855), College Hill, Saturday, June 26. Examinations for admission Thursday June 24, and Tuesday, Sept. 2.

Boston University (1873), Boston, Wed., June 9.

Smith College (1875), North Hampton. Examination for admission, Thursday, Sept. 9.

RHODE ISLAND.

Brown University (1765), Providence, June 16.

CONNECTICUT.

Yale (1700), New Haven, Thursday, July 1. Examination for admission July 2 and 3, and Sept. 14 and 15.

Trinity (1823), Hartford, Thursday, July 1.

Syracuse University (Syracuse, N. Y.).—Term examinations, June 16–18. Entrance examinations June 21—24. Commencement, Wednesday, June 23; baccalaureate address by Rev. E. O. Haven, D.D., LL.D., chancellor.

Monmouth College (Monmouth, Ill.): The annual address will be delivered by the Hon. Schuyler Colfax, Wednesday, June 16th.

Washington and Jefferson College (Washington, Penn.): On Commencement day, Wednesday, June 30, the new building will be dedicated, the addresses by the Hon. James G. Blaine, '47, and the Hon. Benjamin H. Bristow, '51, Secretary of the Treasury.

Publisher's Notes.

New-England Bureau of Education and School Agency.—Applicants for Teachers will please state the following facts with reference to the situation to be filled:

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4. Length of school year or term.
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Supt. of Drawing in the Public Schools of C ncinnati, Ohio.

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Have been prepared to meet the requirements of *Primary* or *District Schools*.

Nos. 5, 6, and 7

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The design, arrangement, and construction of these Tablets is directly at variance with that of any other plan ever presented, and below will be found some of the reasons which led to their publication, and practical hints in reference to their use:

1. The Charm of Novelty maintained. The different sheets of the Tablet being fastened together, the pupil is unable to see the lessons in advance, and he does not become tired of seeing the designs which are constantly presented to the eye, often far in advance of the lesson upon which he is immediately engaged. Thus the charm of novelty is maintained, and with it increased interest in the study.

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3. The Solid Surface, which is retained to the very last sheet, removes the elasticity or spring, which is so objectionable: it being the immediate cause of bad lines in the Drawing Books now generally in use. Irregularities in the surface of the desks do not affect its use in the least. The compactness and solidity prevent the leaves from being ruffled and soiled, while their size does not cause the same inconvenience to the pupils, especially when seated in double desks, which is experienced when using drawing-books.

4. Convenience in Examining. The sheets being separated from the Tablets, after the completed exercises, should be preserved, and each lesson of the class kept together, either on a shelf or in the envelopes prepared for that purpose, correspondingly numbered on the outside. It will be found much less tedious to examine from *forty* to *fifty* sheets of one lesson, than to handle from *forty* to *fifty* books, and search for that particular lesson in each.

5. Careful Gradation of Exercises. It will be found, upon examination, that the exercises contained in the Tablets are far more carefully graded than those contained in other Drawing Books prepared for use in public schools. The steps are rendered comparatively easy, making each advanced lesson a logical sequence of the preceding one.

6. The accompanying comprehensive Teacher's Manual, or Key to each number of the Tablets, enables any teacher capable of teaching other branches, to teach this branch successfully, and therefore make special instructors superfluous.

TESTIMONIALS.

CINCINNATI, May 28th, 1875.

"FORBRIGER'S DRAWING TABLETS" were introduced into one of our primary grades at the beginning of the present School year. They have proved so successful that Principals and Teachers unanimously favor this introduction into the remaining grades of our schools.

I believe that the Tablet system is destined to supersede the Book system in the schools of our country.

JOHN D. PEASLEE,
Superintendent of Public Schools.

CHILLICOTHE, O., May 15th, 1875.

ARTHUR FORBRIGER, ESQ.,

Dear Sir:—I have had the pleasure of examining your system of Drawing, and can commend it as systematic, well suited to graded schools, and especially that it commends itself as a self-teaching system, with its system of Manuals.

We shall most probably introduce the system into our schools the coming year.

Yours very truly,
G. A. CARUTHERS, *Supt.*

CINCINNATI, April 27th, 1875.

PROF. FORBRIGER,

Dear Sir:—I have observed, with care, your system of Drawing Blocks, since their introduction into this school, and I am convinced that the plan is an excellent one. The lessons are so graded as to lead, by easy steps, to the acquisition of that skill in the formation of lines, and the construction of figures, so essential to correct drawing.

The form of the Tablet, each lesson being absolutely new, while it stimulates the curiosity of the pupil, yet prevents that familiarity with the drawings which breeds indifference.

I sincerely hope their success may be commensurate with their merits.

Yours,
PETER H. CLARK,
Principal of Gaine's High and Interm. Schools.

RIVERSIDE, OHIO, April 16th, 1875.

MR. ARTHUR FORBRIGER,

Dear Sir:—Your Drawing Tablet, No. 1, is the best thing of the kind I have ever seen or used. I intend to introduce the succeeding numbers, as I need them. This system must prove a success, as it is the only one that can be used by any teacher, regardless of his lack of ability in drawing.

Another important advantage is, that several grades may be instructed at once. The aids given to the pupil keep him from becoming discouraged, yet leave him abundant chance to make use of his own powers. My scholars are always eager to know what their next lesson will be, as they can not find out until the present one is finished. The Teacher's Manual, with each number, is very suggestive, and supplies a great need in that direction.

In fine, your Drawing Tablets bear evidence of your being a practical and enthusiastic educator in Art, while too many *systems* are *got up* merely to sell, and are successful only because they are as good as any other extant. That is now ended, for *your Drawing Tablets are very much superior* to all others. With best wishes, yours truly,

FRANCIS E. WILSON,
Riverside Schools.

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Solomon's Seal.

BY W. W. BAILEY.

In Eastern stories we are often told
Strange things of Solomon, that king of old,
And how the spirits of the "vasty deep,"
Beneath his seal forever went to sleep—
Inclosed in flower-pots of earthern-ware,
With little breathing-room or space to spare.

We all remember, rising from the foam,
The genius rescued from his narrow home
By luckless fisherman, who within his net
Has caught this frisky and most dangerous pet.
His form increases to our very sight,
Like some huge mushroom, in a single night.

We often find, upon the forest way,
The seal of Solomon, in modern day,
Impressed, who knows for what mysterious need?
Upon the rootlet of a simple weed,—
A modest plant, without pretence or pride,
Still vainly seeking 'neath the rocks to hide.

Perhaps the blossom, if it wished to tell,
Could tinkle stories from its tiny bell;
Perhaps, if reckless of the fisher's fate,
We broke the seal, repenting when too late,
Our daring deed a genius might upraise,
To cause a tumult in these latter days.

We do not know how came the signet here
Of Israel's king, impressed from year to year,
Nor do we dare with impious word to seek
The mystic legend of the floweret meek.
It is enough to recognize the seal—
Some other pilgrim will its cause reveal!

SONNET FROM OVER THE SEA.

On being asked for an Autograph in Venice.

Amid these fragments of heroic days
When thought met deed with mutual passion's leap,
There sits a Fame whose silent trump makes cheap
What short-lived rumor of ourselves we raise;
They had far other estimate of praise
Who stamped the signet of their souls so deep
In art and action, and whose memories keep
Their height like stars above our misty ways;
In this grave presence to record my name
Something within me hangs the head and shrinks;
Dull were the soul without some joy in fame;
Yet here to claim remembrance were, methinks,
Like him who, in the desert's awful frame,
Notches his cockney initials on the Sphinx.

—*J. R. Lowell, in July Atlantic.*

The Teacher in Dreamland.

BY ANNA C. BRACKETT.

Every teacher worthy of the name, must of necessity be a psychologist. To her, as to every professional, facts which are to others mere facts, become only indices of underlying truths. To the passenger on board of the steamer, the sound of a hammer and iron is only the sound of a hammer; but to the head engineer whom the sharp click of the metal awakened at once from his deepest sleep, it means that something is not quite in order in the engine-room. To the passer-by, a crack in a wall is nothing but a crack, but to the architect it is an index that the foundations of the building are insecure in a particular corner. To the casual observer the tremor of a lace ruffle is only a tremulous emotion. It may be to the anxious physician, the sign of stiffened valves of the heart, and the warning of disease and death. These illustrations are sufficient to explain my meaning, and the same truth holds with the professional and experienced teacher. Little indicatives which escape other eyes and thoughts, stand not for themselves, but for far more important truths of which they are only the outward manifestation. By years of study and observation of mental phenomen, she has gained an insight which can never be communicated.

She detects symptoms and knows how and where to apply remedies. Psychological problems in one form or another are continually in her mind, and this marks over and through them, as the brain of the perplexed mathematician marks over the knotty problem in contemplation of which he fell asleep, and presents him the transparent solution with the earliest dawn of day.

The motives which govern not only the individual minds before her, but childhood in general she learns, and she becomes skillful in teaching them. The children obey her not through consciousness of force, but through the realization of a mental mastery of all their own ways and thoughts. It is as in the old fairy stories, where no herald is never needed to inform dwarfs or gnomes or fairies that their queen or master is present.

One thing she comes to know, which is this, that childhood is a kind of dreamland, and that children are in much the same state through all their childhood, that we older people are in when we dream.

Now what are the phenomena of dreams to us? We find ourselves first, as it were, entirely devoid for the time of moral sense. We commit the most fearful crimes, and do it without shocking our moral nature. Everything seems indifferent to us. This is because we have no continuity of existence in our dream-life. The imagination is evidently awake, but the faculties of comparison and judgment are asleep, for the reason, probably, that they have been the most active during the day, and consequently, we do not compare one action with another action. One thing falls apart from another like the pieces of glass in a kaleidoscope when turned, and we do not judge and condemn ourselves because we have for the time no "ourselves" to judge or to condemn. It is as with the lower animals. The dog has no conception of food as such. He knows and devours this piece of meat and that piece of bread, but the abstract idea of food is to him unattainable.

As with us when asleep, so with the child. He has no past or no future, but lives in a continual present. He would choose one bite of an apple to-day, rather than a barrel full to-morrow. As he grows from childhood to manhood, he of course grows out of the imagination-land, and into that of comparison and judgment as we do when we wake.

But while he is a child and under the domain of imagination, his wrong-doings can hardly be said to be immoral, nor do they ever look to him as they do to us, who compare his present wrong action with our conception of the perfect future man as he exists in our minds.

We commit an error and fail in our purpose whenever we attempt to convince a child of the "moral turpitude" of his conduct. He may listen, but we might as well talk Hebrew to him. If he is sensitive, he thinks perhaps, as we enlarge upon the sin, that he ought to feel very naughty, but somehow he can't, and in our zeal we are doing him an evil, instead of good.

We do not have to control and conquer children till we become as little children once again, but consciously, till we walk backward down the path through which we came, Indian-like, blazing our way as we go; and not until we have done this, are we fitted to administer rebukes with any chance of doing good.

At the teachers who cannot do this, the children laugh. Before those who can, they are silent and obey.

Early Educators of New England.—No. V.

BY REV. J. C. STOCKBRIDGE, D.D.

The sketches of some of the early educators of New England have, thus far, been confined to Harvard and Yale. In reading the story of the hardships and self-denials which marked the early life of these now richly endowed seats of learning, we recall the memorable line of Virgil:

"Tantae molis erat, Romanam condere gentem."

We come now to the smallest of our New-England States, Rhode Island, and give the leading facts in the life of the founder of Brown University,

REV. JAMES MANNING, D.D.

James Manning was born in Elizabethtown, N. J., on the 22d of October, 1738, and received his academic training at Hopewell, in his native State. At the age of 20 he became a member of the Freshman class in what is now Princeton College, and graduated with the second honor of his class, Sept. 29th, 1762. Soon after leaving college he entered upon the work of the Christian ministry in the Baptist denomination. The educational wants of that branch of the christian church with which he identified his fortunes for his whole life, were very great. The Baptists had no college of their own, in which young men looking forward to the Christian ministry could obtain an education. At length, after mature deliberation by gentlemen in different sections of the country, it was decided that of all places in the United States, Rhode Island was the most fitting in which to found a Baptist college. The personal appearance and the graces of mind and heart which characterized Mr. Manning seem to have marked him as a most suitable person to commence the important undertaking. Accordingly, recommended, by those who took the lead in the enterprise, to the favorable regards of prominent Baptists in Rhode Island, who might be supposed to take an interest in the promotion of so good a cause as that of education, he came to Newport, in the month of July, 1763, and, with all frankness and earnestness, laid before them the errand which had brought him from his home in New Jersey. He met with some opposition, not indeed from those who

sympathized with him in his religious convictions, but from those who desired that the institution of learning which was to be established in Rhode Island should be under the control of another denomination. I am sorry to say that there was something that at least looked a little like trickery in drafting the charter, which was at first so drawn up that the governing power was to be vested in the hands, not of Baptists, but of another denomination. The trick, if such it may be called, was discovered, and the control of the college was placed where it was originally designed to be, in the hands of Baptists. With, however, a generous and most Catholic spirit, the charter provides for the election of members of the corporation from other denominations of Christians, and in accordance with its warm adherence to the doctrines of soul-freedom, as set forth and enforced by the distinguished founder of Rhode Island, Roger Williams, it excludes all religious tests, and throws wide open the doors of the college to any and all religious persuasions. The provisions of the charter which thus guarantees religious liberty is worthy to be written in letters of gold. We give it as follows:

"And, furthermore, it is enacted and declared, that into this liberal and Catholic institution shall never be admitted any religious tests; but, on the contrary, all the members hereof shall forever enjoy full, free, absolute, and uninterrupted liberty of conscience; and that the places of professors, tutors, and all other officers, the President alone excepted, shall be free and open for all denominations of Protestants; and that youth of all religious denominations shall and may be freely admitted to the equal advantages, emoluments and honors of this college or university, and shall receive a like fair, generous, and equal treatment during their residence therein, they conducting themselves peaceably and conforming to the laws and statutes thereof: And that the public teaching shall, in general, respect the sciences: And that the sectarian differences of opinions shall not make any part of the public and classical instruction; although all religious controversies may be studied freely, examined, and explained by the President, professors, and tutors, in a personal, separate, and distinct manner, to the youth of any or each denomination: And, above all, a constant regard shall be paid to, and effectual care taken of, the morals of the college."

Brown University has always most faithfully adhered to its charter, and although under the control of Baptists has been the most unsectarian college in the country.

The life of the college may be said to have commenced on the first Wednesday in September, 1764, that being the day on which was held the first meeting of the corporation. Some months previous to this, Rev. Mr. Manning had removed to Warren, a pleasant village about ten miles from Providence, on the east side of Narragansett Bay, where he established a classical school, and subsequently became pastor of a church, which was formed Nov. 15, 1764. At the second meeting of the corporation Mr. Manning was elected, in the following most comprehensive way, as "President of the College, Professor of Languages, and other branches of learning, with full power to act in these capacities at Warren or elsewhere." For several years the "local habitation" of the college was Warren, where, on the 7th of Sept., 1760, the first class of seven was graduated. Of the first Commencement, the late Judge Pitman in his address to the alumni of the university, Sept. 5th, 1843, thus speaks:

"We can readily imagine how the beautiful and benevolent face of President Manning was radiant with smiles on this occasion; with what joy he beheld the first fruits of his anxiety, and labors, and prayers; with what glowing eloquence he poured forth, at the throne of grace, the pious expressions of a grateful heart, invoking the blessing of God upon the future efforts of the friends of the infant institution, and filling every heart with emotion, if not every eye with tears, as, with the affection of a friend and the solicitude of a father, he commended to the care of Heaven those who were about to depart from him, and at a period of no ordinary moment, to enter a world of temptation and trial."

The question of the permanent location of the new college gave rise to grave discussion, but it was finally settled by the decision to remove to Providence. Newport put in a strong claim for its establishment in what was then, as Bishop Berkeley said, "the most thriving place in all America for bigness." It held out a special attraction to professors and students in the famous Redwood Library, said, at the time, to be the second library in the country, and especially rich in works relating to theology and the classics. But such were the arguments adduced in favor of Providence that it was decided to remove to what, in the passage of time, has become one of the beautiful cities in New England. The present site of the college was selected, and in due time the building now known as University Hall was erected, being substantially a copy of Nassau Hall, Princeton. "Surely," says one of the warmest, early friends of the college, Rev. Morgan Edwards, "this spot was made for a seat of the Muses."

The imagination of the reader must fill up the outlines of a sketch like this, and form his own idea of the amount and quality of work to be done by one situated as was President Manning. It can readily be conceived that his position was no sinecure. Everything was to be done for the promotion of the interests of the infant college. Tact, perseverance, a knowledge of human nature, unsleeping vigilance, were all in demand to give and maintain an impetus to the work which had been undertaken. Wherever he could touch surely he made his influence to be felt. He was no recluse scholar, shutting himself away from his fellow-men, but he came in contact with men whenever he thought he could be useful, and add to the reputation of the college over whose destinies he was called to preside. "Although," says Judge Howell, "he seemed to be consigned to a sedentary life, yet he was capable of more active scenes. He paid much attention to the government of his country, and was honored by Rhode Island with a seat in the old Congress. In State affairs he discovered an uncommon sagacity, and might have made a figure as a politician." But it is as an accomplished educator that we have to do with the subject of our sketch. The war affected most seriously the prosperity of Brown University. From Dec. 7th, 1776, until May 27th, 1782, the course of study was broken up, University Hall used for barracks for some time, and then as a hospital by the sick and wounded soldiers of the American and French armies. When, at length, college duties were resumed, only the utmost patience and perseverance carried the heroic spirit of President Manning through the trials which beset his path. Everybody was poor. His salary was but £60, the college funds were greatly reduced, and it was with exceeding difficulty that the curriculum of college-life was kept up. The correspondence of President Manning with his friends, both in America and England, during the dark period of the Revolution and the years of depression which came at the close of the war, is of the greatest interest, as showing the spirit by which he was governed, and the character of the times in which he lived. Gradually the college emerged from the gloom which so long hung over it, and took the proud position which it has always held among the colleges of our land. If the stability and glory of an edifice depend largely on the massiveness and strength of the foundation on which it is built, then may Brown University trace its prosperity, and its widely extended usefulness, to its first president, who spared no pains, and turned aside from no self-denial that he might lay deep and broad the foundations of so goodly a structure. Dr. Manning died July 24th, 1791, in the full vigor of his manhood, honored and beloved by hosts of friends, who mourned what to them seemed to be his sadly premature departure out of this life.

— In 1872 there was appropriated to the industrial schools in Saxony 22,000 thalers. They have schools where the manufacture of toys is taught, weaving schools, schools of embroidering, straw-plaiting, spinning, navigation, drawing, etc.

— In Berlin a school has been started for the instruction of girls for children's nurses. If such instruction could be given in some of our own institutions, it would be a step towards supplying one of the imperative needs of the times.

Some Suggestions Touching the Digamma.

BY REV. FREDERICK S. JEWELL, PH D.

In endeavoring to fix the sounds of the Roman letters, the Roman Latinist finds his chief difficulty in the case of the U consonant, or V. Indeed, compared with this, the rest is clear sailing. Nor is this strange. The Roman grammarians themselves, in attempting to set forth the characters of the old Eolic *digamma*, as related to this V, have left us a legacy of confusion. The unfortunate element, like Bottom the weaver, might in its perplexity and mystification exclaim,

"Methought I was—methought I had."

As to the *digamma* as a character merely, it is enough to say, that it was not unlikly closely related to the original Hebrew *Bēith*. In the Greek it was called *βαυ*, and was represented by the character **F**. The name *digamma* grew out of its resemblance to a combination of two gamma characters, as **Γ ⌐**, thus **F**. As used by the Romans, it was inverted thus, **Ⅎ**, to prevent its being confounded with the letter F, as in *ⅎIR, ⅎIRTUS, SERⅎUS,* for *VIR, VIRTUS, SERUUS.*

But what was its power as so used, and as attempted to be set forth by the grammarians? Was it equivalent to our hard labial *V* as cognate to *F*? Or was it an obscure F cognate to the hard *Φ* of the Greeks, so imperfectly reproduced in our *PH*? Or was it neither, but rather a sort of foreign nondescript, a kind of labial aspirate, taken in impure combination with other sounds, with which it might be confounded? These are the questions. Is there any answer to them? We shall venture to broach a hypothesis which, it seems to us, comes nearer to a solution of the difficulty than any other.

First, then, there is every proof in the writings of the Roman grammarians, that the Roman V proper, was not a vowel. *Nigideus* affirms that it is not, in such words as *Valerius*, *Volusius*, and the like. Quintilianus substantially says the same with regard to the *U* in *ceruum*, and implies the same in suggesting the need of the *digamma* to represent the sound of the first *U* in seruus and *uulgus*. So far this agrees with all the other facts which show that the *V* was predominantly, if not exclusively, in the best Roman use, a semi-vowel, or what is properly termed *U* consonant.

Secondly, The digamma **Ⅎ**, so vaguely associated with the *V*, or *U* consonant, could not have had the hard labial sound of our English *V*, unless in some erratic individual use. This *V* sound, in every other direction, is transparently alien to the Roman tongue. It is in demonstration also, that the ancient grammarians, in classifying the labials, include *B*, *P*, *F*, and *M*, but not *V*; and in describing the *F* as formed with the lower lip and upper teeth, they give no analogous description of the forming of the *V* as its cognate. Moreover, the natural lapse of *U* vowel into *U* consonant, or *V*, with which it was so commonly interchanged, is incompatible with any such quality in the *V*. If, then, the *V* was in any sense equivalent to the *digamma* **Ⅎ**, the latter could have had no such sound. And, furthermore, if this character had a sound so marked, and so distinct from all others in the Roman alphabet, it is simply incredible that it should not have been more clearly defined, and should have proved so utterly powerless to fix itself in permanent use.

Thirdly, That the *digamma* **Ⅎ** could not have represented the opposite soft labial sound of F proper, would appear equally certain, from the facts, that there was so much confusion attending the efforts of the grammarians to fix its quality; that with such a sound the character was superfluous inasmuch as the Romans already had the *F* as a soft labial; and that,—doubtless because thus superfluous,—the *digamma* speedily disappeared from even recognition, despite grammatical distinctions and dicta.

Fourthly, Before coming to the main point, let the reader, by way of illustration, take our English *Wh*,—

or as it should have been *Hw*, as in the word *When*. We have in this a sort of impure or mixed sound composed of the *U* consonant, as dominant, and the obscure, or aspirate *H*. We know well how one person making the *H* distinct or dominant pronounces the word clearly *When* or *Hwen*. We know as well that another, either obscuring or suppressing the aspirate, makes the word fall upon the ear as *Wen*. And it is not difficult to see that, even with an obscure aspiration of the *H*, the one or the other effect might be produced in the apprehension, according to the mere training of the ear in the hearer,—the cultivated ear hearing *When*, the mistrained ear hearing only *Wen*.

Now, let us suppose the digamma ϝ to have been in like manner an impure or mixed sound, combining an *obscure aspirate F* with the sounds of *B* or *U* consonant, a view of the power of the letter certainly hinted in the language of *Longus*, "Sonat *cum aliqua aspiratione*, ut in *Valente* et *Vituto* et *primitivo* et *Genitivo*." With this view, it will be easy to see how, according to the use of the speaker or the habit of the hearer, in the one case the *B* being dominant and the *F* becoming feeble, the *Bf* might lapse into simple hard *B*; and how, in the other, *Fw* might pass over into simple *U* consonant, as represented by our *W*. Thus we might understand how Caesar strongly aspirating the *F* sound would very naturally insist,—as he did,—upon the use of the digamma ϝ, while others of different vocal capacity or habit would neglect or discard it altogether. So, too, similar differences, either in speaking and hearing, would very naturally affect the judgment and the dicta of the grammarians. Still more naturally and certainly would this obscure and mixed quality of the sound prove repugnant to the simpler and broader utterances of the masses, and compel that complete expulsion of the character,—and with it the sound,—from the language. Here, too, we may find an explanation of the contradictory use of the Greeks in their transfer of certain words from the Latin to their own tongue. For example, a Greek hearing the word *Bfeii* and *Helbfeia* pronounced with a feeble aspiration of the F sound, would naturally transcribe them as *Βηίοι* and *Ἑλβήτια*. Contrariwise the Roman himself hearing them as *Fweii*, and *Helfwetia*, with a similar obscuration of the *U* consonant, would accept them simply as *Feii* and *Helfetia*; or with the *U* consonant dominant and the *F* feeble,—as would inevitably be the case with the masses,—he would receive them as squarely *Weii* and *Helwetia*.

As to doubts which any may entertain with regard to the double position thus assigned to the digamma ϝ as coalescent with the these two letters, let him remember that the same thing is done by the ancient grammarians themselves in their treatment of that older Greek exotic *Z*, its constituents being diversely given in both positions, as *Sd* and *Ds*.

In conclusion, granting this to be mere hypothesis, does anything else offer a better solution of the difficulty we have to encounter?

— In Germany, according to the report of the commissioner of education, in 1870 there were 144 local societies, which maintained 144 industrial schools and 13 infant schools. In these industrial schools 5,766 children were taught. There are two winter industrial schools, in which 72 boys and 218 girls are instructed in various employments.

— We hope yet to see industrial schools established in this country on some plan that will enable people of moderate means to give their children trades that will be a resource in time of need. Formerly sewing was taught in the common schools of New England, and we are free to confess there were then more really good seamstresses than at the present day; but as the demand for more studies came in, the sewing was voted out.

— There are 250 female stndents in the faculty of medicine and surgery of the St. Petersburg University.

Spelling.

BY N. T. TRUE.

Now the spelling mania has in a great measure subsided, it is an admirable opportunity to call in review some of the methods employed in our schools for conducting this exercise. I shall, perhaps, seem somewhat radical in my opinions on this subject, but they are the results of a pretty long experience and extended observation.

Why do we meet with so many poor spellers among those who have attended school for so many years? I am firmly convinced that it is because it has been so wretchedly taught. Talk as much as we please, and boast as long as we choose, the naked fact stares us in the face almost everywhere, that spelling is generally taught in the most unnaturally arbitrary, and mechanical manner possible. In other words, we *make* poor spellers of children by the way in which the exercises are conducted. Now charges are not proofs; but I will try to show how this state of things is brought about, and then speak of the remedy, for we teachers want to know how to do everything better in the future than we did in the past. These charges do not by any means apply to every teacher in the land, for I have seen some schools almost literally composed of good spellers through the wise management of a good teacher, but these are the exceptions. Many a time has my heart ached at the wretched and senseless manner in which this exercise was performed.

It is a well established principle among intelligent educators, "that isolated facts should never be learned by themselves, if it is possible to connect them with any thing else," because they cannot be easily remembered except when associated with other facts.

I wish to add to this another statement. Pure memory is the weakest faculty we possess, and fails us the soonest in old age. What I mean is, that in our efforts to remember words, phrases, and sentences disconnected from ideas, the retentive power of the memory is exceedingly weak. If any one doubts this statement, let him promptly give out the nine following meaningless words to an audience:

Fam, bim, wog,
bim, fin, bun,
bom, fum, win.

I have never met with but one out of many thousand persons who could repeat after me the list. If this will not do, I will give another example. Let them attempt to repeat after you the Indian name of a stream in *Mont* Vernon, N. H. Quoquinnapssakesasanagnog, and they will utterly fail. Now this word has only one more syllable than the word incomprehensibility. In the latter word we have an idea; in the former, we have not. If children living on the banks of that stream should hear its name quite frequently, they would have no difficulty in pronouncing and remembering it. The educated man would only remember it by an analysis of its meaning. If I should pronounce three words, pantapasin, stratiōteis, parakalesai, before a school unacquainted with the Greek language, and ask them to spell them, and reproduce them on the morrow, very few could possibly do it.

Now why all this difficulty? The answer is very simple. They are words without ideas, and a *habit* is violated,—for we are not disposed to speak at any time unless we have something to communicate. Words without ideas, like isolated facts in science, are very stupid things. For this reason we may listen to a public speaker a whole hour in a strange language, and go away without recalling a single word.

Let us now look at another aspect of this question. Many who may take the trouble to read this article, can well remember when the burning fluid was introduced with the barbarous name of *kerosene*. Did any one ever hear of an old person who forgot the name of this fluid after he had seen it burning and was told its origin, and how it was manufactured, and how the lamp was constructed? Whoever knew a little child that forgot a new word after he had once pronounced it, and become familiar with its meaning? Here I may throw out a hint on the introduction of new scientific terms to pupils. Give the literal definition of the word, and its application, and there will be no more difficulty in remembering the word *pachyderm*, than the word wheelbarrow, provided the pupil is interested in that class of animals.

But what has all this to do with spelling? Everything. Our children are taught to spell column after column of words from a spelling book,—words without ideas after the fam, bim, wog style, year after year, until it becomes a purely mechanical exercise. If a vacuum can be *seen* anywhere, it may be witnessed in the expressionless faces treated in this manner.

But I am met at once with the statement, "We give out a lesson, and make the children commit the definitions." Many a time have I witnessed this method where the pupils were just as wise without the definitions as with them. It was a matter of pure memory, and nothing else.

This is not by any means the worst feature. A large proportion of the words given to children to spell who are under ten years of age are entirely beyond their comprehension. Even if the definition be given, it is of no interest to them whatever. The words are not in their own speaking vocabulary. Instead of being a fresh and living picture in the memory, of something they can appreciate, it becomes a pure abstraction, and they become listless, wearied, mechanical, and finally disgusted.

The better to appreciate my meaning, I will give a list from the first two pages of words of two syllables in a spelling-book quite extensively used in some portions of the country:

wyvern, byard, typal, gyral,
eyas, gyron, dynam, besom,
peri, helot, sepoy, sural,
gyrate, ebon.

This must be an interesting entertainment for young pupils in spelling words of two syllables, many of which are obsolete.

In very many graded schools the superintendent, or Board of Education, gives out so many words for each grade to learn to spell and define during the term. No selection is made of words adapted to the intellectual wants of the class, but they are obliged to bolt them down, however nauseous they may be, and digest them as well as they can. The words are in the *book*, and must be spelled, and defined, though in all probability they will never see or hear many of them again. Now this may be an extreme case, but the principle remains. To most of these children the exercise is as much an abstraction as a demonstration from the Calculus.

But I am met with the statement that the children will recall these words when they are older. I am glad to hear that. This is just where we are prone to begin our work wrong end foremost. Place a new machine whose object is unknown before a company, and not one of them will ask its *name*. They will begin to examine it, and try to find out its use; or in other words, they want to obtain some *idea* of the machine, and when they have secured that, they will carefully ask for its name, and perhaps wish to know how it is spelled. Until the former is secured, the latter is of no account whatever. It is just so, everywhere, in spelling. Children must know what a word means before they spell it. During the recent spelling matches, who has not seen a man look silly enough when a word was pronounced which was an entire stranger to him. How quick his hand went involuntarily to his head, as if he wanted to scratch out its meaning before he attempted to spell it. Let such think of the poor children.

What is the remedy for all this? Happily a great change has been brought about in teaching spelling to the youngest children. Charts containing words that interest children are substituted for those too difficult,

and beyond the comprehension of childhood. The little girl spells cat, or is taught to regard the letters as a word-picture of her darling kitten at home, and she never forgets it. For the same reason, the little boy spells dog and rat. The primer is learned in a natural way. Words are constantly associated with ideas, and mistakes will be few so long as this is kept in view by the teacher.

Put these same children in a second or third reader, and in a spelling-book where all the exercises are beyond their comprehension, and if one-half or more of the class begin to show signs of stupidity, you may be quite safe in attributing it to the bungling manner in which the spelling exercise is conducted.

The practice of writing words on the board, and on slates, should be commenced very early. I am not quite sure that the prevailing method in our best schools, of requiring young children to spend so much time in learning to make the printed forms, is the best. It is a slow and tedious process, and though not wholly a waste of time, they scarcely find a practical use for it in the future. My own experience is, that young children will learn to write a plain script hand more easily than the printed form. Let them commence with the letter *o*, and write it five times on the board, then the letter *i* five times; then *t*, *a*, and *c*, and then put these together to form the word c-a-t, and let them write that five times on the board, and you have inspired them with a desire to know more of this matter of writing, and of imitating older pupils. Let the children, according to their ability, learn to spell familiar objects in the schoolroom, or out of the window, of what they can see, or what they saw on the way to school. A parent can do no better service than to teach his children how to spell the different objects on the dinner-table. Children taught in these ways, rarely fail to become good spellers. They unconsciously obtain a vocabulary of words which they will not easily forget, and which will come into constant use in the future. Every word they read should form a little picture in the mind. Remember the fundamental principle that *a child should never be taught to spell a single word beyond his comprehension*, and you strengthen instead of blunting the perceptive faculties, and prepare him to grapple with other difficulties, one by one, as he grows older. They should from the very outset, learn to spell whatever they read; first words, then phrases, and, lastly, short sentences.

I have only called attention to the youngest children in our schools. Teachers of real tact will find many ways of interesting children, and I only ask that they shall everywhere avoid the errors so common to which I have called their attention. Principles in teaching never change; tact and manner must constantly be changed to adapt themselves to the individual condition of each pupil. It is one of the most difficult things for older people to remember, that, while the minds of children are exceedingly active, they are very weak; and very trifling obstacles may arrest their natural development, and make them listless and even stupid. Let this rule, then, always be kept in mind: *Associate words with ideas while conducting a spelling exercise; and never let the words selected be much beyond the pupil's ordinary range of thought.*

If desirable, I would be happy to say something in a future article, on the different methods of conducting spelling with older pupils.

School Examinations a Half Century Ago.

Hon. Allen W. Dodge gives the following amusing account of his first examination to teach school. He says: "I was reading in the last *Harper* an account of Concord—when I was a young man in College, over fifty years ago, I taught school there two winters—and all of a sudden I came to the picture of old Ezra Ripley, the grandfather of Ralph Waldo Emerson. He was the very man who examined me and gave me a certificate—I have it at home—certifying that I was 'of good moral character' (applause); certifying, too, that 'I was qualified to teach a school in the town of Concord;' and he signed it in a sort of John Hancock style, 'Ezra Ripley, minister,' and *the* minister *par excellence* in the town of Concord. If you will pardon me, I will tell you how he examined me. I went there in the evening with fear and trembling, and sat down and told him that I was the man he was to examine. He looked at me, and I trembled from head to foot, and he spelled me—'spelling matches' of that kind were rare—he even made me read, and examined my writing, and then put me through a course of addition, subtraction, multiplication and division, vulgar fractions and that sort of thing; and said he, 'I am satisfied with your attainments, but there is one thing, before I give you a certificate, I must require of you, and you must consent to do.' I said 'What is that, sir?' 'You must open and close your school every day with prayer!' I said, 'I am not a professor of religion; I never prayed out loud in my life, and I think it is unfair for you to require it of me.' He said, 'Young man, I want no arguing.' I said, 'What do you want, Dr. Ripley?' He said, 'I want you to pray;' and I said again I could not do it, and he said, 'You cannot keep this school.' Well, now, I wanted to keep the school badly; it was my first attempt, and I thought to be set aside from any cause whatever would be a lasting disgrace. I thought it over; I thought very quick, and I said, 'Will you allow me, Dr. Ripley, to write out the form of prayer on a piece of paper or a slate, and pray with one eye open until I get it by heart?' He said to me, 'Any way you can fix it, young man; I am satisfied if you are.' And I said, 'I will keep the school.' And,—well, what do you think? He had to call his daughter Hannah—Hannah was there in a moment—he said, 'Hannah, draw a mug of cider.' Well, we passed a very pleasant evening, the cider was very nice, and we parted good friends; and I didn't think he was so stern a man when I left, as when I came. Well, that illustrates, to a certain extent, the character of the clergy of that day—they were the 'masters of the situation'; their word was law."

Gov. Van Zandt, of Rhode Island, introduced the exercises of a spelling-match at Music Hall, Newport, recently by the following speech, as reported to us by the *Newport News*. He said that, for his own part, as he looked at the four or five score of spellers on the stage, he felt like the old woman "who lived in a shoe and had so many children she didn't know what to do." Some years ago a young doctor, with more self-confidence than skill, hung out his shingle over a show-window which contained nothing but one large bottle of ambiguous-looking stuff, inscribed "For Phits." Of course a man who spells in that way forfeits the respect of the community, and ever since the event spoken of fits have been considered bad spells. In these days of the spelling mania the letters of the alphabet are continually arranging and rearranging themselves in our brains like the bits of glass in a kaleidoscope. As the speaker was coming down to the Opera House they arranged themselves before his mind's eye something in the following style:—A man may B there to C if he cannot Dfeat with the greatest E's some stupid speller who is no better than an F i G. What H arming sight it is, and how I enjoy seeing a man stand up as straight as a blue J, and without K lamity allow the long words L egantly to M N ate from his O pen lips. He has to mind his P's and Q's which R pos S d of such a tendency to get into situations of peculiari T. U know how it is yourself. I have no V to power, but some day you will get married, and that will W; a most laudable species of an Xation. A word to the Y's is sufficient. And so the alphabet rattles around in one's head until it is enough to make an ass or even a Z bray.

— Take good papers, and read them.

PRIMARY.

Ventilation.

BY MRS. MARY. P. COLBURN.

The term "discipline" is so broad and covers so much ground that it is difficult to tell just when its dictionary definition is compassed. Worcester will give us an abstruse meaning, and perhaps, if we search diligently among the various authorities, we shall be able to glean a great variety of terms all tending to define it; but let's see what the true teacher will submit it to be.

First, then, we must have *order;* a certain order by which we mean the personal behavior of the child as necessary to a successful result;—but the mere sitting with head to the front, the little aching back uncompromisingly erected to an altitude of 45°, the feet arranged according to strict rule, and the poor little nervous hands either behind the sufferer or placed dutifully in the lap; all this does'nt make the *order* which is intended for miniature men and women! indeed, I should like to see, just for once, the man or woman who could or would submit to such *discipline!*—and yet there are those who profess to demand it for the sake of having a noiseless school!

Don't let's have such *order* as this; the good God didn't mean any such thing when He made those active limbs so completely for action that their very activity should subserve one of His most absolute laws! If you want your children happy, allow them some latitude;—you can do this without compromising your dignity or detracting one whit from your authority. This lenient discipline, then, which seeks comfort and pleasure, and love of school, being established, what can we call as accessories to add to these desirable needs? A thousand things, my friend, but a most important one, which *has'nt yet got much beyond the talking of*, is the absolute necessity for *pure air.* This is a hobby which people are riding now; they have argued, and talked, and proposed, but still the imperfectly ventilated schoolrooms are a kind of modified "Black Hole," to which we must submit as resignedly as we can.

In the meantime, should we not, as members of a sensible and intelligent corps of public workers, devise some method by which to insure the comfort and health of our little charges? little only in point of size, but of an importance which will rank high among the ages! I have actually been in school-rooms where the impurities floated about so thickly in the atmosphere you might, in vulgar parlance, almost "cut it with a knife"! and yet the poor victims had become so gradually inured to it that they were totally unconscious of it. Is it any wonder the *poor* teacher,—*poor* in a very significant sense,—found it difficult to impress those suffering children pleasantly and intelligently? found it a moral impossibility to preserve *order?*

It ought to form, and ought to have formed, a part of our education always, to know how to remedy these things; mechanics should know, builders should know, architects should know; and when houses are built and ready for occupancy,—be they dwelling houses, public buildings, stores, or *school-houses*,—they should each and all be so well ventilated that the occupant should have nothing to do in this direction but *breathe*, and *breathing*, should find all purposes fully answered! But alas! for this lost art! the architects of the Egyptian Pyramids knew it better than we, who call ourselves the *civilized*, and them the *heathen!*

Now, since things are as they are, and while we are waiting patiently for their decided improvement, don't let's have it laid to our charge that this precious rising generation is to fill early graves, with vitality sapped at the outset! and it will be so if —— drooping figures, pale faces, lack-lustre eyes, are a necessary result of an impure atmosphere, and a daily dose of five hours of vitiated, carbonized air for a term of years is enough

to decimate our ranks more effectually than a civil war; What, then, shall we do? open the windows and doors? A merciful friend is Summer, for she invites us to this pleasant state of things; but hard Winter forbids it, and an icy blast rushing in relentlessly on some devoted head is not to be thought of for an instant. Little martyrs would they be who had to submit to it for the general good; therefore the *teacher* must be educated up to the point of knowing just what to do in the best possible manner.

Frequent exercises to prevent cold, while the fresh air is circulating freely, marches, etc., are absolutely necessary, and if we can't have but one of the two,—*book knowledge* or *sound health*,—let the books go to the ends of the earth, and shout out the rudiments of knowledge into the little ears, while the future fathers and mothers of our land are breathing pure air, and sending bright, fresh, bounding blood through healthy veins?

Do you ask me if I call this *order?* Most assuredly I do; it is an *order* of things most desirable, and which will tend more directly to good discipline in your schools than any amount of studied rules or well written books. Take one school-room where the thermometer stands at 70° or 75°, with windows closed, and a heated, impure, *breathed-up* air, but with all the accessories of books, charts, and any amount of assiduous teaching for the poor children; and contrast with it, a free, open room, with the bright sunlight and God's own air streaming through it, the children untrammeled with conventional rules, and allowed to move head, hands, and feet at their own sweet will, and you will see such a marked difference in capacity and ease of acquirement as shall astonish you. Mark my words: your whole and entire vote would be, "Give us a *well-ventilated school-room*, and we shall be satisfied that one of the mountain barriers against *good order* has been removed."

Where they Learn It.

"I don't see where my children learn such things," is one of the most common phrases in a mother's vocabulary. A little incident which we happened to witness, may, perhaps, help to solve the enigma. We smiled a little at the time, but we have thought a good deal of it since, and we trust not without profit.

"Bob," screamed out a bright-eyed little girl, somewhat under six years of age, to a youngster who was seated on the curbstone making hasty-pudding of the mud in the gutter; "Bob, you good-for-nothing little scamp, you come right into the house this minute, or I'll beat you till the skin comes off!"

"Why, Angelina, Angelina, dear, what do you mean? Where do you learn such talk?" exclaimed her mother, in a wondering tone, as she stood on the steps, curtseying to a friend.

Angelina looked up innocently, and answered, "Why, mother, you see we are playing, and he's my little boy, and I am scolding him just as you did me this morning; that's all."

IDENTITY.

Somewhere,—in desolate, wind-swept space,—
In Twilight-land, in No-man's-land,—
Two hurrying Shapes met face to face,
And bade each other stand.

"And who are you?" cried one, agape,
Shuddering in the gloaming light.
"I do not know," said the second Shape,
"I only died last night!"

—*T. B. Aldrich, in July Atlantic.*

— The circle of knowledge, through which every man in his own place becomes blessed, begins immediately around him; from his own being, and from his closest relations. It extends from this beginning, and at every increase, must have reference to truth, that central point of all blessed powers.—*Pestalozzi.*

MATHEMATICS.

We find it necessary to systematize this department somewhat more perfectly than we have yet been able to do, so as to ensure the seasonable publication of the best solutions, and to give due credit to all our correspondents. We propose, therefore, hereafter to publish no solutions until six weeks after the problem appears, when we shall select for publication the best solution received, and give credit for all others. To be in season for publication solutions must be received two weeks before they are to appear.

While we wish to retain the interest that has been awakened in the higher Mathematics, we think it but right that our space should partly be devoted to subjects of more general interest to the many faithful men and women who are laying the foundations in our common schools. We would therefore invite correspondence from them in the form of problems that puzzle them, or questions upon the subjects they are teaching, or the communication of any new ideas or methods of teaching. One of our two columns shall be reserved for them, and we trust they will help us fill it.

We have solutions of Problems I. and II. which have been awaiting the preparation of diagrams, from F. Parson. The same should also be credited with a solution of the 26th. We will say that F. Parson is the original F. P., and that F. P. 2d, will hereafter be F. P.

In reply to your correspondent who wished the objectionable words "carry" in Addition, and "borrow" in Subtraction, to be obliterated from all explanations of those processes—as they are from all rational ones — let me quote the explanations given in Walton's Written Arithmetic. The key to the whole matter lies in the fact that simple number is number having denominations, viz., units, tens, hundreds, etc.

He says in Addition,—

"Adding the units first, we have $7+5+1=13$ units $=1$ ten and 3 units; we write the 3 in the units' place, under the column of units, and reserve the 1 ten to add with the columns of tens."

Also in Subtraction,—

"Here a difficulty presents itself. We cannot take 4 units from 1 unit. In order to perform the operation, we must reduce one of the tens in the minuend to units, which with the 1 unit we already have, equals 11 units; 4 units from 11 units $=7$ units, which we put in the units' place. Having reduced one of the tens to units, we have 5 tens left, etc."

Had none but common-sense Arithmetics been published, your correspondent's question would never have been asked. F. P.

Note on Addition.

Many practical computers have frequently to add columns containing both positive and negative quantities, and a little practice will enable them to add rapidly without separating the quantities. For example, suppose this column is to be added. Begin at the top, say, and take the units of every term, adding algebraically. Thus: 7, 16, 11, 3, −5, −3, −10, −1, 7, 12. Set down the 2 units. 1, 9, 1, 10, 7, 0, 4, −5, −4. But $-4=-10+6$. Write down the 6 tens, and add the −1 hundred to the next column. −1, 3, 6, 0, 2, −6, −15, −12, −13, −6, 2, 4. Write the 4 hundreds. Of course we may take such combinations on the way as we please. I should add the units thus, beginning at the bottom; 5, 13, 15, 17, 1, −4, 5, 12. Take another example. Here we have to "carry" −3 tens, −2 hundreds, −1 thousand, and finally, −1 ten-thousand. But as there is no ten-thousands column, we must add −10000 to our +4836 to get the answer. In many cases, and this is one of them, it is evident, before we add, that the total will be negative. We may therefore add the minus terms and subtract the plus ones, and we get the correct total immediately.

+487
+309
−685
+290
−838
−978
+342
−197
+709
+818
+205
+462
−2538
+1800
−1149
−3277
+4836
−10000
−5164

The exercise is a useful one for a class in algebra. L. B.

Solutions.

PROBLEM I.—Produce the non-parallel sides of the trapezoid, AD, BC, until they meet at H. Describe semi-circumferences on HB and HC, and in the larger inscribe an isosceles triangle, HKB, one side of which will cut the smaller semi-circumference at L. Make KM (on KB) $=HL$, and HO (on HB) $=HM$. A line through O (SO), parallel with AB, divides the trapezoid into equal portions. For, by construction, $\overline{HO}^2=\frac{\overline{HB}^2}{2}+\frac{\overline{HC}^2}{2}$. Also

$$HBA-HOS : HOS-HCD=\overline{HB}^2-\overline{HO}^2 : \overline{HO}^2-\overline{HC}^2$$
$$=\overline{HB}^2-\left\{\frac{\overline{HB}^2}{2}+\frac{\overline{HC}^2}{2}\right\} : \frac{\overline{HB}^2}{2}+\frac{\overline{HC}^2}{2}-\overline{HC}^2$$
$$=\frac{\overline{HB}^2}{2}-\frac{\overline{HC}^2}{2} : \frac{\overline{HB}^2}{2}-\frac{\overline{HC}^2}{2}$$

A line connecting the vertex with the middle point of AB obviously divides each portion into equal parts. E. H. C.

PROBLEM VII.—Subtracting (1) from (2), and (2) from (3), we have

$$(x+y+z)(z-y)=68.$$
$$(x+y+z)(y-x)=34.$$

Dividing, etc., $2x+z=3y$. E. H. C.

Squaring and subtracting from 4 times (2) $z^2=156-3y^2$

By substituting for z in (3) we find $x=\pm 3$; $y=\pm 5$; $z=\pm 9$.

[Solutions also by F. Parson and C. C. C.] E. H. C.

PROBLEM XXV.—Let $P=$ whole property.

Then the 1st son's share $=\frac{P}{n}$

2d " $=\frac{P(n-1)^2}{n^2}+a.$

3d " $=\frac{P(n-1)^2-n^2a}{n^3}+2a.$

4th " $=\frac{P(n-1)^3+(n^2-3n^3)a}{n^4}+3a.$

5th " $=\frac{P(n-1)^4-(n^2-4n^3+6n^4)a}{n^5}+4a.$

And the general equation for the share of the mth son is,

$$(a)\ m^{th}=\frac{P(n-1)^{m-1}\pm an^2(1-n)^{m-1}a(m-1)n^m-an^{m+1}}{n^m}+a(m-1)$$

$n^2(1-n)^{m-1}$ being + when m is even, and − when m is odd.

The difference between the shares of the pth son and the qth son is, $\frac{P(n-1)^{15}-n^2(n-1)^{15}a}{n^{17}}=b.$

From which P, and b, and a being given, n may be found, then putting the values of m, n, P, b, and a in formula (a), we shall have any desired son's share. F. Parson.

PROBLEM V.—I wish to say in regard to "C. C. C.'s" criticism of Problem V, that I think that the Editor did not publish all I sent of the solution. From the equations on page 185, the value of h is $h=\frac{5225-150x+2x^2}{2x}$

Which in (2) gives,

$$20^2-\left(\frac{5225-150x}{2x}\right)^2=\frac{15^2}{x^2}\left(\frac{5225-150x+2x^2}{2x}\right)^2$$

Clearing of fractions, x may be found by Horner's method, which is simple arithmetic work. This is the solution as I have it. If "C. C. C." still thinks there is a "rub" about it, I shall be glad to go through with the tedious operation to relieve him from the effects of said "rub." F. Parson.

PROBLEM XXV.—If $x=$ the amount of the property, then from the conditions, the mth son will have,

$$\frac{x(n-1)^{m-1}}{n^m}+\frac{a(n^{m-1}-(n-1)^{m-1})}{n^{m-2}}$$

By substituting p and q in succession for m, and equating the difference of the expressions thus obtained with b, we find x, the value of which substituted in the general term above will give each son's share. The work is too long to copy. E. H. C.

PROBLEM XVII.—Take the axes of the cylinders as the axes of y and z, then the equations of the cylinders will be $x^2+y^2=r^2$, and $x^2+z^2=r^2$. Then one-eighth common volume $=V=\int\int dx.dy.z=\int\int dx.dy\,(r^2-x^2)^{1/2}$, the limits of y being $(r^2-x^2)^{1/2}$ and 0, and the limits of x being r and 0. Then $V=\int\int dx.dy\,(r^2-x^2)^{1/2}=\int dx\,(r^2-x^2)=\frac{2r^3}{3}$. But V is $\frac{1}{8}$ the common volume. $\therefore \frac{16r^3}{3}=$ volume common to the two cylinders. A. B. E.

PROBLEM VI.—Combining the two equations, we have $y^4+0y^3-14y^2+y+38=0$, from which by Horner's theorem the value of y may be found. $x=3$; $y=2$. F. Parson.

PROBLEM X.—Let $x=A$'s capital; $y=B$'s.

$$\frac{200x}{x+y}=A\text{'s profit};\quad \frac{200y}{x+y}=B\text{'s}.$$

Then $6\left(x+\frac{200x}{x+y}\right)=5y$; $\frac{1200y}{x+y}=x+200$. $\therefore x=500$; $y=700$.

F. Parson.

[Solutions also from C. C C. and E. H. C.]

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Boston, Mass., June 19, 1875.

THE programme of the forty-sixth annual meeting of the American Institute is very attractive. If we mistake not, it will have a *drawing*, as well as a *driving power*, as the types made us say last week. We do not see how more of valuable instruction, discussion, and recreation could be crowded into two days. See another column.

BARON VON SCHWAR-SENBORN, the Austrian Ambassador to the United States, is an ardent friend of the education of the people. He has attended all the Universal Expositions which have been held in Europe, and was director-general of the one held at Vienna, in 1873. The Baron was in Boston last week, and made several visits to the drawing exhibition of the public schools. He pronounced it an exceedingly creditable exhibition, which we are glad to know, since there could hardly be a better authority.

WISE MEN, so far as possible, combine pleasure with profit; and our teachers will not fail in their vacation plans to observe so plain a rule. To the question "Where shall I go?" many answers will come, and the final one will be made to this interrogatory, in obedience to three points: First the purse limits, second the opportunity of gaining the largest amount of real rest and recreation, and third the opportunities for social and professional gain. The first element is one of "means," the second and third of "ways." On the whole, each person is a "committee of ways and means," and we do not propose to intermeddle, either as a stranger or a friend in any of the councils which are the teacher's own. We only beg leave to suggest the principle written in our first sentence, that rest and labor are compatible, and that which teachers most need is a change of employment, and a mingling in new scenes, and among other interests than those directly connected with school life. To do this does not always involve extended routes of travel, which somehow have a most crushing effect on the most plethoric purse, as well as a wearying effect on nerve and muscle. Nor does it involve the expenditure of the surplus of a term's or a year's salary. As the teacher's gains are hard-earned they should be for that reason most wisely expended, and those are the wisest who return after their summer's rest with a full measure of health and strength for the new year's work, and a small amount of pecuniary capital as a bolster to the good feeling of independence and inward comfort. As an answer to the friend at our elbow, who still plies the question, "Where?" we answer, not by telling of the lakes, the mountains, or the sea as resorts for the weary and over-taxed worker of the school, but by a few words of general import to all. First, go where you will find congenial friends and surroundings; second, go where you will have congenial occupation; third, go where these combine economy of money and strength for the possession of the much needed vigor of mind and body.

If these conditions are or may be found at home, or about it, stay. If they are only satisfied by land or water travel, go. Teachers as a class have generally avoided the following of that which is merely fashionable, and in this matter of rest and change, the sensible men and women will obey the laws of common-sense rather than the rules which people of wealth or fashion set up.

"The Price of Educational Journals."

The National Teacher, of Ohio, devotes nearly two pages of its June number to this subject. Its publisher, Hon. E. E. White, has had over fourteen years experience in School Journalism, and therefore is able to speak from experience. His conclusion is, that it would require a paying circulation of 4,000 copies to cover the cash cost of publishing a monthly of 42 pages of reading matter. This is not very encouraging to State monthlies, whose circulations average about 1,000. The inevitable conclusion is, that State journals, as a rule, must cease to exist. We see evidences of this in the North-west: the *Minnesota Teacher* having united with the *Chicago Teacher*, and the *Iowa School Journal* having been discontinued.

A further point he discusses, which we quote in full:

"Another important fact to be considered is the manner in which educational journals are published. It is evident that a journal published in the interest of a large business, can be afforded at a less price than a journal published as an independent enterprise. Several of the large school-book houses publish educational periodicals, with a nominal price, but really for gratuitous circulation, as a means of advertising. They thus distribute thousands of copies, prepaying the postage. It is idle to expect an independent educational journal to compete in price with one published in the interest of any large and paying business. 'The laborer is worthy of his hire,' and the editor and publisher of a worthy educational journal is not an exception."

A large school-book publishing house can afford to issue a journal at a low price, when it is simply for the object of advertising its own publications. Such, as a rule, have been, in the end, failures; for the pretension that it is for the teacher's benefit that it is published, is generally too specious to be accepted. We notice that the most successful of this class of journals, *The Home and School*, is fast changing its character into a home monthly, gradually dropping out its school matters, and gradually changing its name, so that we shall soon expect to see "*Morton's Monthly*" in its stead.

The National Teacher discusses another point, to wit, the actual amount of reading matter for the amount of money paid for one year's subscription. In this matter, it considers what few superficial readers think of,—the size of type used. It is not the number of pages in a journal,—in other words,—the number of square inches of reading matter, which determines the cost of publishing; it is rather the number of thousands of *ems* of composition. This depends on the size of type used. For instance, in a column of our largest type, there are 2,300 ems composition; in our smallest, 5,700. By actual measurement, we find that a single weekly issue of our paper contains more actual reading matter,—in other words, thousands of ems of composition,—by one-fifth, than the monthly issue of the *Teacher*. The paper we print on is superior in quality to any of the educational journals. As the *Teacher* is above the average of the school monthlies of the country, it may be taken as a representative for comparison. *The New England*, we find then, is giving over five times more reading matter in one year than any of these monthlies, and at over five times the actual cost for every subscriber. If we charged for subscriptions accordingly, our terms would be at least $7.50 per year, instead of $3.00. And this amount is what we should have to charge to make the JOURNAL pay, were it not for the advertising patronage. We make no secret of this. Your journal,—for we, the editor and publisher, are only your executive officers,—is dependent for its financial success on its advertisements. These, then, become a matter of interest to you as subscribers, for without them, the same journal would cost $5.00 extra each year. We have been very careful in the class of advertisements admitted, endeavoring to exclude everything that we could not personally endorse. We flatter ourselves that no paper published, has a better class of advertising than this. The JOURNAL is dependent largely on school-book publishers. Many of these have patronised our columns generously. The names of other houses, who every year make tens of thousands of dollars out of their school-books, seldom appear in our columns. The absence of their names is sufficient mention of them. On the other hand, the houses that stand first in the country, the most liberal in their methods of doing business, the most popular among teachers, and indeed the most successful, have been our largest and most generous patrons. We should be glad to mention their names, but this is not necessary; every subscriber is familiar with them.

In conclusion, let us say that we have every encouragement to press on in this work. We have had faith from the outset, that the teachers of this country would give a most liberal support to a first-class journal. In this we have not been disappointed. We aim to give a paper that is worth the money paid for it, and one that shall be found indispensable to every earnest educator.

The New Arctic Exploring Expedition.

As the day for the sailing of the new Arctic exploring expedition approaches, the interest felt in the subject, experienced by students of Geography, increases. It is understood that the Expedition will sail to the American side of the Atlantic, go up Davis Strait and Baffin Bay to Smith Sound, in the track of the American expeditions, where the Discovery will remain as a depôt ship, and the Alert will go forward to push straight to the Pole. The *Geographical Magazine* anticipates that the vessels will probably arrive in Smith Sound during the summer, and, if the season is an open one, and everything goes well, may possibly reach the latitude of 84 degrees, where the American expeditions have set their mark on the Geography by calling the coast, Grant Land, and the channel, Lincoln Sea, and some supposed ground seen farther north, President's Land. At this point the vast, unknown region lies before the explorers. Within the circle of the eighty-fifth degree of north latitude not even a mountain-top has ever been seen. The land of which the American explorers got a glimpse beyond Lincoln Sea lies nearly a degree south of this parallel. Should the vessels even reach a point several degrees short of this, they will be beyond all possible reach of communication with the world. It is argued that the Expedition, should it reach the central axis of the planet, will still have before it the wonderful landscape of a world in its glacial epoch, and get a new sense of what was the condition of our own and other lands when vast glaciers filled the valleys and ground down the hill-sides; and when the sea and land were almost indistinguishable in their icy covering. The daily papers are very enthusiastic on the subject. The *Daily News* says that

great additions will be made to our knowledge of Geography, probably also of air and ocean currents, possibly even of magnetism and the phenomenon of the aurora, none can doubt; and continues: "But even did the Expedition come back empty-handed in these respects, the men who compose it would none the less be worthy of all the honor of an heroic enterprise. They go out to make a bold push for the extension of our knowledge of the planet's surface, and, even though it should be found that the vast circumpolar area—ocean, continent, or archipelago, whatever it may be—is barren of anything that is useful to man, or that the ice-barrier round the Pole is impregnable, the energy and enterprise which plucks that knowledge from the jealous grasp with which nature seems to guard it will add another creditable chapter to the annals of English adventure."

National Educational Association.

The fifteenth annual meeting of the National Educational Association will be held in Minneapolis, Minnesota, on Tuesday, Wednesday, and Thursday, the 3rd, 4th and 5th days of August, 1875. The meetings of the General Association will be held on the mornings and evenings of each day. The several Sections will hold their meetings in the afternoons.

The Department of Higher Education will be presided over by President George P. Hays, of Pennsylvania; of Normal Schools, by Professor J. C. Greenough, of Rhode Island; of Superintendence, by J. O. Wilson, of Washington; of Elementary Schools, by Professor Alfred Kirk, of Illinois; and the General Association by William T. Harris, of Missouri.

Lectures, Papers, and Discussions.— The subjects to be discussed in the general and special sessions are so many, and of so varied a character, that we have not room in this issue of the Journal to publish them, but will assure our readers that they will get as much as they want, and of as great a variety as the multifarious minds of teachers can master.

Accommodations.—Private hospitalities will be furnished to all who desire them, and *who give notice at the earliest possible moment* to Prof. O. V. Towsley, Superintendent Public Schools, Minneapolis, Minn.

Hotels.—The following hotels will accommodate members of the Association at reduced rates: First National Hotel, $1.25 per day; Commercial Hotel, $1.25 per day.

Transit Facilities.—*Steamboats.*—1. The Keokuk Northen Line of steamboats will return all members *free, meals excepted*, who pay *full fare* to St. Paul, *meals included*, on presentation of a certificate of membership signed by the Secretary of the Association, to the clerk of the steamer in St. Paul. This arrangement holds good for all points between St. Louis and St. Paul. Members should purchase excursion or round-trip tickets to Minneapolis from St. Paul on the St. Paul & Pacific, or Milwaukee and St. Paul R. R., price 50 cts.

2. The Merchants Southern Packet Co. will convey members of the Association from New Orleans to points on the Mississippi river to St. Louis, connecting with the Keokuk Northern Line, at the same rates as mentioned in No. 1; or full fare coming north, and half fare returning south, meals included.

3. The Memphis Packet Company will also convey members from points on the river, between Memphis and St. Louis, to the latter place, connecting with the Keokuk Northern Line at half fare, the party paying full fare up the river, returning free, on presentation of certificate of membership, as provided in No. 1.

Railroads.—The following are the railway arrangements, so far as perfected up to date:

1. The Baltimore & Ohio R. R. will sell round trip tickets from Baltimore or Washington, to Chicago and return, for $20.00.

2. The Grand Trunk (Portland, Me., to Detroit), will sell round trip tickets at $21.33.

3. The Detroit and Milwaukee R. R. will sell round trip tickets from Detroit to Milwaukee and return, for $8.00.

4. The Lake Shore & Michigan Southern Railway have regular excursion round trip tickets at $22.40.

5. The Philadelphia & Reading R. R. will issue round trip tickets at a reduction of thirty-three and one-third per cent.

6. The Burlington, Cedar Rapids & Minnesota R. R. will sell tickets same as the Milwaukee and St. Paul Railway, hereafter noted, to parties of ten or more from the same station.

7. The Chicago, Dubuque, & Minnesota R. R. will sell *round trip tickets* to La Crescent Junction (connecting with Milwaukee & St. Paul Railway), as follows: From Clinton, Iowa, $12.15; Sabula, $10.90; Bellevue, $9.55; Dubuque, $8.10; Guttenburg, $5.70; Clayton, $5.05; McGregor, $4.45; Lansing, $2.55; Brownsville; 81 cts.

8. The Chicago & Saint Paul Railway (extending from Chicago and Milwaukee to Saint Paul and Minneapolis will return members at $2.80.

9. The Green Bay and Minnesota railway (from Green Bay to Winona), connecting with boats on Mississippi river, and with the river division of the Chicago, Milwaukee & St. Paul railway—the same as No. 8 above.

10. The Iowa Central, the same as Nos. 8 and 9.

11. The Northern Pacific from Bismark to Saint Paul will return all delegates *free*, on certificate of Secretary, that they have attended the Convention and paid full fare over that road.

12. Sioux City & St. Paul, and St. Paul & Sioux City railways will sell round-trip tickets at 60 per cent. of full round trip price.

13. The St. Paul & Pacific, from all points north and west of Minneapolis, the same as No. 12.

14. Lake Superior and Mississippi will sell either round trip or *one way* tickets at two-third regular fare on certificate of the Secretary as above.

15. Round trip excursion tickets from Chicago to Duluth and St. Paul and return, good from June 1st to October 1st, 1875, can be obtained of W. A. Thrall, G. T. A., 62 South Clark street, Chicago, Ills., for $35, choice of four different routes being given.

New England teachers will notice that the only completed arrangements for their benefit, are with the Grand Trunk Railway, from Portland to Minneapolis, via Montreal, Detroit, across Lake Michigan to Milwaukee, and thence via St. Paul, and so far as we are able to determine, the cost of the round trip will be $43,00. If tourists wish to go by way of Chicago after reaching Detroit they will find that portion of the route between Detroit and Chicago not yet included in the plan, but from Chicago to Minneapolis the full fare one way is $14.00, to which one-fifth will be added on return. Arrangements may yet be made for teachers from Boston, Providence, and other parts of New England, to connect with the Grand Trunk at Portland or Montreal.

Boston Society of Natural History.

GENERAL MEETING, JUNE 2d.

President Bouvè in the chair. The records of the last meeting read by the secretary, Mr. Edward Burgess, who has just returned from an extended absence in Europe.

Dr. W. F. Farlow, of Harvard College, assistant-professor of Botany, gave some very interesting facts in regard to the "Modes of Fertilization in Fungi." The lecture was well illustrated by black-board diagrams, and by wall charts, thus making the remarks of the speaker very clearly understood by any amateur botanist. Dr. Farlow began by speaking of the difficulties that botanists have had in their researches into the structure of the generative organs of the fungi, and other cryptogamous plants. The various parts more closely connected with their fertilization are so minute as only to be seen by the aid of the microscope. The search has been, to find something which bears some resemblance in its functions to the ovary and anther of the Phaenogams, or Flowering Plants. This has been a very difficult task. The number of species which these lower orders of plants comprise is very large. No order of plants begin to compare in number with the order of "Toad-stools," as they are commonly called.

Some of the more simple fungi, so far as their fertilization is concerned, were to be seen in the so-called "Tan fungus" and "Bread mould." The Tan fungus appears after rainy weather in tan beds. Its form is a sort of jelly-like, slimy mass, usually of rounded outlines. Its growth is very rapid. Its genesis seems to be from twos mall, rounded cells, which although separated at the outset gradually grow towards one another, until actual contact is attained. The cell walls then burst, and the contents of both cells are discharged and commingled. The cells contain masses of protoplasm. This seems to be the fertilizing action in this order, and we see that from the union of two parent cells an offspring of a different nature from either has been formed.

In the "Mould" we have a similar action, but in this case the organs answering to the stamens and pistils of flowering plants must be seen in the long, slender filaments which compose the bulk of the plant-mass known as mould. These long threads are mutually attracted towards each other, sending out slender masses of cellular growth until they coalesce. An interlacing structure is thus produced. The union of the protoplasmic contents of the cells then produces a third body, which may be termed a fertilized ovule.

There is perhaps very little difference between fungi and algae, or seaweeds, so far as their *fertilization* is concerned. In some physical characteristics of course they differ, the fungi being parasitical, while the algae are not. A new term might, perhaps, be wisely employed to include both fungi and algae, viz: "*conjugata,l*" since by the union or conjunction of two simple cells fertilization is effected.

The fertilization of other fungi of a rather more complex nature was noticed, as, for example, the "Potato Rot." In the Potato Rot we find a closer approximation to the anther and pistil of flowering plants than in the Tan fungus and Bread mould. The male organ or antheridium prolongs its growth until there is actual contact with the female organ. A careful microscopical examination then shows the presence of a minute tube extending from the antheridium to the other organ connecting the two, and at once reminding the observer of the grain of pollen falling upon the stigma of flowering plants, its prolongation into a minute tube which extends through the style of the pistil, into the ovary, to the before unfertilized ovule. Some have fancied that they have actually seen a pollen grain from the antheridium of the Potato-Rot, actually descending the tube mentioned above, into the female organ or pistil. This is, however, very doubtful, as the parts are so very minute that it is difficult to attain certainty in the microscopic examination. It is settled, however, that by the union of these two organs one spore is produced, and that when the antheridium has not the female organ, or archegone, that its contents seem to be transferred to it, and after shriveling away it is left hanging to the archegone. In this case we see a close analogy to the ordinary stamens, as after *they* discharge their pollen grains, they wither and fall.

In the white moulds found on the surface of green leaves, and in the yellow mould known as "cake mould," there seems to be a gradual lengthening of the antheridia until they, in some cases, embrace and surround the female organ, their filaments somewhat resembling the walls of a seed-vessel. In the "cake mould" the female organs are a long spiral.

In the fertilization of the Red Seaweed, common on our coast, we have another approximation to higher forms of plant fertilization. The male organs are small, rounded bodies, growing in masses, like a bunch of grapes on a filament. These round bodies drop off, roll through the water and cling to the hair-like filament of the female organ, at the base of which spores then begin to form.

Very great difficulty has been experienced in tracing the growth of the toad-stools from their origin. Students have examined all parts above ground in vain to find the two classes of organs necessary to produce fertilization. It has now been conclusively established that the *parent cells are divisions*, and after the union of the antheridia, with the female cells, the *whole toad-stool is the result of the fertilization* thus consummated.

Some interesting facts in regard to the "Rusts or Blights" were next stated. There seems to be at least four distinct stages in their growth, etc. These plants are found on the various grains and grasses, and on the leaves of the barberry. Professor Farlow thinks the notion of farmers that barberry-bushes near their grain fields tend to produce rust in the crop is well founded.

A paper from Dr. T. Sterry Hunt, entitled a "Note on the Alterations of Rocks, and on the Decayed Gneiss of Hoosac Mountain," in the absence of the doctor, was then read by the secretary, Mr. Burgess. This decomposed gneiss is found in vast abundance in South Carolina, where it exists in the form of huge beds of feldspathic clay, or kaolin—sometimes called porcelain clay. Very little of this sort of decomposed rock has been found in the Northern States. In the process of tunneling Hoosac mountain, however, quite a deposit has been found extending into the mountain some six hundred feet from the West or North Adams portal. It constitutes what the miners call the "*demoralized rock.*" It was so decayed that it could be excavated in some of the strata with pick and shovel. The feldspar had become an unctuous clay, which has been utilized in making brick to arch the tunnel through the loose or "demoralized rock." The quartz of course was unchanged. It is supposed that most of the decomposed rock like this, in the North, has been removed by the action of glaciers, etc.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

America.

[Acting-Charade with Tableau.]

BY M. B. C. SLADE.

Leader. (*To the audience.*)—Our subject is geographical. The FIRST SCENE represents the whole word, a word of four syllables. SCENE SECOND is a TABLEAU, representing the same thing.

SCENE I. AMERICA.—*The interior of a railway car, consisting of two rows of chairs with an aisle between. The seats are occupied by a party of* LADIES *and* GENTLEMEN, *in very merry mood.*

First G.—How fast we had to run! I feared we should lose the train!

First L.—I laughed so hard it seemed to me I never should cease again.

Sec. G.—You ran so fast, I laugh at the thought; ha! ha! ha! ha! ha! ha!

Sec. L.—When the conductor comes, he'll say this is *a merry car.*

Third G.—What *a merry* set we were in our pic-nic by the bay!

Third L.—Kate and Frank were upset in a boat; a comical sight were they.

Fourth G.—They looked like two drowned chickens! ha! ha! ha! ha! ha! ha!

Fourth L.—When the conductor comes, he'll say this is *a merry car.* (CONDUCTOR *enters, passes through, collects fares.*)

Fifth G.—Let's sing.

Fifth L.— What song?

Sixth G.— Your memories tax.

Sixth L.—Our memories here all fail.

Seventh G.—Oh! sing that comic song by Saxe,
"A riding on a rail."

[*This song,* "*Singing through the Forest,*" *is in* THE SINGING SCHOOL. *Instead of this song, and the colloquy referring to it, use either of the following.*]

Fifth G.—Let's sing.

Fifth L.— What song?

Sixth G.— All take a part,
As gaily on we go.

Sixth L.—Sing "Music makes a merry heart."

Seventh G.—That suits us all, I know.
("*Music makes a merry heart*" *is in Pacific Glee Book.*)

Fifth G.—Let's sing.

Fifth L.— What song?

Sixth G.— 'Twill suit us best
To sing the grand new story
How stretches far, from East to West,
Pacific railroad's glory.

(*Song* "*Pacific Railroad*" *in Pacific Glee Book; or* "*Pacific Railroad*" *in Golden Robin.*)

(*Curtain Falls.*)

SCENE II. *Tableau.*—AMERICA. A YOUNG LADY *dressed in symbolic costume, and holding a shield, with the American coat-of-arms. Just back of the central figure let a semi-circle of* YOUNG LADIES, *wearing the National Colors, sing* "*America.*"

This Tableau may be varied by change of position.

First:—Let the Central Figure stand with right hand extended as in the act of Benediction.

Second:—Let the arms be outstretched as indicating wide domain.

Third.—Let the eyes be uplifted, and the right hand raised as in Invocation.

Let the last stanza of "America" be sung during the third and last position.

Another elaborate and beautiful Tableau may be arranged thus: Let AMERICA be the Central Figure as above. Let a sufficient number of Girls represent the States and Teritories, all wearing the National Colors, and a coronet or sash with name; and each bearing some distinguishing mark of the State she represents. (See directions for "Columbia's Party," in JOURNAL of June 5th.) The arms of the State upon a shield would form an attractive feature. Find "Arms of the States" in Webster's Unabridged, page 1755.

The Cobbler.

[Exercise Recitation.]

BY C. M. WARD.

MOTIONS: [1]*Point to the Right.* [2]*Sewing Motion.* [3]*Whisk left hand.* [4]*Jerk the elbows.* [5]*Hammer with fingers.* [6]*Stretching.* [7]*Bend forward.* [8]*As in boring a hole.* [9]*As in sticking pegs.*

Wandering up and down, one day,
I peeped in a window, over the way.[1]
And, putting his needle through and through,[2]
There[1] sat the cobbler, making his shoe.

For the world he cares never the whisk of a broom;[3]
All he wants is his elbow-room![4]
Rat-a-tap, tap, tick-a-tack, too.[5]
This is the way he makes a shoe.

Over lasts of wood, his bits of leather
He stretches,[6] and fits, then sews together;[2]
He puts his waxed ends through and through,[2]
And still as he stitches,[2] his body goes, too.[7]
For the world he cares never the whisk of a broom;[3]
All he wants is his elbow-room![4]
Rap-a-tap, tap, tick-a-tack, too.[5]
This is the way he makes a shoe.

With his little sharp awl he makes a hole[8]
Right through the upper and through the sole;
He puts in one peg or he puts in two,[9]
And chuckles and laughs as he hammers them through.[5]
For the world he cares never the whisk of a broom;[3]
All he wants is his elbow-room![4]
Rat-a-tap, tap, tick-a-tack, too.[5]
This is the way he makes a shoe.

—*Little Corporal.*

"Birds Cannot Count."

[A Lesson for Egg-Collectors.]

BY M. B. C. SLADE.

First Boy.—Six eggs there were, in the nest of the bird,
Under four brown wings' protection.
"Now, 'birds cannot count'," said John, "I've heard."
And so, without saying another word,
He took one for his collection.

Sec. Boy.—Five eggs there were in the sheltered nest,
Karl knew from John's direction.
"As 'birds cannot count'," said John, "'tis best
To take one of these to go with the rest
Of the kinds in my collection."

Third Boy.—Four eggs there were in the nest on the tree.
Said Dick, "Upon reflection,
As 'birds cannot count,' I think it will be
No harm to them and just right for me,
To take one, for my collection."

Fourth Boy.—Three eggs there were in that harassed nest;—
And I don't know what connection
There was to the thoughts in the poor birds' breast
If birds cannot count,—but they left the rest,
For any body's collection.

All.—Oh! egg-collectors, don't you suppose
You might have some slight objection
Though you should forget how to count, if those
Who look at your treasures, should, as they chose,
Each take one, from your collection?

Fortune-Telling.

[A Recitation for Daisy-Time. For Three Girls, with Daisies.]

BY M. B. C. SLADE.

May.—Down in the daisy field, under the shade,
May, Carrie, and Kate, daisy-fortunes played.
Singing, while dropping each floret leaf,
"*Rich man, poor man, beggar-man, thief,*
Doctor, lawyer, Indian-chief!"*
This is the way May, Kate, and Carrie
Learn of the daisies whom they shall marry.

Carrie.—"And what shall we have for our bridal-dress?
Daisy white, daisy true, can you guess?"
Drawing and counting each milk-white ray,
To see what the last one has to say,—
"*Silks, satins, calico, rags,*"* sing they.
This is the way May, Carrie, and Kate
Learn how they shall dress in their bridal state.

Kate.—"On our wedding-tour, in what shall we go?
"Tell us, daisy, we long to know!"
So they pull the florets again apart
To see if the bridal train shall start
In "*coach, chaise, wheelbarrow, cart.*"*
This is the way Kate, Carrie, and May
Learn how they shall ride on their wedding-day.

May.—"Now one word more must the daisies give:
Tell us truly how we shall live."
One by one are the dwellings said,
As they draw the rays from the golden head,
"*Great-house, cottage, wood-house, shed.*"*
This is the way the daisies tell
How the brides, Kate, Carrie, and May, shall dwell.

All.—And for fortune-telling, no living man
Can tell one bit better than daisies can!

* Repeat, slowly, till each daisy-ray is drawn out.

"Do You Love Butter?"

[Recitation for Buttercup Time.]

BY M. B. C. SLADE.

Two children, under the apple tree,
May is a two-year-old, Ralph is three.
Under May's chin Ralph's fingers hold
Buttercups bright in their sheen of gold.
And this is the prattle his wee lips utter,
"I'll see, 'ittle May, if 'ou love butter!"

A boy and a girl are under the tree;
A curly-haired, rosy-cheeked May is she,
O'erflowing with frolic and glee and and fun,
And Ralph is her playmate and champion.
He holds a buttercup, now, to see what her
Chin shall reply to,—"Do you love butter?"

A youth and maiden are under the tree,
"Shall we try the buttercups, now," says he,
"Just as we used in our childish days?"
May's cheeks flush red as he whispering says,
While her chin grows gold, and her pulses flutter,
He is sure that *he doesn't love any—but her!*

Scotch Clover.

[Recitation for Clover-time. Given by a young girl with a handful of Clover-blossoms.]

BY M. B. C. SLADE.

"I tell the tale as 'twas told to me."
Dame Nature, tinting the trunk of a tree,
In her brush left some brown paint over.
This failing, somehow, to meet her sight,
The brush dipped next in creamy white,
And painted the sweet Scotch clover.

Espying the mingling brownish stain,
Dame Nature declared she'd try again,
And leave her so all should love her:
So she bent to the blossoms, and leaving there
The fragrant breath of her kisses rare,
She perfumed the sweet Scotch clover.

To welcome the fragrance, I hasten down,
And I say, "Never mind the stain of brown
That the dear Dame's brush left over,"
When I open my window, at early dawn,
And a breath comes up o'er the dewy lawn,
From the blooms of sweet Scotch clover.

I know a maiden, not fair, they think,
With lily-white, nor the flush of pink;
But I am her constant lover:
For her soul is sweet with the perfume pure
Of Nature's kisses, and so, I'm sure,
I shall call her—my sweet Scotch Clover!

Nulla Dies Sine Linea.*

[Recitation for High School Graduation.]

BY M. B. C. SLADE.

Happy schooldays now are ending, hours to memory so dear;
Voice and heart are sadly blending, since no more we enter here;
Fairest flowers we've daily gathered, Wisdom's garlands to entwine,
Every day some work performing, leaf by leaf, and line by line.
Every day upon our spirits here has traced its line of light;
Nulla dies sine linea, our motto grand we write.

Fairer days now dawn to greet us, nobler work our hands may do;
Bright the Future hastes to meet us, and to lead to labors new.
Golden morns of hope are rising, and with hearts for duty strong,
Willing hands life's work are seeking, as we upward pass along.
So each day's glad task performing, where the harvest fields are white,
Nulla dies sine linea, our motto grand we write!

Thus till all Life's school is ended, all its lovely lessons done,
May we see some good accomplished every day at set of sun.
When we go at last to enter in the higher school above,
May we win "Well done!" in Heaven, from the Master's lips of love.
Till that joyful day shall greet us—endless day that knows no night,—
Nulla dies sine linea, our motto grand we write!

* Music for the above, by James R. Murray, is in "Schoolday" for April; price 15 cents. Send to editor of this department.

SEASONABLE SONGS.—"Vacation Song," page 71; "Vacation's Coming," page 72; "Exhibition," page 115; "Graduating," page 142; "June," page 161,—*Mocking Bird.* "Vacation's Coming," page 120; "Parting Song," page 119,—*Cheerful Voices.* "Coming Holidays," page 192; "Parting," page 86; "Summer's Call," page 99,—*Head Light.*

STATE DEPARTMENTS.

FORTY-SIXTH ANNUAL MEETING

OF THE

American Institute of Instruction,

TO BE HELD AT

Providence, R. I., July 7, 8, and 9, 1875.

The 46th Annual Meeting of the American Institute of Instruction will be held in Music Hall, 266 Westminster street, Providence, R. I., July 7, 8, and 9, 1875.

ORDER OF EXERCISES.

Wednesday, July 7.

7.00 P.M. Meeting of the Directors in the ante-room at Music Hall.

8.00 P.M. Lecture by President Robinson, of Brown University. Subject:—Teaching as related to the Other Professions.

Singing by the pupils of the Providence Grammar Schools, under the direction of Mr. B. W. Hood, Teacher of Music in the Public Schools of Providence.

Thursday, July 8.

9.00 A.M. Devotional exercises, by Rev. E. G. Taylor, D.D., of Providence.

9.15 A.M. Addresses of Welcome, by D. W. Hoyt, A.M., President of the Rhode Island Institute of Instruction; by His Honor, Thomas A. Doyle, Mayor of Providence, and by President Robinson.

BUSINESS.

10.15 A.M. English Pronunciation: What have Teachers to do about it?—Paper by J. A. Shaw, A.M., Principal of the Highland Military Academy, Worcester, Mass.

DISCUSSION.

10.15 A. M. The Teacher an Educator:—Paper by A. G. Boyden, A.M., Principal of the State Normal School, Bridgewater, Mass.

DISCUSSION.

2.30 P M. What next in the Common School?—Paper by Rev. A. D. Mayo, of Springfield, Mass

DISCUSSION.

3.30 P.M. Inconsistency of Theory with Practice, the Chief Ground of Opposition to Classical Study:—Paper by E. G. Coy, A.M., Classical Teacher in Phillips Academy, Andover, Mass.

DISCUSSION.

4.30 P.M. Silent Forces in Education:—Paper by J. F. Blackinton, A.M., Master of the Prescott School, Boston, Mass.

DISCUSSION.

8.00 P.M. Lecture by President Gregory, of the Illinois Industrial University. Subject;—The Real Problems in Modern Education.

Singing by the pupils of the Providence High School.

Friday, July 9.

9.00 A.M. Devotional Exercises, by Rev. C. A. Staples, of Providence.

8.15 A.M. Report of Committee on Nominations, Election of Officers, etc.

9.30 A M. The Relation of Teachers to Physicians:—Paper by Miss Anna C. Brackett, of New York.

DISCUSSION.

10.30 A.M. The Place and Work of Academies in our System of Education:—Paper by Prof. S. S. Greene, LL.D., of Brown University.

DISCUSSION.

11.30 A.M. The Organization of School Faculties:—Paper by Samuel Eliot, LL.D., Head Master of the Girls' High School, Boston, Mass.

DISCUSSION.

—— P.M. Arrangements have been made for an Excursion down Narragansett Bay, should the weather be pleasant.

8.00 P.M. Lecture by President Porter, of Yale College. Subject:—Classical Studies and Instruction. Unfinished Business. Report of Committee on Resolutions, and brief Addresses by distinguished Educators from different States.

All persons interested in the cause of Education are cordially invited to participate in the discussions.

The Committee on Entertainment, consisting of the Grammar Masters of Providence, proffer free hospitality to ladies, who are now members of the Institute, and also to those who propose to become members at its next meeting. All who wish to accept such hospitality should apply to Hon. T. B. Stockwell, 104 North Main street, Providence, R. I., on or before June 25.

Each applicant will please give her post-office address, that she may receive a card of introduction from the Committee on Entertainment before leaving her home for the Institute.

TO MEMBERS OF THE INSTITUTE.—The following hotels will furnish accommodations at reduced prices:—Providence Hotel (formerly Almy's Hotel), Nos. 163 to 173 North Main street, $2.00 per day. Central Hotel, Nos. 6 to 10 Canal street, $2.00 per day. Rooms only, from fifty cents to $1.00 per day. Mansion House, No. 159 Benefit street, $1.50 per day.

The Committee commend the following restaurants:—Central Hotel Dining Rooms, 6 to 10 Canal street; Central Hotel Cafe, 16 North Main street; Newcomb's, 45 to 49 Dorrance street; Dorman's, 155 Westminster street; Sutton's, 55 Weybosset street; Cafe St. George, 157 Westminster street; H. B. Wright, 258 Westminster street; Bogman and Wilbur, Railroad Depot.

RAILROADS.—Members of the Institute can secure free return tickets over any of the following Railways, by which they go to Providence and have paid full fare:—Stonington and Providence, and Stonington and New London; Providence and Springfield; Providence and Worcester; Boston and Providence; Providence, Warren and Bristol, and Providence and Fall River; New Bedford; Old Colony; Norwich and Worcester; Worcester and Nashua; Boston, Barre and Gardner; Boston and Albany; Connecticut River; New York and New England R. R. Co. (formerly Boston, Hartford and Erie); Boston, Lowell and Nashua; Fitchburg; Concord and Montreal.

MERRICK LYON, *President.*

J. W. WEBSTER, *Secretary.*

Further and full particulars of the meeting will be given in the weekly issues of the NEW-ENGLAND JOURNAL OF EDUCATION, the official organ of the American Institute. The NEW ENGLAND will also contain a full report of the proceedings and papers of the 46th Annual Meeting.

THE NEW-ENGLAND JOURNAL OF EDUCATION is a welcome visitor. It contains many useful and valuable hints on educational subjects. Every teacher should have it.—*The College Journal, (Pitsburg, Penn.)*

Maine.

WESTBROOK SEMINARY. — At the annual meeting of the trustees of this institution held at the seminary Wednesday, Hon. Charles Buffum of Orono, Hon. Charles Shaw of Dexter, Rev. William E. Gibbs, and Alfred Woodman, Esq., of Portland, were elected as trustees to fill the vacancies. The following officers were elected: Hon. Sydney Perham, president; David Torrey, Esq., vice-president; G. M. Stevens, secretary; Charles Fobes, treasurer. The whole number of students the last year was 381.

In spite of the unfavorable weather, Thursday morning, quite a large number of the friends of the graduating class assembled in the church to listen to the exercises. The church was neatly ornamented with flowers, and in the back part of the altar hung the class motto, "The end crowns the work." The music was furnished by an orchestra of ten pieces, and was excellent. After listening to a programme consisting of twenty-six selections, the diplomas were conferred by the principal, Mr. Bodge, after which the class sung the class song, written by Miss Laura M. Hill. We have not space, nor do we care to particularize concerning the parts, but we do say that they were most excellently delivered, and no difficulty whatever was experienced by those in the back part of the church in hearing. The class has had an excellent drill in elocution under Mr. Bodge, and they showed it yesterday to fine advantage.

After the exercises in the church were completed, a procession was formed under the marshalship of Mr. J. Dunham, and proceeded to the dining hall, where an elegant dinner was served. At the conclusion of an oration delivered by Hon. Geo. T. Davis, of Portland, the graduating class assembled around the class-tree, where an address was delivered by Rev. W. E. Gibbs, of Portland. The alumni assembled in the seminary building at the conclusion of the exercises, where the following officers were chosen: president, G. B. Varney; vice-presidents, F. Hichborn, Miss True; secretary and treasurer, T. W. Fogler; chronicler, Miss Hill; executive committee, officers, with Virgin, Miss Gullifer and Mrs. Chenery.

In the evening a reception was given at Hersey Hall, to the friends and patrons of the institution. In the course of the evening Mr. T. W. Fogler, in behalf of some of the old pupils, presented to the institution a fine portrait of Mr. Norton, a former teacher of the seminary, which Mr. Torrey, in behalf of the trustees, accepted with fitting remarks. The school will commence August 17th, under the present management.

— The Commencement of the Classical Institute, at Waterville, will occur July 2d. The members of the senior class have engaged the Beethoven Quintette Club, of Boston, for instrumental music, and Miss Louise Cary for a vocalist. The concert promises to be the best ever holden in Waterville.

The Commencement of the East Maine Conference Seminary at Buckport, took place Tuesday and Wednesday. Rev. S. F. Jones, of Portland, delivered an address to the alumni. Nineteen young ladies and gentlemen took part in the graduating exercises.

— The annual examination and graduation exercises of the Wendell Institute, of Farmington, will occur June 24th and 25th. The graduating class numbers four.

— The Maine Historical Society visit Eastport, in the city of Portland, on the sixteenth, to investigate the early settlements in eastern Maine.

— The schoolhouse in District No. 11, Bradford, was burned last Monday night, with $50 worth of books.

— A school census just taken in Machias shows 1,013 scholars.

New Hampshire.

Will the Principals of the various academical and higher schools in the State kindly see that full reports of their anniversary exercises, lists of graduates, etc., at the close of the present term, are promptly sent to the editor of this column?

PROCTOR ACADEMY (Andover Center). — This institution, incorporated June, 1874, closed its first school year on the 21st of May. There have been one hundred and twenty-eight students in attendance. The academy has a beautiful location, on a main railway route, in the quiet and healthful village of Andover Center, N. H. Its government is organized upon liberal principles, and its officers intend that the school shall be conducted in accordance with the real demands of an academical education. The curriculum will embrace three courses of study, College Preparatory, Academic, and Young Ladies'.

The permanent prosperity of the school seems to be indicated by the associating as officers, several wealthy and business men, with others actively interested in education. The academy has been named in honor of Hon. John Proctor, a citizen of exalted character, and a gentleman of great wealth and liberality.

We welcome this new school, and rejoice in its prospects.

MCGAW NORMAL INSTITUTE.—The closing exercises of the term of this institution at Reed's Ferry occurred on the 8th inst., in the presence of a number of the trustees and the friends of the pupils. The interesting exercises by the students were followed by an address upon "Life's Morning" by the Rev. H. O. Ladd, principal of the State Normal School at Plymouth. The institution is one of some twenty years existence, having been founded by the well-known Prof. William Russell, and endowed more recently with a fund of $10,000 by the late Deacon Robert McGaw of Reed's Ferry. The building is pleasantly situated near the Reed's Ferry station, on rising ground overlooking the Merrimack, was recently refitted, and has now accommodations for about 75 pupils in all. It has now been in operation one term, the first time for some years, and has about 30 scholars. Its principal is B. H. Weston, till recently principal of the academy at Atkinson, assisted by the Rev. W. M. Gay.

NASHUA.—The High School Alumni Association will hold a picnic at the Nashua Manufacturing Company's grove, July 5. . . . Supt. Averill has tendered his resignation. . . . Twelve thousand appropriated to schools. . . . Rev. Charles Wetherbee has been elected a member of the school board, vice Rev. Mr. Philbrook, resigned. . . . Miss Carrie A. French is said to be the first American lady who ever graduated at a Prussian normal school.

MANCHESTER.—B. F. Dame, principal of the Lincoln School, has been giving some public readings lately which are highly spoken. . . . C. H. Pettee, of the Thayer School of Engineering, Dartmouth College, has an appointment as civil engineer on the Sherbrook and Quebec railroad.

NEW LONDON.—The graduating class numbers 16—7 gentlemen and 9 ladies. Miss C. E. Proctor, Andover, is valedictorian; C. C. Messer, Springfield, class poet and also orator before the Euphemian Association. At a public contest in declamation, lately, Frank N. Piper took the first prize and F. W. Reed the second. The old academy bell goes to Goffstown High School.

EPPING—They are talking of establishing a high school, and have now $3,000 in hand, left them by the will of the late Daniel W. Ladd, for that purpose. Well, let them add a zero or two before they begin the school.

EXETER.—Four members of the class of '73 of Phillips Academy of Exeter, either are or have been leaders of classes in college, viz.: Hibbard, Dartmouth, '76; Sykes, Harvard, '77; Mackenzie, Lafayette, '78; and Hackett, Dartmouth, '78. . . . "Eixtur numchair," was the direction on a letter to Exeter, N. H., lately. . . . The late Watson Dickerson, Esq., of East Andover, bequeathed $500 to Proctor Academy.

HOPKINTON.—C. C. Lord, superintendent of schools, has been giving object-lessons in the various schools, illustrated by chromos, etc., at the same time advising teachers and children to adorn their school-rooms with flowers and pictures. Recently visiting a little school, he found in addition to a tasty boquet on the teachers's desk, no less than forty-three specimens of art on the walls, and more pictures to go up. The representation was of chromo, lithograph, steel engraving, and wood-cut, the whole displayed with order and taste.

READ THIS.—"In this connection we desire to speak of a kind of work done by some of our teachers, not required of them, but which is worthy of all commendation. Children coming to school almost naked have been decently clad through the efforts of teachers, sometimes at a sacrifice of labor and money. The same teachers have remained in their schoolrooms that poor children might have, for a few hours more, the warmth for which they would suffer in their miserable homes."—*Manchester School Report.*

— The number of scholars in Keene, by the late numeration, 1447, of which 1253 are in the Union district.

— The number of children enrolled in Goffstown, 353; in district No. 1, 125; now in school, 245.

— The row in New Hampshire illustrates the importance of spelling matches.—*Boston News.* [We suggest that henceforth no man be eligible to office in this State who doesn't know how to write his own name.]

— The Shedd free library, Washington, now numbers 850 volumes, and is increased about 100 volumes annually by the interest of a fund left by the late Miss Sarah Shedd.

— The following is from a written examination that occurred in this State not a great while ago; questions abbreviated:—Science of quantity called? "Cysnacic of knolege." Arithmetic? "Ciance of numbers and art of contation." Abstract number? "One that has applied to some particlar object." Figure? "Carrecter euced to reppersent a number." Roman notation? "Wear eused by the roman and ar eused now on clocks faceeas and chappers in books."—"Arabis it arived by the hindues and Arabis got it from them and brot it to this contry." [Who enters the lists against us?]

— Hon. W. H. Y. Hackett lately addressed the Portsmouth teachers on Civil Government.

— Four second-cousins of Queen Victoria's are said to be living in Conway.

"But wi a lord stand out my shin,
A lord, a peer, an earlie's son,
Up higher yet my bonnet!"—*Burns.*

THE SCHOOLMASTER ABROAD.

—— MICHIGAN Nov 22th, 1874

Dear Sir i the under Siner wishes you to send me a curcler of the Road Islend School Master the Price per year and price each. Monthly or Weakley.

Vermont.

STATE SUPERINTENDENT CONANT has issued the following circular:

Office of Superintendent of Education,
RANDOLPH, June 10, 1875.

To Town Superintendent or Teachers:

Sec. 3 of No. 33 of the public acts, passed by the Vermont Legislature at its session in 1874 is, in the first part, as follows:—"He (the Superintendent of Education), shall, annually, upon a written application of twenty-five teachers in any county — except Grand Isle and Essex counties, in which the number may be fifteen teachers—for that purpose hold one teachers' institute in such county, at a time when the common schools are not in session, as far as practicable not to exceed three days each."

The Superintendent of Education believes the holding of teachers' institutes to be desirable, and he hopes to receive applications for them from all the counties. To facilitate the application a blank form has been prepared, of which a copy is herewith sent to your address. Will you secure such signatures as you can, and return the same to me on or before the tenth day of July next? It is designed to hold the institutes during the months of September, October, and November. The reason for wishing the applications sent in at the date named is that time may be had for making the necessary arrangements and giving due notice. Any suggestions relative to the time or place of the institute for your county, made on the back of the application and signed by you will receive attention. EDWARD CONANT, *Supt. of Education.*

BARRE.—The anniversary exercises of Barre Academy occurred June 6–10 On Sunday afternoon the annual sermon to the graduating class was delivered at the Congregational church, by Rev. Dr. Lord, of Montpelier, from the text, Luke 14, 10: "Friend, go up higher." The discourse was one of great power, and was eminently fitted to the occasion. Monday evening occurred the prize speaking at the church, between four members each of the senior and middle classes. On Wednesday the oration before the alumni was delivered by Rev. Franklin Tuxbury, of Brandon, and the poem by Miss Amy B. Fiske, of Northfield. In the evening the annual oration before the "Social Fraternity" was given by Hon. John M. Thacher, Commissioner of Patents, Washington, D. C., a member of the alumni, and formerly associate principal of the academy. Thursday the rhetorical exercises of the senior class occurred at the Congregational church, at 2 P. M. The class number 16—13 gentlemen and 3 ladies.

ST. JOHNSBURY ACADEMY.—The catalogue of this institution for this academic year is now out. It is neatly printed, containing a fine cut of the academy building, and floor plans of both the academy and South Hall. A summary of the attendance is given as follows: Senior advanced class 3, senior class 31, middle class 55, junior class 178, sub-junior class 75—aggregate, 342; first term 269, second term, 254.

MONTPELIER.—*Vermont Methodist Seminary.*—The Spring term of this institution will close July 1st. Sunday, June 27th, the principal, Rev. L. White, A.M., will preach the annual sermon before the graduating class, in the seminary chapel, at 3 o'clock P. M. The examination will commence Tuesday morning, June 29, and continue through the day, to be followed in the evening by an address before the "Æsthetic Society," by Rev. Daniel Dorchester, D.D. The examination will be resumed on Wednesday morning, and continue during the forenoon. At two o'clock there will be a business meeting of the Alumni Association, and the anniversary exercises of the alumni will be held in the chapel, Wednesday evening. Commencement exercises at 10 o'clock, Thursday, July 1st.

NORWICH UNIVERSITY.—Commencement occurs at this institution July 1. The oration will be delivered by James A. L. Whittier of Boston, and the poem by Rev. Dr. Andrew Hull of Montpelier. The usual infantry and artillery drills will take place during the morning, ending with a review and a dress-parade.

LYNDON.—The Spring term of Lyndon Institute closed on Friday, June 4th. There were five graduates.

Massachusetts.

BOSTON.—The second annual reunion of the Boston Lady Teachers' Association was held in the Parlors of the Unitarian Church, Broadway, South Boston, Thursday evening, June 10th, and was attended by more than fifty ladies. Miss C. Alice Baker, of Cambridge, read a fine paper on "Charlotte Corday." The company then passed to the supper room; a bouquet of flowers was placed at each plate—the refreshments were tastefully arranged, and hanging baskets of flowers and smilax added to the scene. At the close of supper several sentiments were offered, The one to "Music" was responded to by Miss Mary Butterfield in a song so finely executed that another was demanded and gracefully given. The sentiment to the "Lady members of the School Committee" was answered by Miss Lucia Peabody, member of the board. She spoke of the responsibility of a teacher's position, and the conscientious devotion to duty she had observed among the teachers; she closed by expressing sympathy with the association; and her earnest words were heartily applauded by the teachers, who sincerely hope the new school board may retain her valuable services. Other sentiments were offered; among them, "Our Profession," "Boston University," "Our Public Schools," "The Lady Teachers' Association," and responses were made by members of the association. After singing a parting song written by Mrs. Mary P. Colburn, the association adjourned to its next regular session, on the second Thursday of September.

This association aims to be a helpful organization to teachers, both intellectually and socially. The exercises of the regular meetings consist of essays, debates, readings, and music; methods of school instruction and discipline are also discussed. All lady teachers are invited to become members. *

The annual military drill of the boys in the Boston High Schools was given last week, Thursday and Friday, and is regarded as the most thorough and satisfactory of any exhibition of the kind for several years. The company and battalion drill showed the results of good training.

PROVINCETOWN.—A. F. Blaisdell, A.M., for the last three years principal of the High School in this place, has resigned his position, and closes his labors at the close of the present term. A class of twelve will graduate on June 30th.

Miss Lizzie Kenney, for many years a well known and popular teacher, has been given a leave of absence on account of ill-health.

NEWTON.—Prof. Walter Smith pays a high compliment to the teachers and scholars of the city of Newton, when he says that the exhibition of drawings from the schools of that city was the best he had ever seen, in this or any other country.

SOUTH HADLEY.—The corner-stone of the new art building at Mount Holyoke Female Seminary was laid last week. Mr. A. L. Williston, who has done more than any other person for this building project, lowered the stone to its final resting-place. The new building will cost $60,000. Full-size portraits of Washington, Franklin, and Webster have been given to the new art gallery.

Miss Julia E. Ward is actively engaged in collecting funds from friends to further the completion of the new art building, and has received from Merriam Bros. of Springfield the sum of $1,000 for that purpose.

Rhode Island.

Teachers' Institute at Pascoag.

A beautiful June day greeted those teachers who assembled in response to the call for this institute, on Friday 4th inst. Opening with good attendance, each session showed an increase in numbers and interest. Burrillville and Smithfield were quite fully represented by their teachers, while Glocester and North Smithfield sent their delegation, and some were present from quite remote sections of the State. The continued attendance, close attention, and ready sympathy of the teachers were of great valne and assistance to all who took part in the exercises. Too much credit cannot be given to the citizens of the town, who by their personal presence and unlimited hospitality showed their interest in the institute and in the cause which it represents.

The devotional exercises of the session were conducted by Rev. A. Lovejoy, pastor of the Baptist church, in which the institute was held. The opening exercise was on the Improvement of the Reading Lesson, by Commissioner Stockwell, who also, during the afternoon session, occupied some time with a Familiar Talk on School Management.

Mr. C. B. Grant, of the Federal Street Grammar School, Providence, gave two very valuable exercises, one each in Geography and History. *The* feature of the occasion was the use made of *maps* to bring out and enforce the ideas to be presented. It seems now, after Mr. G.'s clear and satisfactory illustration of this subject of map-drawing, as if *we*, even, might draw a map the next time we find ourselves attempting to teach anything in Geography or History.

At the evening session of the Institute addresses were made by the commissioner, Mr. W. A. Mowry, of Providence, and Professor Greenough, of the Normal School. Mr. Stockwell referred chiefly to two points, the need and the propriety of establishing a High School for the town, and also the formation of a public library.

Mr. Mowry discussed quite fully What is Education? and Of What Use is it? closing with a chapter of reminiscences, of great interest and full of suggestions to all present.

Professor Greenough devoted his remarks to the discussion of some of the educational problems of the day from an *economical* point of view, showing that what is frequently called economy is the most unbounded prodigality, and what we call extravagance is the wisest economy.

The exercises of the evening, as also those of the Saturday morning session, were increased in interest and pleasure by the reading of Mr. R. W. Smith, of the English and Classical School, Providence.

On Saturday morning Mr. Mowry took up the subjects, Fractions and Interest. In Fractions the speaker proceeded to show how the subject could be simplified in the presentation thereof to pupils, claiming that, if the pupil gained a clear idea of the two parts of a fraction and their relation at the outset, all subsequent steps would be taken naturally and easily. In Interest attention was given to showing the practical methods adopted by and in general use among all classes of business men, and the speaker claimed that in teaching Interest *most* of the instruction should be in this line, instead of in teaching, almost exclusively, theories and processes that seldom if ever are met with in business-life.

Mr. B. W. Hood, of Providence, then proceeded to show, with the aid of a class of pupils from the schools of the town, how to begin and carry on a regular, systematic course of instruction in Music. The exercise was very interesting, and, by the readiness and zeal with which the children responded, demonstrated the fact that it met a *want* on *their* part.

The closing exercise was given by Prof. S. S. Greene, of Brown University, on How to begin Instruction in Language. Starting with the assumption that a large portion, if not the larger portion, of all the pupils in our schools will never, from the necessities of the case, be able to study Grammar, so-called, he considered it a duty of teachers to do something for their pupils in order that they should be able to speak and write their own language with fair correctness. The key to the method he would adopt is contained in the words, *Thought* and *Expression*. Awaken thought, draw out the expression of thought. Stimulate one, criticise, improve the other. Connect their work with the entire work of the schoolroom. Let it be the link to bind together all of the different elements and factors of the school-life.

Resolutions of thanks to the speakers, to the Providence & Springfield railroad for free return tickets, to the citizens for their hospitalities, were then passed, and the Institute adjourned. Especial credit should be given to the official committee of arrangements, Rev. William Fitz, Superintendent of Schools for the town; H. L. Hopkins, chairman of the School Committee, and S. T. Smith, Trustees of the Pascoag District, who were unwearied in their efforts to provide for the comfort of all, and promote the success of the Institute.

PROVIDENCE.—The second annual Musical Festival of the Grammar Schools of this city, was held at Music Hall, on Friday, June 4th, under the direction of Mr. Hood, teacher of Music in the public schools. A very large audience was present, many having to stand for lack of seats. The exercises were intensely interesting, and the audience dispersed with many expressions of gratification at the evidence given that the appropriation for Music in the schools is not money spent in vain.

WOONSOCKET.—Saturday last, the Geology class of '74 and '75, with the principal, Martin A. Way, made a trip in the interest of science to the Harris and Dexter lime quarries. Tuesday, after the session, the class in Natural Philosophy, with the High School assistant teacher, Miss Mowry, and principal, visited the new Social Mill. Under the guidance of Mr. W. E. Parker, who is thoroughly acquainted with the philosophy of the steam engine, all its parts were intelligently explained, to the delight and edification of the party. The above is a kind of "object-teaching" of which it were well if we had more.

NORTH KINGSTON.—At the annual town meeting, held recently, Charles T. Sissen, and Joseph W. Reynolds were elected members of the school committee for three years.

—David Smith, of Westerly, has been re-elected a member of the school committee for three years.

—Benjamin Barker, Jr., is the successful contestant for the nomination to the cadetship in Mr. Eames' Congressional District. Bennie has our congratulations. He has attended the public schools at Fall River, and Mowry and Goff's, Providence.

Connecticut.

THE LEGAL PREVENTION OF ILLITERACY.—This is the title of a pamphlet of twenty-six pages just issued, being a reprint from the Annual Report to the Legislature, for 1875, of B. G. Northrop, LL.D., Secretary of the State Board of Education. The paper opens with remarks on the influence of public sentiment in the general enforcement of laws; and concludes that the expediency of compulsory attendance at school in any given State must depend on the enlightened public sentiment of that community. He says,—"In those States where free public schools are still a novelty, or where illiteracy most abounds, where multitudes appreciate neither the advantages of education nor the evils of ignorance, compulsory attendance would be premature and impracticable. But in those States where the traditions of the people from their earliest history have fostered the general appreciation of common school education as their most precious heritage, as the source of their success and prosperity, as indispensable to their future growth, as essential to skilled industry, as the cheapest police agency, education comes at length to be recognized as the universal right, duty, and interest of man."

The right of a State to compel attendance upon instruction is tersely stated in the following language: "If the State has a right to provide for any internal improvements, it has a right to provide for that education which is the condition of all progress. If the State may enforce regulations for the health of the body, it may do the same for the mind. If the State has a right to hang a criminal, it has a better right to prevent his crime by proper culture. The right to imprison and to execute implies the right to use the best means to prevent the need of either."

In stating "methods and results," the paper shows that an earlier compulsory law was copied *verbatim* from a Massachusetts

statute, restraining manufacturers from knowingly employing children who had not attended school. This effort was a failure, except so far as by conciliation and persuasion they might be induced to conform to the spirit of the law. *Not to know* was easy, when interest made it convenient. By a change of the law *all employers* were forbidden to take into service children under 14 years, unless they had attended some school at least three months in each year of such service, under a penalty of one hundred dollars.

The next step was taken four years ago, when a law of compulsory attendance at school was passed, applying to all *parents* of children who were employed to labor at any business in this State, and who were discharged for the purpose of attending school.

At the present time the law requires that "*every* parent, guardian, or other person having charge of any child, between the ages of 8 and 14 years, shall cause such child to attend some public or private day school at least three months in each year, six weeks at least of which attendance shall be consecutive; or to be instructed at home at least three months in each year in the branches of education required to be taught in the public schools, unless the physical or mental condition of the child is such as to render such attendance inexpedient or impracticable." The penalty for the violation of the above provisions is a fine of five dollars, "for every week, not exceeding thirteen weeks in any one year, during which any parent or guardian shall have failed to comply therewith."

The efficiency of this law, as of all legal enactments, must depend largely on the prevailing sentiment of the people for its enforcement. The cultivation of a right public sentiment is regarded as of the first importance to give sanction and support to the law.

Obligatory education in the early history of Connecticut, and arguments for the law, are presented. The experience of European countries is given in full, together with the opinions of leading educators and statesmen, in this country and abroad.

Appended, also, is the report of Hon. Giles Potter, the agent of the Board, in which he presents his observations of the working of the law. The paper, as a whole, is exceedingly valuable to those interested in the subject.

SECRETARY NORTHROP'S Annual Report affords the following facts concerning the schools of the State:

Attendance, Irregularity, etc. — The "compulsory attendance law" is working satisfactorily, and as the result of the various measures adopted for securing increased attendance, the proportion of children in the public schools has advanced from 80.38 per cent. in 1867–8 to 89.34 per cent. in 1873–4. The actual increase has been about 20,000, while the increase in enumeration in the same time was about 10,000.

In regularity of attendance there has been no improvement. The proportion of those registered in any term, who are present each day, has for several years ranged usually between 70 and 73 per cent. This is for the whole State. In the different towns the range has been from a little over 50 to nearly 90 per cent., and in some districts the attendance has been even less than 40 per cent. For this very wide diversity no sufficient reason can be assigned. There is no good reason why Connecticut should not stand as high in this respect as any other State. But a comparison with some of the States for several past years gives a result not entirely to our credit.

A comparative table shows the following averages of attendance for periods of from three to ten years in the States named: Connecticut 56, Massachusetts 73, New Hampshire 66, New York 47, New Jersey 50, Pennsylvania 64, Ohio 57.

High Schools.—High schools have not yet become as numerous as is desirable. The highest departments of several of the large graded schools are virtually high schools for the surrounding regions. But tuition fees exclude many non-residents who would gladly attend. While efforts should continue to be made for giving at least the rudiments of education to every child within our borders, more should be done for the advanced education of such as have time and inclination to pursue higher studies. And since the number who desire to be thus educated is in the aggregate very large, the enactment of a law requiring a High school to be maintained by every town of sufficient population would be an important step toward supplying an urgent want. The question, "How far should the education of the people be carried at the public expense?" is not easily answered. There must, obviously, be a limit somewhere, but not many would advocate the narrowest restriction. A large number of schools of a higher grade would be for the credit and benefit of the State.

Drawing and Music.—Drawing has received increased attention. It has been introduced in all the cities and some of the smaller towns, and when this useful art shall have become as common as writing, men will wonder that it was so long neglected. Vocal music is already a regular study in many schools, and can easily be made as universal as reading.

— Among the prizes awarded at the anniversary meeting of the Royal Geographical Society, held at Burlington House, London, were medals to Lieutenant Weyprecht and M. Julius Payer, of the the Austrian Arctic Expedition. At the same meeting Sir Henry Rawlinson was reëlected president of the society, and it was stated that the Duke of Edinburgh had been nominated honorary vice-president. In the course of the proceedings also great satisfaction was expressed at the favorable prospects of the Polar Expedition.

Colleges.

TUFTS COLLEGE.

The baccalaureate sermon before the Senior class of the Divinity School was given on Sunday afternoon, June 13th, by Rev. J. Smith Dodge, Jr., of Stamford, Conn. The graduating essays of the class were given on Wednesday, the 16th, in the college chapel, and the farewell address delivered by Rev. Dr. Sawyer. The class is composed of the following gentlemen: Randall W. Aldrich, Samuel G. Davis, Henry W. Hand, Geo. W. Harmon, A.B., Thomas W. Illman, A.B., George T. Knight, A.B., Elmer F. Pember, Byron G. Russell, Silas W. Sutton, A.B., Elbert W. Whitney, A.B.

The baccalaureate sermon before the Senior class of the college will be given by President Capen, Sunday afternoon, June 10th. Commencement occurs the following Wednesday morning, followed by the usual dinner, and an oration before the Alumni Association by Rev. James Eastwood, of Brockton, Mass. W. P. B.

YALE COLLEGE.

The dedicatory exercises of the new boat-house took place Wednesday, June 9th. Among the speakers were President Porter, Rev. J. H. Twichell, and Professor Brewer. On account of the severe rain storm the races were omitted. However, the University and Freshman crews pulled over the course to display themselves. The boat-house cost in all $16,000, including the land, nearly all of which is paid. The first floor is entirely devoted as receptacles for boats. The second floor contains dressing-rooms, bath-rooms, and a room for the purpose of holding meetings, etc. Around this floor extends a broad piazza, from which an excellent view of the harbor is obtained. In fact the house is one of the finest in the country, and *the* finest college boat-house.

MIDDLEBURY COLLEGE.

Rev. Calvin B. Hulbert, of Bennington, accepts the presidency of Middlebury College, to which position he was elected at the recent meeting of its fellows. This happy selection will give great satisfaction to the friends of the college who, have seen in the president elect a rare combination of qualities fitting him admirably for the office he is about to assume. As a teacher and a preacher he has made his mark within the State, and will bring to his new position a love for the work as well as a love for the college with which, as a member of its corporation, he has for some years been connected. He is a graduate of Dartmouth College and of Andover Theological Seminary, and is the second alumnus of Dartmouth called by Middlebury to the president's chair. Dr. Labaree having been a most successful president for the period of twenty-five years.

President Hulbert will be inaugurated at the coming commencement of the college, which will be the time to hold its seventy-fifth anniversary. He will be the sixth incumbent of the office, his predecessors, their college relations, and terms of service being as follows: Rev. Dr. J. Atwater, Yale, 1800 to 1809; Rev. Dr. H. Davis, Yale, 1810 to 1817; Rev. Dr. J. Bates, Harvard, 1818 to 1839; Rev. Dr. B Labaree, Dartmouth, 1840 to 1866; Rev. Dr. H. D. Kitchel, Middlebury, 1866 to 1873.

AMHERST COLLEGE.

Professor Shepard has finished his lectures on Meteorites. . . . A new botanical museum has just been fitted up. . . . Dr. Hitchcock has just received a valuable speciman skull of an African chief. He has long desired such a skull, but could not obtain one on account of the superstition of the natives.

— Faith Training College, Boston, opens in October.

— Hamilton celebrates its sixty-third Commencement June 27—July 1. It graduates a class of 34.

— The alumni of Williams will form a "Williams Century" at its 81st Commencement, July 4–7. Examinations for admission July 5 and 6.

— Hon. J. A. Patterson addresses the Phi Beta Kappa society at Dartmouth, and Rev. W. M. Taylor, D.D., the theologues. A large class graduates.

— Harvard has met with a severe loss in the death of Professor Winlock, director of the observatory, and Phillips professor of Astronomy and professor of Geodesy.

— The Carpenter prizes for elocution, in Brown University, were awarded as follows: First, to C. T. Aldrich, Providence; second, to Rathbone Gardner, of Providence; third, to Inman E. Page, of Washington, D. C.

MR. WILSON PALMER, Superintendent of Public Schools at Ottumwa, Iowa, is a native of New England, a graduate of Dartmouth College, and a teacher of experience in Massachusetts and the West. He is one of the best teachers in Iowa, and his success speaks well for his Eastern birth and training. As a lecturer he has met with marked success, and his address upon "What we should do for our schools, and what our schools should do for us," has been received with great favor in the West. As Mr. Palmer is to visit New England during the month of June, we understand that he will make arrangements to deliver this lecture in some of our towns and cities, and we trust that lecture committees, school superintendents and teachers will avail themselves of the opportunity to hear so able a lecturer on this important school topic. Professor Palmer may be addressed at Ottumwa, Wapello county, Iowa, until June 15th, when he will start for the East.

Old World Notes.

EDUCATIONAL NEWS FROM OVER THE OCEAN.—V.

[From our own Correspondent.]

LONDON, FRIDAY, May 28.

Preparations for the Representation of Educational Interests at the American Centennial.

Advices from all parts of the continent state that preparations are actively making for the representation of educational interests at the American Centennial, at Philadelphia, in 1876. The presence of some of the American commissioners at Vienna, and notably the exertions of Mr. Philbrick and Professor Horford of Boston, tended in no small degree to stimulate the interest of European nations in the educational department of the coming American Exposition. Switzerland is especially active in this direction, and the committee appointed by the Zurich Council of Public Instruction to consider the advisability of the Canton taking part in the Philadelphia Exhibition in the school section, has decided in the affirmative. The committee ask that a special commission should be sent to the Centennial by the Swiss government, in order to study the school systems shown at the "World's Fair."

A Notable Instance of "Geography at Fault."

Europeans are not slow to detect the errors and mistakes of their transatlantic friends, especially where any ignorance of the geography of the Old World is exhibited. The old maxim about sauce for the goose, etc., will apply in this instance; for the ignorance of American geography displayed by some European journals is simply astounding. The latest instance of this kind, though it does not apply to a lack of knowledge in relation to America so much as it exhibits a woeful ignorance in regard to the geography of the Pacific Ocean, will be amusing to the readers of the JOURNAL OF EDUCATION: A contributor to a Berlin journal prefaces a graphic description of the wreck of the German mail steamer Schiller with the remark that this terrible catastrophe took place "in the midst of the Pacifique Ocean," the hapless vessel having struck upon the rocks lying off the Scilly Isles, which, with praiseworthy accuracy, he is careful to inform us, are a group of islands as yet but little known, in the South Sea, between Cook's Archipelago and the Society islands, in the 16,28° south latitude and the 150,50° west longitude." The *International Gazette*, in commenting on this exhibition of the ignorance of the Berlin writer, remarks that there is something touching in this extreme precision, and in the comment which follows: "No wonder, then, that all human help was here so distant, and that the sea claimed so colossal a tribute!" Undeterred by the fact to which with commendable zeal he gives due prominence that the disaster occurring on Friday in the South Sea was reported at the hour of 2.25 P. M. from "Plenzance" in "Cornwales," and that part of the survivors had already arrived at Plymouth, he proceeds to add that some of the rescued persons were on the point of starting for Hamburg, "perhaps," he sagaciously conjectures, "from the neighboring port of Taihiti, where most European vessels call on the homeward voyage from America."

Defense of Students against Promiscuous Charges of Petty Crime.

Twenty years ago, when Brown University in Rhode Island, of which Americans are justly proud, had not so many students as at present, not a street lamp could be broken, or a sign torn down by malicious hands within a mile of the college, without the charge being immediately made that the mischief was the work of students. The same was doubtless true in the case of other American schools and universities, as it has been and is of similar institutions in this country. The latest serious charges brought against the students at Eton is that of endangering the lives of members of the Queen's family, by hurling a stone into the royal carriage while the latter was on its way to Windsor Castle. The daily papers took up the story, and seemed to think it impossible that the outrage could be accounted for on any other supposition than the guilt of the students. The Eton *College Chronicle* comes to the defense of the students, however, and says that, though it is not impossible that a Fourth Form boy has occasionally thrown a stone or discharged a catapult at a passing train, in this case, at any rate, the wonted public censure need not be directed agaiast Eton. After a careful and minute investigation, conducted by the masters and leading boys of the school, by detectives from London, and the officials of the place, no evidence has been found that could in any way criminate one of the boys. To this let it be added that on no previous occasion has a like investigation failed to eliminate the real offender, if there be such; that the occurrence happened early in the afternoon before the boys had had time to disperse widely; that it is an acknowledged fact that certain small "cads" were throwing stones in the vicinity of the railroad, and that one was seen that afternoon armed with an offensive-looking catapult. Until further evidence is produced, says the *Chronicle*, it is unfair to continue such an accusation; and though, of course, it is not our business to deny the possibility of its truth, still we feel it our duty to disarm our readers of those suspicions which the words of the ill-natured and the detractions of the envious are only to willing too bring forward.

Mr. J. A. Froude, M.A., the well-known historian, whose visit to South Africa was recorded by us a short time ago, is about to return to that country to act in an official capacity for Government.

Prince Amadeo of Italy is occupied in writing a history of his reign in Spain. The title of the work will be "Recollections of a King." The Princess Marie is assisting her husband.

SAM WELLER.

EXAMINATIONS.

Examinations in English Literature.

BY A. F. BLAISDELL.

We present below the examination topics in English Literature in the senior class of the Provincetown High School. The class has studied literature since Christmas according to the method given, in full, in the JOURNAL of April 10th. The History of the Language was taken for the most part from Quackenbos's Rhetoric and Professor March's Anglo-Saxon Reader. Mackay's "1001 Gems of Poetry" was the only text-book used, except library books in reading from Dickens, Irving, etc. The method of teaching Shakespeare can be found in the JOURNAL of May 29th. Of course the topics are given in the fewest words, which will account for the indefinite idea conveyed by No. 29, 35, 37, and 38. The 41st topic can be expanded according to the time, and serves to excite the interest of the pupil and keep him "posted" in regard to many minor matters. The average age of the class was about sixteen, with five recitations a week, of forty-five minutes each.

1. Write in tabular form principal branches of Aryan or Indo-European Languages.
2. Outline of English History from Cæsar to Chaucer.
3. Elements of English Language, and describe each.
4. Anglo-S[illegible] words and how distinguished.
[illegible]s Elements of English Language.
[illegible]vations.
[illegible]n G. Whittier.
8. Analysis of Maud Muller.
9. Analysis of Nauhaught, the Deacon.
10. Thomas Gray.
11. Analysis of Elegy.
12. Burns, life and writings.
13. Goldsmith, " "
14. Scott, " "
15. Byron, " "
16. Cowper, " "
17. Analysis of Paul Revere's Ride.
18. Waverly Novels.
19. Shakespeare.
20. Mention all his plays.
21. Story of Merchant of Venice.
22. Story of Macbeth.
23. Story of Othello.
24. Some famous authors cotemporary with Shakespeare.
25. Some famous authors cotemporay with Goldsmith.
26. Some famous authors cotemporary with Byron.
27. Some famous authors cotemporary with Tennyson.
28. Milton.
29. Something about Paradise Lost.
30. Addison, life etc.
31. Hume, Gibbon, Robertson, and Macaulay.
32. Analysis of Wreck of Hesperus.
33. Analysis of Barbara Frietchie.
34. Dickens' famous novels and characters.
35. Famous characters in fiction.
36. Irving.
37. Study of style; illustrate by preceding authors.
38. Twelve great authors from Chaucer to Tennyson, with their cotemporaries.
39. Quotations from the preceding authors.
40. Quotations from Hamlet, Macbeth, Merchant of Venice, Julius Cæsar, and Henry VIII.
41. Where will you find literary reference to—

Rill from the Town Pump, Tiny Tim, Rebecca, Gulliver, Micawber, Man Friday, Moll Flanders, Female Martyr, Rip Van Winkle, Loss of the Royal George, Thanatopsis, Hiadee, Famous Attack on Christianity, Hymn of the Nativity, Stella and Venessa, Walter Raleigh, Little Nell, Jennie Deans, Boz, Geoffrey Crayon, George Eliot, Fanny Fern, Heathen Chinee, Eva, Wizard of the North, Sam Weller, Florence Percy, Alice and Phoebe Cary, Old Manse, James T. Fields, Ike Marvel, Mrs. Partington, Will Carleton, Bret Harte, Raven, Biglow Papers.

"WESTWARD the course of empire takes its way." Mr. T. N. Snow, a native of Cape Cod, and for several years a teacher in Massachusetts, and for the last three years principal of the Central Grammar School in Omaha, Neb., has just been elected superintendent of schools in Santa Barbara, Cal., at a salary of $2,400 in gold, and will enter upon his work July 12th proximo. Mr. Snow is a good scholar, a thorough teacher, and an earnest worker, and we shall expect to hear of grand results from his new field of labor on the Pacific shore.

New Publications.

Warren's Descriptive Geometry, and Free-Hand Drawing.

Passing by entirely all those features of the second attack upon my Descriptive Geometry, which, as I already begin to hear, are naturally predisposing persons to assume that the criticisms therein contained are essentially unfair, as they are indeed, I will quietly confine myself to the criticisms themselves.

1. "The point FF′;" "point *pp′*;" etc.— "extracts," from which "it will" (not) "be seen that there is the greatest irregularity in the use of letters," along with the imagined "confusion," etc.

The majority of the references follow the system. How do any exceptions arise? Variously. Sometimes a line on paper represents two or more lines in space, and it is not worth while to, therefore, load it with double or triple lettering. Points may be on certain lines, previously mentioned, and in the concrete case, when the learner would not be misled, as an *abstract statement might make it appear* that he would be, the letters which denote such points may, therefore, with advantage to holding the thread of the solution, be also used to denote the lines containing them. VV′ was the vertex of an auxiliary cone, principally represented by its vertex, and therefore conveniently emphasized by a capital; the use of which indeed is no real infraction of the system, since in some figures both capital and small alphabets must be used.

2. Ease of reading the diagrams. Olivier again.

Here is a figure in Olivier—and there are many such, and it is not a complicated one—where one line successfully carries off the following letters: V^q, K'^v, L^v, G^v, m^v, and g^v; while in each projection, A^h, o^h, q^h, in one, and o^v, p^v, p'^v, in the other, contend, for the possession of one poor point, where the above certainly not illiterate line meets *three others.*

Great is system! but like anything else, it may be "run into the ground;" that is, may degenerate into mere petty fussiness, if preferred to the main work which it should subordinately aid; and, as Bacon says, "certainly you were better (to) take for business a man somewhat absurd, than over-formal."

Turning to writers whose works are the accepted standards in such institutions as the Polytechnic School of Paris, and finding that I follow the usual system of notation as closely as they do, and with like rational, not "fanciful" exceptions, I may well be content; while also thankfully welcoming all well considered and kindly made suggestions from honest and competent fellow-workers.

3. "Prolixity." Let us see, in the clear light of definite, yet broad facts, how recklessly this pet topic is handled. Taking the pains to compare my work with three other octavos, on the same subject, of very nearly like page, I find as follows:

No. 1.	100	problems and theorems to	231	pages;	or 1 to 2.3	pages.
No. 2.	86	" " "	245	" ;	or 1 to 2.8	"
No. 3.	72	" " "	162	" ;	or 1 to 2.3	"
Mine	167	" " "	252	" ;	or 1 to 1.5	"

But I am bound, and willing, to add that 1.5 of my slightly larger pages would be equivalent to, at most, however, 2.1 pages of the other works.

I could not compare with Church's excellent manual on account of the marked difference in size of type; nor with Watson's valuable work, on account of its quarto form, and also because of its unique character in two radical particulars; *first*, its relatively great number of plates and limited text, it having been expressly declared to me to be of the nature of a printed syllabus or abstract, requiring to be largely supplemented by oral instruction (which I should prefer to print); *second*, its unusual distribution of the problems in the four recognized main divisions of the subject, those of the "point, line, and plane" being relatively much more numerous than is usual, as compared with those of "developable," "warped," and "double-curved" surfaces.

This, however, by way of explanation, and not in dispraise of a work having many interesting features, especially to one already at least partly familiar with the subject.

4. *The Free-Hand Drawing.*—On reading all that has now appeared, I am more than ever satisfied that no separate reply is necessary to the dismally thorough misrepresentation of my Free-Hand Drawing, by "W. E. H." in the JOURNAL of May 1st. Also that the little volume, whose principal contents were twice successfully given to widely different classes, before publication, and which has hitherto so well taken care of itself, will be a sufficient answer to any who are disposed to examine it candidly.

I therefore prefer to withdraw a detailed reply which I had prepared, and close with the sly as well as blunt wisdom of old Johnson, who said, "Pooh, ma'am, who is the worse for being talked of uncharitably?" while reminding myself, and all for whom I teach and write, of Michael Angelo's noble charge to "recollect that trifles make perfection, and that perfection is no trifle." S. E. W.

"OUR WORLD" SERIES OF GEOGRAPHIES. By Mary L. Hall. Boston: Ginn Brothers; 1875.

The present decade has been fertile in text-books—many poor ones—some which are are really useful—few, very few, really excellent. We can safely say that the books before us come into the latter class, and we predict and hope for them a thorough appreciation and a place in our school literature which has too long been vacant. To the teacher who thinks his pupils below the standard until they are able to repeat glibly nearly all their Geography, and "sing the song of boundary" to perfection, we would not recommend "Our World."

The most frequent objection which will be raised against this work will be that there is too much material for the child to select from, and much labor will therefore devolve upon the teacher in making the selection. The hypothesis is as untrue as it is selfish. Are we, as teachers, to hold back matter of general useful information simply because it entails upon us a little more labor in our profession from day to day? Certainly not, unless we are school-*keepers* instead of school-*teachers*. Experience proves that the assumption that this book requires extra labor from the teacher is frivolous, and that the pupil instead of having too much material to select from, is continually stimulated to seek new facts. Philosophical reference-books are in frequent request, and the globe and wall-maps are oftener consulted. Geography, from a mere skeleton, becomes a thing of life. And further, if a liberal education be our object—an education which enables the man to understand and appreciate the world and his fellow-man — it seems impossible to any sensible person that the child can have too definite and extended a knowledge of the world and the man he is to meet in after life. Full and vivid descriptions of the inhabitants of the world and their habits and mental status are substituted in this work for the few lines, often in that baneful "fine print," headed "Inhabitants," or "Customs," in heavy type, which by diligent search we may find in most works on this subject.

The most pleasing feature of the No. II.—and we speak from personal experience in the school-room—is its remarkable readability. The morning after the books were distributed in my school, more than half were found to have been retained at home to be *read*—not merely examined, but most of the pupils assured me to be really read by some older person at home. A week after, the Geographies being called for in the *forenoon* for reference to the map during an exercise in reading, many were found to be without their books and the excuse was "Mother has not read it through yet" from nearly half the unfortunates.

The engravings and letter-press are unexceptionably good, and the maps are models of accuracy and clearness. The pronouncing vocabulary is also practical and clear.

In conclusion, the most adverse criticism we have to pass upon the work is the presence of questions at the foot of the page. We stoutly maintain that this has a tendency to fossilize teaching, but as all teachers are not of the same mind, the questions in this edition are probably a necessary evil. It is also useful for the committees—those who do such things at least—to select a set from to propound to the class for the sake of determining which pupils shall be compelled to study Grammar and Arithmetic a year longer, because "their per cent was low" in Geography. W. H.

ILLUSTRATED HOMES. A series of papers describing Real Houses and Real People. By E. C. Gardner, author of "Homes and How to Make Them." With illustrations. Boston: James R. Osgood & Co.; 1875. Price, $2.00.

We have in fifteen chapters an easy description of the house the Judge built, Captain George's plan, the house of Abram, Mr. John Smith's house, the home of the Professor, the Duke of Buckingham's lodge, Lucia's castle, the home of Mr. and Mrs. Benedict, the Planter's home, the Parsonage, one of King Kole's cottages, the Poet's abiding place, the Doctor's home, and the house that never was built. The titles are suggestive of the contents, which are written in a genial style and practical manner, and describe the various styles of houses, from the farmer's cottage of $1,500 to the palace of the Duke, with its lodges, costing its hundreds of thousands of pounds. We miss the cosy quarters for the editor's sanctum, but trust the author has one in store for us in some future volume. Those who have read the author's book on "Homes, and How to Make Them," will appreciate in this work more fully his genius as an architect, and his original ideas and practical hints concerning a pleasant and well-fitted house and its surroundings. In a house, as well as in a garment, the author proposes not only unity in its parts, but harmony in its proportions and fitness in its design; and, over all, a true relation to the scenery, the climate, and the society around it. Our thoughts have been quickened and our ideas improved by this work, and its influence will tend to educate the American mind upon a subject which is now demanding so much attention in all circles.

A LATIN-ENGLISH DICTIONARY, for the use of Junior Students. Abridged from the large work of White and Riddle. By John T. White, D.D., Oxon. Rector of St. Martin, Ludgate, London. New edition. Ginn Brothers, 4 Beacon street, Boston; 1875.

In our issue of April 17 we referred to White and Riddle's large Latin-English Lexicon, and spoke of its value in the great number of interpretations of words in special connections. We have before us an abridgment of that work in a hand dictionary of 650 pages, which will be found very useful to all classes of students; not only for the reason stated above, but in showing the root-form, the derivation, and its process of formation, in the printing of each leading word. The plan is certainly a very excellent one, and will commend itself to classical scholars.

BOOKS RECEIVED.

Practical Hints on the Selection and Use of the Microscope. Intended for Beginners. By John Phin, editor of *The Technologist.* 1 vol., 12mo, fully illustrated. New York: Industrial Publication Co., 176 Broadway. Price 75 cents.

FROM ESTES & LAURIAT.

Elena: an Italian Tale, by L. N. Comyn, author of "Atherstone Priory." Price 75 cents.

NEW-ENGLAND

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Centennial Hymns,
At Bunker Hill, June 17, 1875.

PRAYER BEFORE BATTLE.—Storch.

Hear us, Almighty One!
Hear us, all holy One!
Lord of the battle before us,
Father, all praise to Thee,
Father, all thanks to Thee,
That Freedom's banner is o'er us!

Like a consuming brand
Stretch forth Thy mighty hand,
Wrong and oppression destroying.
Help us, O Lord of right!
Help us, O God of might!
Help us, where war tides are flowing.

Keep us, though we may fall;
From out the grave we call
Praise to thy name, and forever,
All power and glory be
Thine through eternity!
Help us, Almighty One! *Amen.*

HYMN.—"God Save the Queen."
Words by Chas. James Sprague.

Here, where the savage bands
Roved through the forest lands,
Wild and unknown,
Came sturdy men of yore,
Strong in the faith they bore,
Making this desert shore
Freedom's high throne.

Here, where the pilgrim few
Unto a nation grew,
Spread far and wide,
Came an invading foe,
That throne to overthrow,
With but a feeble blow,
Struck at our pride.

Here, where the patriot stood,
Came that wild strife of blood,
Where peace now reigns.
Here hand to hand they met,
Here then our soil was wet
With the red tide that yet
Throbs in our veins.

Gone is the savage now,
Gone the invading foe;
Freed is our land.
Oh, Lord of war and peace,
May strife forever cease,
And may our strength increase,
Fed by Thy hand.

LOYAL SONG.—Kucken.
Words by Charles James Sprague.

Freedom dwells throughout our own beloved land;
Up to heaven its voice is swelling;
From the mountain heights afar to ocean strand
Every breeze the tale is telling.
Never weary of the ever-joyous song,
Heart and voice united bear along.
Loyal to the end,
Ready to defend,
Foe within and out repelling.

War's alarum rolled a hundred years ago
O'er the peaceful scenes around us;
Where our patriot fathers struck a mortal blow
At the haughty power that bound us.
Now from North and South together e'er we stand,
Dwellers in a free and mighty land.
Loyal to the end,
Ready to defend
What their gloried valor found us.

Freedom dwells throughout our own beloved land,
Wide as Heaven arches o'er it:
Like the rising sun, the patriot's armed hand
Swept the clouds of wrong before it.
Sound aloud the joyous word from crag to crag
Plant on every peak our starry flag!
Loyal to the end,
Ready to defend,
Guard, and, as a shrine, adore it!

Composition.

BY L. W. RUSSELL.

However diverse the elements of a good composition may be, and various the intellectual processes are by which the ability to produce one is acquired, it will be generally agreed, we presume, that the chief object in view is to develop linguistic power in the written form; and further, that the work is to be done, chiefly, by a methodical practice of appropriate exercises. Articles written with the purpose of aiding teachers in conducting such exercises in school, should evidently be fully illustrated by examples. With this fact in view, it is our purpose to give, briefly, as we must, with the space at command, specimens of what may be done with classes of different degrees of attainments. Many explanations which it is desirable to give concerning the matter, the proper limits will not permit us to make; but some, from time to time, we shall offer. We are met at the outset with a difficulty, viz.: that the best part of the exercises cannot be put into print, nor shown at all without the actual presence of classes to be put in sympathy with the teacher, and to be encouragingly inspired and led on by him.

And here we wish to emphasize the statement that no school exercise (so we believe) so much needs the sympathetic aid, the enlightened and cheering helpfulness of the teacher, as that of taking the ordinary pupil through his first steps in written composition. The school composition has indeed been one of the "sorrows of childhood," and if we cannot alleviate it in a good degree, it should be let alone; for very little of value is ever accomplished in this branch that is done from *compulsion*, or when the mind is tossing about in confusion and difficulties. A pupil cannot be whipped into singing, or writing anything worth listening to, or worth reading; and judicious teachers will *lead* the way to both with cheerful countenance.

Our first exercise is for quite young pupils, who are just beginning to write words, in the script hand, with a fair degree of facility. We should remember that writing is yet a mystery to them, and be satisfied, at first, with a very little. But even here there are three sets of mental powers to be exercised and developed: those which perceive facts, those which select and arrange them, and those which express them,—the perceptive, the reflective, and the expressive. The perceptive faculties are very active and easily guided; the others come after, in order, but are to be carefully educated. The child is interested in almost every thing he sees. He now deals with the concrete. He likes to use a pencil or pen, and he *will* represent his ideas somehow by their use. So, let him have daily exercises in this work, which will truly educate him. *Object-teaching* is at the basis of the exercises. One object for a lesson is enough. Take an object about which pupils know something, and may be easily led to perceive more. It might be, for successive days, a dog, a cat, a canary, flower, fruit, tree, anything which boys or girls like to have or to see. For example:—How many of you have a dog at home? What is the name of yours, John? "Snip?" Well, I think it must be that he bites pretty sharply. And yours? And yours?—So comment on their names, and why they are so called. Now take your slates and write your own dog's name; or, if you haven't one, write the name of some one which you know. Very well written, James; but you have written only the *name*, "Carlo." How would you tell your cousin, on paper, if you sent a letter, that your dog's name is Carlo? "My dog's name is Carlo." That is right. Your dog would feel proud if he knew his young master could write so well about him. What do dogs do to show that they are pleased? Yes, wag their tails, and bark, and jump up, and skip about; but they cannot write nor talk. Do you like dogs? Why do you? "Because they are so good." "Because they chase cats." "Because they watch." Well, if you like dogs, you may tell that on your slates; or, if you do not like them, tell that; and I will try to think of a dog story for you while you are doing it. You know a dog story? and you? Why, almost all of you know dog stories. And you read them? Well, somebody must have written them. So *you* can learn to write dog-stories in a little while. But we must take our spelling-books now, and we will have the stories about dogs to-morrow. Yes, Charles, we will have some stories read; but I will give you time before school closes this afternoon to let you tell, by writing it on paper, the name of your own or some other dog, whether you like it or not, and why, and something that you would like to know about dogs that you do not know. "But may n't we write now? I know lots about dogs." You may, in a day or two, but I wish to see how well you do this first.

A few directions may here be given about the paper, where to begin, etc. But do not trouble the pupil much about it, and when their first productions are read, as they all should be, find something to commend in each. We are first to get the pupils to thinking and *writing*, no matter how crudely it is done.

The subject may be finished, so far as is advisable to do it, with the children for whom it is intended, by extending the exercises over two or three days, calling attention to the most obvious and interesting things concerning it. The pupils should be impressed from the first, however, that there is a *plan* in all they write which might stand, for the above exercise, thus:—

DOGS.

1. Tell the name of your own or some other dog.
2. Name the different kinds of dogs of which you know.
3. Tell for what dogs are useful.
4. Tell why you like or dislike dogs.
   Also tell or read (orally) some story about a dog.

porarily earning a reputable living," nor is the "average skill of the persons engaged in teaching" liable to be lowered in consequence of employing women, even "in the enormous proportion in which they are now employed in many towns and cities." I believe the schools of New England are more skillfully managed and taught now, than they were fifteen, twenty, or thirty years ago, and more skillfully than they would be if the excess of women were rejected, and such men as could be secured were to take their places.

Nor do I accept Dr. Eliot's reason for the change. Is it a fact that our New England people are less intelligent, more penurious, and less willing to spend money for educational purposes now, than a quarter of a century ago? I claim that the reverse is true; that parents and the community at large are more interested in their schools and more willing to sustain them now, than then.

As we all know, the employment of a largely increased number of females in our schools had its origin in the necessity of the case, growing out of the great rebellion. The young men who were accustomed to teach school in the winter had been called into the army, and a supply of male teachers could not be found.

Hence, female teachers were employed to fill their places. This was the "effective" reason for the change in the first place. And the reason why they have been retained in the school-room, is evidently because they have proved themselves more efficient and acceptable as a class.

But Dr. Eliot claims not to undervalue the work of women in schools. He says, "Their legitimate work in teaching is immense. All children under ten years of age may be advantageously taught by well-educated women of taste and vigor, and the immediate charge of the education of all girls should be in women's hands, with some help from men toward the close of girlhood."

In these sentiments, I most heartily concur. Indeed, I regard woman as the divinely-commissioned teacher of her race. She has natural endowments and special fitness for the work in the school, as well as in the family. She has everywhere proved herself not only "apt to teach," but capable of managing and governing successfully. Her quick sensibilities, ardent sympathies, natural love for the true, the beautiful, and the good, her patience, perseverence, and enthusiasm, eminently qualify her for this important field of labor. Children are drawn to her by a natural instinct; they trust in her with implicit confidence.

It is not enough to say that *children* "may be advantageously taught by woman." They can be properly taught by no other human being. Man is powerless in the nursery or primary school.

It is admitted that the education of girls should be "in women's hands." If then, all children under ten years of age, and all girls should be under the immediate charge of female teachers, will it harm our *boys* to keep them a while longer in the same schools? Every boy owes to his mother what he is, and is to become, more than to all other human influences; and may not that mother call in the aid of some skillful female teacher, to enable her to prosecute the education of her son? I cannot believe there is any loss or danger in this course. Woman is adapted not only to the instruction of children in the family and school, but she has honored the profession in important positions in the academy and seminary; and, in many instances, at the head of these institutions.

The fact, therefore, that women have taken our educational field, as by storm, and are likely to hold it, should not be a source of alarm to the friends of education, but should furnish a new motive to provide for them the means for that broad and thorough culture which is essential to the position they occupy.

— In reading, we hold converse with the wise; in the business of life, generally with the foolish.

Public Education.

BY PROF. J. E. THOROLD ROGERS, UNIV. OF OXFORD.

The law may insist on the education of the people. There are two reasons why it should do so. One of them is, that the educated person is of more use to his fellow-men than an untaught person; or, as may be said in other words, is less dangerous to others. The other is, that the educated person is more useful to himself. Now, if it can be shown that the same process made a man more serviceable to his neighbor, and more prosperous in his own fortune, it needs very little argument to prove that the process is a very wholesome one.

A man who has been taught one thing, learns other things more quickly than a person who is wholly untaught. A person who has learned to be a carpenter and requires to be instructed in the art of a smith, will learn to be a smith sooner than he would if he has been taught no other handicraft. A man who has learned French, or Latin, or Greek, thoroughly, will master German more easily than one who has never known any other language than his mother-tongue. He who has learned only one language, says the proverb, has learned none. A man who has learned to ride, or to swim, will learn to skate more rapidly than one who has never sat on a horse, or kept himself afloat in water.

Of course there are some kinds of teaching which make the mind more easily active than others do—that is, which are better instruments of education. They who have given their attention to the discovery of the best instruments of education, always propose to themselves to settle what are the best means for making the mind generally active. Experience has proved that if a person has been taught certain things, he will learn every thing more easily than if he had been taught other things. For example, though a person will not readily learn language, because he has been taught to ride, he will learn to ride more easily when he has been taught language. The kind of learning which makes a man apt to learn other things, is that which gives a man the habit of thinking without seeing—which enables him to follow out in his mind something which may be thought of, without the need of seeing anything which would remind him of it.

Thus mathematics are a great aid to education, because they assist this power. In arithmetic we think of numbers, without considering the objects which those numbers represent. In a still more marked manner is this the case with higher mathematics—with algebra, geometry, trigonometry. So language, particularly a language which, having been highly cultivated, has been rendered unchangeable because it has ceased to be spoken, is a very powerful means of mental culture. The study of mathematics and of language gives men the power of exact and rapid thought, and enables them to be quick and intelligent. When a man learns rapidly, he is plainly able to do his fellow-men a service, sooner and more completely, than he does if he is slow. I am, of course, speaking of those services which, being useful, are understood and valued. A boy is taken as an apprentice to learn some skillful trade. The boy who learns the trade in half the time that another takes, is by far the more valuable apprentice of the two. He begins to earn his cost much earlier. The wisest and the most useful men in the world have taken the pains to learn their work thoroughly, and to do their work well.

Now such persons have always been taught some things which have aided them in gaining the special knowledge which they want. In short, there are some kinds of knowledge which are uniformly useful for every other kind of knowledge, and to understand and impart this knowledge is to educate people; to get the knowledge is to be educated, in greater or less degree according as this master-knowledge is imparted. It is still a question as to which is the best kind of master-knowledge. It is likely that the question would never have been asked, if there had not been several kinds of training, every one of which is very useful for the end which all education has in view. It is possible that no one will ever be able to answer the question, because there are several kinds of this master-knowledge, and so many varieties of mind that one kind of knowledge suits this mind best, another that. The real question is, whether the mind of each person is well trained by what he has learned. Some people grow strong on a meat diet; some on a bread or vegetable diet. The most important thing to those who wish to be strong, is not what kind of food is most suitable generally, but what suits each the best.

Next, education is—as indeed, you will have guessed from what I have already said—a great service to the man who has it. If you have ever noticed a clumsy person trying to do a thing which wholly puzzles him, and a handy person doing the same with great ease, you will see how it is a service. You may have seen a person who is unable to do something, and have watched him while he is being taught the way to do it by some one who is experienced. Then, as you see the person who is taught brighten up when he learns the way, you will understand how useful knowledge is. Of course, if a few persons know how to do a thing well, they will have a great advantage over their neighbors. That which to others is a toil, is to them a pleasure. See how painful is the effort by which a boy who is beginning to learn reading, cons over his task, and spells the words. Now look at the same boy when he has got the mastery over that which he has been engaged on, and compare his looks as he reads a pleasant book, with the same looks, if you can remember them, when he began to read. In this way you can understand the advantage which a really able man, who has thoroughly cultivated his mind, has over those who do not possess his gifts. But suppose everybody were well taught, would any one have an advantage then? It is hard to conceive everybody equally well taught, and therefore a uniform level in all minds. Such a thing will never happen if we can judge of the future by the past, but it is easy to imagine the case of a whole nation which is well educated; there are such nations. Now such a nation will be vastly better off than other nations which are not so benefited. But it might, indeed it would be the case, that the education not giving them a special advantage at home, not one of them would have the advantage over his fellow-countrymen. Is their education then of no value? Is it not of the greatest? It has made them handy. It has made their work easier. If they have used what they possess wisely, they can do the same thing with half the toil and labor that they must have given before they were trained. A skilled person goes straight to the mark, while an unskilled one wastes time in finding out what the mark is, and what is the way to it. —Social Economy.

Male vs. Female Teachers.

It may seem preposterous for me to pretend to criticise President Eliot's very able address; but, while I fully indorse much that he says, and am thankful to him for saying it, I cannot help feeling that he is hardly just to woman. He speaks of the "enormous proportion in which women are employed in the schools;" says it is not "sentiment," but because "women are cheaper than men." Of course, he means their services. That is very true; and I am glad he calls it by its right name. I want no woman employed for sentimental reasons. I do not believe an honest, upright woman would plead, as a reason for a situation being given her, that she was an orphan, or had others dependent on her; but her fitness would be the plea, and that is the one I would urge now.

He says: "Women have not the physical endurance of men." One reason for their apparent want of physical endurance is the small salary paid them.

JOHNNIE'S EXERCISE.

DORGS

mi dorgs name is rover he roves about so i no of setters and houns and teriors an bulldogs thay are usefull for driving orf theveas and cats and catching rabbits and so forth, i like dorgs because they know something and will play with you.

Yours truly JOHNNY.

Very well, Johnny; when the rest have read we will make a few corrections, but you have done well for the first time.

Notes on the Drawing Exhibition, in Boston.

Whoever visited the recent drawing exhibition must have seen at once that the results presented did not come from adherence to any one method of instruction. Indeed, a close examination of the work showed that the pupils had been taught in more than twenty different ways.

The drawings from the primary schools represented only two dimensions, length and breadth, and were all done in outline. Some were from flat copies, a part being made of the same size as the copies, a part larger, a part smaller. Some were executed from memory, others from dictation. Some were original designs by the pupils, made by giving new arrangements to forms already drawn. The forms drawn were both geometrical and conventional, and the designs belonged to both these general divisions. It is also to be noted that many of the forms were historical. Thus, even in the primary schools the instruction presented something like a dozen distinct features.

The grammar school work showed that these features were continued in the grammar schools, with the addition of several new ones, as the drawing of problems in plane geometry with instruments, and model and object drawing, or free-hand prospective. The latter introduced the three dimensions, length, breadth, and thickness. The drawings were made in outline from flat copies and from the solid combined, where the authorized course of instruction was followed.

The work from the high school, from the evening classes, and from the State Normal Art School, showed other distinct features, each introduced at a particular period in the learner's progress.

Notwithstanding the various methods adopted in giving the instruction, a general, harmonious character impressed the whole work from the primary schools to the State Normal Art School. It was easy to see that the most mature results followed logically from the first steps taken. But what we specially desire to emphasize is the impossibility of securing good results in drawing by close adherence to any one method of instruction. Because a certain method for a certain purpose is just the thing, it does not by any means follow that it should be exclusively used, even in a single grade of the public schools. Drawing involves too much to be successfully treated in this manner.

The original designs, presented by all the schools from the primary upward, formed a marked feature of the exhibition. This was right. Original design, while it brings into play new faculties, puts to the test much that the pupil has otherwise learned. To produce an original design the pupil may make a new arrangement of old forms, or he may make use of an old arrangement for new forms, or he may design both the forms and the arrangement.

All that can well be demanded of the younger pupils is a new arrangement of forms previously drawn; and hence they, indeed all, should have the memory stored with beautiful forms—largely historical.

In making his new designs the pupil should not proceed at hazard, but should be guided by the principles of design and the requirements of good taste; he should also consider the purpose to which the design is to be devoted and the mode of manufacture.

There were to be seen frequent violations of leading principles of good design. This was to be expected, when we consider that design is so new a subject of instruction in our public schools. In particular, one thing was attempted by many of the grammar-school pupils, contrary to the prescribed requirements, which was seldom a success—the use of half-tint. When applied the surface of the designs would be even and require color to set off their parts, as in a carpet; or a portion of the surface would be depressed, as when carved or sculptured, giving relief representation. In the first case, half-tint would indicate color, which it is inadequate to do; in the second case, it would indicate depressed parts; but nearly all the designs of which we are speaking would be spoiled by such a practical interpretation.

Now, pupils should not be permitted to use half-tint at all, unless they are shown how to use it properly. It seems to us that the legitimate use of half-tint might well be permitted to young learners, yet *only to a slight extent*, for it is a great consumer of time and gives very little in return.

One thing more about the original designs. We should have been glad to see a little more attention given, in the grammar schools, to style. Why should not these schools give us designs clearly after the manner of the Egyptians, Greeks, and others?

Since original design should be regarded as a valuable test feature in drawing, and since such fine results have been so soon secured, it is certainly wise to attempt to make the work of the future as nearly perfect as possible. It will require no more labor on the part of the pupils, but oftentimes less, since it is not greater elaboration and nicer finish that is wanted, but more definite knowledge of simple principles of design, which are easily understood, though their correct application is not, to be sure, such an easy matter. But there can be no correct application without understanding.

Some of the grammar-school pupils, contrary to the prescribed requirements, made attempts at *chiaroscuro*, and in nearly every instance we believe the attempt was a blunder. So the pupils, in their aims at picture effects, not only wasted their time—and it is a great waste of time—but learned error.

The grammar schools should, and we doubt not that they will next year, make a much stronger showing in plane geometrical drawing with instruments. This is the easiest of all the departments of drawing to teach, while it is one of the pleasantest for the children, as well as one of the most useful. It bears directly both upon industrial design, and upon all kinds of construction, and trains the pupils in precision of work.

It seems to us that object and model drawing, or free-hand perspective, is not taken up quite early enough in the Boston public schools. Instead of deferring this subject till the close of the grammar-school course, we believe it would be better to give the pupils, at an earlier period, a little training in the outline representation of simple objects as they appear. To a limited extent free-hand perspective can be intelligently taught, and with advantage, to quite young pupils.

These notes we will conclude with the remark that the exhibition showed, plainly, that the teachers who adhered the most closely to the prescribed books and requirements produced the best results. There is always room enough for independent work on the part of the teachers when carrying out, in the true spirit, a well-digested plan of operations.

— In Germany, we are told that when a young man wants to marry, he must show to the proper authorities that he has been educated to a certain point, and must produce a certificate that he has some trade or calling whereby he can support a family. Could we borrow a hint and make a somewhat similar provision, the numbers of our miserably poor might be materially lessened.

— The object of the science of education is to render the mind the fittest possible instrument for discovering, applying, or obeying the laws under which God has placed the universe.—*Wayland.*

"Too Many Female Teachers."

BY HIRAM ORCUTT.

I have read with much interest Dr. Eliot's able address, published in a recent number of the N. E. JOURNAL OF EDUCATION, upon "Wise and Unwise Economy in Schools." It is strong and vigorous throughout, and contains many important suggestions. But I beg leave, courteously, to differ from the reasonings and conclusions under his subdivision which I use as a caption.

I fully agree with him in the following propositions, viz: "Frequent changes in the corps of teachers, are injurious to a town's schools, in every possible point of view." "There is no business in which experience is more valuable, than in teaching." "It is a very silly notion that everybody can teach an elementary school." "There is no trade, or profession, demanding a higher degree of skill, which is not injured by the coming into it of a considerable number of persons, who regard it merely as a means of temporarily earning a reputable living." "The average skill of the persons engaged in any handicraft, cannot be lowered without more or less loss to the community; but that the average skill of the persons engaged in teaching should be lowered, is a very grave matter indeed." These sentences should be written in letters of gold, and read and pondered by every citizen and teacher in the nation.

But Dr. Eliot attributes "the ever-recurring substitution of inexperienced for experienced teachers," to the employment of an undue proportion of females." And he says the "effective reason" why they have been employed instead of men, is economy. "If women had not been cheaper than men, they would not have replaced [displaced?] nine-tenths of the men in the American public schools." In regard to these statements, I would inquire, Is there less permanency among our teachers now, in proportion to the number of schools, than fifteen or twenty years ago? I doubt it; and, even if this is claimed, it remains to be proved that the employment of more female teachers is the cause.

In the "good old times" when young men "kept school" in larger numbers than now, they were called from the Academy and College where they were engaged in fitting themselves for the learned professions. They were neither professional nor permanent teachers, but, in nine cases out of ten, they taught only one term during the year, and then for the sole purpose of earning the means to prosecute their academic studies. These young men were employed in the winter, but always, as a rule, gave place to female teachers for the remaining term or terms of the year. This arrangement made sure an "ever-recurring substitution" of new teachers. But how is it now in this regard? Females are employed in the winter, and more often than formerly, they are retained through the year. So much is gained by employing female teachers, on the ground of permanency.

But we are told that "women are drawn away from teaching by marriage and family life," and do not continue their work as men do, after marriage. I answer, not all are married, nor do all leave the school-room after marriage. And still further, not more women exchange teaching for family cares, than men for other professions. Hence, nothing is lost to permanency on this account. Nor do I believe, as a matter of fact, that more women have been "worn out by the fatigueing work of teaching," than men. They are "weaker" physically, but often stronger in ability to endure the fatigue of the school-room.

And is it not true, at the present time, that more females are in process of training for the profession of teaching than men? So far as I am acquainted with the facts, much the larger number of graduates from our Normal Schools are women. It is not true, therefor, that the large number of females who have taken the field, regard teaching "merely as a means of tem-

What man was ever subjected to the inconveniences at his boarding-house that a woman must suffer, because it is not in her power to pay as high price for board as he? Would it not be as pleasant and profitable to a woman as to a man to have her room warmed, and even modestly supplied with the much-needed books, so that she could study in quiet? How many are able to do it? The greater part are obliged to sit with the family, or in a cold room, small and crowded at that. The advantages of travel can hardly be estimated; but how many of the female teachers can enjoy that privilege? They see their brother teachers going off on long excursions about the country, but they can afford neither the time nor the money. There is sewing to be done in vacation; the wardrobe must be put in order before the fall term, to save as much work as possible during the school-days. Men cannot understand the amount of necessary sewing to be done for a very plainly-dressed woman. They buy their clothes ready-made; their style of dress is not so liable to suffer from contact with nails lying in ambush, and such like things, that try a woman's patience; consequently there is not so much mending needed by them. What is mending to them! They are never expected to do it; but what would be thought of a lady teacher who hired her mending done? In such ways much more is required of women than men. No wonder they have not so much "physical endurance."

We have been accused of extravagance in our dress, and it is said if we did not dress so much, we should not need so much sewing done. Woman are quick to perceive where an advantage is to be gained, and it does not require many examinations before a school board to find out that personal appearance has very much to do with fitness. One teacher told me that she was told by the master that it was her good clothes that gained the situation for her. Why should we not do all in our power to make ourselves suitable for a situation? If a stylish dress helps, ought we not to try to have it; especially as we like beautiful things?

Where have been the schools that could prepare a young lady to teach in our high schools? She must get what she can in the schools open to her, and then, by weary, toilsome effort, oftentimes unaided, climb the steep to which her ambition points. She reaches it worn out in body and mind, and soon breaks down, and joins the ranks of disabled teachers. Then the cry is raised of weakness, etc.; when, if she had had the advantages that have been lavished upon the men, she might continue in school for years. What man could begin to teach at twenty—I will say twenty, though many girls begin younger—imperfectly educated, obliged to make and mend his own clothes; take care of his room, and trying all the time to make a little advance in some study outside of school work? I am inclined to believe his physical endurance could not bear the strain many years.

I do not believe the proportion of women who leave school to marry is any greater than of men who are teaching as a stepping-stone to something more congenial to their tastes. Ask almost any professional man, and he will tell you that some time in his life he has taught. Very few men begin to teach with the idea of making it a life-work. The nearer and more certain a change is, the more indifference is felt usually about the work one has in hand; and, although many women do leave school to marry, this is not a certainty to them when they commence teaching, as the business is to a man, who is constantly thinking, "Next year, or the one after that, I shall be ready for my legitimate work." Hence women have a more undivided interest in their school work. "Permanent situations" and the "honors of the profession," it seems to me, would affect women as well as men, if those privileges should be conferred on us as well; and some women might be saved from throwing themselves away by a foolish marriage, as has been done.

Educated women who work for a living brave a good deal; they are almost outcasts from the society they would like. When a woman begins to teach, she virtually renounces the world; it is hard for people to believe this who have not tried it, but it does not require many years of teaching to realize the truth of this statement. If women had not proved themselves faithful and acceptable teachers, would their services be so extensively employed, notwithstanding the cheapness? I believe cheapness is not usually considered a sufficient recommendation. Are not women naturally better adapted to imparting instruction than men? Would not a larger per cent of them make first-class teachers? I hope no one will accuse me of disparaging our gentlemen teachers. I honor them as a class, and know many among them who are in every way superior teachers, and whom the community cannot afford to lose. "'Tis not that I love Cæsar less, but Rome more." Judging from my own experience, women come into closer contact with children than men, gain their confidence more fully, and thus exert a greater influence over them. Is not a good woman's influence always beneficial for boys of every age. But I understand President Eliot thinks boys over ten should not be taught by her. If "some help from men towards the close of girlhood" is beneficial in a girls' school, why would not the same rule apply to a boys' school? While I do not believe in schools being limited to either sex (I am not thinking of colleges), either in teachers or pupils, I doubt very much the expediency of having young, unmarried men as masters or sub-masters in school, made up largely of young ladies. I think there would be less harm in having too many lady teachers, than in what often arises in such cases. I can't believe our schools are suffering from too many female teachers. Many of them suffer from poor teaching, no doubt, but that is not confined to the lady teacher.

Do not business men say, "Trade regulates itself?" Let us hope it will be so with this knotty question.

L.

Industrial Drawing.

While visiting one of the primary schools of the city of Boston, a few days ago, it occurred to us that perhaps some of the readers of the NEW-ENGLAND JOURNAL OF EDUCATION, outside of the State of Massachusetts, might be interested to know just how a lesson in "Freehand Drawing" is given in this city to the little folks in a primary school. It may give them, as it did us, a wholesome and profitable idea as to how readily and thoroughly so-called "difficult terms" can be understood and applied, by our primaries, and what they can accomplish in Industrial Drawing, when it is systematically and progressively presented to them as a science and regular class study.

The lesson which we wish to reproduce was given by Miss B. C. Farrington, at the Phillips School, classes 1 and 2, the pupils being from seven to nine years of age. We found the room pleasant and attractive, and noticed, at once, the interested and happy expression of the children's faces; and when their teacher asked them if they would like to draw for the visitors present, we needed no better proof of the popularity of Drawing with them, than the cheerful alacrity with which they changed their exercise in Spelling to Drawing. In five minutes from the time we entered the room, the children were ready for the lesson, with material neatly arranged on the desks before them, and every eye fixed upon the teacher, standing at the board, chalk in hand. We had requested that the exercise might be a lesson in *Dictation*, and we will give it in the exact words of the teacher.

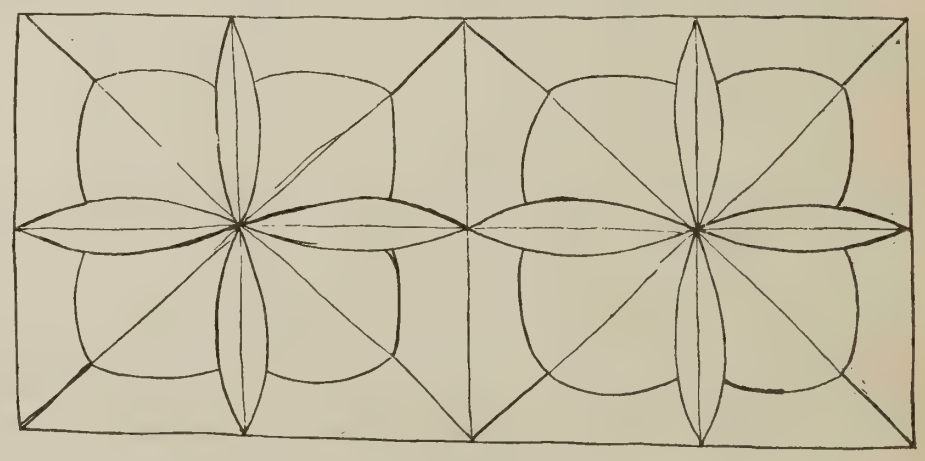
"Draw a *horizontal* line a little distance from the top of the paper; divide the line in the *middle;* after drawing it, test and see if it is exactly in the middle. Draw a *vertical* line as long as *one-half* of the horizontal line, and test that. At either end of the horizontal line draw another vertical line as long as the first one; join these vertical lines by a horizontal line across the bottom. Now, you may draw the two *diameters of the square* (the vertical and the horizontal diameters). Dot the diagonals of both these squares. Around the vertical diameter draw *compound curves.* Be careful to draw them alike; do not draw them like this incorrect figure on the board. (Drawing an incorrect figure.) Now, you may draw compound curves around the horizontal diameters. In the other square you may do the same. Make a little dot on the diagonal, *one-third of the distance from the point where the diagonals bisect..* On the *opposite diagonal* make a dot in exactly the same place.

Take the lower part of the diagonals and dot them, in the same place. Be careful to do this correctly, or your figures will be one-sided. *At the first dot, draw a slight curve, which shall touch the compound curve of the horizontal diameter.* Find the point on the lower part of the curve exactly opposite the point where the first curve touches.

Draw another curve from the diagonal, to touch the *compound curve of the vertical line.* Exactly opposite this, draw another curve, which shall touch the dot that you have made on the diagonal. Draw another curve upwards, that shall touch the compound curve of the horizontal. Exactly opposite this, draw another curve, which shall touch another point of the upper diagonal. Then draw from that point on the diagonal, a curve to touch the compound curve of the vertical.

Now you may *emphasize the corners* above the last curves. This is one square completed; see if you can finish the second square, and have it drawn better than the first."

Here is a copy of the figure drawn by the pupils:



During the lesson, we noted, *First*, that the children did not wait to see what lines the teacher drew, as she dictated them, but many of them drew on their paper ahead of her. *Second*, there was not an inattentive pupil in the room; all seemed thoroughly interested and absorbed in their work. *Third*, every child evidently comprehended perfectly, and at once, all the terms used. *Fourth*, no pupil overlooked another to see what line must be made next. *Fifth*, last but not least, all looked happy and kept busy as bees, and all seemed to enjoy the exercise intensely.

As we looked over their papers when completed, we were struck with the *uniformity* of the work, and wishing to secure a few copies as specimens, felt obliged to request the teacher to select for us. All were so equally good, we felt that in justice to the little ones, we ought to take their papers one and all, as samples.

During the past month it has been our privilege to see several other lessons in Freehand Drawing and Elementary Design, Model Drawing, Geometrical Drawing, and Special Studies; to attend examinations of

teachers and pupils, and to examine the work accomplished in all the departments of Industrial Drawing as taught in the Normal Art School, the Institute of Technology, the High, Grammar, and Primary Schools of the city of Boston.

In some future articles, we purpose giving other specimen lessons of what we have seen and heard, with accompanying figures and illustrations.

Education for the Indian Civil Service.

The question of competitive examinations of applicants for positions in the Civil Service, is the *enfant terrible* of a department of the political system of Great Britain, as well as of the United States. This is especially the case in relation to the Indian Civil Service. The *Athenæum* publishes a rumor of an intended reform in the Indian Civil Service Examination. Report says that older men are to be admitted to the competitions, and that in the case of Hindoos, examinations may be entirely done away with. It is hinted, indeed, that there is an intention of reforming the competitive examination system out of existence altogether, but that heroic measure would be difficult to carry, and unadvisable to attempt. Since these trials came into active existence in the Universities, some sixteen years ago, they have had a chequered career of general popularity, of natural reaction, and of qualified approval. Danger was felt or feared that England, under this plan of appointment to offices, would become as stationary, as unprogressive, as China. As the *Daily News* puts it, it happened that in China, as in the English Universities, a man had no sooner passed all his examinations than he was set to examine others. It is a well-known law in human nature that an examiner asks questions only on what he knows more or less from previous study, and that he has no time to get up fresh information. This law operated in China, and, as a corollary, knowledge stood still, or rather declined. When once the most splendid button and the highest salary were won, the mandarin began examining smaller mandarins, and so on *ad infinitum*, as in a frequently-quoted passage of poetry about the existence of successive grades of parasitic insects. The high-water mark of knowledge was the science existing in the brain of the first chief examiner who ever held office. In summing up on this important subject, the *News* argues that most people will be disposed to welcome a reform which should abolish examinations in the case of natives, and says: "Hindoos of more advanced age, experience, confirmed character, and reputation should surely be more welcome to their fellow-countrymen, in positions of trust, than lads about whom nothing is known except that they have a knack of reading and writing English, and of displaying their information. The objections to patronage apply less in the case of natives than of Englishmen. On the whole, there is room for wholesome reforms, though it would be difficult to prove that the existing system of appointments has worked badly in the main."

SUNNY FACES.—How sweet in infancy, how lovely in youth, how saintly in age! There are a few noble natures whose very presence carries sunshine with them wherever they go; a sunshine which means pity for the poor, sympathy for the suffering, help for the unfortunate, and benignity towards all. How such a face enlivens every other face it meets, and carries into every company, vivacity and joy and gladness. But the scowl and frown, begotten in a selfish heart, and manifesting itself in daily, almost hourly fretfulness, complaining, fault-finding, angry criticisms, spiteful comments on the motives and actions of others, how they thin the cheek, shrivel the face, sour and sadden the countenance!—*Dr. Hall.*

— We learn by teaching.

LANGUAGE.

Points in Etymology.—Person.

The diversity of views in regard to grammatical Person, to be found in our text-books, is worthy of consideration. I therefore quote from a few of our more commonly employed grammars.

"Person is that *accident* that distinguishes the speaker, the *object* spoken to, and the object spoken of."—*Weld.*

"Person denotes the *character* which the noun has, according as the object is represented as speaking, spoken to, or spoken of."—*Butler.*

"Person is the *medium* of distinction between the speaker, the object addressed or spoken to, and the object spoken of."—*Pierce.*

"Person is that *property* of a noun or a pronoun which shows its relation to the speaker."—*Greene.*

"Personal pronouns are those which distinguish the person by their *form*."—*Bullions.*

"Person in Grammar denotes the speaker, the person or thing addressed, or the person or thing which is the subject of discourse."—*Hallock.*

"Person, in grammar, is the distinction of nouns as to the person speaking, spoken to, or spoken of."—*Pinneo.*

"A personal pronoun is one of those pronouns which *distinguish* the *grammatical persons*."—*Kerl.*

"A *personal* pronoun is a pronoun that expresses *person* and number of itself."—*Wells.*

"Personal pronouns admit of number, *person*, gender, and case."—*Murray.*

"Person is the *distinction* of nouns or pronouns in their relation to the speaker."—*Hart.*

Person, then, in grammar, is an *accident;* a *character* which a noun has; a *medium* of distinction; a *form* that distinguishes person; that which *denotes* the speaker; a *distinction* of nouns.

It would seem from the above that our grammarians have looked at the matter of *Person* from every conceivable point of view, except the true one. Person, so far as pronouns are concerned, is not an *accident*, not a *character*, not a *medium*, not a *property*, not a *distinction*, —no, not a *form* even of these words.

Person, as applied to pronouns, is merely a *name* for a certain class, as distinguished from other classes. Thus we have Personal pronouns, *I, thou, you, he, she, it;* Relative pronouns, *who, which, what, whose;* Demonstrative pronouns, *this that, these, those.* These names are given for reasons sufficiently obvious; but it must be understood that *Person*, so far as the class of words in question is concerned, is simply a name of a division. This, then, is all the pupil has to do with the matter of Person, so far as pronouns are concerned—a short story indeed.

Person, however, in the case of certain dialectic forms of the verb, is quite a different thing. It is here a true grammatical *form.* In sacred literature, in the language of worship, in poetry to some extent, and with certain religious sects, the verb takes on *person-forms.* Thus, we have love*s*, love*st*, love*th*, according as the verb is construed with the pronoun *I, thou*, or some one of the other pronouns.

It should be understood, however, that these forms, in popular English speech, both spoken and written, are now entirely obsolete. They do not belong at all to the current English language of to-day. Why, then, are they represented as such in our grammars? Why are the children taught to say in their grammar what they almost never say in speech? Why teach I love, *thou* love*st*, he love*th*, simply because these forms occur in their Bibles, in religious worship, and occasionally in poetry?

Or, what is still worse, why mutilate the verb, and teach the pupil to say, "I love," "*Thou* love*st*," "he lov*es*," which is neither modern nor sacred style, neither Greek nor Barbarian, but a miserable hybrid amalgamation? And yet these forms are given in nine-tenths of our grammars. The fact is, these forms in popular English are dead,—dead as the old English infinitive in *en.* There is scarcely more reason why they should be introduced in our grammars and taught *as current English*, than nautical terms, or law terms. We have two modes in Music: the major and the minor. The former is common, and in almost universal use, the latter employed only on occasion. Now it would be just as proper for a writer of Music to introduce in a given piece, along with the regular major mode, now and then a *minor* measure, as it is to introduce into the regular current forms of the English verb of to-day these quasi-obsolete person forms. Teach, we say, our pupils the *minor* key in Music, though they may never be called upon to use it a half-dozen times during life; but teach it separately from the major key. Do not give them a nondescript amalgamation. So we say teach them these old Person forms in English, this *minor* mode of our language, but do it *separately* and do it *completely*, not in mutilations. I am surprised that intelligent instructors are willing to give their pupils daily such hybrid combinations, and call them the conjugation of the English verb of the nineteenth century!

These old Person forms are exceedingly valuable. They give to sacred literature and to our religious forms of worship a dignity and a beauty which would be quite impossible without them. But this, the peculiar and pre-eminent value of their forms, is largely lost by commingling them, as our grammars do, with the current forms of speech. Thus in every view of the case, this *mulish* combination is bad, is intolerable.

Gender-Forms.

Permit me to ask the following questions:—(1) Is it proper to apply the form "author" to a woman who writes? (2) Is it proper to apply the form "editor" to a woman who edits? (3) Is it correct to apply the term "chairman" to a woman who presides over a committee? Suppose a woman should be elected to the highest executive office of a State (4), would it be correct to call her the "governor"? By answering the above questions, either through the JOURNAL or by private letter, you will confer a great favor.

E. S. P.

(1) The words *author* and *editor* properly mean simply *persons* who write, whether male or female, and consequently may be used with perfect propriety to denote either sex.

The word *chairman* has no feminine gender-form, and may be used to denote a presiding officer of either sex.

The word *governor* has a well authenticated feminine form, and should therefore be used, as we use *empress, duchess, baroness*, etc. There is danger, however, of carrying their feminine gender-forms too far. The number of them properly belonging to the language is very small. They are correctly used, for the most part, in the following cases:

1. As *titles*, because discrimination here is necessary *Abbess, countess, marchioness.*

2. When the primaries are suggestive of *men* only. *Huntress, priestess, prophetess.*

3. When sanctioned by long and good usage. *Actress, benefactress.*

In all other cases they must be rejected. Such forms as *conductress, directress, inspectress, waitress*, are to be discountenanced.

Mode-Forms.

Do you consider *shall* and *should work*, *will* and *would work*, potential forms exclusively? How many of the six common tense divisions belong, in your opinion, to the Indicative Mode?

I. D.

I do not consider the forms *shall* and *will* as exclusively potential. The are often mere tense-forms, of course. I do not think of a case where *would* and *should* are not potential in force.

All the six common tense divisions belong to the Indicative mode. The *future* tense-forms do not indeed indicate a fact, but what is considered certain *to become a fact*; and hence are classed as Indicative forms.

— Language is but the instrument conveying to us things useful to be known.

— We should not consider even those sciences which have no actual, practical application in themselves, as without value, if they sharpen and train the intellect.—*Lord Bacon.*

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Boston, Mass., June 26, 1875.

MEMBERSHIP to the American Institute of Instruction may be secured by teachers of all grades, at or before the annual meeting at Providence, July 7th, 8th, and 9th, by addressing a letter and enclosing one dollar, the annual fee, to J. W. WEBSTER, Esq., Sec'y Am. Inst. of Instruction, Boston, Mass.

EDUCATIONAL INTERESTS certainly center in Little Rhody this summer. Brown University has but just finished its unusually interesting Commencement, when we are promised a great meeting of the AMERICAN INSTITUTE OF INSTRUCTION, and soon to follow it will be the seventh annual session of the AMERICAN PHILOLOGICAL ASSOCIATION, which will be held, according to appointment, in the Rogers High School building, Newport, R. I., commencing Tuesday, July 13th, at 3 p. m., and closing Friday, July 16th, 1875. The annual address by the president of the association, J. Hammond Trumbull, LL.D., of Hartford, will be delivered on Tuesday evening, July 13th. Members of the association, and others wishing to become members, who intend to be present, are requested to send notice of their intention (with mention of the fact if they are to be accompanied by ladies), at as early a day as possible to F. W. Tilton, Newport, R. I.

COLLEGE COMMENCEMENTS, Academy, and High School graduations, and public school exhibitions are the order of these June and July days, the first fruits of our annual educational seed-sowing. Even Centennial week had other glories than those which gathered about Boston and Bunker Hill, for West Point in New York, Brown University in Rhode Island, Rutgers in New Jersey, and Roanoke in the Old Dominion, celebrated their annual festivities with peculiar interest, and rejoicings. Each of these colleges has its own special occasions for congratulation over the past and hope for the future. These have been followed by a goodly company of similar fete-days during the present week, at Wesleyan in Connecticut, Union and Syracuse in New York, Old Rutgers in New Jersey, Antioch and Kenyon in Ohio, Washington and Lee in Virginia, Dartmouth in New Hampshire, Knox in Illinois, Iowa State University, and a host of others in the several States North and South. In all their prosperity we rejoice, and from primary school to the University, we may welcome all the elements of true progress and all signs of wise improvement for the future.

THE action of the Boston School Committee in recommending an inexpensive and simple style of dress at the graduation of a class of young ladies at the High School, and our comments thereon, have brought us many letters of approval. The following from an eminent educator in New York, expresses the sentiments of thousands of teachers and parents, in respect to an evil which has its root in the home education of children, and finds a ready development and stimulus in the fashionable tendencies of too many of our lower, as well as higher schools:

POTSDAM, N. Y., JUNE 7, 1875.

Your editorial note in the JOURNAL of June 5, concerning "simplicity of dress on graduation day," and the Boston committee's circular on that subject, are steps in the right direction. Needless display at graduation entails many a serious burden upon high-spirited young ladies. Classes often vote for uniformity; and too often the uniformity is secured by bringing all the members up to the standard of the most wealthy and vain-glorious. That this tendency to extravagance, which is, at the least, educating the young ladies in the wrong direction, has received such a check in such influential quarters, is an indication full of promise to the schools and graduates of the future.

The present graduating class of this institution, numbering over twenty, some months ago voted to prepare dresses for graduating day, in accordance with simplicity and economy. Other schools need reform. Let the good work go on!

It is gratifying to learn that many graduating classes have adopted the same plan of simplicity and economy of dress, and it certainly speaks well for pupils, teachers, and parents.

THE events of the last week in and about Boston, and the magnificent military and civic pageant of the 17th, wherein more than half a million of people were the spectators and actors, and towards which many millions of eyes were directed,—have a significance far beyond the place and the time of the transaction. It was Massachusetts which sent out the proclamation of "Welcome" to Bunker Hill, the Nation's birth-place; but it was a welcome which all the people had good cause to expect, and which was gladly responded to as a personal right rather than favor by the representatives of all quarters of the Union. That Bunker Hill is in Boston was a great good fortune, for it enabled her, as the metropolis of New England and the representative of her intelligence, her patriotism, her liberality, and her magnanimity to express to all her visitors, the qualities of which her guests as well as her citizens may well be proud. It was quite appropriate that the place of rejoicing was at the heart of patriotic New England, although the occasion of the festivities, of bonfires, and of illuminations belongs to the country and to the world. To Bunker Hill as to a shrine came not only the multitudes, but the leaders of multitudes to pledge a renewed devotion to the cause for which the patriots fought on that historic day, and where some of the best blood was shed; and while an over-ruling Providence shaped the events of 1775, there appears the same guiding Hand in the purposes and results of its centennial observances. In 1775 it was the long-dreaded contest for separation from the fatherland. In 1875 it was the long-desired union of friends and brothers who had been alienated by the strange vicissitudes of a bloody civil war. In the former case we conquered our oppressors, in the latter we conquered ourselves. True it is that Peace hath her victories not less renowned than War.

The one grand result for which these centennial days will be commemorated is the spirit of brotherhood which pervaded all hearts. When the men who were enemies in the fearful conflicts of ten years ago are brought face to face in Boston, how will eye meet eye, and will hand grasp hand, were questions which each *thought before the meeting.* Will South Carolina and Massachusetts forget their late hostile feuds in the patriotic memories of Bunker Hill? Will the men of Virginia and Maryland join hands with those of the States which grappled with them in the deadly strife? The answer was magnetic when the Fifth Maryland regiment, and the Washington Light Infantry of Charleston marched up State street. This was the first chord in the harmonies of the eventful week. Again the answer is repeated in the great scene of welcome at Music Hall in Boston, when Col. Andrews of So. Carolina, and Gen. Fitz. Lee, of Virginia, are received amidst the wildest acclamations of the audience, as they respond to the warm and generous words of Gov. Gaston and Mayor Cobb, while around them were the great actors of the rebellion,—Vice-President Wilson, Sherman, Burnside, Kilpatrick, Hawley, and a host of others, who joined in the welcome with a strange delight. Tenderest chords vibrated when, on the succeeding day, the Fifth Maryland regiment, the representatives of the city where Massachusetts blood was first shed in 1861, decorated the soldiers' monument at Charlestown, which commemorates the devotion of her heroic slain. But it was reserved for the 17th for the great multitude to add their voices to the first notes of joyous, enthusiastic welcome, and as the hosts moved in long procession, shout answered to shout, welcome to welcome, and hearts beat high with exultant joy as the men of the North and of the South, of the East and of the West, were bound in one by this cordon of human hearts. What the sword can never do, what legislation and debate have not done, the warm skies and the warmer welcome of the North in this significant juncture at Boston have most truly and effectually accomplished in bringing the two sections, estranged by bitter animosities and deadly passions, into fellowship; and may we not trust, as the centennial utterances most clearly indicate, into conditions of a wiser, a truer, and a nobler brotherhood? If this be true, Bunker Hill shall hereafter stand not only as the monument of the great achievements of the fathers, but shall also typify to all coming men the dawn of an era when the clasped hand shall be the symbol of our unity, and the inscription on our banners shall be, as they float over a united people, "PEACE ON EARTH, GOOD WILL TO MEN."

TEACHERS' SCHOOL OF SCIENCE.—This school, for the benefit of practical teachers, has held its regular sessions on Saturday afternoons, throughout the past year, at the Museum of Natural History, and has been unusually successful.

At the close of a very interesting and profitable course of lectures on Mineralogy, the class at its last meeting on Saturday, the 5th inst., passed the following resolutions, offered by Mr. George T. Littlefield, unanimously:

Resolved, That the thanks of the class in Mineralogy be returned to Mr. John Cummings for his thoughtfulness and liberality in furnishing the means, by which this course of lectures have been extended to a large class of the teachers of Boston and vicinity.

Resolved, That we tender the hearty thanks of the class to Prof. L. S. Burbank, for the interesting presentation of the subject of Mineralogy, during the past year.

JOSEPH WARREN.

[The following tribute to one of the first martyrs of the Revolutionary struggle is published in the current number of the Boston *Medical and Surgical Journal.* It is from the pen of Dr. O. W. Holmes.]

Trained in the holy art whose lifted shield
Wards off the darts a never-slumbering foe,
By hearth and wayside lurking, waits to throw,
Oppression taught his helpful arm to wield
The slayer's weapon; on the murderous field
The fiery bolt he challenged laid him low,
Seeking its noblest victim. Even so
The charter of a nation must be sealed!
The healer's brow the healer's honor crowned,
From lowliest duty, called to loftiest deed;
Living, the oak-leaf wreath his temples bound,
Dying, the conqueror's laurel was his meed,
Last on the broken rampart's turf to bleed
Where Freedom's victory in defeat was found.

Volume One.

The present issue completes the first volume of the NEW-ENGLAND JOURNAL OF EDUCATION, and with it we tender to our patrons our thanks for their cordial support thus far rendered to this enterprise. It has never been a question with us with a doubtful answer, as to the success of a weekly educational paper, which should meet the wants of the great body of teachers of our country; and the response to our faith proves that in whatever respect we may have failed, the educators have not come short of their duty. As it is, we have embarked our personal interests, and our best labor in this work, to make educational journalism independent, intelligent, and reliable; and the testimony of the press is truly complimentary, and we sometimes feel too flattering, as to the course we have taken and the work we are doing. Our readers are aware of the great amount of material which is presented for their reading every week, but may be they have never estimated its quantity in comparison with that furnished by the monthly issues of the journals which are now represented by THE NEW-ENGLAND. The twenty-six numbers which constitute Volume I. of our paper, contain more reading matter than was printed in the *Massachusetts Teacher*, *the Rhode Island Schoolmaster*, and the *Connecticut School Journal* combined, in one year. Our subscribers have received for *one dollar and fifty* cents,—a half year's subscription,—more reading matte rthan was furnished in the same time for *four dollars* by the journals named. The union of these papers, then, has been a financial gain to the teacher, and the NEW-ENGLAND JOURNAL OF EDUCATION is in fact furnished at one-third the cost of the monthlies which constitute it. This is a most important consideration to those, who from necessity or choice, act upon a truly economic principle. And what has been the *quality* of the JOURNAL? Please to note the more than *two hundred* leading articles in Volume I. When bound in pamphlet form, it will constitute a body of educational material unsurpassed by any other educational publication published in any country.

The talent which has been manifested in the several departments of SCIENCE, LANGUAGE, MATHEMATICS, and PRIMARY WORK, has been fully appreciated by our readers, and the interest of teachers in them is truly remarkable for a new undertaking. The department of DIALOGUES AND SCHOOL ENTERTAINMENTS has found a practical use in the schools all over our country, and the talented authoress at the head of this work may be satisfied with the success which her past reputation and present labors have given to her well-filled pages. Our home and foreign correspondence has been fresh and newsy, and in the State columns has been published more of educational information than was furnished by all the educational monthlies of New England combined for a whole year.

With the next number we enter upon Volume II. of our history. We hope to make it better than the first. Our friends can help us. First, by their contributions to our pages, and second, by speaking the good word which will lead others to become subscribers and readers of our columns. Our large circulation can be doubled if every one will speak to his neighbor or friend of THE NEW-ENGLAND, and fairly present its claims. Teachers, this is your journal, and we wish each to feel a personal interest, not only in reading its columns, but in the spread of the intelligence which they contain.

WE are glad to learn that the Statistical Atlas of the United States, which Gen. Francis A. Walker, of Yale College, the Superintendent of the Ninth Census, has been preparing for the past five years for the Government, is to be placed within the reach of the people. It is too valuable a work to be confined to the use of the few. Colleges, schools, and teachers in general will not now be debarred, as we feared they would, from possessing this most valuable government document.

Centennial Utterances, June 17, 1875.

"Not only America, but England and the world, have reason to hold in grateful remembrance the day. It was a gain on all sides; for the great unquestionable principles of popular representation, self-government by popular municipal institutions, the independence of judges, and the complete responsibility in the exercise of power were equally at stake on both sides of the Atlantic."—*London Times.*

PROPHECY.

"We are not enemies, but friends. We must not be enemies—though passion may have strained, it must not break our bonds of affection. *The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature!*"—*Abraham Lincoln, March*, 1861.

FULFILLMENT.

"But now not only is the war closed, but the animosities which have accompanied and followed it are fading out. They are dying: nay, they are as good as dead, and awaiting their burial! To-morrow we will dig their grave; at the greater Centennial in Philadelphia, next year, we will heap up a mound over them high as the Alleghanies; and before the day of Yorktown comes round we shall have forgotten that they ever existed."—*Mayor Cobb of Boston, at Music Hall.*

"To her guests—North, South, East, and West—Massachusetts bids a hearty welcome. As our fathers greeted your fathers of old, so do we greet you now. Let us all, mindful of the glory of our fathers, see that there shall be no more sectional controversy; no warfare for the future, except such as the nation's safety demands, and in which all can join; sympathizing in one another's disasters and exulting together in our victory."—*Governor Gaston of Massachusetts, at Music Hall.*

"South Carolina receives with deep emotion the greeting of Massachusetts [great applause], an emotion which in tenderness, in intensity, in amplitude, can only be measured by that which twin sisters feel when, after fiery tribulation and the estranging vicissitudes of a long separation, the past is put away forever, and utterly lost sight of in the brightening augury of a future henceforth unclouded and undivided. How opportune is the occasion!"—*General Andrews of South Carolina, at Music Hall.*

"It is my hope and prayer that these centennial days may be so observed as to blot out all feelings of envy or malice, which were engendered by the late war. I am free to say here to-night, that I am ready to do anything on the face of this earth to accomplish this. I will do anything but acknowledge we were wrong in what we did to suppress the Rebellion."—*General Burnside Rhode of Island, at Music Hall.*

"Now, when I see this magnificent demonstration, when my eyes look on yours, beaming with friendliness and hearty goodwill toward me and mine, I feel that hereafter, if foreign or domestic foes threaten our common country, Massachusetts and Virginia, California and Florida, would shout with one voice, 'If they desire to fight, let them have enough.'"—*General Fitz-Hugh Lee of Virginia, at Music Hall.*

"I believe that I can give a hearty welcome to any one who fought in the South against us, provided he promises never to do so again."—*Gen. W. T. Sherman.*

"Let us frown down sectionalism and all marplots who would keep alive the fires of discord. I hold it to be the duty of all good men, North and South, East and West, to labor for the glory and prosperity of our common country. Let us gather, next year, to the Centennial as pilgrims to Mecca, and offer up our prayers on the altar of liberty for the perpetuation of the great principles that our fathers died to secure for us."—*Gen. P. M. B. Young of Virginia.*

"To assist in that work we must be able to recover from our own calamities and heal our dissension, from whatever cause or hand they come. Reconciliation and peace are indispensable to the completion of our destiny. Without this, the advantages of liberty, the sacrifices of war, the marvels of invention, the triumphs of industry, the treasures of earth and sea, are unavailing. Peace is not the offspring of force. It must exist in the hearts of the people, in the protection of the rights of others and the undisturbed enjoyment of our own. This we desire, and for it we labor to the end."—*Gen. N. P. Banks, on presenting a flag to the Fifth Maryland Regt. at Boston.*

"This standard will be received with enthusiasm by our people as the tangible evidence of your brotherly love, and henceforth under its protecting folds, as in the days of the Revolution, Massachusetts and Maryland will be found shoulder to shoulder."—*Colonel Jenkins, of Fifth Maryland Regt., Baltimore.*

"Let us renew our allegiance to that central sovereignty which is our hope and the hope of the world. Soldiers and citizens of South Carolina, of New York and Massachusetts, of North and South, of East and West, let us here clasp hands and repeat together the words that shall echo on when we and our children shall cease to be, '*Liberty and union, now and forever, one and inseparable.*'"—*Josiah Quincy.*

"To-day it is the highest duty of all, no matter on what side they were, but above all those who have struggled for the preservation of the Union, to strive that it becomes one of generous confidence in which all States shall, as of old, stand shoulder to shoulder, if need be, against the world in arms. Towards those with whom we lately warred, and who recognize that the results are to be kept inviolate, there should be no resentment or bitterness.—*General Deven's Oration at Bunker Hill.*

"If I understand the feeling of this country, it is that whether an issue is tried in the ordinary terms and courts of law in peaceful times or by the necessity of the case by arms upon the battlefield—whenever it has been once fairly tried, both sides abide by that issue after it is settled, and support the Government."—*Chief Justice Grey of Massachusetts.*

"The friendly relations which existed between South Carolina and Massachusetts in days of yore are returning again. Their differences, like the quarrels of dear friends, only endear them to each other. We cannot forget that when our State was plunged deepest in the mire of corruption and degradation, that Massachusetts, by one of her sons, gave us the helping hand, and is now lifting our Government from a state of oblocracy to something of republicanism. This is a golden link, I trust, which is to bind us together in the future."—*James Gray Porter, of the Washington Light Infantry of South Carolina, on the presentation of a palmetto cane to Gov. Gaston.*

"Let us shake hands here to-night, on this happy centennial of the battle of Bunker Hill; let us unite North and South, and resolve beneath the same old flag, henceforth and forever, before us or around us, it shall be the pride of our triumph, and the shroud of our burial."—*General Kilpatrick at Music Hall.*

"The spirit of the occasion was thoroughly national, and as we read of the enthusiasm with which the soldiers of the South were cheered as they moved along in the procession, it seems like the realization of the prophesy with which President Lincoln concluded his first inaugural address."

"The spectacle of General Fitz-Hugh Lee and General Kilpatrick sitting on the same platform and sharing equally in the applause was worth more than all the 'reconciliation resolves' that are likely to be passed by political conventions within the next year. We have had practical 'fraternization' on Bunker Hill."—*Baltimore American.*

"There was a significance in this celebration which Adams never dreamed of. Beneath the shadows of the grand memorial column, and amid the startling evidences of a century's advance, were southerners and northerners who for a time had been hostile to each other, but now anxious to bury all evidences of hostility and to stand together, shoulder to shoulder, as of old. All the omens were auspicious. The earth was arrayed in its brightest colors; the sea sent up its sparkling wavelets of approval, and the glorious Sovereign of day smiled down benignantly. And now that it is over, every newspaper in the land is filled with accounts of the glorious celebration, or with happy auguries for the forty millions—heirs to the heroes who fell at Boston one hundred years ago. These lessons mean, if they mean anything, an immediate abandonment of the old leaven of hostility and the substitution therefor of peace, good will, and reconciliation. Let them be carefully and patriotically pondered. Not without reasons have we had our quarrels—quarrels pregnant with ultimate good—and not without still stronger reasons are the great claims of fraternity now urged, and prayers for the perpetuity of the Union offered in all sections of the land.—*Richmond (Va.) Enq.*

"Between Massachusetts and South Carolina, those political antipodes of the past, there has always been a mysterious kind of sympathy, which can only be accounted for on the theory that extremes meet. We do not envy the man, be he at the North or at the South, who can be insensible or indifferent to this great and universal patriotic awakening; much less do we envy him, if their be such a man, who is so perverse and so un-American as to mock at it. The men who fought for the Union on the one side, and those who fought for the Confederate cause on the other side, are after all, the truest and safest reconstructors. Fitz. Lee in Boston, bearing Virginia's offering of national patriotism and Southern good will to the North, to be laid on the altar of the Union at Bunker Hill, and received with shouts of joy as it has been, is truly typical of a genuine reconciliation of the best and bravest of both sections."—*Richmond Whig.*

"This scene, so fraught with the noblest emotions,—so full of that grandest earthly adoration, love of country,—was a glorious one for pouring out the national heart. It combined two noble sentiments of the day, and the hearts of the people bounded with spirits and motives that might be called divine, since they were all reciprocal, kind and purely devotional. May the impressions of the day be endearing and contribute to the lasting peace, harmony and endurance of the Union.—*Richmond Despatch.*

THE PATRIOTIC OUTPOURING.—No man who loves his country can read unmoved the reports that come to us from Boston. Certainly no Baltimorean can read them without feeling his heart swell, and realizing that the last prejudice, no matter how bitter it has been, is being expelled, and the groove it made obliterated forever. Massachusetts has taken Maryland to her bosom with an impulse as grand as it is generous, and Maryland's heart thrills and throbs a joyful response. Great communities are embracing in spirit, and the affections of the people are being welded into an endless family tie.

The longing, the yearnings of two great sections are finding expression at Bunker Hill, and are reconsecrating all who come, and all who are represented, as Americans and brothers. The quickened pulses and the filling eyes around the spot where Warren fell leap along the telegraph to hearts and eyes turned as proudly and as hopefully to the North. Every kindness there touches a chord of gratitude here. Every stirring strain that fires the blood upon Massachusetts soil thrills a Southerner, and draws him nearer, as a brother restored. Every emotion there is reflected here today.—*Baltimore Evening News.*

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

The Little Rebels.*

CHARACTERS: GEN. HOWE, AID, SENTINEL, GEORGE, JAMES, BOYS.

SCENE I.—*Boston Common. A crowd of Boys assembled near the Pond.*

George.—Here it is again, boys! The ice is all broken in by the red-coats. We shall have no fun today.

James.—I wish we were not boys. If I were big enough to carry a sword and a musket, I would drive them out of the land, faster than neighbor Tuft's dog ever went out of father's store.

G.—And what if we are boys? I, for one, have no mind to bear this treatment any longer.

All.—Right, George, right!

J.—But what can we do, boys?

G.—I will tell you: Form a line of march, and with drum and fife, and colors, wait upon General Howe, and tell him we will not be insulted by British soldiers, nor any other soldiers.

All.—Hurra! hurra! hurra! (*All go out. A short pause, and then singing without.*)—Hurra! hurra! hurra!

SCENE II.—*General Howe's Headquarters. Sentinel pacing before the door, with musket over his shoulder. Noise of fife and drum in the distance.*

Sentinel.—What in the name of King George can that be? Are they up in arms again in this rascally town? A troop of a hundred boys, as I live! An Indian painted on their flag, and no sign of the English Cross! Oh! this land is full of rebellion! It is full of it and running over! (*The boys halt, and* GEORGE *approaches the* SENTINEL *with the standard in his hand.*)

G.—Is General Howe at home?

Sent.—Who are you?

G.—We are Boston boys, sir.

Sent.—And what do you want here?

G.—We come for our rights; and we wish to speak to the British General.

Sent.—The British General has better business than listening to a parcel of ragamuffin little rebels. I shall do none of your messages.

G.—As you please, sir; but here we wait until we see General Howe. We must see him,—we will see him,—and he must and shall do us justice.

All.—Hurra! hurra! hurra!

Sent.—That, you young rascals, would be to hang you and your cowardly countrymen. I suppose you are making all this fuss about the little dirty pond on the Common, that doesn't, at the best, hold water enough to fill a sizable Dutch milkpan.

All.—*Cowards!* cowards did you call us? Say that again, if you dare! (GEN. HOWE *and one of his aids step out.*)

General.—What is the matter here? Why this disturbance?

George.—We come to complain of the insults and outrages of your soldiers. They break our kite-strings, ruin our skating-pond, and steal our drums from us. We have spoken more than once, to no purpose; and now we have come to say that we cannot, and that we will not endure it any longer.

Gen. Howe. (*Aside to his Aid.*)—Good Heavens! Liberty is in the very air, and the boys breathe it! (*To the boys.*) Go, my brave lads; you have the word of General Howe that your sports shall never be disturbed again, without punishment to the offender. Does that satisfy you?

G.—Yes, General Howe; and in the name of my conntry I present you thanks.

Gen. H.—No thanks; you are brave boys; you are English boys; I see plainly you are English boys.

All.—No, *sir!* Yankees! Yankees, Yankee boys, sir. Hurra! hurra! (*The drum and fife strike up, and the boys march off with flying colors.*)

* This dialogue is from "Zachos' Primary Speaker," published by George E. Stevens & Co., Cincinnati. Price 60 cents.

Bird Songs.—For June.

BY M. B. C. SLADE.

When the rosy light of day
O'er the hillside flushes,
Then begins the roundelay
Of the happy Thrushes.
Soon as misty shades of night
From the valleys clear up,
Robin sings with all his might,
Cheer up! cheer up! cheer up!

Chris-chris-cradle's silver song
Rings among the sedges;
Chipping sparrows cheep, along
All the dewy hedges.
Phebe, by the tinkling rills,
Sings with Wrens and Swallows;
Merry Bob-o'-Lincoln trills,
O'er the grassing hollows.

Mellow lays, so clear and rare,
Sweet Chewink is ringing;
From his castle in the air
Oriole is singing.
Down the hill the Cuckoo calls,
And the Ring-Dove's cooing
Soft as summer zephyr falls,
In its notes of wooing.

From the wood the Quail is heard
Prating of the weather;
While the gleeful Mocking-bird
Sings all songs together.
Lovely songsters of the air,
Sound your notes of gladness;
Drive away our thoughts of care,
Sing away our sadness.

Bolter Brook.

[Concert-recitation, or exercise-song.]

BY W. O. CUSHING.

(*Fold arms.*)—This Bolter Brook is a beautiful brook
While the April rains do pour;
But when the rain stops, his courage all drops,
And Bolter is no more!

(*Rowing motion.*)—Oh, the long pull, and the strong pull,
No matter what's the weather,
Is the glorious way to win the day,
And we'll all row on together!

(*Fold arms.*)—You launch your boat on the perilous tide,
With a will the oars to try;
The foam and spray all vanish away,
And leave you, high and dry!

(*Rowing motion.*)—Oh, the long pull, etc.

(*Fold arms.*)—There is a boy, that I happen to know,
Very much like Bolter Brook;
As ready a lad as need to be had,
But will not mind his book.

(*Rowing motion.*)—Oh, the long pull, etc.

(*Fold arms.*)—He comes to school at the nine o'clock bell,
And he really means to try;
But when the bell stops, his courage all drops,
And leaves him high and dry!

(*Rowing motion.*)—Oh, the long pull, etc.

Vacation Song: Don't You Surely Know?

BY M. B. C. SLADE.

Now again sound the strain, raise a merry song;
For, dancing o'er the sunny plain, Vacation comes along!
Toil is sweet, and study dear, but don't you surely know
That if they lasted all the year, we never could think so?
Come, Scholars! come, teachers! join the merry glee,
Vacation-time is coming now, the week of jubilee!

Oh, 'tis best thus to rest, working now no more;
And we shall come with newer zest, when holidays are o'er.
Bright are learning's pleasant ways, but don't you surely know
That if we trod them all our days we never could think so?
Come, scholars, etc.

Shady nooks, hills and brooks call with merry shout,
They bid us lay aside our books and gaily hasten out,
Dear is this familiar spot, but don't you surely know
That if Vacation cheered us not we never could think so?
Come, scholars, etc.

When 'tis o'er, here, once more, glad we'll hasten back;
We'll study harder than before, for zeal we will not lack;
Glad to greet our school we'll be, but don't you surely know
But for vacation's hours of glee, we never could think so?
Come, scholars, etc.

* From W. O. Perkins' "Golden Robin," published by O. Ditson, Boston.

Give the Little Boys a Chance.

[For several small boys in concert.]

BY GEORGE COOPER.

Here we are! don't leave us out,
Just because we're little boys!
Though we're not so bold and stout,
In the world we make a noise.
You're a year or two ahead,
But we step by step advance;
All the world's before you spread,—
Give the little boys a chance.

Never slight us in your play,
You were once as small as we;
We'll be big like you some day,
Then perhaps our power you'll see.
We will meet you, when we've grown,
With a brave and fearless glance;
Don't think all this world's your own,—
Give the little boys a chance!

Little hands will soon be strong
For the work that they must do;
Little lips will sing their song
When these early days are through.
So, you big boys, though we're small,
On our toes you needn't dance;
There is room enough for all—
Give the little boys a chance!

—*Christian Union.*

Persuasion.

[An address to Parents and Teachers.]

BY M. B. C. SLADE.

To market went Richard and Harry, one day;
The morning was pleasant, and smooth was the way;
Their donkeys, though laden, were cheery and gay,
"We shall get there in season," I heard the boys say.
But donkeys are obstinate creatures, you know;
If they choose to be brisk, they will speedily go;
But then, if they choose to be stubborn and slow,
Anybody will tell you they'll surely be so.

"Come, Harry," said Richard, "I'm ready, you see;
But wait till I cut me a stick from the tree;
My donkey shall feel it,—my donkey, with me,
The first at the market this morning shall be!"
So saying, he struck him a blow on the head,
And bade him go on, but the donkey, instead,
Fixed firmer his standing as if he had said,
"I shall stay here all day, of your blows I've no dread."

Young Harry then drew from his basket so neat,
And held forth, a sheaf of the tenderest wheat;
The donkey, in hopes he should reach it and eat,
Was soon out of sight, as they ran down the street.
And Harry was full of his glee and his fun;
He held out the wheat, till the journey was done,
He came to the market, the very first one,
Ere his hamper of cowslips had drooped in the sun.

And this is the lesson I musingly drew,—
Oh! parents and teachers, I tell it to you,
Though simple and plain, I am sure it is true,
And just as I tell you I hope you will do:
Oh! heed then the lesson you see in my verse,—
That scolding is evil, and driving is worse;
And gentle persuasion is better than force,
For children, as well as for donkeys—of course.

O Mea Maria.

[For Gardening Time.]

O mea Maria, tota contraria,
Quid tibi crescit in horto?
Testae et crotali sunt mihi flosculi,
Cum hyacinthino serto.

— It is but one step from companionship to slavery, when one associates with vice.—*Hosea Ballou.*

STATE DEPARTMENTS.

National Educational Association,

AT MINNEAPOLIS, MINN.,

Tuesday, Wednesday, and Thursday, August 3d, 4th, and 5th, 1875.

PROGRAMME.

General Session.

Lectures, papers, and discussions are expected from the following persons:—D. C. Gilman, President Johns Hopkins University. Baltimore, Md.; J. B. Angell, President University of Michigan; John Eaton, Jr., National Commissioner of Education, Washington, D. C.; Duane Doty, Superintendent Public Schools, Detroit, Mich.; A. P. Marble, Superintendent Public Schools, Worcester, Mass.; Leon Trousdale, State Superintendent Public Instruction, Nashville, Tenn.; W. F. Phelps, President State Normal School, Winona, Minn.; Dr. J. W. Hoyt, Madison, Wis.; Miss Grace C. Bibb, City Normal School, St. Louis, Mo.; William W. Folwell, President State University, Minneapolis, Minn.; Lewis Felmeri, Professor of Pedagogics at the University of Klausenberg, Austria; H. A. M. Henderson, Supt. Public Instruction, Frankfort, Ky.; J. B. Merwin, of St. Louis. The subjects of Agricultural and Polytechnic Instruction, Country Schools, Health in the School-Room, School Record Books, Course of Study in High Schools and Colleges, German Pedagogy, Education in the Southern States, Centennial Anniversary, Caste in Education, State School Laws, etc., will be discussed.

Department of Higher Education.

1. "Relation of the State to Higher Education." Prof. W. Leroy Brown, University of Georgia, Athens, Ga.

2. "The Military Sciences in Colleges and Universities." Lt. A. D. Schenck. U.S.A., Iowa University, Iowa City, Ia.

3. "The Relation and Duties of Educators to Crime." By J. B. Bittenger, D.D., Penn. Prison Reform Association, Sewickly, Pa.

4. President D. C. Gilman is expected to speak on the proposed plan of the Johns Hopkins University at Baltimore.

Officers of this Department.—President, George P. Hays, Pres. Washington and Jefferson College, Pa.; Vice-President, Pres. I. W. Andrews, of Marietta; Secretary, Prof. C. S. Venable, of the University of Virginia.

Department of Normal Schools.

1. "Progress and Reform through Normal Schools." Prof. G. P. Beard, State Normal School at Shippensburg, Pa.

2. "The Professional Training of Teachers." Miss Delia A. Lathrop, city Normal School at Cincinnati, O.

3. "Relation of Natural Sciences to the Profession of Teaching." Report to be presented by a special committee appointed at Detroit, 1874: James Johonnot, chairman, of the State Normal School at Warrensburg, Mo.

4. "A Course of Professional Instruction." Report by a special committee appointed at Detroit, 1874: Prof. C. F. R. Bellows, chairman, State Normal School, Ypsilanti, Mich.

Officers of this Department.—President, J. C. Greenough, State Normal School of R. I.; Vice-President, W. A. Jones, State Normal School of Indiana; Secretary, C. F. R. Bellows, Mich.

Department of Superintendence.

Officers of this Department.—President, J. Ormond Wilson, Supt. of Schools, Washington, D. C.; Vice-President, A. Abernethy, Ia.; Secretary, R. W. Stephenson, Supt. Schools, Columbus, O.

Department of Elementary Schools.

1. "Language Teaching: its Importance and its Methods." H. F. Harrington, Supt. Public Schools, New Bedford, Mass.

2. "What shall we do with the Boys?" J. L. Pickard, Supt. Public Schools, Chicago, Ill.

3. "The Relation and Duty of the Teacher towards the Reforms of the Day." Miss Frances E. Willard, late Dean of the Woman's College at Evanston.

Officers of this Department.—President, Prof. Alfred Kirk, Chicago, Ill.; Vice-President, Miss Hattie Keeler, Cleveland; Secretary, Miss Lucy J. Maltby of Missouri.

Maine.

AUGUSTA.—*The Grammar School-Room.*—A wonderful change has been wrought in the appearance of the grammar school-room in this city. Four or five years ago its wall were bare and uninviting. There were the desks and the seats, and to these the scholar was told to go, with no beauty around him upon which occasionally he could rest the eye. Now the room by its very attractiveness makes study a delight, and the hours spent in the school-room pleasurable as well as profitable. A fine-toned piano, pictures, flowers and plants, unlock the door to a new avenue of thought and feeling. These have been secured by the labors of the principal of the school, Mr. G. A. Robertson, and his classes, in their several festivals, and for which they are entitled to public thanks. Now let the parents and friends visit this place and see for themselves. They will find over the entrance doors of the school-room, black walnut shelves, supported by fancy brackets, on which rest respectively, large busts of George Washington and Abraham Lincoln, being complete imitations of marble. Over one, in a shaded arch, will be inscribed, "The Father of our Country;" over the other, "The Saviour of our Country." Over the clock above the door of the principal's room is a horseman, in bronze, with a fiery, untamed steed. On the wall back of the desk are illuminated mottoes, "Lost time can never be found again," and "God Bless our School." On opposite corner brackets stand "The Harvesters," in bronze. On the side walls of the room are large and elegant steel engravings, representing "The Departure of the Pilgrims," "The Landing of the Pilgrims," "Pharaoh's Horses," "Saved from the Wreck," "Washington Crossing the Delaware," "Full Practice." On the easterly end of the room hang chromos, artistically arranged. They are from Prang's establishment, and are, therefore, genuine works of art without any sham. The representations of the Yosemite Valley and the Roman Beauty are gems of art. They are enclosed in elegant gilt frames, and on each side of these pictures hang charming bouquet chromos. We repeat our invitation to parents and friends to visit this pleasant and attractive school-room.

BOWDOIN COLLEGE.—The seventy-third annual catalogue of Bowdoin College for the academical year of 1874–75 is issued. The Senior class numbers 43, of which 16 are pursuing the scientific course; the Junior class numbers 46, 19 being in the Scientific division; Sophomores 49, of which number 18 are in the Scientific division; Freshmen 29, of which nine are pursuing the Scientific studies alone; past-graduate students 6, medical students 73—total 274. Commencement occurs Thursday, July 8th.

LEWISTON.—The public exercises of the graduating class of Lewiston High School was held in City Hall, on Friday, the 25th inst. Among the new features were a Greek oration and a French recitation. In the evening the class gave a reception in City Hall. Music by Johnson's orchestra, fifteen pieces. The present is the largest class that was ever graduated from the school.

BANGOR.—The closing examination of the year at Bangor Theological Seminary took place June 2. In the afternoon Rev. Dr. Cyrus Hamlin, of Constantinople, Turkey, delivered an address before the alumni. A meeting of the alumni subsequently reëlected the old board of officers. One death during the year was reported. Rev. Horace Toothaker died at Albany, N. Y., aged 43. At a meeting of the trustees John S. Sewell, of Brunswick, was elected professor of Sacred Rhetoric and Oratory. The old board of officers was reëlected. The graduating class numbered 17.

PORTLAND.—The public examinations of the public schools of this city were held June 19–25. The examination of candidates for the High School takes place to-day, June 26. The examination of applicants for the position of teacher in the city schools, will take place July 6th, at 9 o'clock A. M., at the High School-house.

— The Bridgeton *News* says that the trustees of the academy have again voted to present the institution to the State for a Normal School.

— The Senior class of the State College at Orono have secured Miss H. M. Smith, with Barnabee and W. H. Fessenden, and the Philharmonic Club, for their commencement concert, which occurs August 4.

New Hampshire.

Will the Principals of the various academical and higher schools in the State kindly see that full reports of their anniversary exercises, lists of graduates, etc., at the close of the present term, are promptly sent to the editor of this column?

NORMAL SCHOOL.—The fifth annual report of the trustees is received over the names of Wm. H. H. Allen, president, and Prof. Hiram Orcutt, secretary. The institution, says the report, has at last become a fixed fact, "its active enemies having either surrendered or taken the open field." The great increase of attendance—100 more in the aggregate than last year—and the greater maturity of students in age and experience, are notable and encouraging facts. The board of instruction consists of Prof. H. O. Ladd, principal, Misses Holton, Foster, Rhodes, Gardner, and Mr. F. P. Russell, assistants, the last two only part of the time; Prof. J. W. Thyng has given instruction in Drawing, and Miss Leverett and B. B. Davis in Music. Special mention is made of Professor Ladd's instruction in Elocution, and Miss Rhodes's in Gymnastics. The necessity of special training for teachers is ably discussed, and the Legislature is urged to make tuition free, as in other States. The instructors are severely overtaxed, and the trustees advise the employment of another assistant. Thirty-four graduates received diplomas at the close of the year, making 169 since the opening of the school. Number of different pupils the past year, 155; aggregate by terms, 270.

PER CONTRA, an article in the Manchester *Union* (one of our ablest papers, by the way), shows that the enemies of the Normal School are not all "surrendered" yet, after all. We should like, if we had the space, to print the article entire, just to show our friends out of the State the spirit that New Hampshire educators have to deal with, and what it is that holds us a quarter of a century behind the age. The points are: 1. The Normal School is the "sole representative of a *specialty*, in which 3,700 persons are supposed to be interested"; hence they only should support it, "the State not being bound anyhow to contribute money to such a purpose." 2. "Our school system has become terribly expensive"—twenty years ago we raised $2.55 per scholar, and now $7.05 [!!], "yet are not so well educated now as we were then." 3. "A great deal of machinery and humbuggery have been introduced, and we are teaching lots of stuff which has no business in public schools."

We have no space to reply to this, but should just like to "remark," *seriatim:* 1. This is the first time we ever heard that good teaching is a "speciality," and concerns teachers only or even mainly. There is no use trying to argue with these old-time gentlemen, who are so much better educated than people now-a-days that they can't see that it is vastly better for the State to pay a few thousands annually to prepare *qualified* teachers for their work than to pay many thousands as we now do to teachers to qualify themselves by experimenting on our children. 2. "Terribly expensive"! "Seven dollars five" to educate each child in New Hampshire!! (Rhode Island pays $11.00 for each pupil, and Massachusetts about $20.00. On the *Union* logic these States are about to be admitted to bankruptcy.) "Twenty years ago $2.55, now $7.05"—(cord-wood then $1.50, now $10.00 in Manchester)—verily, as our statesman says, "all our expenses will have to be reduced one-half or thousands of our people will have to git up and git." The sooner some "thousands" of these seven-dollar-five wiseacres do that same thing, the better for the old Commonwealth. But they are not the class that go: they cling like barnacles. 3. The boys of the Manchester schools are to go into her mills and machine.shops (except a few for governors!), and probably the "stuff" that is taught them is *drawing, chemistry*, etc., that shall fit them to be master-mechanics, and superintendents in these vital interests, instead of day-laborers and time-servers of the past. But will the *Union* writer some day indicate some of this school "machinery," "humbuggery," "swindles," against which he threatens such terrific onslaught "in behalf of the taxpayers" so rapidly becoming beggared?

The trouble is, a large portion of our people accept just this view of things, and talk about the terrible expense of the schools, the glories of the golden age fifty years ago when "they were educated," and the awful smash and perdition we are going to in trying to get out of the ruts into the progress of to-day. And the *Union* is unfortunately not the only one of our leading papers (of all political hues) that caters to this fossilizing sentiment, to the serious detriment of the most vital interests of the Commonwealth. Still we are gaining on it; men will see, in spite of blind leaders, that everywhere States and communities are wealthy, prosperous, happy, in direct and exact proportion to the thoroughness and comprehensiveness of their education.

STATE SURVEY.—In contrast with this penny-wise spirit, we copy the following from the *People* on the importance of State Topographical Survey. If the bill now before the Legislature is not disposed of before this appears, we hope every teacher will appoint himself a committee to urge upon his own representative the importance of the matter. "First—it would soon add vastly more than its cost to the value of real estate, by advertising to the world the grand latent power in our rivers and mountain streams; and secondly—by the growth of large towns and cities about unimproved water-power; and thirdly—by showing to capitalists, who stand ready to invest their money to the best advantage, the extent of the water-sheds of each great reservoir, and their never-failing sources of supply. The careful topographical and geological survey will be sure to disclose to the eyes of the topographer and geologist a supply of mineral wealth which all suspect and none can locate. In future years, when our resources are fully developed, and New Hampshire becomes the great center of the manufacturing interests of this continent, every foot of land has reached its full market value, and our State become the Scotland of this new world, the wonder will then be why so important a work had been left unfinished so many years, and why we allowed the great grain-growing States of the West to sap us of so much good brain and good muscle, by the migration of our best young blood—while there has been such a field for the development of wealth and talent at home. We would urge that this great work be commenced at once, and call the attention of legislators elect to the subject, that the leaving of such a duty unfulfilled may not rest with them."

Vermont.

ST. ALBANS.—A. T. Kinney resigns the position of principal of the schools at St. Albans, because of the inadequacy of the salary paid him.

MIDDLEBURY.—*Middlebury College.*—The annual commencement exercises of Middlebury College will be as follows: Sunday, July 18—Baccalaureate Sermon by Rev. George N. Boardman, D.D., of Chicago; evening, address before the Philadelphian Society, by Rev. Geo. Leon Walker, D.D., of New Haven, Conn. Tuesday, July 20—Anniversary of alumni; address by Rev. W. R. Shipman; poem by F. D. Mussey. Evening, Parkerian prize speaking. Wednesday, July 21—Inauguration of Rev. C. B. Hulbert, president elect; commencement exercises and alumni dinner.

Rev. Dr. Hulbert will be the sixth president who has presided over Middlebury College, and of these but one (President Kitchel) has been a graduate of the institution. But Middlebury shows a

good record elsewhere; out of about 1,200 alumni, 55 have filled professorships in collegiate and theological institutions, besides 18 who have filled the office of president.

BURLINGTON. — *Commencement Exercises of the University of Vermont and State Agricultural College.*—Sunday, June. 11th—Baccalaureate Sermon by the president; in the evening, anniversary of Society for Religious Inquiry, with address. Monday evening—Concert. Tuesday forenoon—Celebration of Delta Psi Society; address by Henry B. Buckham, of Buffalo, N. Y.; poem by Rev. George F. Hunting, of Kilbourne City, Wis. Afternoon—Alumni; discourse by Wm. P. Wells of Detroit; poem by Rev. E. E. Herrick of Chelsea. Evening—Junior Exhibition. Wednesday—Exercises of graduating class; conferring degrees; corporation dinner; and president's levee. Thursday—Examination of candidates for admission. The Medical commencement will take place on Thursday, July 1st.

ST. JOHNSBURY.—The closing exercises of the spring term of the academy occurred June 17th and 18th. Examinations were both written and oral, and generally well sustained. Friday evening was devoted to the exercises of the graduating class. Twenty-two completed the course of study. Hereafter the classical, or college preparatory course of this academy will extend over four years' time.

RANDOLPH.—The sum of $10,000 has been secured as a permanent fund for the State Normal School at Randolph, subscribed mainly by people in the town and by old students of the Orange County Grammar School and Normal School.

Massachusetts.

BOSTON.—*School Exhibitions.*—The following is a partial list of the annual school exhibitions in this city: Girls' High School, June 30th, at 3.30 P. M.; West Roxbury High School, June 29th, at 9.30 A. M.; Charlestown High School, July 1st, at 10.00 A. M.; Adams School, July 1st, at 2.00 P. M.; Bowditch School, June 29th, at 1.00 P. M.; Brimmer School; June 29th, at 10.00 A. M.; Chapman School, July 1st, at 3.00 P. M.; Comins School, June 29th, at 3.00 P. M.; Dearborn School, June 29th, at 4.00 P. M.; Everett School, June 28th, at 9.00 A. M.; Franklin School, June 28th, at 2.00 P. M.; Lawrence School, June 30th, at 9.00 A. M.; Lincoln School, July 1st, at 3.30 P. M.; Lowell School, July 1st, at 4.00 P. M.; Mather School, July 1st, at 9.00 A. M.; Mayhew School, June 28th, at 9.00 A. M.; Norcross School, June 29th, at 3.30 P. M.; Quincy School, June 29th, at 2.00 P. M.; Sherwin School, June 30th, at 11.00 A. M.; Shurtleff School, July 1st, at 3.00 P. M.; Winthrop School, July 1st, at 10.00 A. M.; Mount Vernon School, June 30th, at 9.30 A. M.; Central School, June 29th, at 2.00 P. M.; Brighton—Harvard School, June 28th, at 4.00 P. M.; Bennett School, June 29th, at 3:30 P. M.

The examination for admission to the high schools will take place on Friday, July 2d.

Samuel Gardner Drake, the historian, died in Boston, June 14th, of pneumonia, after a brief illnes. He was born at Pittsfield, N. H., in 1798, and in early life was a teacher. He came to Boston and established the first Antiquarian book-store in the United States. For many years he relieved the tedium of business life by collecting rare volumes. He was one of the founders of the N.-E. Historic and Genealogical Society, of which he was president in 1856. He began the publication of its quarterly *Register* in 1847 and continued it many years as editor and publisher. The years 1858, '59 '60 he passed in London, and the article on Massachusetts in the *Encyclopaedia Britannica* was from his pen.

CAMBRIDGE.—Hollis Hall, Harvard College, was built in 1763; Harvard Hall in 1766; Massachusetts Hall in 1680, and were all occupied by provincial troops during the slege of Boston, 1775–1776. Wadsworth House was built 1723, and was the first headquarters of Washington and Lee, July 2d, 1775, and the officers' headquarters during the siege of Boston, 1775–76.

The examinations for women at Harvard were concluded last week. Eight applicants were passed. Three of these passed the examinations last year, and this year applied for advanced standing. Of these three, one elected to be examined in Latin and Greek, one in Latin, English, and History, and the third in German and Latin.

LOWELL.—By the will of Hon. Tappan Wentworth of Lowell, who died on the 13th, the greater part of his large property has been given to Dartmouth College. President Smith is made one of the executors. The value of the property is variously estimated at from $175,000 upward. Mr. Wentworth received the honorary degree of Master of Arts from the college in 1850.

PHILLIPS ACADEMY.—The exercises of the graduating class of the Scientific department were held on Friday, June 18th, and were in every way creditable to instructors and graduates, the latter numbering 24—the largest class this department has ever sent out. Class motto, "*L' Honneur, non les honneurs.*"

— Nahant appropriates $3,500 for public schools.

— In Milford the young ladies of the high school have decided to graduate in cambric dresses.

Rhode Island.

THE annual examination of the Normal School took place on Thursday, June 24th, and consisted of class reviews in Arithmetic, Geometry, Natural History, Chemistry, and Reading. At 1.00 P. M. the examination of the Senior class was made before the trustees and a large audience of the friends of the school. The graduating exercises on Friday, June 25th, well sustained the character of the school, so well established by the earnest and faithful labors of Principal Greenough and his assistants.

MEETING OF SCHOOL SUPERINTENDENTS. — The quarterly meeting of school superintendents of the State was held in the office of the commissioner, in Providence, June 14th. Present, Messrs. Leach of Providence, Eaton of Westerly, Paine of East Providence, Parker of Coventry, Kling of South Kingstown, Tucker of Charlestown, Chase of Tiverton, Kenyon of East Greenwich, Griswold of Hopkinton, Phillips of North Smithfield, Farnum of Smithfield, Brown of Warwick, Cowing of North Providence, Andrews of Bristol. Hon. T. B. Stockwell was elected chairman, and R. S. Andrews, secretary.

The first subject brought to the attention of the superintendents was the importance of uniformity of school returns and the necessity of much greater accuracy and completeness. Evidence was given showing how omissions in the returns may create an entirely erroneous impression respecting the attendance of scholars, the expenditure of money, and many other important items. The subject was still further discussed by Messrs. Chase of Tiverton, and Brown of Warwick.

Mr. J. C. Greenough, of the State Normal School, opened the discussion upon self-reporting, showing the advantages to be derived by this method of school government, and saying that the objections which are usually brought forward in opposition to this system can be urged with equal force against any mode of discipline; that of course a wise discretion is as necessary in this as in all matters connected with the management of schools.

Mr. Andrews, of Bristol, expressed a great want of confidence in the system, believing the great objection to its use in the schoolroom was the fact that it offered a premium upon deception, and that nothing that could be urged in favor of self-reporting could compensate for so serious an evil. Rev. Dr. Leach, of Providence, presented his objections to the system in a forcible and convincing manner, saying, in conclusion, that in all his experience he had never known the plan result satisfactorily in any school, and he was perfectly satisfied that it was dangerous and prejudicial to the best interests of any school and to the morals of the scholars. Mr. Parker, of Coventry, said that he had found in some schools in which he had taught, that the system proved successful, and he thought that under some circumstances it could be used with safety and advantage.

The discussion was continued by Mr. Eaton, of Westerly, who said that we must depend much upon the judgment of the teachers themselves. He was not in favor of the indiscriminate use of the system, nor would he, on the other hand, positively object to it under the circumstances. He thought that we depended too much upon rules and regulations, and were not sufficiently careful in the selection of our teachers.

Mr. Paine, of East Providence, gave his reasons, founded upon his own experience, for being opposed to the system. Mr. Griswold, of Hopkinton, and others, were of the opinion that in mixed schools, especially, self-reporting was very unsafe. Mr. Phillips, of North Smithfield, wished to hear from those present, respecting the value of premiums for excellence in scholarship and deportment. Mr. Greenough thought the whole system of rewards was very objectionable and should be avoided; that while it might possibly prove of a little value to a few, it was a positive evil to many.

The discussion was closed by some remarks of the chairman, impressing upon all the superintendents, among other useful suggestions, that rewards and punishments should on no account whatever depend upon a self-reporting system.

The following named gentlemen, viz.: Messrs. Parker of Coventry, Eaton of Westerly, and Cowing of North Providence, were, upon motion, appointed by the chair, a committee of arrangements for the next meeting of superintendents to be held the second Monday of September next.

Connecticut.

NEW HAVEN.—The annual election of teachers took place on Friday evening, June 9th. The principals were reëlected unanimously, as follows: High School—T. W. T. Curtis, principal, J. D. Whitmore sub-master; Webster Grammar School—John G. Lewis; Eaton Grammar School—Joseph Gile; Wooster Grammar School—Ralph H. Park; Dwight Grammar School—L. L. Camp; Skinner Grammar School—Henry C. Davis; Washington Grammar School—George R. Burton; Woolsey Grammar School—Mark Pitman. Instructor in Drawing, Prof. Louis Bail. Instructor in Vocal Music, Prof. B. Jepson. The salary of the principal of the High School is $3,000; of each of the other appointees $2,500. Miss C. B. Williams was reëlected principal of the Cedar street Training School at a salary of $1,500; and Miss Reugene L. Young of the Fair street Tr. School, at a salary of $900.

The following teachers declined their reappointments: Miss Mary J. Curtis, of No. 11, Skinner School, who has been in the service of the city about twenty years; Miss Julia Hovey, eighteen years a teacher in the Eaton School; Misses Ella Reilly and Laura T. Cannon of the Washington School, and Mrs. Jennie E. Avery of the Grand street school, each of whom had been uninterruptedly engaged in the same school, from four to seven years.

Miss Lucy R. Bliss, of Chester, Penn., has been elected to fill the vacancy in the High School, occasioned by the resignation of Mrs. Biddle. The vacancies made by the resignations of teachers have been filled chiefly by the promotions and appointments from the training schools.

About 140 pupils were promoted from the grammar and other schools, in May, to the High School. The present fourth class of the latter school numbers about 200 members, comprising the newly promoted pupils and the fifth class of the High School, which is now included in the fourth class, and is hereafter to be discontinved. The whole number of scholars in the High School at present is 350.

The West Point Cadetship.—R. O. Eaton of North Haven, Nathaniel C. Ray of West Haven, C. S. Churchill, Frederick B. C. Clemmons, W. W. Gibson, and James G. King, of New Haven, presented themselves as candidates for the West Point cadetship on Wednesday of last week, before the examining committee, which consisted of B. G. Northrop, Judge Edward I. Sanford, and Dr. P. A. Jewett. The successful competitor was William Wesley Gibson, of New Haven, a member of the Junior class in the Scientific School. He was a graduate of the New-Haven High School, class of 1874, in which he held a high rank. The substitute, or next in rank, was Nathaniel Chapin Ray, of West Haven, a member of the Junior class in the Scientific School.

DANIELSONVILLE.—A correspondent sends an interesting account of the anniversary of the school under the charge of S. B. Frost, Esq., whose influence in the cause of education has been widely diffused throughout the eastern part of the State. On Tuesday evening a school concert was given; Wednesday, the annual reunion; Thursday P. M., graduation exercises. The school concert, on Tuesday, was a very enjoyable affair. Some of the music was of a higher order than was ever before attempted by the young people who are connected with our Union Graded school, and Mr. Wood, their instructor, is to be complimented and congratulated upon the marked progress which has been made under his instruction. There was hardly a poor or dull piece in the whole programme, and some of the little Misses were charmingly sweet and attractive. The musical pantomime and the bell piece were delightful surprises that brought down the house. The concert was a little too long, as usual, but was so good that we won't complain very much about that at this time.

The graduation of the Senior class of the Danielsonville High School was an event which must have been fraught with a peculiar interest to the friends of education in that town in general, and to the especial champions of the Union Graded school system in particular. It seems to an outside observer that the experiment which so many doubted the wisdom of trying, and the few who favored fought so hard for, has proved a success, a first-class success; they must fully meet the anticipations of its friends and wholly disappoint its enemies; for the several departments of the Danielsonville graded schools have all of them reached a point of excellence seldom attained by any schools of their class in the country or city, and the higher department has few equals in the State. We think any amount of self-gratulation should be pardoned in the heroic (we use the word "heroic" advisedly) citizens of D. who have established this school in the face of most persistent and bitter opposition—such as meets every new enterprise, be it ever so desirable, in a growing village or town; and as for compensation, they have it in ten-fold measure every time they visit the well-organized, well-trained, and well-taught classes gathered in the several rooms, yet all under the supervision of one inconspicuous, unobtrusive, but very effective "head-center" authority—thus giving to the instruction a uniform system, the value of which can only be estimated by those who have observed the disastrous results of the opposite system.

HARTFORD.—At a recent meeting of some of the teachers of Hartford county, the following were appointed a committee to call a county convention of teachers and friends of education, and to prepare a plan of a county organization: Messrs. Charles Northend, Augustus Morse, I. N. Carleton, F. F. Barrows, Percy Bryant, and Eugene Hawkins. Hartford county has an able corps of teachers, and the proposed association will increase their ability and associated influence.

SUFFIELD.—The forty-second anniversary of the Connecticut Literary Association at Suffield commenced with the examination of the graduating class, June 14, and continued with the examination of the lower classes, June 24th and 25th. On Sunday evening, June 27th, the sermon before the Christian Union will be delivered by Rev. R. H. Bowles, of Jewett City. Monday, June 28th, at 8 P. M., the address before the Literary Societies will be given by Rev. Wayland Hoyt, Boston, Mass. Prize Declamation, Tuesday June 29th, at 10.00 A. M. Meeting of alumni at 2.00 P. M.:—Address of welcome—Rev. J. R. Stubbert, Suffield; orator—Prof. M. H. Smith, Maysville, Ky.; poet—Rev. Theran Brown, Norwood, Mass.; at 7.30 P. M., concert by Adkin's Orchestra. On

Wednesday, June 30th, at 10.00 A. M., the exercises of the graduating class will be given. Wednesday evening the reunion in the chapel.

NEW BRITAIN.—Prof. I. N. Carleton, principal of the Normal School at New Britain is to represent the State in the National Educational meeting to be held at Minneapolis, on the first Tuesday in August.

MIDDLETOWN.—The graduating exercises of the Center school took place on Tuesday evening of the present week. The class consisted of 23 members: 15 ladies and 8 gentlemen.

Colleges.

COMMENCEMENTS NEXT WEEK.

Wednesday, June 30th.—Abbott Female Academy (1828) Andover, Mass. Beloit College (1847), Beloit, Wis. Chicago University (1859), Chicago, Ill. Columbia College (1754), New York city. Concordia College (1850) Fort Wayne, Ind. (also June 29th.) Earlham College (1859), Richmond, Ind. Iowa College (1848), Grinnell, Ia. Iowa State University (1860), Iowa City, Ia. Lafayette College (1831), Easton, Penn. Marietta College (1835), Marietta, Ohio. Michigan University (1841), Ann Arbor, Mich. Milton College (1867), Milton, Wis. Ripon College (1863), Ripon, Wis. St. Louis University (1833), St. Louis, Mo. Seton Hall College (1856), South Orange, N. J. University of Rochester 1850), Rochester, N. Y. University of Wooster (1870), Wooster, O. Washington and Jefferson College (1802), Washington, Penn. Western Reserve College (1827), Hudson, O. Wheaton Female Seminary (1835), Norton, Mass. Wofford College (1853), Spartanburg, S. C.

Thursday, July 1st.—Hamilton College (1812), Clinton, N. Y. Lawrence University (1849?), Appleton, Wis. Mt. Holyoke Female Seminary (1837), South Hadley, Mass. University of Virginia (1824), Charlottesville, Va.

TUFTS COLLEGE.

The contest for the Goddard prizes took place last week. The exhibition was excellent and the awards were as follows: Senior class—For reading, to Wm. H. Morrison, Farmington, Me. Junior class—For declamation, first prize to H. H. Eddy, Watertown, N. Y.; second prize to D. M. Woodbury, Bethel, Vt Sophomore class—For declamation to D. R. Brown, Salem, Mass.

The literary exercises on Commencement day, June 23d, were as follows: Salutatory oration, "William of Orange," W. H. Morrison; disquisition, "Mythology," W. L. C. Bailey; English oration, "Fine Arts," H. C. Buck; English oration, "Characteristics of Greatness," F. A. Dillingham; English oration, "Mozart," A. M. Hubbard; English oration, "Nobility of the Law," W. W. McClench; English oration, "The Stimulus of Invention," M. J. Michael; English oration, "The Drama," A. P. Thombs; Valedictory oration, "The Work of Education," G. H. Hunt.

The theme of Rev. Mr. Eastwood's oration before the alumni was "Psychology, and the benefits to be derived from its study." It was a thorough exposition of the subject, and an earnest plea for greater attention to it and its allied sciences in the schools.

On the evening of commencement day, ex-President Miner gave a reception to President Capen and the friends of the college at his residence on Columbus avenue, Boston.

AMHERST COLLEGE.

The exercises for commencement week have just been announced: Sunday, July 4, baccalaureate by the president, in the College Church, at 10.30 A. M. Address before the Society of Inquiry, by Rev. Wm. Ormiston, D.D., of New York, at 8.00 P. M. Monday, July 5th, orations for the Hyde Prize by members of the Senior class, at 3.00 P. M. Kellogg Prize declamations by members of the Sophomore and Freshman classes, at 8.00 P. M. Tuesday, July 6th, Class Day exercises at 2.00 P. M. Concert by the Mendelssohn Quintette and the Temple Quartette Clubs, at 8.00 P. M. Wednesday, July 7, Physical exercises in the gymnasium by the Junior class, at 8.30 in the morning. Meeting of the alumni at 9.30 A. M. Address before the Social Union, by Hon. Chas. Francis Adams, at 3.00 P. M. A social gathering of alumni and friends, in Walker Hall, in the evening. Thursday, July 8th, commencement exercises at 10.00 A. M., commencement dinner at 1.30 P. M. The examination of candidates for admission to college will be held at Walker Hall, on Wednesday, June 30th, and Tuesday, September 7th, commencing at 8.00 in the morning.

The incoming board of the *Amherst Student* gave a supper to the retiring board at Fitch Hotel, on Friday, June 4th. The 5th was enlivened with the long-looked for "Athletic Sports" on Hampshire Park. Of the stalwart forms and wonderful feats the college is justly proud, for Amherst cares for the body as well as the mind.

YALE COLLEGE.

The baccalaureate sermon will be preached by President Porter, Sunday, June 27th. . . . Tuesday, June 29th, presentation exercises, class oration, and poem, also anniversary of the Sheffield Scientific School. Annual meeting of the alumni Wednesday, June 30th, also anniversary exercises of the Law School, followed by an oration by Hon. D. H. Chamberlain, Governor of South Carolina. Thursday, July 1st, graduating exercises of Senior class Academical department at Center Church. President's reception in evening.

New Publications.

DRAWING TABLETS, for use in public schools. Prepared by Arthur Forbriger, Superintendent of Drawing in the Cincinnati Public Schools. Cincinnati: Strobridge & Co.

This enterprising and successful publishing house issue for the use of schools a new system of drawing, which has received the sanction of the teachers of that city, and those of other parts of the West; and while it has its defects possesses merits which will commend it to the consideration of educators.

Of these tablets we have received Nos. 1, 2, 3, and 4, which constitute the primary course. Each tablet consists of 36 sheets of brown paper, 7 by 8 inches, with copies and space for drawing them. Some of the sheets are blank. All have their edges pasted together, and as a copy is drawn the sheet is removed. It is proposed to have three advanced courses on the same general plan. A teacher's manual accompanies each tablet.

The author claims that, by keeping the pupil's attention fixed solely upon the copy before him, he will produce better results than if his thoughts and attention are allowed to wander over several designs; that novelty is also thereby secured and greater interest in the work; that sufficient material is furnished for a large amount of practice in drawing; that the separation of the drawing sheets of each lesson enables the examiner the better to understand the merits and defects of the work; that a graded system has been adopted which makes each lesson a logical sequence to the last, and that a teacher's manual aids the unskilled teacher in his work.

These tablets will be examined with care by all who are interested in the subject of drawing in our public schools, and if the merits of the system are sustained by the verdict of teachers generally, as they seem to be by the testimony of those who have tried and found it successful, it will be worthy of general favor and patronage. While we cannot endorse all of the ideas of the author, and may in a future article suggest some friendly criticisms upon his work, we are sure that there are great excellences in his system, and hope that its success in the schools will equal its merit in design. The publishers invites teachers to send for samples and circulars.

TEXT-BOOK OF BOTANY, MORPHOLOGICAL AND PHYSIOLOGICAL. By Julius Sachs, Professor of Botany in the University of Würzburg. New York: Macmillan & Co.; 1875.

We have the pleasure of announcing the appearance in English of this truly magnificent text book. The third edition was translated into French, and now the well-known English botanists, Messrs. A. W. Bennett and W. T. Thiselton Dyer, have rendered it into our own language. It has lost nothing in the hands of the translators, who have added many valuable notes of their own, or in the treatment of its new publishers, who have spared no expense in its production. The volume is a credit to all concerned in it.

We have been long desiring a good text-book of this charming science—one well up to the times, technical enough for teachers and advanced students, and yet sufficiently lucid to meet the requirements of students. We have it now, and acknowledge that we are satisfied. It is impossible, in the space allowed us and in the time at our disposal, to do more than call attention to the excellence of the work. A more critical examination, and even use in the class-room, would be necessary to determine all its excellences, or to detect its faults. We expect to revert to the work hereafter. We can only now give a brief synopsis of its features.

The work is divided into three books. Books I. and II. treat of General and Special Morphology; Book III. is devoted to Physiology. The usual account of the natural orders is omitted; but for these the reader can easily refer to the well-known volume of Le Maout and Decaisne, or to Lindley's Vegetable Kingdom, only bearing in mind the advance of science since the latter was issued. The diagrams are abundant and useful; the illustrations original as a whole, profuse, and valuable. They are meant to help the reader, and they do so. Poor pictures are worse than none, and even detract from the value of the writing, be it ever so lucid or learned. We have to thank the Messrs. Macmillan so often for their educational series, that praise becomes almost a habit with us. If that firm considers us too complimentary, they must publish works less excellent.

SAMPSON'S EXAMINATION RECORD, for the use of public and private schools. Arranged for recording the result of all examinations throughout the year, with an annual summary of the tardiness, presence, absence, and deportment of each pupil, in tabular and comprehensive form. By J. H. Sampson, author of "Parsing Blanks," "Comprehensive School Register," etc. Bound in books, stiff cover, two sizes. No. 1, 32 pp., 64 pupils, 50c.; No. 2, 48 pp., 96 pupils, 75c. Columbus, O.: Bostwick & Co.; 1875.

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The Wide Awake is a fine new illustrated monthly magazine for girls and boys, of sixty pages, published by Lothrop & Co., Boston, who commence Vol. I. with the June issue. Subscription price, $2.00 per year, 20 cents per number. The contents, type, cuts, paper, and general appearance are very attractive, and it promises to be a popular visitor among our young folks. No. 1 is certainly number one in style and character.

The New-England Poultry Review is published at Boston in the interest of all who raise poultry. It talks about Dominique Plumage, Hens, and Why Eggs do not Hatch, the Passenger Pigeon, Reversion and Variation, Hen Persuaders, Centennial Poultry Show, etc., all relating to what the people should know about this important subject. The *Review* is a monthly publication, and an indispensable guide and teacher to the poultry-raiser. Price, $1.00 per year. Send for sample copy to Blanchard Bros., No. 16 Hawley street, Boston. Single copies, 10 cents.

JULY MAGAZINES.

Scribner has the City of the Golden Gate, finely illustrated; The Girl at Rudder Grange, Recollections of Chas. Sumner, Holland's Story of Sevenoaks, and a review of Darwinism,—in all a splendid number.

The Atlantic will be read for The Battle of Bunker Hill, by Horace E. Scudder, and Washington in Cambridge, by Alexander McKenzie. James Russell Lowell, T. B. Aldrich, C. Dudley Warner, Henry James, Jr., and Edgar Fawcett, add their talents to this number.

Harper gives pictures of Newburyport and its Neighborhood; Caricature in the Revolution, by Parton; Wanderings in Brittany; Echoes of Bunker Hill, by Rev. Samuel Osgood, D.D.; The Stone Age in Europe; The First Century of the Republic, by E. Atkinson, with the conclusion of Miss Thackeray's Miss Angel. On the whole, an exceedingly rich number.

Lippincott will be read for "May" in June; Searching for a Grave in a Strange Land; Montague on the Proposition to erect a Monument to Lord Byron in England, and A Night in a Swiss Prison.

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This idea of a weekly journal devoted to the interests of education is an excellent one, and it should receive the cordial support of every teacher and every other person who is interested in developing a higher professional standard for the teachers' work.—*Bunker Hill Times, Mass.*

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As the organ of the educational interests of New England, the birthplace of our world-renowned public schools, it will have the cordial support of hosts of men whose names are household words in almost every school district in the United States, and whose aid is a guaranty of success. The fact that the paper will appear weekly is a cheering evidence of the increasing interest felt by the public in all that concerns the welfare of our schools.—*Los Angelos Herald, California.*

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III. All Schools aided by Local Rates shall be under the management of Local Authorities, and subject to Government Inspection.

IV. All Schools aided by Local Rates shall be Unsectarian.

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TESTIMONIALS.

CINCINNATI, May 28th, 1875.

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JOHN D. PEASLEE,
Superintendent of Public Schools.

CHILLICOTHE, O., May 15th, 1875.

ARTHUR FORBRIGER, ESQ.,

Dear Sir:—I have had the pleasure of examining your system of Drawing, and can commend it as systematic, well suited to graded schools, and especially that it commends itself as a self-teaching system, with its system of Manuals.

We shall most probably introduce the system into our schools the coming year.

Yours very truly,
G. A. CARUTHERS, *Supt.*

CINCINNATI, April 27th, 1875.

PROF. FORBRIGER,

Dear Sir:—I have observed, with care, your system of Drawing Blocks, since their introduction into this school, and I am convinced that the plan is an excellent one. The lessons are so graded as to lead, by easy steps, to the acquisition of that skill in the formation of lines, and the construction of figures, so essential to correct drawing.

The form of the Tablet, each lesson being absolutely new, while it stimulates the curiosity of the pupil, yet prevents that familiarity with the drawings which breeds indifference.

I sincerely hope their success may be commensurate with their merits.

Yours,
PETER H. CLARK,
Principal of Gaine's High and Interm. Schools.

RIVERSIDE, OHIO, April 16th, 1875.

MR. ARTHUR FORBRIGER,

Dear Sir:—Your Drawing Tablet, No. 1, is the best thing of the kind I have ever seen or used. I intend to introduce the succeeding numbers, as I need them. This system must prove a success, as it is the only one that can be used by any teacher, regardless of his lack of ability in drawing.

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FRANCIS E. WILSON,
Riverside Schools.

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Centennial Ode.

WRITTEN BY REV. M. J. SAVAGE.

Comrades, hark! the air about us,
Empty as it all appears,
Thrills and pulses with the echoes
Of the long-departed years.
There are footsteps all around us;
Long the ancient drum-beat rolls;
Voices call from out the conflict
Of "the times that tried men's souls."

We are athletes in th' arena;
Round us rising, tier on tier,
Shadowy legions of the Fathers,
"Clouds of witnesses," appear.
And they cheer the vigorous onset
With a proud and glad acclaim,
But for him who shirks his duty
Tears have they of wrath and shame.

Listen! for the deathless voices
Of that Century-distant day
Shape themselves to one clear echo,
Ringing out above the fray,—
"Sons! be worthy of the Fathers!
They were men who dared to stake
Life and fortune and fair honor
For their periled freedom's sake.

Dare be loyal unto duty;
Barter not your soul for gain;
Trade not principle for party;
Seek the highest truth t' attain.
While to truth you are but faithful,
Shun not e'en alone to stand;
One, with God, shall still be victor,
And th' Omnipotent command.

When you've fought the human battle,—
Give to every one his right,—
There shall come an end of struggle,
And the darkness shall be light.
Clang of arms, and strife of brothers,
And the flow of blood shall cease;
Swords be beaten into plow-shares,
And the weary earth have peace."

Chorus.

"*Lead, Kindly Light.*"

Lead, Kindly Light, amid the encircling gloom,
Lead Thou me on;
The night is dark, and I am far from home,
Lead Thou me on.
Keep thou my feet; I do not ask to see
The distant scene; one step enough for me.
I was not ever thus, nor prayed that Thou
Should'st lead me on;
I loved to choose and see my path; but now
Lead Thou me on.
I loved the garish day; and, spite of fears,
Pride ruled my will; remember not past years.

So long thy power hath blessed me, sure it still
Will lead me on
O'er moor and fen, o'er crag and torrent, till
The night is gone,
And with the morn these angel faces smile,
Which I have loved long since, and lost awhile.—*Amen.*

Art-Education in The United States.

BY CHARLES A. BARRY,
Supervisor of Drawing, in the Boston Public Schools.

One dominant fact, crowning all thought about technical training for the common people of this country, stands out in bold relief.

It is this—that the manufacturing interests of the whole nation are more or less injuriously affected—so far as comparison with the manufacturing interests of the Old World is concerned—in consequence of the almost total lack of a proper industrial art-education among American artisans.

That such a state of things should be allowed to exist in a land absolutely full of unworked material, is certainly a national shame. With scarcely an exception, every metal that men can use is ready at hand; every wood of any value to mechanics, easily obtained; and every material necessary to the manufacture of every article belonging to our daily life can quickly be found.

Knowledge of Decorative Design.

Almost entire ignorance of every principle of decorative design,—of every social benefit growing out of good ornamentation,—of every requirement upon hand and eye necessary to the production of a drawing for any purpose whatever, are charges that can justly be made against nineteen-twentieths of our native workmen. That being the case, I cannot see how it can well be questioned by any person, or by any community of persons, that the study of the beautiful in Nature and Art, is *imperatively* necessary to the well-being and well-doing of the American artisan, not forgetting that just in proportion as the finer emotions of every one are religiouly attended to, is the profit to their possessor, mentally, morally and physically considered, and also that the material prosperity of every civilized nation on the face of the globe depends largely upon the profits of its manufactories. Now, maintaining that the desire for ornament is universal among men—God-given—for the definite purpose of keeping them mindful of lovely things, and that decoration of every kind increases, both in quantity and value, according to their progress in sound art-education, and believing also that the love of the beautiful is, in every well-balanced nature, a powerful incentive to virtue,—it seems to me to be the bounden duty of every intelligent man and woman in America, to pray for, and to work for, the introduction everywhere of the *one* remedy that will save us for all time, from the sneers and censures of foreigners, whenever and wherever American Decorative Design is mentioned.

That one remedy is now referred to as the graphic delineation of visible forms, or the drawing of them from memory, and the making of working or other drawings by free-hand skill or mathematical projections.

Every intelligent boy and girl, man and woman, in the country, with healthy eyes, and well-formed fingers, can learn to draw, and to properly *see* and understand the things that God and Nature and Art have so bountifully provided for us.

That accurate drawing of the things of the visible world is the best means of fixing their shapes in the mind, must be obvious to the comprehension of every one who will take the trouble to listen to the unanimous voice of the best educators now living concerning it, to say nothing of the immense accumulations of evidence of it, at this time very easily obtained.

The Greeks, believing that all men were capable of learning drawing, and following the advice of the renowned master of Apelles, established a law compelling it as a study, first, in the schools of Sicyon, afterward throughout all Greece; and the results of that law will remain manifest to men forever in the grandeur and elegance pervading the whole range of their arts.

Drawing a Universal Language.

Now the special thing at this moment to be impressed upon the minds of all my readers, is this. Drawing is the common language of all the inhabitants of the earth, more easily acquired than any particular tongue, and more thorough in its interpretations than any tongue can be.

Teach a Sioux Indian drawing, and he will read and understand its language in the hands of any one of any of the races of the earth, though he be totally dumb to all other languages, and utterly dead to all education otherwise.

Let it be thoroughly understood here, that all visible bodies are compounded, either purely of straight lines, purely of curved lines, or by a mixture of the two, and that the endless variety of all, springs from certain fundamental forms known in Geometry as the fundamental planes, and the solids proceeding from them. Thus the Cube, the Prism, the Sphere, the Pyramid, the Cylinder, etc., etc., are found to exist as starting points in the methods of execution of the familiar forms around us made by nature and by men.

It should be taken as a matter of sound judgment, therefore, on the part of good educators in drawing, that the study of practical geometry—excluding proof of problem—should be placed at the beginning of all schemes of art-education, for in that science the very source of all proportion and symmetry keeps perpetually enthroned.

Advantages of Drawing to the Mechanic.

And now to take particular notice of the question that has often been asked of me, viz., Of what possible use can the art of drawing be to a mechanic? I answer, First, the æsthetic standing of the Nation before the world at large demands of him, as a worker on American soil, the very utmost that he can do to sustain and improve it, especially as it can be clearly demonstrated that his judgment of the perfection or imperfection of his work—be it what it may—can be vastly improved by Industrial Art Culture.

Second, his pecuniary interests would be greatly augmented by the study of drawing, for it is a well-known fact everywhere among our contractors for work, either in the construction of buildings, bridges, rail-roads, ships, machinery, or other results of human labor, that not ten out of a thousand of our mechanics can read a working drawing, much less make one. If they could so read and draw, supervision over them would be very likely to cease, and better pay would certainly follow.

Third, he would receive great physical benefits from art study. His eye would be trained and made searching

in its vision, and his whole sense of sight be vastly improved. Perception of external objects would be a thousand times more valuable to him, and his mind made a thousand times clearer by the processes of analysis and synthesis compelled by the study. His hand too would be made the constant servant of his will, and would transmit his thoughts almost with the rapidity of thought itself to sketch-book or paper.

Finally, the man would be benefited, spiritually, under the ennobling influences of the art, for endless stores of beauty would be revealed to him, and emotions be born that would surely save him from many a grim despair in his race for a comfortable life for himself and his loved ones.

Moreover he could not fail to become impressed with the deepest reverence for the wonders and bounty and goodness of God, sure to be made apparent to him more and more, daily, according to his culture of hand and eye.

> "For, don't you mark, we're made so, that we love
> *First, when we see them painted*, things we have passed
> Perhaps a hundred times, nor cared to see.
> And so they are better painted; better to us,
> Which is the same thing. Art was given for that;
> God uses us to help each other so
> Lending our minds out."

Writing and Drawing.

I propose now to show how easily every one having fair intelligence, good eyes, and sound fingers, can learn to draw, fully believing that every reader of this paper will shortly concede that all who are now able to *write* are far advanced in the art of drawing.

For what is writing, let me ask, but the graphic delineation of certain arbitrary shapes upon plane surfaces, to which men have attached meanings, or in other words, the forming of the two fundamental lines, the straight and the curved, into signs for the representation of ideas.

Look at the capital letter, for instance, containing in itself both original elements of linear portrayal, and see if it would not really be harder to teach a child to make this letter than to make a square, an oblong, or even an ellipse.

The first practical requirement in drawing is simply the making of the straight line, (and let it be distinctly borne in mind that *mathematical* straightness should not be looked for), which is done very easily by placing two points . . not more than two or three inches apart (vertically, horizontally, or otherwise arranged), and by passing the lead slowly and carefully from one point to the other. The line drawn, the next proceeding on the part of the beginner should be to repeat equal or proportionate divisions of it, upon its entire length, thus giving the eye its first lesson in training, to be followed by the making of simple combinations of two, three, four, or more straight lines, such as angles, triangles, squares, etc.

Geometry the Basis.

This work, even with the youngest scholar in drawing, should initiate a thorough course of study in elementary geometry, such as the free-hand (slate) delineation of the simple geometric shapes, and the learning of names of distinction for them.

"Let no one enter without a knowledge of Geometry," was the inscription over the doorway of Plato's school, and any one understanding the close relation of all objects in the world of sight to geometrical science, will at once admit the wisdom of the mighty Greek in its utterance.

Now, inasmuch as the apprehension and comprehension of all bodies in the material world must be through the great highway of the mind, the eye, and inasmuch as the best way of obtaining a knowledge of them is to draw them, the sooner the human being begins his acquaintance with the short words of the natural language of the world, viz., the elementary shapes of geometry —the better it will be for him, and these words, truly the words of the fingers, can certainly be learned with the same grammatical precision, as the words of any language to be spoken by the tongue.

Going on with the student in "art-education," lessons in proportion, and in the enlargement and reduction of simple plane figures (with perhaps a little study in symmetry of parts on either side of a central line), should be given, to be followed by thorough practice of the hand in the making of simple curves; and just here the capital letters of the Roman alphabet, their outlines only, make most excellent copies, as they afford interesting studies of the straight and curved lines in combination.

Original Design.

Next, in the order of work for the beginner, I should take up the best text-books on drawing that could be obtained; those that would contain lessons in memory, dictation, model and perspective drawing, and studies concerning the fundamental principles of original design, easy of comprehension, and never lacking in pleasure to art-students.

And now, before going any farther with the general subject, I propose to devote a little space, particularly, to this matter of original design, especially as there seems to be a diversity of opinion concerning its introduction as a study into public schools.

Manufacturing art everywhere indicates how strongly the desire exists to embellish; and every visible shape made by men having any claim to beauty of appearance, is more or less pleasurable to the eye through such embellishment.

Now "Design"—let us say surface design—is simply arrangement of constantly used materials in some new way, and is as easily taught to children, or grown people, as the figures used in Arithmetic, or the letters of our common language.

Make a square, for instance—any one of my readers —drawing its diagonals, and its diameters, which proceeding will display the simplest radiation of straight lines from a common centre, eight of them. Now, *springing from it*, upon one side of one of the lines so radiating from a centre, draw two or three short lines, straight or curved, *not to touch the adjoining* line of radiation, and *repeat* the shape you make on both sides of every one of the eight original lines. Do this, and you will make an *original design*, applicable for surface ornament in spite of any doubt, anywhere, that you can make one.

And let me ask if any more profitable work can be given to scholars, after their elementary studies in simple descriptive geometry, than the study of the principles illustrating "Practical Design," and the arranging of parts, few or many, according to the established laws governing that branch of art labor, particularly as *ornamental art* is considered by good judges, to be the one thing needful to improve American manufactures.

Drawing in Massachusetts.

And this brings me to a review of the means used to bring about the establishment of the Massachusetts State law on Drawing, making its study compulsory in her public schools, and to a consideration of what has been done under that law, in the chief city of the Commonwealth and in her sister cities.

Undoubtedly, the credit of having originated the study of Drawing (in any methodical way at least), in the public schools of America, belongs to the city of Boston. There (upon the school records, under date of November, in the year 1848), can be found the following decree of the school committee:

> *Ordered*, "That four dollars, in addition to her next quarter's salary, be allowed to each female teacher in the grammar schools, to enable her to obtain instruction in Drawing."

And the school records further show that the teachers were called together (the masters paid for their own instruction) for the purpose of receiving certain "regulations" concerning drawing as a branch of education in their classes.

From that time, 1848 to 1870, drawing as a study in the Boston schools can scarcely be said to have had a purpose other than the one of giving perhaps a small measure of accomplishment to scholars. Nowhere, in any section of the city, could a well-organized class in Drawing, having the least relation in its art-work to the manufactures of either city or State, be found.

But let us see how the movement to make the study of Drawing, having a relation to the whole manufacturing interests of the nation, came about.

Boston Petitions.

In the year 1869, several well-known and highly-respected gentlemen of Boston, distinguished for their constant interest in popular education, and for their association with the great manufacturing interests of the country, forwarded to its destination a petition to the General Court of Massachusetts. This petition was signed by such names as Jacob Bigelow, J. Thomas Stevenson, William A. Burke, James Lawrence, Edw. E. Hale, Theodore Lyman, Jordan, Marsh & Co., John Amory Lowell, E. B. Bigelow, Francis C. Lowell, John H. Clifford, Wm. Gray, F. H. Peabody, A. A. Lawrence & Co.

In response to this petition, the Legislature passed the resolution here introduced:

> *Resolved*, That the board of education be directed to consider the expediency of making provision by law for giving free instruction to men, women, and children in mechanical drawing, either in existing schools, or in those to be established for that purpose, in all towns of the commonwealth having more than five thousand inhabitants, and report a definite plan therefor to the next general court. *Approved June* 12, 1869.

And the Board of Education deeply impressed with the importance of the subject committed to them, at once referred the petition and the resolve to a special committee, consisting of Messrs. David H. Mason, John D. Philbrick, Gardner G. Hubbard, and Joseph White, who deemed it advisable, after a conference with Messrs. Hale and Lowell, for the petitioners to seek for further information and suggestions from persons skilled in this department of instruction—Drawing.

In pursuance of this conclusion, a circular was sent to such instructors.

Replies were immediately received from quite a large number of teachers interested in the movement, and the Board of Education respectfully recommended the following action for the consideration of the Legislature:

> "An enactment requiring elementary and Free-Hand Drawing to be taught in all the public schools of every grade in the Commonwealth; and which shall further require all cities and towns having more than ——— inhabitants, to make provision for giving annually free instruction in industrial or mechanical Drawing to men, women, and children, in such a manner as the board of education shall prescribe."

I turn now to show how thoroughly History has repeated herself in this matter of art-education for the masses.

The law of the Greeks, passed at the instance of Pamphilus (Pliny, L. 35. c. 10.), reads nearly as follows:

> "And it was brought about by the authority of this one, (Pamphilus), first at Sicyon, afterward throughout all Greece, that the free-born youth should be instructed in line drawing (that is in the art of making representations of objects on box-wood), and after them all, the people, excepting the slaves."

Massachusetts Law.

The law of Massachusetts is now introduced to the notice of my readers:

> [CHAP. 248.]
>
> AN ACT relating to Free Instruction in Drawing.
>
> *Be it enacted, &c., as follows:*
>
> SECT. 1. The first section of chapter thirty-eight of the General Statutes is hereby amended so as to include Drawing among the branches of learning which are by said section required to be taught in the public schools.
>
> SECT. 2. Any city or town may, and every city and town having more than than ten thousand inhabitants shall, annually make provison for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.
>
> SECT. 3. This act shall take effect upon its passage. [*Approved May*, 16, 1870.

It is one of the most important laws of the Massachusetts Legislature, and is certainly destined to produce the most beneficial results, not only to the people

of the "Old Commonwealth," but to those of every section of the country.

Let us see now what has been done under it, and to do that I must turn my attention to the drawing report of the City of Boston School Committee for 1870, in which I find this:

"There was nowhere any system, from the primary to the high schools, and in the three sections of the city different methods were in vogue in the intermediate and upper schools."

Not a very promising statement, and it should not be wondered at that the "Drawing Committee," feeling their responsibility under the new law, solicited help from Mr. Charles C. Perkins, well known in both America and Europe as a high authority on all matters relating to Art Education.

An Art Master.

The following extracts from a letter sent to the Drawing Committee by Mr. Perkins will show how valuable the advice of that gentleman was:

"It is as easy to teach children to draw as it is to teach them to write, provided they are taught in the right way, upon a system whose excellence has been fully tested. If, however, they are put under teachers who cannot guide them with a firm hand because they themselves have no fixed principles of instruction, no good result can be expected, and the children's time is wasted in futile effort. The first object, then, is to have the teachers taught by a thoroughly well-educated master, so that having learned his system they may become competent to instruct in it. You naturally ask where is such a person to be found, — to which question I answer, among the gradutes of the Normal School at South Kensington, whose ability to teach is certified by as many as five or six diplomas. These diplomas are given to them by the Science and Art Department, whose office it is to supply the provincial art schools throughout Great Britain with teachers of whose competency it is thoroughly satisfied.

"The question now arises as to what certainty the Committee on Drawing would have in case they decide to send for an English master, that the person sent would be in all respects satisfactory. To this I answer that my long acquaitance with Mr. Cole and his able assistants, and the interest which I have heard them express in the prospects of art in the United States, warrants my belief that they would take the utmost pains to select the right person, if I requested them to take the responsibility. So fully am I convinced of this that I will undertake to *procure* the necessary models, such as are supplied to Art Schools from South Kensington, and *give* them to the Committee, to be placed in such a room as they shall designate to be used as a Drawing School, provided they will authorize me to communicate with Mr. Cole on the subject, and ask him to send a competent teacher to Boston who may be made Head Master of Drawing in the public schools, with a sufficient salary."

To proceed: In the "Report on Drawing" for 1871, the following statements and order can be found:

INSTRUCTION FOR THE TEACHERS.—As the employment of special instructors in sufficient number to meet the wants of the schools in Boston was quite out of the question, it was decided that the regular teachers could and must do the work, under suitable direction. After a careful consideration of the means to be used to carry into effect this important addition to our system of public education, a consideration which called for an examination of the systems in use in Belgium, France, Prussia, and England, it was finally decided that the system in use in South Kensington should be the basis, while the Belgian and French methods, where they surpassed this in efficiency, might be grafted on.

The Board accordingly gave this committe permission to employ a graduate of the South Kensington Art Schools, and with the assistance of several gentlemen, both here and in England, they have selected a gentleman distinguished by his success as a teacher of art, and as an organizer of Art Schools; one who had clearly seen the defects of the English system, and had labored long to improve and extend that system.

Ordered: That the Committee on Drawing be authorized to employ a suitable teacher from the South Kensington Art School, as Normal instructor in this city, at a salary not exceeding £500 a year.

Art in Boston Schools.

The accompanying passages from a "circular" issued by the Drawing Committee to the Boston Public School Teachers, under date of September 27th, 1871, show who was elected to carry out the provisions of the State law on Drawing in the Boston Schools:

"In accordance with the law of the State, and the vote of the school board, Drawing will be taught in the public schools of this city. As this instruction must be given by the regular teachers of the schools, the committee on Drawing, under the authority given them by the board, have made the following arrangements to facilitate teaching a branch which is to many of our teachers new and unaccustomed."

"The committee have spared no pains to secure for the teachers the best instruction that could be obtained in any country, and Mr. Walter Smith, formerly master of the Leeds Art School in England, has been appointed Normal Art Master, to give, with the assistance of the present special instructors in Drawing, the instruction needed to fit every teacher in Boston to meet his or her class in this department."

It may not be out of place here to state that Mr. Smith is the holder of five certificates of ability as an Art Master, issued by the English Science and Art Government, and that he had held his appointment at Leeds for a period of twelve years.

To successfully carry out the "programme," Teacher's Classes have been regularly held once a week during the school terms. During the school terms, since September, 1871, nearly all the teachers, *over one thousand in number*, have passed examinations for diplomas, (testifying their ability to teach drawing, according to requirement)—held under the "orders" of the Drawing Committee.

So much for the work that has been done, and is now going on in the city of Boston.

And now to consider the efforts making by School Committees in the other cities and towns of the Commonwealth, to comply with the Drawing Law.

The State Director of Art Education, who, by the way, is Mr. Walter Smith, having received the appointment at the same time that his appointment of Normal Art Master for Boston was conferred upon him, found very great difficulties in the way of his work in consequence of the utter want of skilled instructors in drawing to take charge of classes throughout the State.

State Normal Art School.

To meet this want, he, together with Mr. Chas. C. Perkins, chairman of the Committee on Drawing in the Boston School, and Mr. John D. Philbrick, Superintendent of them, presented a bill to the Legislature, or rather caused it to be presented, asking for a sum of money sufficient to establish a State Normal Art School, wherein a fitting education could be obtained by all persons who desired to qualify themselves as teachers for Industrial Art Schools.

The appeal was made in February, 1873, and the School was opened on the 6th of November of the same year.

This school is intended as a Training School for the purpose of qualifying teachers and masters of industrial drawing. Its specific aim at present is to prepare teachers for the industrial drawing schools of the State, who shall also be able to direct and superintend the instruction in this branch in the public schools. In the future it may be necessary to provide for high skill in technical drawing and high-art culture, but the immediately pressing demand is for teachers who know the elementary subjects thoroughly well, and can teach them intelligently and successfully; and this demand the school will aim primarily to supply as far as its limited means will allow, by providing, at the outset, training in the elementary subjects only, but making it as complete and practical as the circumstances will permit.

One hundred and thirty students entered the school, having successfully passed an examination in free-hand and model drawing, and the number who stayed through the term was about one hundred.

The course of studies will show that even the first year's training of students in the Massachusetts Normal Art School is likely to be one that will not easily be forgotten. The scheme of instruction as prepared by Mr. Smith is more comprehensive and thorough than that of any similar institution in Europe. There are to be four diploma courses, and four years attention to the studies must be given by every student who intends to graduate.

The first course, A, is for Elementary Drawing and Design; the second, B, for Painting; the third, C, for Sculpture; the fourth, D, for Engineering, Drawing and Architecture.

In the examination for diplomas for the first year's work, forty-seven students entered for examination—thirteen successfully "passed," and nine partially so. These students have now commenced the second years's course.

Twenty-three cities and towns in Massachusetts, having more than 10,000 inhabitants, have complied with the requirements of the statute concerning drawing—doing the best that can be done with instructors not officially certificated as Art Teachers.

In this connection the author desires to state that any reference to American Academies of Science, wherein Drawing is taught, or to the institutions of the country established for the training of Artists, has been carefully avoided, as his attention has been given only to that Art Education which is applicable to American industries.

He also wishes it known that such excellent schools as the Cooper Institute of New York City, the Worcester Free Academy, the Massachusetts School of Technology, the Lowell Free Drawing School (both these last in Boston), and a few others of similar standing, are not to be considered as lacking in the means of good teaching, or of good teachers, of Industrial Art.

For a moment let me draw attention to a few items from the reports of the drawing schools of England.

In 1852 there were but twenty art schools in the United Kingdom, with 5,000 students, paying $13,000 in fees; now there are 122 schools, with 22,800 students, paying $124,000 in fees. 194,000 children of the poor, and 17,200 working men are studying drawing at this time in these English drawing schools.

In conclusion let me fervently hope that our National Government will speedily rise to the work of placing itself (æsthetically speaking) with the nations of the old world, and that all who are interested in the welfare of our beloved country (and that means also, in the welfare of our whole people), will bestir themselves at once to improve the condition of our educational affairs by introducing the study of drawing wherever it can be introduced. For the finger of Progress is surely pointing the way that England and France and Germany have gone. Each nation, regarding its manufacturing interests, has seen clearly that the practical education of the people,—especially the training of their eyes and hands, must precede any gain of national power in the markets of the world.

—Dr. Holland, in *Scribner's Monthly*, says of the Roman Catholic demand on the schools:—"At some future time, we presume, the public will learn the reason of the recent attempt on the part of the Catholic parochial schools in this city and elsewhere to secure a portion of the public moneys for the sustenation of those institutions. This attempt could not have been made with any expectation of success. If a man, wearing a sober and friendly face, should approach his neighbor in the street, with a polite request that that neighbor should accommodate him by committing suicide, he would hardly do it with the expectation of hearing an immediate report of a pistol in execution of his demand. The neighbor might possibly maintain a show of politeness, but he would go off wondering what the request was made for, and what was to come of it. He certainly would not suppose that the man who made it expected it to be granted. He would judge that this request was the preliminary of some other request, or of some movement, to which he intended to bring it into relation.

"This is precisely the request that the parochial schools have made of the public schools. 'Will you be kind enough for our accommodation, to commit suicide?' The specific request of the Catholic authorities is not in this form, of course, but it just as distinctly involves the question as if the question were distinctly stated. The moment the public authorities recognize the right of a sect to public money, for the special purpose of holding its children together for sectarian instruction, they destroy the public schools, so far as any action of theirs can accomplish that end. One sect has no more rights in America than another, and the result of consent would be the abandonment of the public schools, and the transformation of our Board of Education into a Board of Apportionment. We have no State religion. We never ought to have, and we never shall have one."

The Dudley Grammar Schoolhouse.

Dudley Grammar School, Roxbury, Mass.

This commodious and attractive edifice is located on the site of the old City Hall at Roxbury, at the junction of Dudley and Putnam streets. It is of face brick with sandstone trimmings, is two stories above the basement, with a mansard roof, and was designed in the modern Gothic style. The plans and specifications were prepared by Louis Weissbein, architect of this city.

A bell tower gives character to the structure, which is finely located and and admirably lighted. The lot on which the building is erected contains 26,900 square feet. The extreme length of the building is 138 feet 10 in.; the extreme width is 97 ft. 8 in. The yards are paved; the areas in front of the building form nice grass plots. There are fourteen large rooms besides the master's office, district committee room, library, philosophical apparatus room, and dressing rooms for the male and female teachers. There are spacious entrances, with two flights of stairs to each story, communicating with halls sixteen feet wide which extend the whole length of the basement, first and second stories. The halls, corridors, and stairs, being well lighted, give the interior a cheerful and comfortable appearance.

The basement, which is nine and one half feet in height, contains six brick-floored playrooms, boiler and coal rooms, and water closets. There are two separate boiler rooms constructed with fire-proof walls and ceiling. Currents of hot air, conveyed through metallic pipes, enter the school room through large registers. The other apartments are warmed by steam radiators. The school rooms of which there are three on either side of the first and second stories, are twenty-eight feet by thirty-two feet, and are thirteen and one half feet in height. The rooms are all lighted from one side only, and the fifty-six desks in each room are so arranged that the light enters from the left of the pupils hands on their work.

This system has been endorsed by the celebrated Dr. Williams of this city and by the most prominent oculists of Europe. The German government, a few years ago, ordered an examination into this matter, and it was found that out of the twelve thousand school children, the eyes of most of these, receiving light from the left only, were uninjured, while many of the others were impaired.

The remaining two school-rooms are in the mansard story, where is also situated the large and beautiful exhibition hall, capable of seating from eight hundred to one thousand people. The hall is lighted by windows and large skylights; it contains a neat stucco cornice.

The building is one of the most substantial in the city. There is no outside exposed woodwork, as every thing above the fire-proof brick cornice is of copper, galvanized iron or slate. The inside finish is of the very best material and workmanship

All the windows are constructed for a double run of sashes. The walls of the school-rooms, wardrobes, corridors, exhibition hall, and the rakes of stairs are lined with wood to heights varying from three to five feet. The upper floors throughout the building are of the best of Southern pine boards.

The method of ventilation is the best known, it being located in hollow walls; by this arrangement the former unsightly ventilating boxes, which project into the room are entirely avoided.

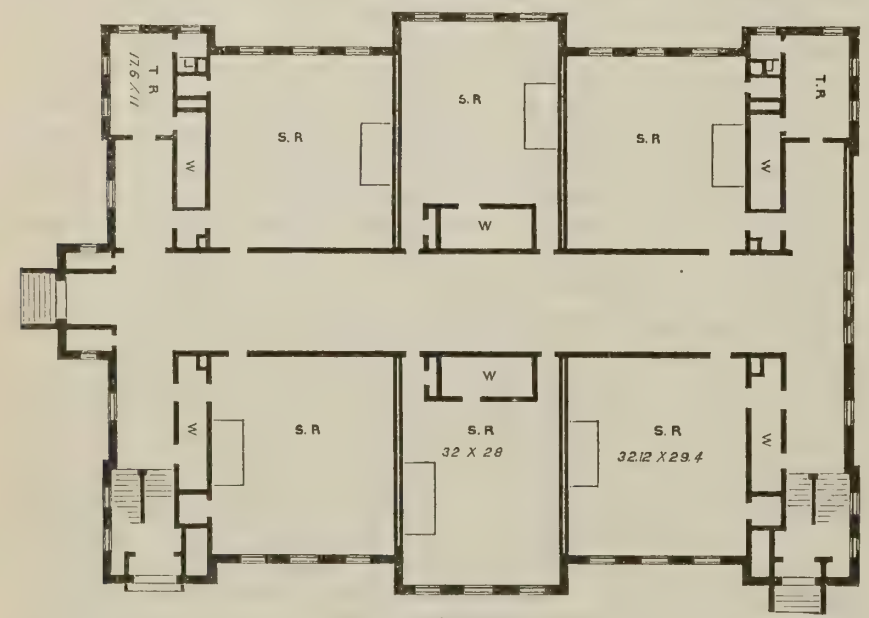
Another convenience is a system of electrical annunciators and speaking-tubes centering in the master's room, and connecting with every room in the building.

The work of the contractors was performed in a very satisfactory manner. The contractors were Flint and Davy for the masonry, B. H. Slanders, for the carpentry, and T. S. Clogston & Co., for the steam-heating apparaus.

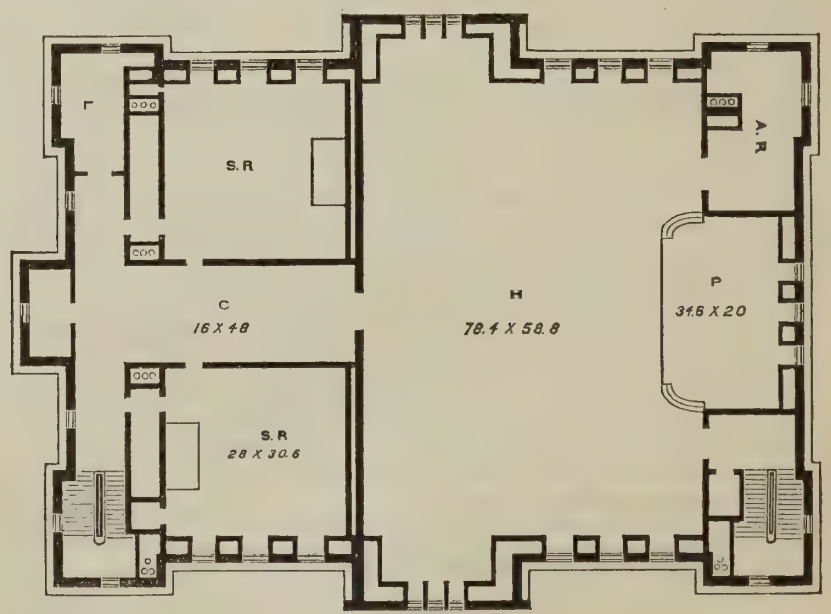
The building cost, exclusive of lot, $139,993,60. It must be remembered, however, that the house was contracted for soon after the great fire, when building materials and labor commanded a higher price than ever before. At the present time the same building could be erected at a saving of forty per cent.

The school-rooms present a cheerful and attractive appearance, many of them being profusely adorned with chromos, heliotypes and engravings, which were donated, through the influence of the master, by Messrs. Prang & Co., James R. Osgood & Co., and many others.

This school-house was dedicated in October, 1874, and stands upon land which was given for the public use and benefit sixty-four years ago by the late Col. Dudley, representative of a name eminent in the earliest annals of Roxbury and the Commonwealth of Massachusetts.



Plan of First Story.



Plan of Second Story.

— In the Vienna public schools which I visited, I was charmed with the *music of speech;* but I soon found it was a characteristic of the people, and I see no reason why, through the influence of school-culture, it may not become a characteristic of our own people.—*John D. Philbrick.*

— There are times when, if we would see God, we must turn our faces to the bare wall and keep silence.

SCIENTIFIC.

A Dip in the Pond.

BY WALTER HOXIE.

One scoop with a dip-net in a shallow pond rewards the naturalist's efforts with some such list of specimens as follows:

1. A Polliwog (*Rana pipiens*).
2. A Skater Bug (*Gerris*).
3. Two Water Beetles (*Dyticus*).
4. A Newt (*Diemictylus viridescens*).
5. Snails (*two species, Physa and Planorbis*).
6. Rowing Bugs (*Notonecta*).
7. A Bream (*Pomotis vulgaris*).
8. Larva of Caddice (*Neuronia*).
9. " " Dragon Fly (*Libellula*).
10. " " " (*Diplax*).

This was our actual 'haul' made one noon last week. Numbers 1, 4, and 7 are vertebrates, 5 are mollusks, and the remainder insects. A pretty good glimpse at animated nature in that little handful of mud and decaying vegetation. First consider the vertebrates. The Newt is a tailed batrachian. He is produced from an egg, uses gills for respiration during infancy, and when in adult state retains the caudal appendage which his cousin, *Rana pipiens* discards. Rana has the advantage of him in voice, however, and through the long summer nights his generous notes proclaims to the sleeping world the scandalous tale of the debauched condition of a *Hibernian*, surname not stated.

The Bream is a bony, spine-finned fish, known to youthful anglers as the "Flatty,"—a great ornament to the aquarium where his wide, many rayed fins and superb metallic colors show to great advantage. The Breams make large circular cavities or nests near the margin of the pond, and watch and protect their eggs with great care. Bobby will tell you that the Flatty is a "great fellow for taking off bait."

The Water Beetles swim with singular dexterity, carrying a supply of air with them for use while submerged, and frequently visiting the surface and catching a fresh breath by means of a spiracle or breathing hole in the end of the abdomen. The Rowing Bugs have the same breathing habit, but they use the two long oars into which one pair of their legs are developed in a reckless, hurried manner, becoming perfectly panic-stricken on the first alarm, thus often rushing into the danger they wish to avoid. They can bite severely, always swim on their backs, and are a very useful inhabitant of the aquarium, where their precipitate and desultory movements often "stir up the animals" to very great advantage.

The Gerris is a slender grey bug, who moves and slides about on the surface of the water with so much agility that Bobby, the aforesaid youthful angler, is rather appalled, and has invented a dark and weird legend of his turning into a mosquito, as a convenient excuse for stoning him on every occasion. Gerris seems to enjoy it, and probably laughs at Bobby's futile efforts to annihilate him, and slips away gracefully when he gets ready to go.

Caddice larva are remarkable on account of the ingenious home which they construct from all sorts of loose material for their protection. Little stones and snail shells are often used, and occasionally a living snail. In this case the larva and the mollusk take turns in carrying each other.

A baby dragon fly is born with a spoon in his mouth, but sad to say it is not of silver. It answers his purpose, however, remarkably well, and besides is furnished with an extension elbow, jointed handle, and a set of self-acting, interlacing claws in the front of the bowl, which are the terror of all insects, and larvae small enough to be in danger of his attack. The Libellula is a thick, chubby larva, which swims with its legs and has no rudder, while Diplax is very slender, uses its entire body to swim with, like a fish, and has three graceful paddle-shaped rudders.

The snails, though not lively in the aquarium, are always favorites, from their steady industrious modes of life and inoffensive ways. They deposit their eggs in masses on the glass, and their flexible and extensible horns are always a source of delight to the children.

Geographical Work of 1874.

At the meeting of the American Geographical Society, held February 25, 1875, the annual address was delivered by Chief-Justice Daly, the President of the Society. Beginning with a brief survey of the remarkable physical phenomena of the year, including great falls of rain and snow, extreme and widely-distributed cold, earthquakes, volcanic disturbances, floods, cyclones, etc., he alluded, in passing, to the geography of the sea-bottom as made known by the recent examinations of the Challenger Expedition, and then took up the geographical work in our own country, as carried on by the United States Engineer Corps, and other explorers. The explorations of Lieutenant Wheeler show that every State and Territory west of the Plains is crowded with the products of volcanic action, ancient and modern, the connected beds of lava in Arizona and New Mexico covering an area of 20,000 square miles; and the conclusions of the geologists of the expedition are, that volcanic disturbances and eruptions in our Western territory will be resumed, and may occur at any day. They have occurred so recently, geologically speaking, that it is extraordinary there is no human record of them. In the Department of the Platte, a new route to the Yellowstone Park has been discovered by Captain Jone's exploring party. The Black Hills country was penetrated by General Custer's military expedition, and explored by Captain Ludlow. Prof. Hayden's geographical survey has confirmed the discovery of 1872, that Colorado is the great centre of elevation in the United States, having fifty peaks that are about 14,000 feet high. In the Pacific Ocean, soundings have been made for ascertaining a practical route for a telegraph cable between Japan and Puget Sound, and for one from San Francisco to the Hawaiian Islands.

The separate researches and explorations of M. Pinvart and Mr. W. H. Dall, in Alaska and the Aleutian Islands, were next reviewed. M. Pinvart is of the opinion that the Esquimaux of this region are of the same stock as those of Greenland and Baffin's Bay, and concludes from their legends and traditions that they came originally from Asia across Behring's Straits. The probability of this conclusion is doubted by Mr. Dall; moreover, many American ethnologists think that Greenland and vicinity were peopled from Europe.

Prof. F. W. Putnam, of Salem, Mass., has been engaged in researches respecting the ancient inhabitants of North America. He believes that the Southern Indians (the Mound-Builders of Ohio, Indiana, and other parts of the West) were not connected with the northern or eastern tribes, but were of the same stock as the ancient inhabitants of Mexico, though diversified by immigration and by mixing with other races.

In Central and South America specialists have carried on explorations in Costa Rica, Nicaragua, and the lower part of South America. A French expedition has been exploring Terra del Fuego.

The arctic event of the year has been the return of the officers and crew of the Tegethof, of the Austrian expedition, and the important discoveries made by them. This expedition, in the difficulties it encountered, the perseverance displayed, the discipline maintained, and the success achieved, is about as heroic as any thing that has occurred in the history of arctic exploration. The ship was frozen in off the coast of Nova Zembla from August till October, 1872, when the ice broke up, and they found themselves fixed upon an ice-floe helplessly *drifting*, but, strangely enough, to the *northward*. Drifting fourteen months in this way, mere passengers on an ice-floe, they were at last driven ashore and frozen in on a coast which they had discovered, but were unable to reach, two months before. This was in 79° 43′ north latitude, and 60° 23′ east longitude. It was now November, 1873, and they had passed the eightieth parallel. The long polar winter of 175 days set in, and the cold was so severe that the quicksilver remained frozen for weeks, and the darkness in midwinter was intense. The land, to which they gave the name of Franz-Joseph Land, was a most desolate region. In April, 1874, they set out in sledges and reached 81° 57′ north latitude, coming upon a country which they called Crown-Prince Land, whose cliffs were covered with thousands of ducks and auks; seals lay upon the ice, and there were traces of bears, hares, and foxes. Here, over a sea comparatively free from ice, they saw land in the distance, which seemed to stretch beyond the eighty-third parallel of north latitude. Their return journey was one of over three months' hardship, made in sledges and boats. —Popular Science Monthly.

Charles Kingsley on Schoolmasters.

". . . One Friday morning, early, Mrs. Bedonebyasyoudid came indeed. A very tremendous lady she was; and she had on a black bonnet, and a black shawl, and no crinoline at all; and a pair of large green spectacles, and a great hooked nose—hooked so much that the bridge of it stood quite up above her eyebrows; and under her arm she carried a great birch rod. Indeed, she was so ugly that Tom was tempted to make faces at her, but he did not; for he did not admire the look of the birch rod under her arm. . . . . And after luncheon she set to work again, and called up all the cruel schoolmasters—whole regiments and brigades of them; and, when she saw them, she frowned most terribly, and set to work in earnest, as if the best part of the day's work was to come. More than half of them were nasty, dirty, frouzy, grubby, snubby old monks, who, because they dare not hit a man of their own size, amused themselves with beating little children instead, as you may see in the picture of old Pope Gregory, (good man and true though he was, when he meddled with things which he did understand), teaching children to sing their fa-fa-mi-fa with a cat-o'-nine-tails under his chair; but because they never had any children of their own, they took into their heads (as some folks do still) that they were the only people in the world who knew how to manage children: and they first brought into England, in the old Anglo-Saxon times, the fashion of treating free boys, and girls, too, worse than you would treat a dog, or a horse; but Mrs. Bedonebyasyoudid has caught them all long ago, and given them many a taste of their own rods; and much good may it do them.

And she boxed their ears, and thumped them over the head with rulers, and pandied their hands with canes, and told them that they told stories, and were this and that bad sort of people; and the more they were very indignant, and stood upon their honor, and declared they told the truth, the more she declared they were not, and that they were only telling lies; and at last she birched them all round soundly with her great birch rod, and set them each an imposition of three hundred thousad lines of Hebrew to learn by heart before she came back next Friday. And at that they all cried and howled so, that their breaths came up through the sea, like bubbles out of soda-water; and that is one reason of bubbles in the sea. There are others; but this is the one that principally concerns little boys. And by that time she was glad to stop; and, indeed, she had done a good day's work." WATER-BABIES.

— Rest and peace are not to be gained by force; they are the pure gifts from the heaven within us, rain clouds and sunshine meeting in our tears and smiles.—*Auerbach*, "*On the Heights.*"

New-England JOURNAL OF EDUCATION.

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Boston, Mass., June 26, 1875.

THE committee of arrangements for the annual meeting at Providence expect a large gathering of educators, and they have made arrangements accordingly. The interest and industry of the Providence teachers, and especially of the principals of the high aud grammar schools, have been rewarded with large success, and their welcome to the teachers of New England will be as warm as their plans are generous. In that welcome the *whole body* of teachers of Rhode Island will join, for they will all be present at the hand-shaking. Don't be frightened as to room, for the Plantations are broad enough to embrace all that is worth having in New England.

As to the attractions at Providence, outside of the vast proportions of the programme, we have not room to tell. We had intended to write up Providence, Narragansett Bay, a Rhode Island Clam Bake, Mount Hope, the royal residence of King Philip, Roger Williams and his Apple-tree, The Gaspee, &c., &c., but a sly hint from the President has led us to believe that surprises are a part of the common lot of man, and may be of the peculiar class called school-teachers. Well, we are resigned to the will of Providence, trusting that our fears as well as our hopes will be fully realized.

THE EDITORIAL EXCURSIONISTS who left New York on Thursday, the 1st inst., for California, the Yosemite, its big trees, the geysers, vineyards, orchards, gardens and pleasure resorts of the Pacific Coast, the cañons of Colorado and Utah, the Rocky Mountains and Sierra Nevadas, have reached Chicago, and on Monday next will push on for Omaha and the West. They have a jovial company of editors and correspondents, ladies and gentlemen, and if California and the whole empire between the two oceans is not well written up, it will not be for lack of brains or pens, but from the overplus of good cheer which awaits them at every step of their journey. They have promised to remember their eastern friends whom they leave to the tedious toils of the office during these sultry summer days, but who knows? Our able and genial friend, W. H. Lambert, Esq., Principal of the Fall River High School, will represent the JOURNAL OF EDUCATION, and we can say to all interested that we have sent a good type of the New-England teacher, who will sustain our good name on the Pacific slope, as well as *en route*. Our first letter from Mr. Lambert will reach us from Omaha for our issue of July 17, and then we may expect a weekly installment. With friends Stockin and Lambert on a train, we may be sure that the *length* and the *breadth* of our profession will be well represented. Health and a glorious good time to the travelers!

IN AUGUST, 1854, twenty-one years ago, the American Institute of Education held its 25th annual meeting in Providence, R. I. The Institute, presided over by Thomas Sherwin, Esq., of Boston, was welcomed to Providence by Hon. John Kingsbury, and to the State by Hon. Elisha R. Potter, Commissioner of Public Schools. Addresses of welcome were also tendered by Prof. William Gammell in behalf of the school committee of Providence, and by Prof. Alexis Caswell (since president), in behalf of Brown University. The introductory lecture was delivered by President Wayland of Brown University, giving *A Review of the Progress of Education in this country during the last twenty-five years*, and on motion of Mr. George B. Emerson of Boston, seconded by Mr. J. D. Philbrick of New Britain, Conn., it was voted to print ten thousand copies of the lecture for distribution. Lectures were also given by Rev. E. B. Huntington of Waterbury, Conn., on "*The Æsthetics of Education*; by Mr. Elbridge Smith of Cambridge, upon "*The claims of classical culture upon the Teachers of American schools*," by Rev. Dr. Edward Beecher of Boston, upon "*The right use of the emotions and passions in the work of intellectual development*;" by Dr. W. Hooker, George Summer, and others. Resolutions were passed relative to the life and services of Josiah Holbrook, one of the original members of the Institute, and as was stated "the Father of the system of Lyceums," and among the first "to introduce into our schools the use of apparatus for the illustrations of science, and to introduce and recommend the collection of Geological specimens, to excite in the young an interest in the formation of the material world."

Mr. Samuel Austin, of Providence, showed himself then, as now, the friend of the industrial classes by presenting a series of resolutions in favor of establishing "free evening schools for adults and for those young persons who are not in attendance upon day schools."

Resolutions were also adopted expressing the sense of the Institute with reference to the atrocious murder of Prof. H. W. G. Butler of Louisville, Ky., at the hands of Matt F. Ward, and among others were most flattering testimonials to Mr. Kingsbury as the "moving power" which prepared the excellent reception, and to the city of Providence "for its elegant and generous hospitality." "Other cities have done nobly as our hosts, but the city of Roger Williams has excelled them all;" thus wrote D. B. Hagar of Jamaica Plain, the Recording Secretary. Among the participants were Mr. Richard Edwards of Salem, Mr. Greenleaf of Bradford, Rev. Mr. Vail of Westerly, Rev. Mr. Stone of Providence, Dr. Gregory of Boston, Mr. Bulkley of Brooklyn, William D. Ticknor of Boston, and Prof. S. S. Greene of Providence. We failed to notice in the published record an account of the Bay excursion or the Rhode Island clam-bake, and can only account for the omission on the ground that the Recording Secretary was "too full for utterance." Besides, his well-known gravity ou all occasions would lead him to avoid all demonstrations of this character and, he probably took the train for West Roxbury, on the departure of the excursionists down the blue Narragansett. However that may be, the true historian of that occasion has written this down as the best Institute of the season, and its memory is still fresh with many who will come up to celebrate the freedom anniversary of that celebrated occasion.

Some have gone, and their faces will be missed by their comrades of the profession. Among those especially noted in life and lamented in death, were Benjamin Greenleaf of Bradford, Mass., President Wayland and Thomas Sherwin, John Kingsbury of Providence, the soul of that great gathering

One of that Institute who took part in its proceedings, Rev. Thos. Williams, now lives in Providence, nearly a hundred years of age. Others who were original members will be at Providence to welcome their brethren. Of these Rev. Daniel Leach, D.D., School Supt. of Providence, Rev. E. M. Stone, Samuel Austin, Amos Perry, S. S. Greene, LL.D., Alexis Caswell, LL.D., are still active and influential in the cause of popular education, and as ever earnest friends of the American Institute.

TO MEET THE EXPRESSED WANTS of the educators of the United States, for information concerning what is to be done for and at the Centennial Exposition at Philadelphia in 1876, in educational affairs, and to cooperate with the Managers of the Exposition in securing a full representation of our American Educational Systems and Institutions, we have decided to issue, July 10th, 1875, an ILLUSTRATED CENTENNIAL EDITION of the NEW ENGLAND JOURNAL OF EDUCATION.

It will be our aim in bringing out this number to supply all information that any educator may at present be desirous of knowing; and in order to do this we have secured a list of valuable articles which will cover the whole field, from parties who stand among the first in educational matters and are well informed on the subjects of which they treat. The following is the list of articles we propose to give in this number; there may be some slight changes:—

Education at the Exposition; by Hon. John Eaton, Jr., U. S. Commissioner of Education, Washington.

Education at the Vienna Exposition; by Baron Von Schwarz-Senborn, Manager of the Vienna Exposition, and Commissioner to the United States.

Public School Work, School Architecture, School Furnishings, etc.; by Hon. John D. Philbrick, of Boston.

Colleges at the Exposition; by J. M. Gregory, LL.D., Chancellor Illinois Industrial University.

Art at the Exposition; by Walter Smith, Boston.

Science at the Exposition; by Prof. Wm. Phipps Blake, in charge United States Collection of Minerals for Exposition.

One Hundred Years of Educational Progress; by J. C. Stockbridge, D.D.

General Plan of the Exposition; by Dorsey Gardiner, Philadelphia.

Work for Educators; by Hon. J. P. Wickersham, Superintendent Public Instruction, Pennsylvania.

This issue of 25,000 copies will be a double number of 32 pages, will contain the usual general and department matter, and will be the largest educational paper ever published in this country, furnishing official papers, and historic data, with such other information as will render it invaluable to every teacher in America. Our readers will readily understand that we spare no labor nor expense to make the NEW-ENGLAND JOURNAL OF EDUCATION not only the most enterprising, but the most valuable publication of its kind in the world, and the reception given us is a most flattering testimonial to our success in supplying what all live educators so truly need, a wide-awake, practical, weekly paper. Orders for this paper should be sent to the publisher immediately, as the edition is nearly exhausted.

ANNUAL MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION,

AT PROVIDENCE, R. I.,

Wednesday, Thursday, and Friday, July 7, 8, and 9, 1875.

On Wednesday, a Lecture by President Robinson at Music Hall, at 8.00 P. M. Music by pupils of Providence Grammar Schools.

On Thursday morning, Addresses of welcome, business, etc. Papers by J. A. Shaw, A.M., and by A. G. Boyden, A.M. *Afternoon*, Papers by Rev. A. D. Mayo, E. C. Coy, A.M., and J. F. Blackinton, A.M., and a Lecture by Rev. J. M. Gregory, LL.D.

On Friday morning, Papers by Miss Anna C. Brackett, Prof. S. S. Greene, LL.D., and Samuel Eliot, LL.D. *Afternoon*, Lecture by President Porter.

Free return tickets will be furnished to members to all parts of New England, and free entertainment is offered to all lady members. See our issue of June 19th for full programme.

Vocal Music in Schools.

"You might justly be regarded as the father of our church music," we once remarked to the venerable Dr. Lowell Mason.

"And, when I see the abuses which have crept into our public worship, under the name of church music, I am disposed to question whether it was a good or an evil service," was his prompt response.

We are inclined to raise the same question with regard to many who introduce singing into our schools. Of the arts, none is at once so refining and so practical as vocal music. It is more availably within reach of the masses of our children and youth than any other of the fine arts. It finds more occasion for after use, and can be more easily kept up and applied than one-half of whatever else is studied in the school. It is available in house, hall, and church; and is at once promotive of good utterance, sound health, sensible enjoyment, and exultant worship. Let me question, as before, whether many who suppose they are pushing it in the public schools and the Sunday schools, are not doing an evil service rather than a good one.

There are two evils too often fostered in the school singing, both of them destructive to good singing and good voice. The first is, fixing in the pupils the mere habit of *rote-singing*. Singing by rote is useful among young pupils as a means of getting at some sort of song-singing early, in order to arouse and keep up the interest while you are laying a foundation for something more masterful. Careful drilling upon notes and exercises may be dull and for a time uninteresting, and may need to be enlivened by actual singing, but here the province of music, note-singing, ends,—it is wholly a temporary and superficial expedient, and there is no earthly use for anything further. Rightly presented, all the important elements of vocal music can be learned by the youngest pupil as well as those of any other branch,—easier than those of some branches he is forced to begin with. He can learn to read passages in plain music just as well as he can learn to write and read numbers. It is wholly a question of your method of teaching. With the right method you can reach effective results, and those more pleasing to the child, in less time, than is required to reach the same vantage ground in teaching *reading*.

There is now, too, no want of instructional means and appliances. When, years ago, we undertook the work, and had to take the old "Handel and Haydn" collection, and write out for our schools a simplified set of lessons, teaching the same orally from a blackboard of our own painting and ruling, writing all our hymns and songs on it, to be memorized by our pupils; it was something of an undertaking. But now, teachers cannot go amiss of aids, both ingeniously and effectively adapted to the wants of their pupils. Now, we say emphatically, those who, instead of carefully training their pupils to sing by note, content themselves with an occasional caterwaul in note-singing, are doing the schools an evil service.

The other evil is a still graver one. It is that of disregarding utterly the compass and capacity of the child's voice. There seems to be often among professional music-teachers, an entire want of just knowledge on this point. Tunes are written for school song-books, which run too high for the child's voice, forcing it to degenerate in practice, into a shrill squeal. The child's voice is limited in its compass, and most effective on the middle tones. It should not be forced out of the octave from D′ to D″, certainly not higher than E″. Doubtless there may be found voices in the schools, capable of a wider range. But the school practice should not be governed by their capacity. Let extraordinary voices, either soprano or alto, have special training and practice. The best music of the body of a school will be embraced within a compass of six notes, taking A′ he center.

So, too, the child's voice is limited in power, and in capacity for sustained effort. Many children, it is true, can make an almost unaccountable quantity of noise, but it is by no means musical, and never evenly sustained. Hence, the folly of giving children long-sustained notes in common singing, and the worse than folly of goading them to sing with explosive loudness. We have known the school singing teacher cry out: "Sing loud; sing louder!" until every particle of the natural, bird-like sweetness of the children's voices was destroyed. Not only was the singing destroyed as music, but the foundation was laid for a lasting destruction of the voice itself. Our musical voice is in all conscience harsh enough; but what it will become by the next generation, under such training, is positively fearful, for him that hath ears to hear, to contemplate. To arouse and stimulate a school, so as to secure a *full* voice, is, of course, necessary. But beyond that, the struggle should be to secure, not loudness, but sweetness,—well-rounded sweetness. Give us that, with exact intonation and time, and with sympathetic spirit and expression, and you give us true child-singing,—the dawning soul of humanity in the breath of the bird and the breeze.

Presidents of the American Institute.

An institution so old as the American Institute, and composed of so able a membership, must have a history well worth the knowing, but we are quite sure that but few of the present generation of New-England teachers know the worthy men and and worthy deeds of this the oldest educational organization in New England. For those who would study the movements of education in the Eastern States, it is necessary that they should know the men who founded and have given direction to the affairs of the Institute, for chief among its founders were the well-known names of Nathan Lord, William B. Calhoun, Francis Wayland, Thomas H. Gallandet, William C. Fowler, Theodore Frelinghysen, Gideon F. Thayer, George B. Emerson, Henry K. Oliver.

Our purpose, however, is not to speak of this history further than to suggest the importance of its acquaintance by our teachers, and to suggest still further that some worthy person should write up the Institute to date. We content ourselves by naming the prominent men who have served as Presidents of the Institute, and whose valuable counsels have given the main direction to its work.

FRANCIS WAYLAND.

The first president of the Institute, was Rev. Francis Wayland D.D. president of Brown University for so many years. He was elected to the office in 1830, and served three years. Dr. Wayland delivered the first address before the Institute at Boston in 1830, and again he celebrated its twenty-fifth anniversary at Providence in 1854 by an address reviewing the changes in educational movements during the last twenty-five years.

It may be safe to say that the American Institute had a policy and an energetic purpose during the first three years of its existence, for Dr. Wayland had a will, a purpose, and a policy, and in educational matters it was a policy shaped by intelligence and fired with enthusiasm.

WILLIAM B. CALHOUN

was the successor to Wayland, and conducted the affairs of the Institute from 1833 to 1840. During his administration annual meetings were held at Boston, Worcester, Lowell and Springfield.

JAMES G. CARTER

presided one year, at the first meeting which was held in Providence, in 1840. His successor was

GEORGE B. EMERSON,

the veteran teacher of Boston, whose services in the educational field entitle him to the higest respect of his associates, and of all who are connected with school work. Dr. Emerson held the office eight years, and presided over the Institute at Boston, New Bedford, Pittsfield, Mass., Portland, Me., Hartford, Conn., Plymouth, Mass., Concord, N. H., and Bangor, Me.

GIDEON F. THAYER,

a teacher of experience and a gentleman of culture, succeeded Dr. Emerson, and held the important office four years—holding meetings at Montpelier, Vt., Northampton, Mass., Keene, N. H., and Troy, N. Y. This was the only meeting of the Institute ever held out of the limits of New England.

JOHN KINGSBURY,

the accomplished teacher of Providence, held the office of President in 1856, and 1857, and meetings were held at Springfield, Mass., and Manchester, N. H.

JOHN D. PHILBRICK,

his successor, followed Mr. Kingsbury's example and declined the third term. He served the Institute well at Norwich, Conn., and New Bedford, Mass.

DANIEL B. HAGAR,

then as now a young man, worthily held office and infused a genial life into the meetings at Boston in 1867, and at Brattleboro, Vt., in 1860.

ADMIRAL P. STONE,

now the popular Superintendent of Schools of Springfield, Mass., and well known in the councils of the Institute, put off the Presidential robes at Concord, N. H., in 1863, having held an annual meeting at the city of Elms in 1862.

CHARLES NORTHEND,

teacher and author, presided at Portland, Me., in 1864.

BIRDSEY G. NORTHROP,

then of Massachusetts, now the State Secretary of Education in Connecticut, shared with others the earnest labors and unquestioned honors of very successful gatherings at New Haven in 1865, and at Burlington, Vt., in 1866. In 1867

WILLIAM E. SHELDON,

a Boston grammar master, held the office of President, and fulfilled its duties honorably, and resigned the chair to

JOHN KNEELAND,

another of Boston's successful teachers, who planned and presided over meetings at Pittsfield, Mass., and at Portsmouth, N. H., in 1868 and 1869.

SAMUEL S. GREENE,

the eminent teacher, school superintendent and author, gave the Institute his services at Lancaster, Mass., in 1870, and resigned his place to

ABNER J. PHIPPS,

who has served the schools, the Institute and the State, most honorably and successfully. He planned the meeting at Fitchburg in 1871, and at Lewiston, Me., in 1872. The Institute elected as its fifteenth president

M. C. STEBBINS,

Principal of the Springfield High School; with zeal he aided, and gentlemanly dignity he presided over, the meetings at Concord, N. H., in 1873, and at North Adams, Mass., in 1874, and committed his trust to the hands of

MERRICK LYON,

of Providence, R. I., whose success as a teacher and a school officer are the result of patient devotion, fidelity to duty and enthusiasm in his work.

The meeting next week will be a success; it is a success already, for its plans have been perfected by one who is as attentive to the smallest detail of preparation as he is adequate to the weightier duties of the occasion. In whatever other ways the Providence meeting may be wanting, it will not be surely in the thorough preparation of all parts of its plans, and in the warm and gentlemanly greetings of the President to all who shall come to the annual banquet.

THE annual meeting of the Kentucky State Teachers' Association will be held at Glasgow Ky., July 13 and 14, and at Mammoth Cave, July 15. The papers and discussions will be given by leading teachers of the state and a lecture on Wednesday evening on "Graded Schools" by Hon. John Hancock, Supt. Schools, Dayton, Ohio. An excellent programme, reduced fares on on railroads if not at hotels, and a trip to Mammoth Cave are only a part of the attractions.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

From the Centennial Oration

OF HON. CHARLES DEVENS, JR.

Fellow citizens, we stand to-day on a great battlefield in honor of the patriotism and valor of those who fought upon it. It is the step which they made in the world's history we would seek to commemorate; it is the example which they have offered us we would seek to imitate. The wise and thoughtful men who directed this controversy knew well that it is by the wars that personal ambition has stimulated, by the armies whose force has been wielded alike for domestic oppression or foreign conquest, that the sway of despots has been so widely maintained. They had no love for war or any of its works, but they were more ready to meet its dangers in their attachment to the cause of civil and religious liberty. They desired to found no Roman republic "whose banners fanned by conquest's crimson wing" should float victorious over prostrate nations, but one where the serene beauty of the arts of peace should put to shame the strifes that have impoverished people and degraded nations. To-day let us rejoice in the liberty which they have gained for us, but let no utterances but those of peace salute our ears, no thoughts but those of peace animate our hearts.

Above the plains of Marathon, even now, as the Grecian shepherd watches over his flocks, he fancies that the skies sometimes are filled with lurid light, and that in the clouds above are reënacted the scenes of that great day when, on the field below, Greece maintained her freedom against the hordes who had assailed her. Again seem to come in long array, "rich with barbaric pearl and gold," the turbaned ranks of the Persian host, and the air is filled with the clang of sword and shield as again the fiery Greek seems to throw himself upon, and drive before him, his foreign invader; shadows although all are that flit in wild confused masses along the spectral sky. Above the field where we stand, even in the wildest dream may no such scenes offend the calmness of the upper air, but may the stars look forever down upon prosperity and peace, upon the bay studded with its white-winged ships, upon the populous and wide extending city with its marts of commerce, its palaces of industry, its temples where each man may worship according to his own conscience; and as the continent shall pass beneath their steady rays, may the millions of happy homes attest a land where the benign influence of free government has brought happiness and contentment, where labor is rewarded, where manhood is honored, and where virtue and religion are revered.

The Lilies:—July's Floral-Lesson.

[For four girls, with wild Lilies and reference books.]

BY M. B. C. SLADE.

First.—I bring from the moist meadows, and from the margin of the golden-green marshes, these bright July Lilies, that most strongly resemble the beautiful flowers of which Jesus said,—

Second.—Consider the lilies of the field, how they grow.

Third.—How do you know that these are likest those, of all our Lilies?

First.—Because those were probably the Chalcedony Lilies, that are described by Eastern travelers, and these are like the descriptions and the pictures.

Second.—Why do people think the Chalcedony Lily is meant?

Fourth.—Because that is in full bloom at the very time, and in the very locality where these words were spoken, in the Sermon on the Mount.

First.—Yes; in April and May the fields of Galilee are gorgeous with its brilliant scarlet bloom.

Third.—I think their simple natural growth, yet magnificent, regal beauty, would naturally suggest the remainder of the passage.

All.—They toil not, neither do they spin, and yet I say unto you that even Solomon, in all his glory, was not arrayed as one of these.

First.—See, here, in "How Plants Grow," I show you a picture of this Chalcedony Lily.*

Second.—And here is another, and larger one, in Kitto's Cyclopedia.*

Third.—And here is still another, in Smith's Bible Dictionary.*

Fourth. (*Turning the black-board.*)—And here I have drawn the two: the Chalcedony Lily from the books, and our own from nature. I have made them life-size.

First.—You have made the Chalcedony Lily the smaller.

Fourth.—Yes; I read in the description that its scarlet blooms are about half as large as those of our tiger-lily. I have drawn it thus.

First.—Is the Lily of the Old Testament the same with this of the New?

Second.—No; the words in the original indicate different flowers. The one named in the passage, "I am the Rose of Sharon and the Lily of the valleys," was probably a water Lily, like the fragrant Lotus-Lily of the Nile.

Third. (*Turning to the board.*)—Here, you see it, as I have copit from the picture in Kitto's Cyclopedia.

First.—It is pleasant to have our ideas of the Scripture flowers thus clearly defined.

Second.—It is well thus carefully to CONSIDER THE LILIES, HOW THEY GROW.

First.—"The Lilies fair are found on shadowed ground,
The shady haunts of sunny clime,
And breathe the balm of summer time.
Refreshed by morning dew, and vailed from noontide glow,
They taste the softest light and air, *and this is how they grow.*"

Second.—Updrawn from verdant sod, by look from God,
These holy, happy flowers pervade
The sloping lawn, the forest glade;
And charmed by zephyr's wing, and lulled by streamlet's flow
They calmly muse, they brightly dream, *and this is how they grow.*

Third.—"They bloom in sheltered nook, by curling brook;
And earth how firmly, fondly loves
These treasures of her streams and groves;
The dark mold cherishes their petals' radiant glow
With heaven-apportioned nutriment, *and this is how they grow.*"

Fourth.—"I have considered them,—the flexile stem,
The blossoms pending, airily,
Beneath the leafy canopy,
Their witching fragrance, brilliant hue, and thus I feel and know
That God imparts their loveliness,—*and this is how they grow.*"

The school now sing "Consider the Lilies," in SONG ERA *or in* GLORY, *published by Root & Sons, Chicago.*

* Show to the class, then to the school.

Last Month.

[Memorial Recitation.]

BY M. B. C. SLADE.

Last month the sweet June Roses bloomed,
I cannot find a flower to-day!
Their fragrance all the air perfumed;
They budded, bloomed, then—passed away!

Last month our little brother walked
In all the paths that now we tread;
With us he sang, and learned, and talked;
And now, Oh! must we call him dead?

I do not know why God should make
The flowers we love so quickly die;
I do not know why God should take
That dear sweet child so soon on high.

But this I know: the year will bring
The sweet June Roses back once more;
And this I know: the heavenly spring
Our dear lost blossom shall restore.

Oh! little schoolmates, will you try
To love, like him, God's will and word,
Until we find him, by and by,
In the fair garden of the Lord?

And will you, like that lovely one,
Walk softly up the heavenly way,
And learn to say, God's will be done,
Both when he gives and takes away?

After this recitation, sing "Along the silent path," in SONG ERA *or* TRIUMPHS OF JOY, *published by Root & Son, Chicago.*

OUT-DOOR SUMMER SONGS.—"Under the Trees," in *Good Cheer;* "Music of the Pine," and "Summer Morn," in *The Joy;* "In aisles o'erarched with Living Green" (grove song), in *Song Era*, and *Pacific Glee Book;* "Out in the Fields" (pic-nic), in *Songs of Life.* All these are published by Root & Sons, Chicago. "The Summer-time," in *Mocking Bird;* G. D. Russell & Co., Boston. The "Pic-nic," in *School Chimes;* S. Brainard's Sons, Cleveland, O. "Welcome to Summer," and "Festival Song," in *Cheerful Voices;* O. Ditson & Co., Boston.

The Old Continentals.

In their ragged regimentals
Stood the old continentals,
Yielding not;
While the grenadiers were lunging
And like hailstones fell the plunging
Cannon-shot!
Where the files
Of the Isles,
From the smoky night encampment
Bore the banner of the rampant
Unicorn;
And grummer, grummer, grummer
Rolled the "roll" of the drummer,
Through the morn.

Then with eyes to the front all
And with guns horizontal,
Stood our sires;
And the balls whistled deadly,
And the flames flashing redly
Blazed the fires;
Billows drift
Drove the dark battle breakers
O'er the green sodded acres
Of the plain;
And louder, louder, louder
Cracked the black gunpowder
All amain!

Then like smiths at their forges,
Labored the red St. Georges'
Cannoniers;
And the villainous saltpetre
Rung a fierce discordant metre
Round our ears;
Like the roar
On the shore
As they rode in roaring anger
On our flanks;
And higher, higher, higher
Burned the old-fashioned fire
Through the ranks!

Then the old-fashioned colonel
Galloped through the white infernal
Powder cloud!
And his broad sword was swinging,
And his brazen throat was ringing
Trumpet loud;
And the blue
Bullets flew,
And the troopers' jackets redden
At the touch of the leaden
Rifle's breath;
And rounder, rounder, rounder
Roared the iron six-pounder,
Hurling death.

Ode Written by George Sennott.

Heroes of Greek renown!
Ye who with floods of Persian gore
Purpled Cychreia's* sounding shore!
Strong wielders of the Dorian spear,
And ye, dear children of the dear,
The holy Violet Crown,†
Ye live to-day. Distance and time
Vanish before our longing eyes,
And fresh in their eternal prime
The Demigods arise!

Fierce breed of iron Rome!
Ye whose relentless eagle's wings
O'ershadowing subjugated kings,
With Death and black Destruction fraught
To every hateful tyrant brought
His own cursed lesson home.
Smile sternly now! a free-born race
Here draw your proudest maxims in,
And eagerly in ampler space
A mightier Rome begin!

Savage, yet dauntless crew!
Who broke with grim, unflinching zeal,
The mighty Spaniard's heart of steel;
When ye, with patriotic hands
Bursting the dykes that kept your lands,
Let death and freedom through,—
Arise in glory! Angry floods
And haughty bigots all are tame,
But ye, like Liberating Gods,
Have everlasting fame!

Ye few rock-nurtured men!
Suliote or Swiss—whose crags defied
Burgundian power and Turkish pride;
Whose deeds, so dear to freemen, still
Make every Alp a holy hill,
A shrine each Suliote glen!
Rejoice to-day! No little bands
Face here th' exulting despot's horde,
But Freedom sways with giant hands,
Her ocean-sweeping sword!

Chiefs of our own blest land,
To whom turned long-oppressed mankind
A sacred refuge here to find!
Of every race the pride and boast,
From wild Atlantic's stormy coast
To far Pacific's strand.
Millions on millions here maintain
Your generous aims with steady will,
And make our vast imperial reign
The World's Asylum still!

* An ancient name of Salamis.
† A favorite title of the city of Athens.

PRIMARY.

Of Reading.

BY MRS. M. P. COLBURN.

Having settled various things utterly necessary to the comfort and temporal welfare of our little charge, the teaching and training become of the first importance. I have elsewhere said that books should form but a small part of the paraphernalia of the Primary schoolroom; but when that most desirable of all institutions for young children, the "Kindergarten," shall have become an established fact, and the little folks have reached mature years(?), say seven years old, then the three "R.s" become an immediate essential; and of *reading* I would like to speak first.

We are to suppose they have been victorious in the battle with the alphabet (alas! how we, in our young days, had to tussel with that!), can arrange the letters intelligently into syllables and words, and understand the formation of sentences. Very few of us can remember exactly all it was to us to be able to accomplish this herculean feat, when it took six months to learn our "a b c 's," and six more to *a-b ab*, and *e-b eb*, with all the ghostly procession,—ghostly because there was no *substance* to it all,—but the march of improvement has reached even this fundamental science, and our children are, thanks to Dr. Leigh and a few other devoted benefactors of our race, enabled to march *double-quick* through the lanes and by-ways, not dark, as heretofore, but lighted and blessed all the way through with numberless attractions.

This, then, being acknowledged, our class is before us, book in hand, and ready for a lesson. But knowing letters and words and "stops," and the being able to pronounce them all correctly, is not *reading*; and the teacher has now to impart the power of perception, that intelligence and fluency may result. How amiably Mrs. Brackett, in her article, "Wanted, a Reader," sets forth the dire necessity of the times in this direction! but since we cannot wait for the "powers that be" to move an improvement, and the children must not be at a standstill till they do—we must use what we have, and draw as much from the meagre fountain as may be. But it is too bad, you thinking ones will all agree, when, at this practical age, impressions are made which can never be effaced, that such an opportunity to implant the principles which are for the "healing of the nations" should be allowed to slip by!

There is a great deal in a *reading lesson*, believe me: but to proceed. It is never best to have a stereotyped plan of procedure; inasmuch as we, children of a larger growth, with vigorous appetites, never care to know each day, week in and week out, what is to be served up for dinner, so the little folks would rise listlessly over a lesson which was to be *exactly* like the one before it.

Sometimes it is well, after selecting the lesson—which, by the way, need not be the one in immediate succession,—to call the words through without *any* expression, being careful, however, that each word is pronounced properly. The little eyes will blaze and the little ears will prick up to know what "teacher is doing."

"Why, what's the matter?" you will ask, as if surprised—"didn't I read it right?"

Voices—"Yes" and "No"—doubtfully.

"I'll try it again—there;" but the second performance is no better. You may be sure there are no sleepy ones—for it seems immensely funny to them. Now, when you have their undisputed attention, very carefully and with the utmost expression, giving it all due emphasis, read it right. In this way they have received a correct general idea of the lesson and its meaning, and could very creditably follow you.

But this is not all; there are various methods of procedure now, in order to fix in their minds the *mechanical* part of it; repetition is indispensable, we know, and there is where Job's mantle should fall on us! but you may be sure the seed sown will fall somewhere, something is learned and some principle stored up which they will apply in a future similar case.

The *phonetic* method is a grand ally, and it is best to use it during some portion of every lesson. Let the class spell in concert every word of a given paragraph, using only the sounds; having acquired the practice, they apply it easily, and it is a very pretty, as well as a most useful exercise. Each scholar may then be called upon, spelling a word at a time, and in an incredibly short time you will find that each word, with its *letters* as well as its sounds, is fixed in the memory.

Another method is to let each scholar spell a word by letter only, commencing with the first one of a row and spelling the words in rapid succession, boy by boy,—there can be no laggards, for each is on tiptoe for his turn to come. Go round and round the school, time after time, expecting each one to be fully equal to the task, and you will find he is.

It may seem to you to be time misspent, that all this might come when the class is out for reading, but let me assure you that is a mistake. This is a *general* lesson,—you are imparting and they are gaining information which will be of lasting benefit. You are not *losing* time but on the contrary, *making* it.

When at last, after a good half-hour spent in this way with our future orators and public *men*, to say nothing of what the *women* will be, the books are closed and laid aside, you have a sort of foreknowledge that when these little fellows stand out in class to give you the results of your labors, they will not disappoint you.

Of course, the practical lessons to be gathered from the subject-matter will be explained and enlarged upon, and pity 'tis, many times, that they are comparatively of so little consequence! Let us hope once more, that, in the near future, responsible eyes will be opened and responsible thinkers furnish the material which will be of the greatest use for the rising generation, and that our little readers will find a much larger amount of knowledge accruing to them even in *reading*.

SUMMER CLASS IN NATURAL HISTORY.—The Scientific Association of Peoria, Ill., has arranged for a School for the study of Botany and Zoology, to be held in Peoria, Ill., commencing on the fifth day of July next, and continuing four weeks.

Objects.—The object of the School is to give to ladies and gentlemen who desire to study these branches, an opportunity to profit by the instruction of some of the best specialists in the country.

Instructors and Instruction.—The instructors already engaged are Prof. Burt G. Wilder, of Cornell University; Prof. J. H. Comstock, of the same institution, and Prof. Alphonso Wood, of New York. Professor Wilder will give instruction upon the comparative Anatomy and Zoology and Physiology of Vertebrates. Professor Comstock will instruct in Entomology. His lectures will be supplemented by field work, for the purpose of observing the habits of insects, and learning the best methods of collecting specimens. His lectures will be fully illustrated. Professor Wood will have charge of the classes in Botany.

Advantages for Study.—The advantages of the country about Peoria, for the study of the branches named, are equaled by but very few places in the West. The bottom lands of the Illinois River, and the high bluffs adjoining, are the home of an unusual variety of plants and insects, while the waters of the river abound in fish, and attract a great variety of vertebrates.

The Association has fixed the entire expense of tuition to persons joining the School, at fifteen dollars. All necessary instruments for instruction, etc., will be supplied to students at actual wholesale prices. Board can be had at from $4.00 to $5.00 per week.

Persons desiring to become members of the School, or to know more definitely concerning it, are requested to address S. H. White, corresponding secretary of the Association.

THE annual meeting of the Illinois Society of School Principals takes place on July 6th, 7th, and 8th, 1875, at Champaign, Ill. The following speakers are announced: J. M. Gregory, J. S. McClung, E. A. Haight, J. C. Scott, Charles De Gasmo, Miss S. E. Raymond, E. C. Delano, D. W. Harris, E. A. Gastman, Rev. G. W. Sweeny, James Hannon, and H. L. Boltwood.

EXAMINATIONS.

Phillips School, Boston, June, 1875.

ARITHMETIC.

Ten Questions Ten Credits Each.

1. Of what are the coins of the United States made? What coins are of gold? of silver? of nickel? of bronze?

2. At the great fire in Chicago in 1871, an elevator containing 207,967 bushels of grain, was partially burned, destroying $26\frac{3}{4}$ per cent. of the grain. What was the value of the remainder at $21\frac{1}{2}$ cents per bushel?

3. News of the fall of the Column Vendome at Paris reached London at 4 o'clock in the afternoon, and was transmitted to Boston, longitude 71° 4′ 9″ W. by telegraph, with a loss of seven minutes in the transmission. At what time did the news reach Boston.

4. Mount Everest, one of the Himalaya Mountains, is 29,100 feet high. How far would a man have to walk to reach the peak, starting at the base and seven miles from the center of the mountain, the slope of the mountain being regular?

5. What is the interest of $8,750.30 from November 5th, 1871, to March 6th, 1872, at 6 per cent.?

6. What is the interest of $19,000 from June 14th, 1875, to October 14th, 1877, at $7\frac{3}{10}$ per cent.?

7. What is the amount of $3,000 from June 11th, 1870, to August 17th, 1871, at 8 per cent.?

8. After the outbreak of the Prusso-French War in 1870, the Prussian government issued a five per cent. war loan at 88. The French three per cents. stood at $65\frac{1}{4}$. State the ratio of the two rates of interest.

9. Express in words 611578902365724.

10. A cotton speculator sold a lot of cotton for five per cent. less than cost, losing thereby $237.50. What was the cost of the cotton?

GRAMMAR.

Ten Questions—Ten Credits Each.

1. Write the plural of money, charity, cargo, turkey, thief, watch, step-father, tomato, spoonful.

2. Compare the following adjectives: bad, ill, late, near, former.

3. Correct and punctuate the following: after the Sun rose the wind blue away the blew smoke, one friday the twelfth of February i Saw fore hauks chacing robbins. he lays down to rest after the Sun is set in the west.

4. Congress adjourned after gen grant had appointed a judge for the southern district.

5. the comunity is grately indetted to gen sherman for his campane in the southern states.

6. Analyze—Far south, in the Indian Ocean, in the midst of almost ceaseless surf and spray, rises Danger Island.

7. What is a participle? Give the participles of the verd love.

8. When is *who* a relative, and when an interrogative pronoun?

9. Correct the following sentences: Who shall we send. Whom do you think is at the head of our class.

10. Write 10 or 15 lines about Boston and vicinity, spelling and punctuating correctly.

HISTORY.

Ten Questions—Ten Credits Each.

1. State the leading nations engaged in discoveries in the 15th and 16th centuries, and the reasons which influenced each.

2. Give the supposed origin of the American or Indian race, and its peculiarities.

3. Give the dates of settlement, and the peculiar characteristics of the Massachusetts Bay and Virginia Colonies.

4. State the various influences which led to the political union of the colonies, and the compacts made prior to the Federal Constitution.

5. Give an account of life and services of Alexander Hamilton.

6. Give an account of the life and services of Zachary Taylor.

7. Name the leading generals of the Union and Confederate armies.

8. Give an account of the naval exploit at Hampton Roads.

9. State in brief the results of the late civil war in the United States.

10. Give a brief account of the Battle of Bunker Hill.

GEOGRAPHY.

Ten Questions—Ten Credits Each.

1. Describe the route of a ship from Boston to Melbourne.

2. Through what waters would a vessel pass in going from New Orleans to Smyrna?

3. Bound Pennsylvania, and state what mountains cross the State. What are its principal rivers? How does it rank with other States as to area? as to population?

4. Locate the Orkney Islands.

5. Locate Malta.

6. Describe Siberia as to location, climate, resources, inhabitants, and use by the home-government.

7. Name and locate the five largest cities in the United States (as regards population).

8. Bound Ohio. Name and locate its four largest cities, and describe its four principal rivers.

9. Name and locate the five largest cities in Europe.

10. Name the highest mountain peak in the world. In Europe? in America? in Africa?

STATE DEPARTMENTS.

Maine.

PEMBROKE.—Mrs. Stephen C. Foster recently presented the library of the High School with four volumes of Hatsell's Precedents of Proceedings in the House of Commons. They were printed at the Mews Gate, London, 1776. The first volume contains the proceedings from the earliest records to the end of the reign of Henry VIII; the second, to the end of the reign of Queen Elizabeth; the third to the end of the parliament of 1628; the fourth, additional cases between the years 1549 and 1628.

EXHIBITION AT THE EATON SCHOOL.—The nineteenth annual exhibition at the Eaton Family and Day School, Norridgewock, Me., took place on Wednesday and Thursday of last week. Declamations, select readings, and singing commanded the attention of large audiences, who gathered at the Congregationalist Church, and much originality and study was visible in the exercises. Thursday the classes were reviewed in the varied branches which are taught to the entire satisfaction of parents and friends of the pupils. Thursday was devoted to a levee, and social good time was the consequence. Mr. Eaton's method of instructing is as popular as ever, and he and his assistants turn out some brilliant scholars.

— John C. Edgar, of this year's Senior class at Bangor Theological Seminary, was one of the "Six Hundred" whose desperate charge at Balaklava, through a blunder in the transmission of an order, Tennyson has immortalized.

New Hampshire.

LET NEW HAMPSHIRE be well represented at Providence next week! We hereby appoint Messrs. Simonds, Folsom, president of the State Association, Orcutt, Quimby, Ruggles, Edgerly, Ladd, Bartley, and twenty-five others, a committee to see to it, that the dignity and learning of the Granite State are fitly sustained at that convention. "Fail not at your peril."

KEENE.—The School Board lately passed a series of resolutions highly commendatory of Professor Brackett, the retiring master of the High School. He deserves it. We had the pleasure of examining some specimens of his skill in making scientific apparatus—a neat little Holtz machine of about 16-inch plate, with two Leyden-jar condensers, giving easily an 8-inch spark; a spectroscope resolving the D line; a very handsome piece of telegraphic apparatus; all the work of his own hands in a little work-room in his house. A fine collection of birds attests his skill both as a huntsman and taxidermist.

Keene Natural History Society deserves the attention and imitation, too, of educators throughout the State. At its monthly meetings where its members talk over purely scientific subjects, it sometimes has, we were told, an audience of two hundred. It is doubtful if there is another town in the State where an audience of fifty could be gathered, though there are plenty, where with a little pains, a similar interest in such matters might be built up. The best feature of the society is, that it shows what men and women actively engaged in ordinary pursuits can do. One member, who is a farmer, is a superior mineralogist. Another has gained a thorough knowledge of the geology of his section of the State. Another, a master mechanic, having his hands full in looking after the large railroad shops, has still managed to get a good knowledge of mineralogy, botany, and we know not what else. His wife is well known as one of the most accomplished botanists in the State. Another gentleman, who is a good microscopist, is just now deeply intent upon the mysteries of diatoms. And so on—a working society, a *field society*. This sketch is given in the hope that some others may catch at the idea. Now is a good time. Let two or three good workers organize in any town, spend part of this vacation studying flowers or rocks with Gray or Dana, and next year let us be able to report that the State is all dotted over with just such societies.

MANCHESTER.—The last meeting of the Teachers' Association for the season, was very agreeably spent in listening to an address by Hon. Joseph Kidder, on "The Mammoth Cave." The lecture is spoken of as highly interesting and instructive. At its close, Mr. Wellington, a teacher from Indiana, made a short speech, when the Association adjourned to the third Monday in September, the week after the fall terms begin.

We do not know that Mr. Dame's readings were "highly spoken," as we said a short time ago; they *were* "highly spoken of."

TILTON.—The anniversary exercises of the N. H. Conference Seminary occurred June 12th and 14th. The examining committee expressed themselves highly satisfied with the general appearance and management of the school. Baccalaureate sermon, Sunday, by President Robinson; address before the Theological class, Monday P.M., by Rev. S. G. Kellogg, of Rochester; lecture Monday evening before the graduating class by Prof. E. D. Sanborn, of Dartmouth, subject, "American Wit and Humor." Commencement exercises, Tuesday P.M., followed by a concert and reunion in the evening. Graduating class, 19; theological class, 22.

WEST LEBANON.—Ninth anniversary exercises June 13th and 17th. Sermon Sunday morning, by Rev. R. T. Searle, Windsor, Vt.—text, "Yet is she thy companion," Mal. 2: 14. Spelling match, Tuesday P.M.; concert in the evening by Misses Graves, Dana, and Moulton. Rhetorical exercises, Wednesday, consisting of essays by twelve of the graduating class, interspersed with music, *bouquets*, etc. Class examinations, Tuesday to Thursday—examiners, Hon. J. W. Patterson, and E. W. Kimball, Esq. Address Thursday evening by Rev. A. A. Miner. After the address Professor Patterson expressed the eminent satisfaction of the examiners with all the exercises, and especially with the thoroughness of instruction and broad Christian culture everywhere apparent. Principal Orcutt then presented the thirteen graduates with their diplomas, and in a few happy parting words closed one of the most pleasant anniversaries that the institution has ever enjoyed.

CONCORD HIGH SCHOOL.—This school has sustained its excellent reputation by the exercises of June 11. The orations and essays of the members of the graduating class, were without exception of a high order of merit, showing that they could only have been the results of hard study and careful training. The principal of the school, Mr. Bartley, has been eminently successful in his efforts in behalf of education, and each year has graduated from the school a large class, whose proficiency in the various branches of study pursued, reflect much credit upon their own industry as well as upon the ability of the principal and his assistants.

PORTSMOUTH.—The close of the first year of Miss Morgan's new boarding and day school for young ladies, on Miller Avenue, was celebrated on the 18th by an exhibition of the various departments of the school during the afternoon, and a social class reception in the evening. Many leading citizens were present, and congratulated the very efficient and devoted lady principal on the success of her first year.

GILMANTON.—The time-honored Academy (1787) takes a new start this fall in charge of W. A. Deering, Bowdoin, '75. The building formerly occupied by the Theological Department will be opened as a students' boarding hall.

PETERBOROUGH.—Mr. T. B. Maryatt, master of the High School, has gone West. Here is an easy berth for some one who will work for moderate pay.

WARNER.—The Simonds Free High School has had a very successful year under the care of N. N. Atkinson, master, and Miss A. B. Goodwin, assistant.

— They have passed a law at Concord "to faciliate the computation of interest." We have not seen it, but the title reminds us of the old lady who directed the teacher of her daughter to "buy her a *capacity* at once if that was the only thing she needed."

Vermont.

CASTLETON.—The examination of the graduates of the State Normal School at Castleton occurred Thursday and Friday, June 17th and 18th. The examination was conducted by Hon. Edward Conant, State superintendent of public education, Prof. Judah Dana, examiner for the first congressional district, and Prof. Edward J. Hyde, principal of the school. The sermon before the graduating class was delivered on Wednesday evening by Rev. A. B. Lambert, D.D., of Rupert. On Thursday afternoon at 2.00 o'clock were the commencement exercises of the seminary, followed by the annual address before the alumni of the Normal School by Rev. Dr. McGee, of Albany. The Normal School exercises on Friday were succeeded in the evening by a reception in the seminary parlors. Mr. Hyde's first year as principal of this school has been a very successful one, and we trust his services may be retained.

JOHNSON.—The anniversary exercises of the Normal School at this place were on Monday and Tuesday, June 21st and 22d, Superintendent Conant, and President Buckham of Burlington, acting as examiners. Five graduated from the first course. Mr. Crippen's first term in charge augurs well for the future.

RANDOLPH.—The closing exercises of the State Normal School, located here, took place June 23, 24, and 25. The classes gave proof of thorough discipline and patient application. The examinations in History, Geography, Geometry, and Natural Science were particularly well sustained. Certificates were given to four graduates from the second course, and to 21 from the first course. This school is well organized, has an able and efficient corps of teachers, and with the interest manifested in its welfare by the citizens of Randolph and the alumni, has a very hopeful outlook for the future. Foundation walls are being laid for an extension of the school building, and additional subscriptions have recently been made to the endowment.

BURLINGTON.—We rejoice to learn that, if the High School must lose the services of Mr. Halsey, it has been so fortunate as to secure Mr. J. P. Bartley, of the Concord (N. H.) High School, as his successor. Mr. Bartley, we understand, has once before been offered the same situation, but declined it. It is often well to try twice.

RUTLAND.—Another year of the High School closed last week. From a catalogue just received we learn that the whole number of pupils in the High and Grammar Schools, during the last year, has been 261; in the secondary schools 540; and in the primary schools 685. The classification of the Rutland schools is excellent, and good work has been done by all the teachers. Mr. Dana, principal of the High School is one of the oldest and most successful teachers in the State.

— H. S. Perrigo, A.M., lately principal of the Normal School at Johnson, has been elected principal of Beeman Academy, New Haven.

Massachusetts.

GRADUATING EXERCISES OF MASSACHUSETTS STATE NORMAL SCHOOLS.—At Salem, Tuesday, July 6th; at Westfield, Thursday, July 8th; at Bridgewater, Tuesday, July 13th; at Framingham, Thursday, July 15th; at Worcester, Tuesday, July 20.

On Wednesday, July 7th, the graduates and pupils of the Salem School will hold their seventh triennial convention, the public exercises of which will be held in the South Church, commencing at 12 o'clock. These exercises will include the triennial report by the principal of the school; a tribute to the memory of Professor Alpheus Crosby, by Miss Harriet L. Ladd, of Boston; a poem by Miss Francis A. Drew, of Salem; and an address by Rev. Phillips Brooks, of Boston. Immediately after the public exercises, the members of the convention will dine in Normal Hall, where brief speeches, appropriate to the occasion, will be made by distinguished guests, and a poem will be read by Miss Lucy B. Wiggin, class of July, 1869. In the evening a social gathering will take place in Normal Hall.

WORCESTER.—The Worcester Free Institute of Industrial Science will graduate the Senior class on Wednesday, July 7th. The theses of the members of the class will be presented for criticism in the chapel, between half-past eight o'clock and twelve; and the addresses of commencement will begin at half-past two.

The school board of Worcester passed the following very complimentary resolution in favor of Mr. Ellis Peterson, who has resigned the principalship of the High School:

Voted, That in accepting his resignation the board wish to express their recognition of the fine scholarship which he has brought into his administration of the high school, the ability with which he has organized and directed its studies, the constant anxiety with which he has watched over the progress of the pupils, and the conscientious and tireless industry with which he has devoted himself to his duties, subordinating always his own interests to those of his school.

CANTON.—The graduating exercises of the high school occur on the afternoon of July 7th. The graduating class consists of 8 members, 3 ladies and 5 gentlemen. Gustavus F. Guild is salutatorian, Helen G. Kinsley, valedictorian. At the annual reunion of the graduates, which takes place in the evening of the same day, an address will be delivered by Thomas E. Grover, of Canton, and a poem read by Geo. H. Fullerton, Esq., of Brockton. Music will be furnished for the occasion by Edmand's band of Boston.

SALEM.—The school committee on Monday evening voted to dispense with the week's vacation in March, and with half the week in May, and to lengthen the summer vacation to eight weeks.

The Naumkeag School is to have vacation during August. The evening schools, whose term has heretofore extended from the first of December to the first of April, will hereafter begin in November and close the first of March.

Miss Liscomb, a teacher in Phillips Grammar School, was voted $50.00 for extra services. . . . Monday and Tuesday a public exhibition of Drawings was held in the high school. From the evening Mechanical class there were 35 specimens; 82 from the Free-hand class; and full suits of specimens from the several day schools. The exhibition was creditable to Mr. Thyng and the teacher.

ROCKVILLE.—The Rockville High School held its graduating exercises, on the evening of June 18th, in the M. E. Church. Although the evening was stormy, the audience was good. The stage was richly decorated with flowers. The exercises consisted of music, essays, and orations. A certain fiber of common sense, running through the scholars' work, was warmly apperciated by the people. The school has gained a sure foothold, and is settling down to honest work.

NORTH MIDDLEBORO.—In the English High School, of which H. B. Lawrence, A.M., is principal, a class of three young ladies graduated with diplomas at the close of the summer term, June 18th, the decennial anniversary of the Pratt Free School. The school is in a flourishing condition, and according to the opinion of the trustees has never shown a better record than under the present management.

Rhode Island.

EAST GREENWICH.—*Greenwich Academy.*—The anniversary exercises which mark the close of the school year at this institution, began with the baccalaureate sermon on Sunday afternoon June 13th, which was preached by Rev. W. F. Warren, LL.D., President of Boston University, from John iii., 7: "Ye must be

born again." The discourse was a production of great beauty and power.

On Sunday evening, the annual sermon was preached by the Rev. D. A. Whedon, D.D., of Providence, from the 1st Epistle of Paul to the Corinthians, xvi., 22: "If any man love not the Lord Jesus Christ, let him be Anathema, Maran-atha."

The entire day Monday and Tuesday, until noon, was devoted to written examinations of classes in the respective departments, which indicated thorough training, a diligent course of study, and familiar acquaintance with the subjects under consideration.

Monday evening, a concert, under the direction of Professor Hastings, drew a good audience. The musical performances indicated the skill of instructors, as well as the skill and industry of pupils. On Tuesday evening an address was delivered before the Philognothian Society, by the Rev. Geo. W. Woodruff, D.D., of Fall River. The subject chosen was "Bright Days Abroad," and proved an entertaining and genial discourse full of humor and pleasantry.

Competition for excellence in declamation and reading, constitute the exercises on Tuesday afternoon. Prizes of $10 and $5 respectively to the best and second best declaimer and reader had been offered by John Kendrick, of Providence, and Major Joseph Chadwick, of Boston. The first prize for best declamation, was taken by John L. Estes; the second was awarded to Walter A. Gardiner. Miss Emma L. Bailey won the first prize in reading, while Miss Charlotte D. Otis took the second. There were numerous competitors.

The anniversary exercises began at 9 o'clock on Wednesday morning, and consisted of orations and essays agreeable to the programme. The graduating class consisted of two ladies and seven gentlemen, upon whom, after some remarks by the Rev. F. D. Blakeslee, the principal diplomas were conferred.

Then followed some interesting presentations:

To Miss Ellen W. Clarke, preceptress, who retires from that position, two beautiful books of engravings, valued at $30, by the students. A large and valuable book of engravings was presented to Miss Susan M. Godding, teacher of drawing and painting, by her pupils. She retires from the institution to accept a similar situation at the Friends' school, Providence. Miss Mary E. Wethewax, teacher in the English Department, received from her scholars an elegant writing desk. A prize offered by Professor Joseph Hastings, for the pupil that had made the greatest improvement in music, consisting of "Mendelssohn's Songs without Words," was awarded to Miss E. Minnett Kenney. The prize for the best scholarship in the graduating class, was taken by Willis K. Stetson. It was a copy of Bryant's Translation of Homer's Illiad. The prize for best scholarship in middle class was a volume of Mrs. Heman's Poems, awarded to Mr. Charles S. Green, of Greenwich. An elegant and complete copy of Shakespeare's Works was won by John C. Ryder, for greatest improvement in penmanship. The exercises throughout have been of a deeply interesting character, and give abundant evidence that the academy under its present management is justly entitled to rank with the highest order of similar institutions.

NORTH SCITUATE.—*Lapham Institute.*—The annual examination of this institution commenced on Tuesday, June 15th, and continued through Wednesday. The several classes examined made a good appearance, showing that the instruction given has been of a most thorough character. On Tuesday evening a missionary address was delivered before the Phillips Missionary Society, by Rev. David Boyd, of Pawtucket, on "The Advantages of the Study of Missionary Enterprises." The earnest words of the speaker cannot but be fruitful of good results. The address was followed by the Warren Prize Declamations, which take their name from their founder, Mr. Lycurgus Warren, of Killingly, Ct. The speaking was of a high order, and evinced thorough training. The committee of award, Rev. Messrs. David Boyd, of Pawtucket, L. P. Bickford, of New Hampton, N. H., and Mrs. F. M. Kendall, of Greenville. The first prize was awarded to Miss Armington, the second to Miss Fisher, and the third to Mr. Sayles.

On Wednesdey evening a lecture was delivered before the Philologean Society, by Rev. C. A. L. Richards, of Providence, on the subject of "Art."

Graduating Exercises.—On Thursday the graduating exercises took place. The day was beautiful, and the anticipations indulged in were fully realized. As on other similar occasions, so now the friends of the institute, including many old graduates, came from all directions. Indeed, the village and the town had its great annual holiday. The procession formed at the Institute and marched to the Free Baptist Church, under the marshalship of Mr. George A Harris, of the class of '73. If the number present was not so large as on some occasions, every seat was occupied and many were compelled to stand.

Only those having original parts, four in number, were graduates. All the speaking was good. The themes of the graduates were well prepared, and indicated vigor and maturity of thought. The valedictory was particularly marked for these qualities, and its delivery was most impressive. A gratifying feature of the occasion was the presence of Professor Moulton, the principal, who, though in feeble health, was able to call the several parts and present the diplomas. The graduating class, however, was very appropriately and happily addressed by Rev. Mr. Given, of Greenville.

In the evening there was the usual social reunion and promenade concert at the Institute. A very beautiful and appropriate present of books was given during the evening to Professor M. E. Burnham, upon whom much care and responsibility in the management of the school has devolved in consequence of the sickness of the principal. The music for the anniversary was furnished by Gilmore's band, of Pawtucket.

[We are indebted to the Providence *Journal*, for the above account of the anniversaries.]

Connecticut.

CLINTON.—*The Morgan School and its Statues.*—Wednesday of last week was a red-letter day in the calendar of this beautiful town. The numerous visitors issuing from the special trains that arrived in the village about midday, indicated that some event of more than ordinary importance was about to occur. The president and ex-president of Yale College, its professors, and large numbers of prominent citizens of New Haven, Hartford, and other parts of the State, made up the large assemblage of the friends of education gathered on the occasion. The unveiling of the bronze statues recently erected on the grounds in front of the Morgan School was the special object of interest of the day. The inscription cut on the base of the statue of Yale's first president was as follows:

In honor of the good and learned
ABRAM PIERSON,
First President of Yale College, 1701—1707.

Pastor of Killingworth Church, now Clinton, 1694—1707, the time of his death.
Beloved and regretted by all.

On the base of the other statue were the following words:—

CHARLES MORGAN,
Founder of Morgan School, 1871.
Erected 1874.

The presentation address was made by the secretary of the State Board, B. G. Northrop, LL.D. The reception address in behalf of the trustees was made by E. C. Winslow, principal of the school, and in behalf of the citizens of Clinton by Lewis E. Stanton, Esq., of Hartford.

A collection of some 250 volumes of books, written chiefly by professors and others connected with Yale College, were given to the school by the professors of the college, in commemoration of the contribution of a small number of books in 1701—1702, by a few ministers, which were the foundation of the college. These books were presented to the school by President Porter, in behalf of the donors, in a very appropriate speech. Addresses were made by ex-President Woolsey, Rev. Dr. Bacon, Hon. Henry Barnard, and Prof. B. Silliman, which were followed by a bountiful collation, prepared by the ladies of Clinton. At the close of Professor Silliman's remarks he read the following:

"Launt Thompson, the artist to whose creative genius we owe the beautiful statues which to-day we unveil,—long may he enjoy his well-earned reputation, more enduring than brass, adding new gifts to the national honor."

This was voted by the audience, in the form of a resolution, and adopted with hearty cheers.

Of the nobler founder of this institution our space allows but a brief note. He has been a most successful business man, as evinced by the fact that he is the owner of seventeen steamers and an entire railroad of one hundred miles in length. His liberality and desire to benefit his fellow-men is shown by the judicious gifts from his abundance, of which the establishment of this school is an instance, for which he has expended about $80,000. A year ago he placed on the campus of Yale College the statue of Abram Pierson, of which the one unveiled to-day is a duplicate.

NEW BRITAIN.—The examination of the State Normal School took place on Friday morning of last week. The recitations indicated great thoroughness of instruction and a praiseworthy devotion of the pupils to the work of preparation for teaching. One needs only to witness such a series of exercises as that presented in this examination, to be convinced of the great value of such an institution as this State Normal School is, in fitting the children of this Commonwealth for the various private and public duties of life to which they will soon be called.

Painfully apparent, too, by contrast, are the qualifications of a very large proportion of those who are called to teach, as best they can, without such advantages as this school affords.

The graduating exercises of the Senior class took place in the afternoon of the same day, at which were present members of the board of education and friends of education from abroad, together with a large concourse of citizens of the place. The class numbered 28 members: 24 ladies and 4 gentlemen. This is the second class of 1875.

The original essays read by members were of a very high order of merit, both in regard to their composition and delivery. Connecticut may well be proud of her *one* institution for the training of teachers. The diplomas were conferred by his excellency, Governor Ingersoll, in his usual graceful style.

PARTING ODE.

BY CELESTE E. BUSH.

To all who meet must partings come,
The brightest hours will swiftest fly,
And we, whose lives have twined with yours,
Must speak the tristful, last good-bye.

But while the Past fades to our eyes,
And sorrow with our joy inweaves,
The Future's gracious form appears
With promises of harvest sheaves.

All hail! the work that waits our hands!
In ringing notes we welcome tell!
But *vale!* tender hours that end,
Kind friends, dear tasks, spent days, farewell.

MYSTIC BRIDGE.—The annual examination of the Mystic Bridge High School took place Wednesday, June 23d. The graduating exercises of the Senior class were on Thursday evening, the 24th. The essays of the young ladies and the orations of the young men were excellent. All the exercises were of a high order, and showed well the thorough training the students had received from the principal, G. O. Hopkins, and his assistants.

Colleges.

COMMENCEMENTS.—*Wednesday, July 7th.*—Mercer University (1838), Macon, Ga. Racine College (1852), Racine, Wis. Southern University (——), Greensborough, Ala. Williams College (1703), Williamstown, Mass. *Thursday, July 8th.*—Amherst College (1821), Amherst, Mass. Bowdoin College (1862), Brunswick, Me. *Wednedsay, July 14th.*—University of Vermont (1801), Burlington, Vt. *Wednesday, July 21st.*—Emory College (1838), Oxford, Ga. Middlebury College, Middlebury Vt. *Wednesday, July 28th.*—Colby University (1820), Waterville, Me. *Wednesday, August 4th.*—University of Georgia (1801), Athens, Ga. *Thursday, August 5th.*—Oberlin College (1833), Oberlin, O.

WESLEYAN UNIVERSITY.

COMMENCEMENT WEEK.—Dr. Cummings preached an excellent Baccalaureate from the text, "Why this waste?" Monday, the 21st, was Class Day. On Tuesday, at the trustees meeting, Dr. Cummings presented his resignation, which was finally accepted, with the proviso that he retain the chair of Moral and Mental Philosophy. Who will be the next President, is a matter of much doubt and speculation. The trustees meet in the city of New York, on the 28th of July, to elect one. . . . At the Alumni festival, on Wednesday evening, a proposition was brought forward for raising $500,000; some enthusiasm was shown, and a goodly number arose to pledge their assistance. . . . Commencement proper was of the usual sort. The number of Alumni present was unusually small. The graduating class numbered 43. The Degree of A.M. was conferred in course, upon several of the '72 men, and the degree of LL.D. upon President Fowler of Northwestern University, at Evanston, Ill. . . . The examination of candidates for admission, took place Friday; 45 were present: an uuusually large number for Commencement. The next class promises to be a large one.

AMHERST COLLEGE.

The Athenae Freshman prize speaking came off Tuesday evening, the 22d ult. The prizes were awarded, first to W. D. P. Bliss; second, to E. O. Dyer, and the third to E. Hitchcock, Jr. . . . Professor Shepard has just awarded his mineralogical prizes to the Seniors. First, C. W. Fearing; second, C. W. Cross; third, L. Vinton, Jr.; fourth, D. Kent. Mr. Fearing's cabinet was said by Professor Shepard, to have been the best student's collection of minerals he had ever seen. . . . The Valedictory has been given to U. B. Ely of Newton, and the Salutatory to G. F. Forbes, Cromwell, Com. The speakers for Commencement, selected by the Faculty, are F. E. Adams, Charles Arnd, F. I. Babcock, Moses Gay, D. W. Goodale, A. D. F. Hamlin, N. C. Sears, H. C. Strong. The honor men also speak. A prize of $100 is to be given to the best speaker. This prize is offered by E. W. Bond, of Springfield, who graduated in '41, valedictorian of his class.

OHIO WESLEYAN UNIVERSITY.

The thirty-first commencement was held Thursday, June 24th. The following degrees were conferred: Doctor of Divinity upon Rev. Alexander Clark, editor of the *Methodist Recorder*, Pittsburg, Penn.; Rev. John Marley, of Cincinnati Conference, and Rev. D. H. Moore, president elect of Wesleyan Female College, Cincinnati, Ohio. The degree of Master of Arts was conferred *pro honore* upon John W. Hamilton, M.D., of Starling Medical College, Columbus, O.; Rev. Wm. H. Gibbons, of Ohio Conference, and upon Prof. John W. Miles, of New Jersey. . . . The most noticeable work of the session was the election of Rev. Charles H. Payne, pastor of St. Paul's Church, Cincinnati, Ohio, President of the University. Dr. Payne is a graduate of Wesleyan University, Middletown, Conn., has for years occupied the most prominent pulpits of his church in New York and Philadelphia, coming to his present pastorate a little more than one year ago. He is, perhaps, 45 years of age, is now in the prime of his strength, is a gentleman of very pleasing address, is a clear, bold, and original thinker, a highly successful pulpit and platform speaker, a man of profound sympathy and with a great attractive power to young men. His election was unanimous, and meets not only the unqualified approval of the trustees, but also of the faculty, alumni, patrons, and friends. All feel this new head will give a new impulse to this uniformly prosperous institution, and that a career of increased power and wider influence is at hand.

New Publications.

OLNEY'S ARITHMETICS.—We have received copies of Prof. Edward Olney's New Arithmetics, the whole course for common schools, in two books, although we believe Professor Olney proposes to write an arithmetic for higher schools, to be called the "Science of Arithmetic." These books are very beautifully gotten up, and are marked by that originality which has characterized all of Professor Olney's books. The Olney Series has had a wonderful success, some of them being in use in the leading institutions in every State in the Union. This series of arithmetics is worthy of the attention of every intelligent teacher in the country. Sheldon & Co. propose to send a sample set of the two books, on receipt of fifty cents.

"WHO READS AN AMERICAN BOOK?"—Others beside Americans, it appears, do read American books, sometimes. Col. Higginson's "Young Folks' History of the United States," we understand, has already been translated into German. It is also shortly to be issued in French by the celebrated Paris publisher, Michel Levy, and it will soon be published in London, by the well-known English house of Sampson, Low, Son & Co.

"CHILDHOOD: THE TEXT-BOOK OF THE AGE." By Rev. W. F. Crafts, author of "Through the Eye to the Heart," "Trophies of Song," etc. A book for parents, teachers, pastors, and all lovers of childhood. Boston: Lee & Shepard, 41-45 Franklin street;—New York: Lee, Shepard & Dillingham. 12mo, cloth. Price, $1.50.

In addition to the theoretical portions of the book, parts of which have been received with favor as addresses in New York, Boston, Edinburgh, and other prominent places, and various conventions, there is a "Childhood's Dictionary," containing ninety-six striking definitions from the lips of little children; also, "A Cabinet of Specimens," of children's characteristic sayings and doings, arranged in scientific order, in "shelves" and "cases," including a choice collection of 350 specimens. Parents, teachers (both secular and religious), and all interested in the intellectual or moral development of the young, will find this book a suggestive introduction to the science of childhood, and all lovers of children will secure in the "Cabinet" by far the largest and choicest collection of children's words and deeds that has ever been published. The whole book includes 600 incidents of child-life, which are the scientific data of the theories advanced. They will interest the young as well as the adults. The book contains a chapter on the Kindergarten, by Mrs. W. F. Crafts. May be ordered through any bookseller. Sent, postpaid, on receipt of price.

The author has prepared a delightful book on child-nature, life, and education; and most clearly shows how little children are the teachers of their superiors in age. The work is charmingly written by one who knows the little folks, and who tells their stories with a fascinating interest for the young and the old. The veriest cynic would warm by its reading. The book will have a large sale, not only from the reputation of the author, but from the rich merits of his pages.

FIRST BOOK IN ARITHMETIC, including Oral and Written Exercises; also, THE COMPLETE ARITHMETIC, Oral and Written. By Daniel W. Fish, A.M., editor of Robinson's Series of Progressive Arithmetics. New York and Chicago: Ivison, Blakeman, Taylor & Co.; 1875. Forsale by Knight, Adams & Co., Boston.

This series claims public favor for several reasons. (1) The character of its author as a mathematical writer; (2) the Arithmetic complete in two volumes; (3) a complete combination of oral and written exercises; (4) a progressive grading of its topics; (5) clearness and conciseness in definitions and rules; (6) improved methods of analysis and operation; (7) adaptation to the changes in custom-house business, exchange, etc.; revised plans and synopses; (9) excellence in typography, paper, and binding. A thorough examination of these books has satisfied us that the series is a valuable one, and adapted to do excellent service in our schools.

FIRST LESSONS IN PHYSICS. For use in the upper grades of our Common Schools. By C. L. Hotze, Teacher of Natural Sciences in the Cleveland High School, author of "First Lessons in Physiology," etc. St. Louis: The Central Publishing Co.; 1875.

This revised and improved copy of a work whose popularity is attested by its having reached a third edition, is an excellent elementary work for students. The experiments are worth twice the cost of the book, and teachers should examine and use the work for these, if for no other purpose.

STORMS: Their Nature, Classification, and Laws, with the means of predicting them by their embodiments, the Clouds. By William Blasius, formerly Professor of the Natural Sciences in the Lyceum of Hanover. Philadelphia: Porter & Coates, 822 Chestnut street.

Professor Blasius is an original thinker, and a most accurate observer of physical phenomena, and this work is the result of his life-long investigations and studies. The field of his labors has been one of extreme difficulty to explore, on account of the subtle nature of the forces and elements with which he has had to deal, and the erroneous theories which have existed with reference to the laws which govern the changes of weather. The establishment of investigating corps has given him valuable aid in some directions; yet for want of continuous daily observation, these results have not possessed the scientific value which is so desirable for the accurate deductions of the scientist. The purpose of the work is to discuss the storm-system, and to establish facts which will be of importance to science. Among the subjects treated, are aerial currents, their casual connection with the various cloud-formations, and the classification of storms; local storms, and the primary origin of atmospheric disturbances; progressive storms, equatorial or northeast storms, winter storms, and waterspouts, tornadoes, hail-storms, dust-storms and waterspouts, storms of the torrid zone and their probable intimate connection with those of the temperate zones, with corroborative evidence; weather prognostics from the clouds, with special hints for navigators; meteorological observations, with an appendix, with illustrations and plates. Our scientific readers will read this book with great interest, for the thoroughness of the author's studies, and the original and independent expression of his views.

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NEW-ENGLAND

JOURNAL OF EDUCATION.

Volume II. Boston, Mass., July 10, 1875. Number 2.

General Plan of the Exhibition.

BY DORSEY GARDNER, PHILADELPHIA.

When the Centennial Commission originally began to formulate its designs for the International Exhibition, it proposed following the mode of arrangement so successfully carried out at the Paris Exhibition of 1867. There objects of every kind were grouped in a single enormous building, composed of concentric elliptical aisles; and each of these aisles was devoted to the products of one of the departments of the classification. Thus it resulted that a visitor desirous of studying some particular industry, had only to find its location, when, following the passage *around the building*, he could observe

the progress made by each nation in that especial matter; but if he wished to see the general exhibition made by a particular country, he started from the center or cirucmference, crossing the aisles, and examined its contributions to each department in turn. The advantages of this method are obvious. But, on the other hand, the external appearance of the building was that of an enormous gasometer. It concentrated great masses of people in a single crowd; it lacked the variety afforded by structures especially adapted to peculiar forms of display; and it could not be made to take in the agricultural exhibition, which had to be detached from the rest. Ponderous machines, with their noise and dirt, are clearly out of place in the same building with fine products and works of art. At the Vienna Exhibition of 1873, accordingly, a separate machinery hall was introduced; but the system of classification was unfortunate in that it was geographical only, and not generic; so that, while the products of each country were collected, it was impossible, except at the cost of much time and investigation, to examine thoroughly the exhibits of any given product throughout the exhibition.

In the buildings now under construction in Philadelphia, careful provision has been made for retaining the advantages of the Paris system and avoiding the mistakes of Vienna. Having at their disposal the magnificent Fairmount Park, with its three thousand acres—450 of which were set aside for the purposes of the Exhibition,—the Commissioners were enabled to multiply and expand their building to the utmost, and thus to provide for a more comprehensive and varied exhibition than has ever yet been collected. They have classified the articles to be exhibited in seven departments, which will be located in appropriate buildings, whose several areas are as follows:—

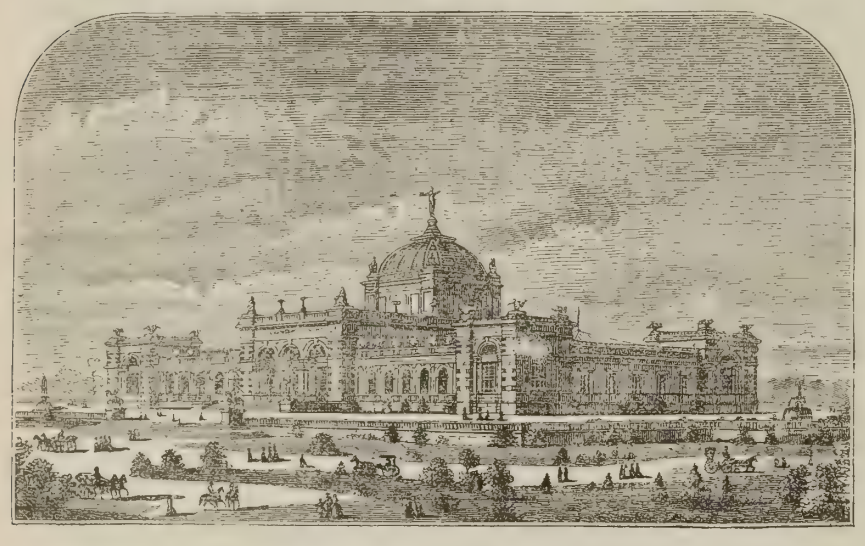
Departments.	Buildings.	Acres covered.
1. Mining and Metallurgy		
2. Manufactures	Main Building.	21.47
3. Education and Science		
4. Art.	Art Gallery,	1. 5
5. Machinery,	Machinery Building,	14.
6. Agriculture,	Agricultural Building,	10.
7. Horticulture,	Horticultural Building,	1. 5
Total,		48.47

These buildings are grouped within convenient distances, in the southernmost portion of the "West Park"—the section of Fairmount Park, that is, which borders the western bank of the Schuylkill river. The first of them, which one reaches in coming from the city is the main building; bnt the only point from which a comprehensive view may be taken of them all is from the summit of George's Hill, on the western margin of the Exhibition grounds; and here the spectator will find the Machinery and Agricultural Halls in the foreground, and the main building and Art Gallery in the distance. Looking at them from this point, it will be seen that the northern faces of the two buildings are in a line; that they are divided by an avenue, but connected by a covered way; and that the length from the extreme of one building to the extreme of the other is very great—more than half a mile. Running along the northern length of these buildings is a boulevard one hundred feet in width, which is traversed by a double line of narrow gauge cars, for the accommodation of visitors, of which there will presently be occasion to speak more fully. Three hundred feet back of the main building, their centres being in a line, stands the Art Gallery. Next northward, and on the further side of Lansdowne Valley, over which a bridge is being built, is the Horticultural Building; back still of it, northernmost of the

principal structures, is the Agricultural Building, and midway between this and the Machinery Hall is the site of the building for the exhibition to be made by the United States Government.

Most imposing and ornate of the structures thus enumerated is the Memorial Hall, built, at a cost of $1,500,000, by the State of Pennsylvania and city of Philadelphia. This is placed at the disposal of the Centennial Commission, to be used during the Exhibition as the Art Gallery, after which it is designed to make it the receptacle of an industrial and art collection similar to the famous South Kensington Museum, at London. The building—which would seem large elsewhere, but is dwarfed here by the mammoth structures on every side—is 365 feet in length by 210 in width, and is massively constructed, with granite, iron, brick, and glass as its only materials, When ground was broken, a year ago,* there were not wanting those who proclaimed the madness of the contractor in undertaking such a task, and the utter folly of crediting its accomplishment in season. But orders were given at once to many manufacturing establishments and brick yards, and to granite quarries in Maine, New Hampshire, and Virginia; the most approved appliances were set grappling with the material; the solid walls, built as if to last for ever, could be seen to grow from day to day; and there is now no doubt that the magnificent palace will be completed weeks in advance of the contracted date—January 1st, 1876. It was on the Fourth of July, 1874, that the first shovelful of earth was cast from its cellar; on the 5th of July, 1875 (the 4th being Sunday), it is determined, after having the last stone in its place, to set the colossal statue of Columbia in her place on the summit of the dome, 150 feet high in air. It is believed that no similar amount of work has ever been accomplished upon such a building in as little time.

* Allusions to the condition of the buildings must be understood to refer to the state in the last week of June.



THE ART GALLERY.

HORTICULTURAL BUILDING.

The Main Building, or Industrial Hall, necessarily covers more ground than any other. It is 1876 feet long and 464 wide, and is supported by 672 iron columns, resting upon stone piers. Its materials were being prepared in various shops, mills, and glass works during all last winter; but it was not until the last week in April that their erection began. Since it fairly got under way, fifty tons of the iron frame-work have been put up daily. There being in all 79 cross sections—transverse rows of supporting columns, that is, each section covering an area of 24 by 464 feet—they have been erected at an average rate of eight sections in six days; so that the east wing is already completed and the western wing commenced. The contract required one wing to be finished by September 1st of this year—the other a month later. There is now little doubt that the whole will be completed by September 30th. Those who are aware how greatly the opening effect of previous Exhibitions has been marred by the delays in building, will appreciate the advantages of this unparalleled promptitude. A better idea of the size of this building than is given by a statement of length and breadth or acreage of floor-space can, perhaps, be derived from the statements that it contains 2½ miles of water pipe and as many of drains, with 10 miles of principal passage ways; that, against its completion, 3928 tons of iron will have been rolled and fitted; 237,646 square feet of glass made and set; and 1,075,000 square feet of tin roof-sheeting welded and spread.

Probably enough has been said to indicate the scale of the Exhibition, and the remaining departments may be passed over in less detail. The Machinery Hall, which, from some points of view, seems a continuation of the Main Building, is second only to it in size, being 1402 by 360 feet, with an annex on the south side for a tank and hydraulic machinery of 208 by 210 feet—aggregating, in all, 14 acres of floor-space. This, like the Main Building, is traversed lengthwise by railroad tracks along the main aisles, so that all cumbrous articles may be lifted at once, without handling, from the car that brings them to the spot which they are to occupy. Eight lines of shafting will transmit the power from an enormous engine of 1400 horse-power, now being built by the Corliss Steam-Engine Company, of Providence, R. I. The contract required the delivery of the building on the 1st of next October; but it is already more than two-thirds completed, the east wing having been accelerated to be used in a public demonstration on the 5th of July.

The Horticultural Building—383 feet by 193—is built by appropriations by the city of Philadelphia, and, like the Memorial Hall, will remain as a permanent ornament of the Park. It is designed in the Moorish architecture of the 12th century, and is very richly decorated and colored. The Agricultural Building is another monster structure, covering 10 acres. Its construction is peculiar, showing a lofty nave, formed of Howe trusses meeting in a Gothic arch, and this crossed by three transepts of similar proportions. Its interior appearance will resemble that of a great cathedral, and the vistas seen, in looking from transept to transept, will be extremely imposing. A portion of this building will be supplied with steam-power for the use of agricultural machinery.

Having thus noted the five principal buildings of the Exhibition proper, it will be convenient to return to the main entrance to the grounds and take up in order such of the minor buildings as can now be definitely described. This main entrance is in the interval between the Main and Machinery Buildings, and is approached by a covered bridge, crossing Elm Avenue from the terminus of the Pennsylvania Railroad, where visitors from every part of the Union will be landed, only a street's breadth from the Exhibition. On either side of the entrance are buildings containing some twenty-five rooms each, which are devoted to the use of the executive offi-

cers, those of the custom house, post-office, police, telegraph operators, etc.; and these buildings are to be connected by a spacious verandah, so that in passing between the neighboring buildings and the depot one need not at any time go from under cover. Facing the entrance, and on the boulevard which runs at the back of the Main and Machinery Buildings, is the Jury Pavilion, an ornate two-story structure, which contains, beside the numerous smaller chambers appropriated to the deliberations of the International Juries, a spacious hall suitable for receptions and banquets, the meetings of conventions and international congresses, and similar purposes. Next in the rear of this will be the building, an acre in size, which is to accommodate the Women's Exhibition, the funds for the erection of which are being rapidly contributed by the women of the country—more than half of the requisite $30,000 having been subscribed within a fortnight of the announcement that the building was determined upon. West of this, and on the lower slope of George's Hill, will be another structure, rivaling some of the Exhibition buildings in size and interest. This is to contain the collection, provided for by an executive order of the President, of "such articles and materials as will, when presented in a collective Exhibition, illustrate the functions and administrative faculties of the Government in time of peace, and its resources as a war power, and thereby serve to demonstrate the nature of our institutions and their adaptation to the wants of the people." The last Congress provided for the expenses of this Exhibition by an appropriation of $505,000, and its preparation has been entrusted to officers representing the War, Treasury, Navy, Interior, Post-Office, and Agricultural Departments, and the Smithsonian Institute.

There is still another class of buildings, whose number it is at present impossible to estimate, which will add greatly to the diversity and interest of the Exhibition. The first of these to be erected will probably be the four houses which the English Commission provide for the residence of their staff and attachés, offices, and head-quarters. These are constructed in the style of those quaint brick and timber edifices which so impress every American visitor to the old town of Chester; and they will be clustered between the end of the Machinery Building and the foot of George's Hill. The same plan will be pursued by a number—it is still uncertain how many—of the Foreign Commissions. Of our own States eight have thus far signified their desire to put up pavilions of their own; and others will no doubt follow. An association of photographers have asked for space of 500 by 60 feet, in which to put a building for their own exhibition; the carriage-makers will have one covering an acre and a half; and it is probable that many exhibitors, especially of bulky articles, will find it to their advantage to do the same.

So much space has been engrossed by the descriptions of the buildings that it is impossible to do more, in passing from the subject, than to allude to the many decorative objects which will beautify the Park—the parterres of flowers, ornamental bridges, the lakes, cascades, fountains, and statuary. Toward the latter several national and other associations make superb contributions. The Catholic Total Abstinence Association give a fountain representing Moses smiting the rock; the Jews a statue of Religious Freedom; the Presbyterians one of Dr. Witherspoon, the only clergyman who signed the Declaration of Independence; the Italians one of Christopher Columbus; the Germans Alexander Von Humboldt; and the architect of the new Philadelphia Public Building the colossal figure of William Penn which is ultimately to crown its dome.

Extensive as the buildings have been shown to be, it yet seems as if they would be crowded to their utmost capacity. As the requirements for space come in from the commissions, in Foreign countries, they are found in almost every case to exceed the amount reserved for them. In the main Exhibition Building the original reservation for our own country was 123,000 square feet: the the amounts already asked for exceed 240,000 square feet, and the applications continue to pour in. Necessarily many will have to be curtailed, and some excluded, while others will have to find accommodations in special buildings. In a few weeks, probably, the receipts of application will be stopped.

Education at the Centennial.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
WASHINGTON, D. C., July 1, 1875.

It is apparent that a representation of education for the century of our national history, now closing, at the International Centennial Exhibition at Philadelphia, in 1876, can neither be adequate nor successful without the most extensive consultation in regard to the peculiarities and manifold phases of educational systems and institutions.

The interest in this department of the Exhibition will be very great to all Americans and all visitors from other countries who attempt to study the causes of our national growth and peculiarities.

It should be remembered that it is a public interest and not a source of private profit, save in reference to its aids and appliances. The producers of these articles would naturally come forward to participate in the representation, as do all other producers of articles of profit. Yet it is plain that if the educational exhibit was limited to these appliances, the impression made would be most inadequate; indeed, the value of these aids to education is best seen in connection with the results obtained in systems and institutions, in respect to which the leading motive must necessarily be, not one of pecuniary profit, but of public benefit. For the attainment of this result in the exhibit, there must be time for consultation, harmony of plans, and organization. This office, as the central educational agency in the country, has, from the first definite anticipation of the exhibition, naturally been addressed for plans and information. The recently rapidly increasing interest has greatly multiplied the demands for definite plans. Officers of institutions, systems and methods, in many parts of the country, have already fully determined to go forward, and to make some preparation for the Exhibition, and are now only waiting to know definitely what to do in each case and how to do it. This office could have promptly projected a theoretical reply to the various inquiries. There would have been a possibility of its being the plan fitted to the facts, to be worked out with facility and success. The object of the office, however, has not been to direct but to represent, to ascertain what could be done, to gather from every quarter the suggestions in reference to what should be done and how to do it. In pursuance of this idea attention was called to the subject in the reports of 1871, 1872, 1873 and 1874.

Our attention must be turned necessarily in two directions: First, towards the Centennial Commission, who have entire charge of the classification, and who determine what plan of classification shall be adopted for this as for all other departments of the Exhibition. Secondly, we must consult with all those who are to participate in the Exhibition with regard to the materials they are to present and their plans for doing it. This office has been in constant correspondence and communication with the officers of the Centennial Commission, and it is only proper to say that they have from the first, and always, manifested a most earnest desire that everything possible should be done to render this department of the Exhibition thoroughly successful.

With respect to the educators of the country, every means has been taken to gather full public and private expressions of interest, and to act solely and fully in co-operation with them. And while gathering these, whether from personal or organized sources, it has seemed appropriate to consult, as the special representative of them all, the National Educational Association. This Association, at a meeting of its Department of Superintendence in January, 1874, passed resolutions upon the subject, and again in January, 1875, appointed an executive committee to advise with and act through this office. This committee have since had two meetings, at the request of the Director-General of the Exhibition, in Philadelphia, at which the plans of the Centennial Commission were carefully studied, and all indications of what could be done by the different institutions and systems of education, so far as known, were brought into consideration, and an earnest effort was made to answer the two great questions: "What to do?" and "How to do it?" One thing has been manifest from the first: that, while certain outlines for a scheme could be laid down,, the details must in the necessity of the case be answered only as the circumstances upon which they depended were more clearly unfolded in the action of the different sections interested. With a view to giving each institution and system information with regard to the purposes of other institutions and systems proposing to participate, and of putting before the eye a unified scheme, to which fuller suggestions could be made, this office prepared, in January, a "Synopsis of the Proposed Centennial History of American Education." At the first meeting of the committee above-mentioned with the Director-General of the Centennial in Philadelphia, it became manifest that a change in the classification thus presented was essential for the unity of an educational exhibit. At the second meeting of the committee their views were given in a statement, at the request of the Director-General, and presented to the Commission. The committee also agreed upon certain amplifications and specifications, which should be published as a further aid and guide to those wishing to participate in the educational exhibit, when the Commission had given a final revision to its classification. The Centennial Commission have now issued their revised classification, and that part of it relating to education is herewith presented. The committee have added their embodiment of additional suggestions, and submitted it as a further step in the development of the work in hand. While, in general, the scheme must be executed as it is now established, it is desired that there may be the utmost freedom of suggestion with reference to the details. In the prosecution of this work it should be added, that it will be impossible for this office to perform the part assigned to it, save in and by the provision made by Congress, at its last session for an exhibit by the executive departments. The law and executive orders connected with it are therefore published. The amount of money provided for this expenditure is a small share of the $115,000 assigned to the Interior Department. It will be obvious, on a moment's thought, how little of the vast work to be accomplished can be performed by this office.

It will be seen from what has been previously published, and indeed in all that has been done by this office, how much more highly we comprise the historical than the competitive elements of the exhibition. We are thoroughly convinced that no institution, that no State or city system can do better for itself, or can more efficiently work for the improvement of its instruction, for its discipline, for the enlargement of its resources or for the increase of its attendance, than by seizing this occasion, when every body is talking about the past of our country, to turn the attendance of its constituents to the incidents of establishment, growth, present condition and the considerations which should determine its future plans. Moreover, we cannot fail to feel the obligation imposed upon the actors of this memorial year to leave all the facts in regard to their institutions and systems in the best possible shape for the benefit of educators in the centuries of our government which are to follow.

Dr. Franklin B. Hough, of Lowville, N. Y., well known for his historical and statistical labors, who has already accumulated numerous and valuable data with regard to the origin and history of collegiate education, has been invited to cooperate with this Bureau in the preparation of the exhibit of collegiate and university instruction. The following special suggestions are here

by submitted; others will be added after consnltation and agreement is extended among the officers in charge of these institutions.

The several officers in charge of the institutions for deaf mute instruction in the country have already appointed a committee to take charge of the preparation of the representation of this department of education. The chairman of this Committee is the Hon. E. M. Gallaudet, President of the Natlional Deaf Mute College at Washington, D. C., who should be addressed on the subject.

The necessity of extended personal interview between those familiar with expositions and the several officers of institutions have rendered it necessary for the Bureau of Education to invite Hon. J. D. Philbrick to confer specially with these gentlemen in New England, and Dr. J. W. Hoyt to prepare a similar work in connection especially with colleges of Agriculture and the Mechanic arts in the Mississippi valley.

Dr. L. P. Brackett of N. Y., whose historical writings are well known, has undertaken to aid in the preparation of an historical representation of text-books.

This office has in course of preparation a work on libraries in the United States, past and present, which will shortly appear.

The subject of Art-Education in the United States during the past century is also receiving attention with a view to early publication. Other outlines of the great forces of education in the country are under advisement and all interested are specially invited to offer suggestions.

A considerable number of inquiries having come to this office with regard to the form of State organization, the Commissioner of Education takes this opportunity to suggest that where preparations have been made by States and Commissioners appointed to prepare the State representation for the Centennial, that a committee be designated by the commission, consisting of the State officers and others of well-known fitness to take charge of the State educational exhibit, and this plan has already been adopted in several States with the happiest results. JOHN EATON, *Commissioner.*

Education and Science.

Educational Systems, Methods, and Libraries.

CLASS 300—Elementary instruction: Infant-schools and Kindergärten, arrangements, furniture, appliances, and modes of training.

Public schools: Graded schools, buildings and grounds, equipments, courses of study, methods of instruction, text-books, apparatus, including maps, charts, globes, etc.; pupils' work, including drawing and penmanship; provisions for physical training.

CLASS 301.—Higher education: Academies and high schools.

Colleges and universities: Buildings and grounds; libraries, museums of zoölogy, botany, mineralogy, art, and archæology; apparatus for illustration and research; mathematical, physical, chemical, and astronomical courses of study; text-books, catalogues, libraries, and gymnasiums.

CLASS 302.—Professional schools: Theology, law, medicine and surgery, dentistry, pharmacy, mining, engineering, agriculture and mechanical arts, art and design, military schools, naval schools, normal schools, commercial schools, music.

Buildings, text-books, libraries, apparatus, methods, and other accessories for professional schools.

CLASS 303.—Institutions for instruction of the blind, the deaf and dumb, and the feeble-minded.

CLASS 304.—Education reports and statistics: National Bureau of Education; State, city, and town systems; college, university, and professional systems.

CLASS 305.—Libraries: History, reports, statistics, and catalogues.

CLASS 306.—School and text-books: Dictionaries, encyclopedias, gazetteers, directories, index volumes, bibliographies, catalogues, almanacs, special treatises, general and miscellaneous literature, newspapers, technical and special newspapers and journals, illustrated papers, periodical literature.

Institutions and Organizations.

CLASS 310.—Institutions founded for the increase and diffusion of knowledge: Such as the Smithsonian Institution, the Royal Institution, the Institute of France, British Association for the Advancement of Science, and the American Association, &c., thêir organization, history, and results.

CLASS 311.—Learned and scientific associations: Geological and mineralogical societies, etc. Engineering, technical and professional associations. Artistic, biological, zoölogical, medical societies, astronomical observatories.

CLASS 312.—Museums, collections, art-galleries, exhibitions of works of art and industry. Agricultural fairs, State and county exhibitions, national exhibitions. International exhibitions. Scientific museums and art-museums. Ethnological and archæological collections.

CLASS 313.—Music and the drama.

Kindergarten at the Centennial.

Hitherto, at the great world-exhibitions, since 1860, there has always been a display of the Kindergarten materials, but often explained only by the manufacturers, in the interest of trade, doing more harm than good to the Kindergarten cause.

To see the material *in the using*, and the happiness of the children in using them, is the only way in which to see them intelligibly. For this purpose, therefore, room is promised in the Centennial Buildings for a Kindergarten, which is to be opened this fall in a Philadelphia orphanage. The lady who will assume the charge feels confident, from previous experience, that she can so interest the children (from three to five years of age) in the work, that they will not be disturbed by inspection, which is to be a guarded one, conditioned by the arrangements of the apartment, so that spectators shall look down upon them at work instead of mingling with them at their tables. It will be demonstrated thus to the eye; the intelligent find that the natural method has been discovered by Froebel, and that orderly work, genially superintended, is the perfect play of the innocent child-nature, and educates from within outwards without straining the mind or interrupting spontaneity of action. The difference will be made manifest between the Froebelian method and that which has hitherto been pursued in education, in that the child is guided to think and to reproduce *in visible work*, the directions given to it, instead of imitating models (which may be quite mechanical).

The *minimum* of fair conditions for a true kindergarten will be provided, and this will not only serve as an advertisement of such conditions, but will show that it requires a special training to keep a genuine kindergarten, that can no more be dispensed with than the regular training and drill of a musical instructor. Indeed it will be seen that it requires a more universal culture of the mind than to teach older children, which can be done with the help of books, whereas the Kindergarten teacher must have made the system so completely her own, that she can teach it *from within outwards.*

An exhibition will be made of the inventions of children who have been taught by this method, and kindergarteners are requested to contribute *such as they can authenticate.* When the law of an occupation is quite clear to the minds of the children, even of quite young ones, they can invent designs for their weaving, sewing, pricking and drawing, simple designs, of course, but as truly their own as those of the adult artist.

All arrangements have been made for the Kindergarten of the Centennial (rooms, furniture, materials, children, teacher,) with the exception of the teacher's salary of $1,000. This salary we ask to have assured immediately by those interested in the success of the project, *in the form of promissory notes*, payable within the year. If these are sent to me at once, I will return them in October if the full sum is not made up and the project abandoned for that reason.

ELIZABETH P. PEABODY,
19 Fulton St, Cambridge, Mass.

The Battle Cry of the Revolution.

The clash of arms, the tramp of feet,
The hurried beat of drum.
Rouse up! ye citizens! The hour
Of sacrifice has come.
In holy cause, let valiant hearts
Welcome the din of war;
And prove the land that rears *such* men
A land worth dying for.
And this the song their ranks along,
From kingly power we'll sever.
We are but one; God helping us,
We *will* be one forever.

From every hill and valley,
From the mountains to the sea;
The woods and forests echo
Is not our country free?
And this sturdy band of yeomen
Breathe out the stern reply,
God help our wives and children;
It *shall* be or we'll die.
And this the song their ranks along,
From kingly power we'll sever;
We are but one; God helping us,
We *will* be one forever.

Shall memory weep o'er history's page
For all our glory gone?
Shall gloom and tempest close upon
So promising a morn?
That high command, "Possess the land,"
Our destiny has cast;
The future hath in store for us
More glory than the past.
And this the song their ranks along,
From kingly power we'll sever;
We are but one; God helping us,
We *will* be one forever.

The clash of arms, the tramp of feet,
No craven heart shall cower.
Shoulder to shoulder in the ranks;
Firm in the battle's hour.
'*Tis* holy cause; and valiant hearts
Shall bless this din of war.
We'll *prove* the land that reared these men,
A land worth dying for.
And this the song their ranks along,
From kingly power we'll sever;
We are but one; God helping us,
We *will* be one forever.

1875

The dear flag's waving o'er us,
Behold its troop of stars!
And for its brave defenders,
Send up your loud huzzas.
The God of freedom blessed them,
And brought *this* glorious hour;
And ever as a nation
We'll trust *That Watchful Power.*
And this the song *our* ranks along,
United be forever;
We are but one; what God hath done,
No *traitor's* arm shall sever.

SALEM, June 25th, 1875. E. G. C.

—Mr. Mann had told us that there were no school-houses in Germany to compare with even our second-rate ones. That was some time ago; and, taking it for granted that we Yankees had in the mean time been moving faster than the Germans and Austrians, I rather expected that the photographs of our best school-edifices would produce something of a sensation among Teutonic educators. I felt pretty sure that nothing but money was wanted to make this project a complete success; but when I entered the beautiful Swedish school-house and took my seat on the master's platform, and surveyed the spectacle presented by the school-room, with its apparatus and fittings, I felt glad that my attempt to bring over a school-room had failed, for I could not have matched what I saw before me.

—John D. Philbrick.

Public Schools at the Philadelphia Exposition.

BY HON. J. D. PHILBRICK, BOSTON.

What can be done by teachers and school officers toward securing an instructive and worthy representation of the Public Schools of the country at the approaching Centennial at Philadelphia? This question, so important in its bearing upon the success of the educational department as well as upon the progress of popular education, I will try to answer as fully as the limits assigned to this paper will permit.

The objects illustrating the character and condition of a school, which are capable of exhibition and useful comparison, may be classed under three general heads: the first comprising all the *materiél;* the second, the results of instruction so far as they can be shown in the work of pupils; and the third, documentary information, including forms, blanks, reports, statistics, methods, organizations, regulations, descriptions, historical developments, &c.

SCHOOL MATERIÉL.

In this category the most obvious objects to be considered are *buildings and grounds.* During the last ten or fifteen years the expenditures in this country for school-houses have been enormous. No doubt great improvements have been made in this department of school economy, but great mistakes have also been made, and much remains for us to learn on the subject before the public money appropriated for school accommodations will be generally laid out to the best advantage. The great Exposition will afford the opportunity for the nation to get the needed instruction in the matter of school-house building, so that our future edifices for school purposes may meet the requirements of health, taste, convenience and economy better than those heretofore erected. Every State should send the best specimens of its productions in this line. The representation may be made in various ways. It is hoped that there will be placed on the grounds of the Exposition more than one model building of "natural dimensions," with all their belongings and equipments, embodying the best existing ideas on the subject. It would be hardly practicable to represent a many-roomed city building in this way, but it can be done in the case of the infant or Kindergarten school, of the unclassified country school, and even of the village graded school. Two such model structures as the admirable Swedish and Austrian school-houses seen at Vienna would of themselves constitute a most interesting and instructive educational exhibition. The great advantage of representations of this description is that they catch the eyes of the multitude and make a deep and lasting impression on the minds of the masses of the people. Small models in relief are also desirable; but if well-made they are very costly. The finest one exhibited at Vienna was a fac-simile of the noble Franklin school in the city of Washington.

But in general, school buildings and grounds can be most economically and usefully represented by photographs, drawings, and engravings. Good drawings on a large scale, put up in neat portfolios, are to be preferred. Choice specimens of elevations, perspectives and plans should be prepared for wall exhibition. In this exposition it is not the intention of the management to limit the contributions to a few representative samples; they want a variety of contributions from every State, showing the best structures in many cities and towns, for all grades of schools. What are deemed peculiar excellences in the buildings represented should be indicated in accompanying descriptions printed or in writing.

Plans of grounds should not be omitted, especially where they are exceptional in extent, ornamentation, or mode of utilization. These will include covered and open-air play grounds, gymnastic plats, the location of out-houses, with their covered connections, &c. School-gardens belong here, of which I hope our country may present some tasteful examples, for without its garden no school can be regarded as perfect in its appointments. In the Vienna Exposition there were representatives of two, beautiful in design and comprehension in the range of plats both for ornament and instruction, which were sent from villages in distant Austrian provinces.

We pass now from the buildings and grounds to the *furniture and fittings.* Here the way is plain and easy, not indeed to produce and exhibit what are absolutely the best things in this class, but what actually exist and are in use. It is expected that space will be allowed for the representation of single specimens of furniture to a large extent, that is, from numerous localities. Manufacturers will doubtless send their productions, and inventors their designs; but school authorities should also offer samples of what they actually provide for their pupils, or at least of such as they have found by trial to be the most satisfactory? In this way the best contrivances for desks, seats, ink-wells, settees, recitation benches, teachers' tables and desks, cases for books and apparatus, with every variety of fittings and fixtures, can be made common property.

The object should be to find out what is at once best and cheapest, and therefore it is desirable that specimens should be accompanied with a statement of their cost and supposed merits. In case the objects themselves are not sent, photographs and drawings may serve a useful purpose.

Apparatus and appliances for illustration and experiment must necessarily constitute a prominent and instructive section of the exhibition. One of the best sayings of Agassiz was that *every elementary school ought to have its museum as a means of teaching,* and as our methods of teaching are improved we rely less and less upon the memorizing of text-books, and more and more upon the use of visible illustrations. To what extent are our country district schools and our graded village and city schools provided with the collections and apparatus requisite for teaching most successfully the rudiments of geography, astronomy, natural history, physics, chemistry, mensuration, and geometry? The Exposition will throw some light on these questions. If there is one school in all our broad land which has a very good set of specimens for teaching the first steps in natural history, by all means let it be sent to Philadelphia. It was one of the purposes of Agassiz, in his later years, to prepare a representative collection of objects suitable for use in common schools.

Will not some one or more teachers undertake to make such a collection for the Centennial? Several years ago the government of Würtemburg appointed a very practical and learned professor of the polytechnic school of that kingdom to organize a system of teaching physics in all the elementary schools of the country, and to cause to be constructed cheap and useful apparatus therefor. This was certainly an effectual method of popularizing science. What is wanted to promote the teaching of the elements of science in our schools is not more text-books, but a universal supply of cheap and suitable apparatus, and it is hoped that what will be shown at Philadelphia may stimulate and guide educators in their efforts to supply this want. An exhibition of the requisite materials for teaching experimentally the rudiments of chemistry in elementary schools is especially to be desired.

It is not necessary perhaps to say much about the exhibition of *text-books* and *books of reference.* Publishers and authors will not fail to contribute their publications and productions. But it is desirable that in addition to such collections, there should be exhibited specimens of the complete sets prescribed for use in particular cities and towns in different sections of the country; and also specimens of the sets used in individual schools and institutions. It will be especially interesting to see the sets of books of reference, furnished for the use of high schools and grammar schools by the school authorities of different cities and towns.

SCHOLARS' WORK.

The preparation of this important part of the educational exhibition will afford a large scope for the exercise of the tact, taste, skill, and enterprise of teachers, There should be uniformity in certain particulars. which will no doubt be indicated in the programmes of the managers of the Exposition, but within the prescribed limits there will be ample room for superintendents and teachers to show what they can do. What is wanted is a copious representation from country, village, and city schools in every State, of all sorts of work done with pen or pencil, by all grades of pupils, from the Kindergarten to the graduating class of the highest public school. Of course all the larger cities will be represented, for failure to put in an appearance by any one would probably be construed, and not without reason, as an acknowledgment of inability to stand the test of comparison. Every body who can command the means to defray the expense must and will see the great exposition of the civilization of the age, and to teachers and educators, no part of it will be examined with so much interest and profit as the variety of scholars' work which will be there displayed. The work from each locality will probably show some peculiar features of excellence, which the visiting teachers will observe and profit by. I have seen in our schools sets of compositions written by a class during a year in the usual course, with no thought of an exhibition of them, which would make an admirable contribution to a collection of scholars' work. In almost every good school I visit I discover some treasure of this kind.

Drawing will necessarily be the most conspicuous part of this division. It will reveal the relative success of the different systems, and at the same time show what progress this valuable branch of instruction has made in the different parts of the country. In writing, specimens of the best results in all varieties are wanted, and also specimens of work in the progressive stages from the lowest class to the highest in a graded system of schools. Schools are now very commonly examined in writing in all branches except reading and singing, and in general the written work of schools for exhibition must, of course, largely partake of the nature of examination papers; but it is practicable to bring in also a variety of class exercises. Perfection in execution is not to be expected. The merit of a pupil's work is to be determined in view of all the circumstances of its production, including the special object aimed at in each particular performance. Experts, and experts only, will know how to take all these things into account and properly consider them, and it is for teachers, in preparing exhibition exercises, to take it for granted that they will be judged by those persons competent to make the proper discrimination without caring too much what view will be thought of them by the casual observer.

DOCUMENTARY INFORMATION.

Here the first thing every body connected with schools should do is to get rid of the notion, if they are entertaining it, that any thing in this line will be superfluous or useless. *Send samples of all printed educational matter;* any printed paper or document, exhibiting or illustrating the history, organization, administration, management, supervision, methods and results of instruction, and the condition of State, city, village, and town systems of schools, and of individual schools. Belonging to the division are registers, general and class, merit rolls, periodical reports of the conduct and standing of the pupils, rewards of merit, and certificates and diplomas. So far as practicable they should be put into convenient and comely bindings or portfolios, for convenience of arrangement and handling by examiners.

It is particularly suggested that each State should furnish a set of all the local school reports printed within its borders during the year 1875, bound up in volumes of suitable size, and accompanied with an explanatory introduction and table of contents. Massachusetts sent to Vienna eleven handsomely bound volumes, containing the annual school report for 1872, printed in uniform size of page, of every one of three hundred and forty-three cities and towns in the State. This contribution attracted much attention, not only as containing

detailed information as to the condition and working of the system, but especially as showing how much is possible to be accomplished for education by local authorities.

The Centennial Exposition at Philadelphia will result in great benefit to the whole country. It will conquer prejudices; it will diffuse useful information; it will stimulate invention and enterprise; it will enlarge the ideas and improve the manners of the people; and the "fine sweet spirit of our American nationality," it will make finer and sweeter and more lovely both in our own eyes and in the eyes of the world.

The Educational Department will inevitably represent our education and educators pretty much as they are. For one, I believe we have something to exhibit and that we shall exhibit, and that thereby a new impulse will be given to the cause of education throughout our country. I fully believe there is educational enterprise and ability enough to produce a noble exhibition, and I have not a doubt as to the expediency of trying to do our best in this matter.

Colleges at the Exposition.

BY J. M. GREGORY, LL.D., ILLINOIS.

The world has rarely seen harder work or more generous self-sacrifice than has been cheerfully endured by the founders and builders of the American Colleges. In every new American State, from the outset, there have been found large-hearted, far-seeing men, who, loving both learning and religion, and knowing the profound connection and mutual dependence of the two, planned for the young community a Christian College, and not unfrequently gave their lives to the work of establishing it. Thus it has happened that, as the wave of life has swept westward across the continent, peopling new territories and organizing new States, the College builders have appeared among the pioneers as they appeared among the Puritans; and when the tidings came to startle us that a new State was born into the national family, there came also the story that new Colleges had been opened for the diffusion of learning. Remonstrances from older and more prudent communities have always failed to repress the zeal or silence the deep convictions of these College builders, and they have struggled on through poverty and toil, wearing the flesh to the bone, and the bone to the marrow, rather than give up the cherished enterprise. With the growth of wealth among the settlers, help has come to the College, till at last larger gifts from grateful alumni gave to the struggling College permanent endowments, better buildings, libraries, cabinets, and apparatus, and its career and standing became assured. Such is the history of the larger number of Colleges in this country, though, unfortunately, many still linger in the stage of hard but not hopeless struggle for life.

But if their founding has been with scenes that tried men's souls, their later growths have been illustrated with a munificence of liberality which has waked the wonder of other lands than our own. The *Revue des Deux Mondes*, in an article powerfully pleading for Education in France, recites, with undisguised admiration, the splendid benefactions bestowed by private citizens of America to endow public institutions of learning. And since that article appeared in the *French Review*, the flow of liberality in that direction has more than doubled its volume; millions have come to the treasuries of single institutions, and larger donations have been made for the founding of new Colleges than any before on record. These immense private gifts for higher education have become a feature of the national character, and as such have attracted the attention of statesmen and philanthropist in other countries.

The American Colleges fill a large place among the formative forces of American History. No one will deny them a prominent rank among the public institutions of the country, and no thoughtful man can doubt the constant and profound influence they have exercised over the national character and civilization. The story of our great civil war was a striking comment on the vital forces pent up in these quiet College halls, and flowing forth silent as the electric current, but ready, on fit occasion, to flash as the lightning.

It is certainly fitting that these Colleges, so born and so nourished, shall be well represented in the great Exposition which will celebrate the Centennial of our National Independence. Not only would the educational system of the country be incomplete without them, but the civil and social progress of the nation would lack much of their true significance and higher glory if this chief factor of their intellectual character, the American Colleges, were left out of sight.

Of our present Colleges, only nine were existing at the time of the Declaration of Independence. In 1800, after a quarter of century of freedom, the number had increased to twenty-one, and in the Commissioners' report for 1871, a list of 372 Colleges and Universities is given. And the increase in numbers has been more than matched by the increase in rank, power, and efficiency of these institutions. At the outset they scarcely excelled in extent and richness of instruction many of our present High Schools. Now not a few of them rival the most venerable Universities of the Old World in the number of their departments, and in the scope and value of the education they bestow.

It may be difficult to devise a practicable way by which colleges can be adequately represented in the Exposition halls. Their immediate products are spiritual, not material. Their work has gone into the mind and manhood of the nation; and they might properly point to the governing intellects which conceived and control the whole Exposition; to the splendid improvements in the arts, whose rich fabrics will fill the halls; to the mighty inventions and enterprises there represented; and above all to the nation itself as their workmanship. But difficult as the task may be, it will be attempted. Our wise and energetic Commissioner, Gen. Eaton, will not leave the *elite* of his army in the background. Intelligent foreigners, who will come in crowds to visit the Centennial,—the representatives of the European universities and schools,—will expect to find some visible sign of the institutions whose fame and power have so often been borne to their ears. We cannot afford to disappoint them. Our school system cannot afford to be seen truncated of its higher and crowning segment. The nation cannot afford it. Nor can the colleges themselves afford to be absent when the grand muster of the schools of the nation shall be made.

Knowing that other and abler hands are working into full detail plans of exhibition, I may content myself with offering here a few suggestive hints to the colleges themselves:

1. Each college should desire its exhibition to be sufficiently conspicuous not to be passed over unseen by even the careless visitor. It must, therefore, occupy some appreciable space. Evidently a mere collection of its catalogues will not suffice to accomplish this end. A small model in wood or plaster of some of its principal buildings, or even a large photograph or drawing of its buildings and grounds, and of its library and cabinets, might serve the purpose, and be useful, besides, as exhibitions of our college architecture.

2. Each college should seek to present a fair and comprehensive view of the extent and character of its organization and work. This may be done by the use of charts, exhibiting, under some simple graphic device, its departments, its course of instruction, and the extent of its work in each department of learning and science. The use of colors will add to the perspicuity and beauty of these charts.

3. The work of students will also have its share in the exhibition. This can be accomplished by means of portfolios of class work in every branch of study Thus there may be portfolios of translations from and into foreign languages written on paper of uniform size; portfolios of demonstrations, and solutions of problems in mathematics; of essays, examinations, and other work in history, social science and physiology; of drawings and descriptions in the natural sciences, and collections in the same; of drawings, designs, plans, &c., in engineering, and other technical studies and model work whenever such is made, in wood, iron or other materials.

4. The history of the institution ought to constitute also a prominent feature in the exhibit. This may be represented by a set of its catalogues, reports or other documents, and by a tabular statement in chart form with colors, showing the growth of its endowments, the increase of its faculty and students, the opening of new departments, and the grand totals of its labors and results. Collections of photographs of its founders and benefactors, its successive faculties and such of its alumni as may have some public distinction, will add much to the attractiveness and beauty of the exhibition.

It must be remembered that the exhibition must be addressed as much as possible to the eye and made clear, full and attractive. The millions who will crowd the great halls of the Exposition will have no time nor patience to pause and read long descriptions, and much less books or pamphlets. The facts must be flashed in upon them in clear and graphic outline. Circulars pamphlets and statements may well be added; but these can only be of use after the attention is gained.

A sharp strong word needs to be added to the foregoing to secure quick, prompt energetic action. The occasion is the grandest that has ever occurred in our history, and none of the present generation will live to see another like it Let the colleges remember that $200, or $500 spent on such an occasion, will be worth twice the amount as an advertisement. Let paper and portfolios be prepared during the vacation, and at the opening of the next term let the classes be put upon Centennial work. Let us move all along the line. If the 372 American colleges, laying aside all rivalries and jealousies, and emulating each other only in patriotism and public spirit, will do their duty, they may win for themselve a triumph whose influence shall last through countless years, strengthening their friends, silencing their foes, winning new scholars and adherents, glorifying their country, and extorting from the old world instructive and useful confessions and praise.

Art-Education at the Exposition.

BY WALTER SMITH, BOSTON.

There is, perhaps, no division of the subject of Education capable of being more usefully and systematically displayed than that of Art, whilst at the same time none can be made more confusing and misleading to the ordinary spectator by bad arrangements, or by the associating together of exercises unlike in their origin and object. Every International Exhibition has been wanting in the element of arrangement, by which the Art-Education of different nationalities could be fairly compared. That in Paris in 1867, the best planned Exhibition yet held, ignored the importance to the world of a just comparison and analysis of the instruction lying at the base of successful industrial art., for it has come to be acknowledged that drawing occupies no less important a position.

There is an opportunity at Philadelphia, therefore, for securing at least one original feature in an International Exhibition, unless the allotment of space has been already made in a manner to render this impossible, which it is seriously hoped may not be the case.

The great difference between a display of works of Art and exercises in Educational Art is, that each picture, statue, or architectural design is complete in itself, whilst the chief interest of the school exhibitions is the arrangement of studies and grading of subjects to dis-

play a system or scheme of instruction. This takes away the importance of and even the interest in individual works, for the skill displayed in individual drawings or exercises does not affect the greater question of system or arrangement, though it may increase the attractiveness of the show to the sight-seer.

Ordinary school exhibitions of drawings are nearly worthless, because, ignoring this distinction, each work is made to appeal for approbation as if it were a work of art, (which it seldom can be), to be judged on its merits alone; and thus there is only a display of monotonous and childish imperfection, instead of a chain of interesting progressive work, in which each drawing occupies a subordinate, though necessary, position. It cannot be too clearly recognized that the motive for exhibiting works of art should be to display attainments; whilst the object of school exhibitions should be to demonstrate the aims sought, and these do not depend on the achievement of any one or even all of the drawings.

The subject of Art-Education is receiving much attention from educators just now, and many who have either a limited experience, or strong sympathies, are loud in their praise or condemnation of French, English or German systems or methods. It may be as well, therefore, to state that no European country has yet laid down a comprehensive programme of instruction in Art for its public schools of all grades. A national system of Art-Education does not yet exist, and that which is so described will turn out, on examination, to be either the experience of private or disjointed bodies, or the curricula of special and technical schools, carried on, it may be, under the auspices or encouragement of governments, but having no pretensions to be graded and comprehensive in the way that general education may be so described, proceeding in regular order from the infant school to the university.

This makes it the more necessary that, in arranging and examining the contents of the Art-Educational section of the coming Exhibition, distinction between the different classes of work should be strictly preserved, and their presentment be thoroughly explanatory, giving all needed information concerning them. If one celebrated French school were to display remarkable drawings, the work of adults or skilled workmen employed in Ateliers, and this display could be mistaken for the exercises of children in the public day schools, or be liable to be compared with such exercises sent from other countries, the only result would be to mislead and confuse the public mind, and plant wrong impressions concerning the value of systems or schemes of instruction.

It is problematical whether any European country will seek to exhibit more than the studies of its great schools of Art, and before we humble ourselves in abasement at the glorious spectacle, let us remember that up to the present time this country has had no opportunity of producing works of a similar character. If Cologne Cathedral or Westminster Abbey were to be placed in the Exhibition ground, it would not be quite a fair comparison to place beside them a wooden New England meeting-house—though our architects might learn much from the Abbey and the Cathedral. The needs which produced the two classes of edifices were as different as the structures themselves, and these having passed away, and being at first incomparable, it would be folly to compare the buildings.

In order to maintain a distinction between the several classes of work likely to be displayed, they may be thus grouped in three grades:

First Grade.—Exercises of pupils in Schools for General Education—Elementary Drawing.

Second Grade.—Exercises of pupils in special or technical Schools of Art or Science—Industrial Drawing.

Third Grade.—Exercises of pupils in Professional Schools of Fine Art.

To illustrate this grading, the exhibition of the class exercises of the Boston day schools, recently held in Horticultural Hall, or that of the Newton public school, would come under the head of First Grade; the works displayed from the free industrial classes for adults, and of the Lowell class of Design, would be classed as of Second Grade, and if the Ecole des Beaux Arts or English Royal Academy exhibited its works, they would be of the Third Grade.

It will be seen that there is of necessity a great difference between the character of work displayed by any two of these three grades, and usually as much variety in the ages of the pupils—no two can be compared together, though they may be contrasted, but it will be found of the utmost value if work in each grade from every country represented could be carefully compared and comprehensively reported on by competent judges. The opportunity is one which has never before occurred in this country and will not occur again during the lives of those among us who are men now. It has never been properly utilized in former International Exhibitions, and in none has it been of so much importance as this. At present this country offers few if any opportunities for the attainment of the highest skill in constructive industry, and the student who aspires to become a professional artist has to become a European exile. The remedy for both of these misfortunes, for they are nothing less, is the establishing in the first place of a sound and scholarlike scheme of industrial education in the public schools of every State in the Union, and finally the development of technical schools, academies and museums and galleries of industrial and fine art masterpieces.

The duty of all persons who are interested in the advancement of education, is to coöperate with the Centennial managers, and show what they are trying to do, whether they attain it or not. No one person and no one State monopolizes wisdom and experience in any branch of education, and could all the best work of each be gathered together in one place and be displayed alongside of the best of the same grade sent by every European country, it would create for us an Industrial Art University which would inevitably graduate a large class of accomplished students and critics, during the Centennial year.

The fact that we do not consider our work perfect should not prevent our exhibiting our aims and whatever results they have already produced; for it will be impossible that an intelligent person can examine a collection of even imperfect specimens without learning a great deal, whereas if every State, city, or school, should wait for perfection in results before displaying its efforts in that direction, there could never be an opportunity of learning from the experience of others.

Many cities and States are ready to do something in the direction of Industrial education, if they see their way clear to attain even moderate success, but some have tried, only to fail and receive discouragement, and are now in a condition of expectancy waiting for others to solve the difficulty, and when the way becomes manifest they will join in the onward movement.

The opportunity which can be secured if all coöperate in making a complete representation of the educational department, will be of the highest value to educators in every city, town or village. It may, however, become necessary that for the sake of uniformity of arrangement many cities may have to combine in one common exhibit, or that all the cities in a State be classed in a group, each showing its special method.

The great thing to secure is perfect clearness and understanding of what the works exhibited are as well as what grade they belong to, and then we may expect a definite and valuable contribution to a correct public opinion on this subject.

— A physician, in a recent work on physiology, remarks that "it is estimated that the bones of every adult person require to be fed with lime enough to make a mantelpiece every eight months." It will be perceived, therefore, that, in the course of about ten years, each of us eats three or four mantelpieces and a set of front doorsteps.

The Century's Educational Record.

BY REV. J. C. STOCKBRIDGE, D.D.

Among the early settlers of this country were some of the choicest spirits of the old world. Ex-Governor Bullock, in his recent eloquent oration before the Brown Chapter of the Phi Beta Kappa Society, justly remarks: "During the first fifty years of active emigration, as good came here as were left behind. The early peopling of Virginia was by the average cavaliers of the day under the direction of higher grades of intellect at their lead, and there was soon present a large array of men of education, property, and condition; Maryland from the outset, rose upon the shoulders of men of high birth, moved to their destination by the best thought at home; the ships of the Massachusetts brought here many of the choice sons of education, scholars in the languages, of culture, the same that prevailed in England,—not cosmic, indeed, as modern learning, for the old scholastic studies of the church, and the antiquated logic and metaphysics of the schoolmen then overlaid the universal mind of Europe." No age, no country ever saw a more intelligent colonization than the age of the early settlement of America, and the country we call our own. It does not however require much reflection to perceive that, in the hard conflict which our forefathers were called upon to wage with the stern realities which they were brought to face, the cause of education must have been retrogressive. The generation which succeeded the early colonists, from the necessities of the case, could not have been as well educated as were their fathers. It does not follow, however, that there was not an earnest and most sincere appreciation of the worth of high mental culture, and a determination that while other interests of society were cared for, this one of the educational training of the young should not be neglected.

Dating our century back to April 19, 1775, the day on which was fought the memorable battle of Concord and Lexington, let us take what must necessarily be a cursory survey of the condition of our educational institutions during this century. The best endowed and the best officered of them all was Harvard College, founded in 1636. The other institutions which bore the name of colleges, but whose standards of education must have been low compared to those of our own day, may readily be counted up. We mention them in the order of their foundation:—William and Mary, Virginia, 1693; Yale, Conn., 1700; Princeton, N. J., 1746; University of Pennsylvania, 1749, Columbia, N. Y., 1754; Brown University, 1764; Dartmouth, 1769; and Rutgers, N. J., 1770;—nine in all. Of schools of Theology there was not one, the oldest bearing the date 1791. In like manner there was no Law school in this country one hundred years ago. The first established was the law school of Harvard University, 1817. The same may be said, if we mistake not, of Medical schools, with the exception of the Philadelphia school, 1762, and that of New York, 1769. Of Scientific schools there was not one, the oldest being the Sheffield of Yale, 1846. Such an institution as a Normal school was not dreamed of in the imagination of the best educators. The Western Reserve Normal School, at Milan, Ohio, founded in 1832, seems to have taken the lead in this department of educational work, followed by the Westfield and Framingham schools, in Massachusetts, both founded in 1839. Any such thing as a well organized system of popular education was unknown. And, in making this statement, I am not unmindful of the fact that there were localities in which special provision was made for the intellectual training of the young. Especially was this true of the city of Boston. In 1642 the General Court of the Colony, by a public act, made it the duty of the municipal authorities to see that *every child* should be educated. But while this law enjoined universal education, it did not at first make it *free*. The support of the schools came chiefly from the voluntary offerings of the parents, and not from a system of taxation which

reached the community at large. In 1647 Massachusetts took that proud step which places her in the foremost ranks of the States of this Union. In that year a law was passed making the support of the schools compulsory and education both universal and free. We are, however, not speaking of Massachusetts now, but of the country at large; and we repeat what we just said, that a century ago, there was no organized system of popular education. So recently, indeed, as 1849, one of the most distinguished educators of the country, Horace Mann, says "there is not at the present time, with the exception of the States of New England and a few small communities elsewhere, a country or a State in Christendom which maintains a system of free schools for the education of its children; even in the State of New York, with all its noble endowments, the schools are not free."

Standing now at the close of the century, we may with some pride, glance at what is our present position in the matter of the educational interests of our country. For the statistics which I am about to give, I rely on information furnished by General Eaton, U. S. Commissioner of Education, and published in "The American Educational Annual," Vol. I, 1875, pp. 250–275. With the exception of "William and Mary," of the present status of which, the writer is obliged to confess his ignorance, every one of the nine colleges which were in existence at the commencement of the century now passing under review, has been largely endowed with funds and in every respect stands on a vastly higher plane than it occupied a century ago. When we speak of institutions called universities or colleges, which have sprung into being during the century, we do not forget that the scale of education in them runs through about as many degrees as are measured on a Fahrenheit Thermometer. But we remember also that a majority of them, in their endowments and courses of study, are quite up to the standard which the larger part of the nine referred to had reached a century ago, while very many of them reach far beyond that standard. Commissioner Eaton enumerates under the head of colleges and universities in the United States, three hundred and twenty-two. Of these three hundred and thirteen have been established since the year 1775. Between 1775 and 1800, sixteen came into existence, among which were Williams 1793, Bowdoin 1794, and Middlebury and Union 1795. Between 1800 and 1825, eighteen colleges were established; among these were the University of Georgia 1801, Washington, Pa., 1802, University of South Carolina 1806, Hamilton, N. Y., 1812, the University of Virginia 1819, Madison University, N. Y., and Colby University, Maine, 1820, and Amherst, Mass., 1821. Between 1825 and 1850 the number of these higher seats of learning was greatly increased. We reckon eighty-three in the tables from which we are quoting, among which are Lafayette, Pa., 1826, University of New York and Illinois College 1830, Wesleyan University and Girard College, 1831, Oberlin 1833, University of Michigan 1841, and Rochester University, N. Y., 1850. But the quarter century between 1850 and 1875 has far outstripped all the other periods into which we have divided the century. Within these twenty-five years we reckon one hundred and ninety-six institutions of learning as having been founded. Observing the chronological order, we mention a few which may be regarded as worthy of special note: Tuft's College 1852, University of Chicago 1859, Vassar, N. Y., 1861, Cornell, N. Y., 1868, Syracuse University, N. Y., 1871, and Boston University 1872.

We can say only a word or two of the professional schools which have sprung up within the century of which we are treating. We have said that prior to 1775, there was not in the whole country a school for sacred learning. It is true that in all the old colleges, no inconsiderable attention was paid to sacred literature. This was especially true of Harvard and Yale. But distinct institutions in the form of theological seminaries, or special divinity schools attached to universities or colleges, had no existence. Commissioner Eaton now reckons up one hundred and ten institutions for theological training. The number of law schools, being either distinct institutions or departments connected with universities or colleges, is not far from forty. The exact number of medical schools, I am unable to give. They are scattered all over the country, and not a few of them have a world-wide reputation. The number of Normal schools is set down at one hundred and nineteen, while that of Schools of Science (Mining, Engineering, Agricultural, &c.) endowed by the national land grant, is placed at thirty eight, and the number not. thus endowed is twenty eight.

I have not room to enlarge upon our common school system, the roots of which have gone down so deep in the popular heart, and its ramifications extended over every section of our wide domain. Neither can I do more than glance at the scores of private academies and preparatory schools, the oldest and best representatives of which are those of Andover and Exeter. The number of educational journals now in existence,—to say nothing of many which have sprung into being, accomplished their destiny and then died, during the century,—is almost countless. Eaton gives the name of one hundred and seven, and this without any reference to the organs of the great professional schools.

Entering, as we now are, upon the second century of our national existence, who will pretend to forecast the future, as that future is connected with our educational interests. I would indulge in many speculations, and give utterance to many thoughts, but time and space forbid.

Shall our School Exhibition be a Success?

BY HON J. P. WICKERSHAM, PENNSYLVANIA.

The Exposition will be held. Whether it shall be creditable to the nation, or otherwise, we must go on with the work. To stop, to even halt now, would be to disgrace ourselves in the eyes of the whole world. American energy and pluck have accomplished marvelous things in the past; they will not fail us now in pushing to completion this great enterprise. Much has occurred within the last few months to encourage the friends of the Centennial. Obstacles have given way; interests threatening antagonism have been harmonized; help has come from unexpected quarters, and the indications are that the whole nation will make one united effort to secure success.

More money will be needed, but the management of the Centennial have now in hand available funds amounting to nearly $5,000,000. Of this sum, the State of Pennsylvania has appropriated $1,000,000 and the city of Philadelphia $1,500,000. The balance is made up from subscriptions to the stock-fund. Five millions of dollars will go far towards the erection of the necessary buildings for the Centennial; but large subscriptions to the stock are still hoped for, and, without doubt, in the end, Congress will make a generous appropriation.

Fairmount Park, in the city of Philadelphia, contains three thousand acres. Several millions of dollars have been expended in improving and beautifying it. Nothing of the kind in this country is now equal to it, and the day is not far distant when it will compare favorably with the finest parks of the Old World. The Lansdowne Plateau, upon which the Exposition-buildings are now being erected, is an elevated part of Fairmount Park. No better site for them could be chosen. Its advantages are said, by competent judges, to excel those of the sites of either of the great Expositions of Europe.

Philadelphia is now well supplied with hotel accommodations. Projects are now on foot to increase these very largely. Hundreds, perhaps thousands, of boarding-houses will be opened. And if all these be insufficient to accommodate the great throng of strangers, the railroads centering at Philadelphia have agreed to provide excursion-trains, to run at rapid speed and cheap rates, to all the neighboring cities and towns, and to New York. These trains will run directly to the Exhibition-buildings, so that visitors coming in this way can enter them without the payment of carriage-hire, and under cover.

But what shall be done to secure the proper representation of the school-interests of the country, and how shall they be represented? A gentleman prominently connected with the management of the Centennial writes me within a few days: "The educational department is, in my humble judgment, one of the most important to be presented by our Government." This is the universal sentiment. We have been boasting of our systems of free schools so long that our own people have come to think them the best in the whole world. They will demand there full representation. Failure here will, I am satisfied, bring severe censure down upon the heads of the Centennial management, and prove deeply injurious to the school-interests of the country. More strangers, too, from foreign countries will visit the Exposition for the purpose of witnessing our school-work, and acquainting themselves with our school-systems, than for any other object, possibly than for all other objects put together. The American school-house at the great French Exposition is said to have attracted more attention than all else from America on exhibition. The test will be a severe one, I admit; but there is now no shrinking from it. Germany, Austria, Switzerland, France, England, Belgium, and Holland will come, doubtless, prepared to submit their systems of public instruction to a comparison with our own, and we must be ready to meet them with the best we have. It was easy to say at Paris, at London, at Vienna, that we left our best at home; but at Philadelphia we will be at home.

A proper place and ample room will be allowed by the management at Philadelphia for the display of material relating to education. What, then, should be done? What should we do? A beginning was made at Washington more than a year ago. General Eaton, chairman of a committee on the subject, presented the following outline of plan of procedure, which was adopted with great unanimity:—That each State and Territory be invited to prepare a representation of its educational condition for the Centennial. That each State and Territory also be invited to prepare a historical record of its educational progress for the same purpose. That each city be invited to act with the State authorities in preparing such records, and that it present an exhibit of its own educational growth and condition. That each educational institution be invited to participate in the same way. That a census be taken in 1875. That the Commissioner of Education be requested, on behalf of the educators of this country, to correspond with the prominent educators of the world and invite their co-operation in the matter of the Centennial. That an international congress be held in connection with the Centennial.

This is an admirable plan. I approved it then; I approve it now. But to carry it out there must be a great amount of hard work done, and there will be needed a considerable sum of money. Who is to do the work, and where is the money coming from?

In my judgment the head of the United States commission on the subject of education at the Centennial can be no other than the head of the United States Bureau of Education in Washington. He is already a commissioner to the Centennial, appointed by the President. Through him, and in no other way, can character, system, and unity be given to the work; all these are absolutely essential to success. The educational part of the Exposition must not be a mass of ill-assorted fragments, without order or relation. Foreign commissioners, too, will give attention to an officer representing the United States, rather than to those representing States and cities.

The appointment of General Eaton as chief commissioner will no doubt be cheerfully concurred in by the managemenf of the Exposition, who, in conjunction with him, should select the needed number of competent assistants. The number may be small, but it should embrace several of the ablest and best-known American educators.

So far as States, cities, institutions, or individuals make preparation for the Centennial, they will no doubt provide the necessary funds; but it is time to begin the work everywhere. State-superintendents of schools should ask the legislature of their respective States for an appropriation for Centennial purposes. The superintendents of schools in cities should insist upon the setting apart of a fund by their several boards of direction, to be used in the preparation of educational material for the Exposition.

The note of preparation should be at once sounded all along the line, and a determination be evinced to achieve success in a matter where so much honor is to be lost or won.

The Exposition must be a full, fair, and systematic representation of American education. No possible credit can come to us by filling our space mechanically with the ten thousand articles that may be offered. Material could be had for the asking, I doubt not, sufficient in bulk to fill the whole Exposition-building. A huge mass of miscellaneous articles, with endless repetitions and duplicates, even though they could be so arranged as to look well to the inartistic or unprofessional eye, is not what is wanted. The whole display must be representative. It must be somewhat of an organism, with its several parts nicely adjusted, if not closely related, to one another. In the selection and arrangement of material, it will be found the most difficult and delicate duty of the central commission; but, with a fair field in which to work, and a reasonable amount of money with which to pay expenses, a presentation of the leading features of American education can be made that will be an honor to the country and a wonder to the older nations that may come across the water to compete with us.

National Expositions, Schools for the People.

BY BARON VON SCHWARZ-SENBORN,

Austrian Minister to the United States, and Director-General Vienna Exposition.

Nobody appreciates more than myself the importance of public instruction. I regard every teacher as a missionary, for whom I have the highest respect. You remember, there was an old European general by the name of Montecuculi, who said that, if you are preparing for war and wish to become victors, yon must have three necessary things: first, money; secondly, more money; thirdly, much more money. Now I think every teacher is a general; that is, he is a combatant of ignorance and superficiality. I think, too, that the want of knowledge is the root of all evils that exist in the world, and that they can only be successfully combatted by three things. Those three things are: first, education; secondly, more education; and thirdly, much more education.

I also think that the education of a people must begin in the family, and that then every man, every woman, every village, municipality, and corporation, and every State-government, and the General Government itself, must aid and contribute to the accomplishment of this vitally important object.

I have been traveling for thirty years, and I have found that the impression gained in traveling is one of the means of obtaining an education. I think a universal exposition is also like a journey; but with this advantage, that you see in a few hours, and at a trifling expense, that which would ordinarily take years of traveling and a great outlay of money to learn. Lately, while I was deputy consul-general of Austria-Hungary in Paris, where I resided as such during seventeen years, I was, after the siege and the commune, called to Vienna by His Majesty, my Emperor, to plan and superintend the Universal Exposition of 1873 in that city. As director-general of the last Exposition, I was more strongly convinced than ever that universal expositions are the very best of schools.

I must say that these expositions are not established to satisfy the idle curiosity or to furnish food for the thoughtless amusement of the people. I also consider these expositions as institutions for the improvement of the public tastes and the enlightenment of the minds of the people, and especially so, as they thereby learn what most nearly concerns the great interests of a country. I think there should be written over the door of each exhibition-building the two golden words of the old Greek, *Γνῶθι σεαυτόν*, which, you are aware, when translated, mean "Know thyself." It is a fact that many persons are ignorant of what exists in their own country, and an exposition is the means of their obtaining that knowledge.

Since I have had the honor and pleasure of being in the United States, I must say that I have seen in that short time a great many things that are not known, either by the people abroad or by all the people of this country, which ought to be known, and with which they can be made acquainted in the shortest time by an exposition. I know that at these expositions one can learn more of a country in a few days than he could by wandering through it for a long time. The United States are not well known in Europe, for America has been very badly, or, I may say, not at all, represented in the five universal expositions held in Europe since 1851.

Had it been well represented on those occasions, the people of Europe would have obtained a far better knowledge of your country than they now possess, and the intellectual and material intercourse between the people of foreign countries and yourselves would have been greatly increased.

On the other hand, it is true that the number of Americans visiting Europe has been increasing every year during the last decade, but that number is extremely small when compared with your entire population of forty millions.

However, a great improvement in the respect I have mentioned has resulted from those expositions referred to; and I think we can look forward to still greater benefit from the International Exposition in this country which is now preparing in Philadelphia for 1876. It will be a great benefit in every respect. A large number of people will come here from Europe and other parts of the world. They will profit by the occasion also to see the whole country, as I have no doubt that the various railroad-companies of the United States will arrange for excursions to every part of your broad domain.

All these strangers will be enlightened; they will be cured of prejudice and they will become your very good friends and admirers hereafter. Not only this, but very many people will come from all the different States of your own country to Philadelphia to visit the Centennial Exposition. And I am sure that they, too, will then for for the first time fully realize what are the productions of the United States, and also what the educational system of their own country amounts to.

Since I arrived in the United States I have taken occasion to visit some small but very notable expositions. I saw the exposition of the American Institute at New York, the industrial exposition at Newark, the exposition of the Franklin Institute at Philadelphia, and the industrial exhibition at Cincinnati, besides many agricultural fairs. It was my intention also to visit the local exhibitions at Chicago and Cleveland, but the shortness of my time prevented. I must confess that at all of these exhibitions I obtained a great deal of fresh information. I saw many things and learned many new facts that I rejoice to know.

I have thus given my idea of the value of expositions in general. Now, as far as my experience in Vienna as director-general is concerned, I comprehended that it would be useful and a great benefit for my country to learn of the different educational systems existing in the different parts of the world; and some of the gentlemen now present, who were at Vienna in 1873, will agree with me that the educational departments of all the nations represented at the Exposition at Vienna were the most interesting and most important part of the Exposition. It was appreciated by all enlightened classes of men, by all those who are the well-wishers of the civilization and welfare of the people. I think such a section of the Exposition at Philadelphia will also be the most valuable and in its consequences the most beneficial feature. I think that every American citizen who may contribute in any way to the Exposition in Philadelphia will thereby bestow a great benefit upon his fellowmen.

And I may add here that I have lately been in Philadelphia, and during the two weeks that I remained there I made what observations I could, assisted by the courtesy and hospitality of all the intelligent men I had the pleasure of meeting there, and I must confirm the remark that the locality for the Exposition in Fairmount Park is charming, and really better than that of either of the universal expositions in London, Paris, or Vienna. I had opportunities, through the kindness of the different members of the Centennial Commission, when in Philadelphia, to see all the plans, drawings, and specifications, and I know what they are doing now towards the erection of buildings, and I am not at all flattering, but am simply speaking the truth, when I say that all that has been done and all that is now being done show great skill and ability. The most honorable and intelligent men who are the conductors of the great work are using all the experiences gained in the former universal exhibitions, especially that of Vienna, in 1873.

I am sure that the Exposition in Philadelphia will be a great success in every respect, as I wish from my heart and as I have seen from the beginning that it will be so. I am also sure that all intelligent citizens of America will appreciate more and more the importance of this Exposition. They will see more clearly every day that it deserves all the support that is required.

It has been stated that the Vienna Exposition was a financial failure. I am not of the same opinion. It is true that both houses of parliament granted only $3,000,000 appropriation for the Exposition. And it is also true that the cost reachcd more than double that amount. From the sum expended must, however, be deducted the total amount of the recepts. The accounts of the revenues and expenditures have not yet been closed. Besides, all the exhibition-buildings, built of stone, brick, and iron, and representing many millions. are still standing. I think that not a cent has been lost or was uselessly spent in the Exposition; and when you come to strike a balance and consider the value of the buildings, I reckon the balance which remains against us will be very small. I will now prove that even that cost will be covered. The account is very simple. Supposing that we had even expended more than twelve million florins, or $6,000,000, which is not the case, we must remember that the total number of our visitors at Vienna reached nearly six millions. Well, if every person who visited the Exposition gained an intellectual benefit of only two dollars in value, there was made an actual gain over the money that really was spent by the govenrnment, besides the cost of the permanent improvements. I must confess, for my part, that I gained more —much more. I would not even give the experience, knowledge, and instruction which I got at that Exposition for many thousands of dollars. I am advanced in years: I cannot make materially profitable the knowledge which I gained in the Exposition; but I am sure that the great majority of the younger portion of the people who visited there will use that knowledge to their future advantage.

If you will allow me, I wish to say one thing more, and that is, that in Austria we attach the highest importance to a certain system of education which we call object teach-

ing. May I at first make some remarks upon public instruction as it now exists in Austria? The condition of the school-masters there have been greatly improved. Their position once was a very bad one. We hve now made great advances in our system of instruction and in our regard for the teachers. They did not formerly get as much money for their time as was necessary for a common livelihood; but in the last ten years we have realized some of the great improvements of teaching for children and appreciate the teachers more than ever before; and we are improving every day as much as we can. Our children have better instruction than ever and our teachers are better off. I think the time is not far distant when every child in Austria will not only be compelled to learn reading and writing in the primary schools, but also, at the same time, drawing. Thus have we provided for the youth; but what must be done for those grown children, the adults, in Austria, who have learned little or nothing? They did not have such large opportunities of schooling as their children now enjoy. A man thirty or forty years of age cannot go to school; but he can be instructed by eyesight or object-teaching, such as is afforded by the exhibitors and other similar means. One of those means I first referred to is traveling. What is travel? Travel is education. You learn many things in traveling, by observation. You are taught in that way. Therefore this is object-teaching.

A great *savant*, Professor Firchow, made a very interesting and a very accurate remark which applies here. He said that "nothing which comes through your eyes into your head ever goes out." And so say I. The impressions whice we obtain by the sense of sight affect the brain and change our views in the most favorable manner. That was the meaning; and the man who has traveled a great deal, will have his intellectual faculties greatly improved. We observed in Austria, as well as in other parts of Europe, another striking effect of these exhibitions. They improve in a remarkable way the public taste. The taste in former times in Austria was a bad one. The people had not seen examples of tasteful and beautiful productions. They had, therefore, no artistic judgment. They had no museums and schools for applying fine arts to industry, for improving and correcting their taste, and for thus giving them the right ideas of the beautiful. The consequence was that, in their buildings, furniture, and other things of common life, no taste was shown. But now, within a few years, and especially since the Universal Exposition and the establishment of museums and schools, there has been a remarkable improvement in this respect. The same may be said of England. Every one who visited England on the occasion of the London Exhibition, in 1861, will remember that, although the English manufactured articles were very cheap, useful and of the best quality, yet the taste displayed therein was awful. And now the English have, as a consequence of that exhibition, immensely improved in their tastes; and in the Vienna Exhibition of 1873 we saw new evidence of this fact. Allow me to say that as a sincere friend should speak the truth; and that, as a sincere friend of America, who has the greatest sympathy for its people, in whose country I have learned since my short stay of six months a great deal, and where I hope to learn much more, it is my duty to say to them, in all truth and candor, that their public taste is in the same awful condition as was the public taste in England before their great exhibition of 1851.

I am sure that the public taste in America can be improved to as great a degree within as short a time after the Exposition of 1876 as that of England was improved after the London Exhibition of 1851. I attach, therefore, immense importance to the cultivation of the fine arts as the means of refining the feelings of every man, and thereby improving the public taste. And I think this most desirable result will be attained among other valuable ones by the approaching International Exposition in Philadelphia in 1876.

Work for American Educators.

Practical Suggestions respecting the Preparation of Material for the Exhibition of American Education at the International Centennial Exposition at Philadelphia, in 1876.

The National Bureau of Education at Washington has been designated by the Centennial Commission as the central agency for carrying out the plans for the Educational Department, and as the organ of communication on the subject with State and municipal authorities, institutions, and individuals.

It is recommended that the State educational authorities act as agents of their respective States in the preparation of the representation of the systems, institutions, and instrumentalities within the sphere and range of their official connection or authority. Where this recommendation is not carried into effect, and in respect to those educational interests not within the range of State authorities, all persons, organizations, or institutions desiring to participate, are invited to communicate directly with the Bureau of Education.

As the time now allowed for preparation is very brief, all will see the desirableness of giving early attention to what they propose to represent, and are requested, as above indicated, to communicate their plans, stating what they propose to exhibit, at their earliest convenience.

In the representation of education, while unity and harmony must control the organization of the scheme, it is desired to consult and preserve the individuality of systems and institutions.

To our education, in its various forms, we are accustomed, as a people, to trace the desirable elements of our civilization. To our education we attribute the security and perpetuity of our liberties.

It is hoped that educators will embrace this opportunity to illustrate the connection between educational efforts and their results in the public welfare; and that there may be brought to this representation all exhibits showing the effect of education upon individual health, the sanitary condition of communities, showing education as a preventive of pauperism, vice, crime, and insanity, and as a means of increasing the products of industry and the sources of personal and social comfort, and confirming individual and civil virtue.

For the purpose of utilizing and extending the benefits of the Exhibition, one of the most important instrumentalities is that of reports thereon of competent experts, and it is therefore suggested as desirable that in all cases where it is practicable, educational authorities, organizations, and institutions should designate suitably qualified persons to examine, and report on, classes, groups, or individual objects.

In view of the importance of education in its relation to individual and social progress and well-being; in view of its necessity under our form of government, which gives to all the rights, and imposes upon all the duties, of citizenship; in view of the probable fact that more foreigners will visit the Centennial Exposition to see our school material and study our school system than for any other purpose, it is urged that all persons connected with the work of education, and all educational institutions, shall unite in the effort to make the exhibition of our school interests at Philadelphia a credit to the nation.

In order that persons desiring to coöperate, may not waste time in trying to learn of what the material of the proposed exhibition should consist, the following more particularized suggestions have been prepared at the request of the Commissioner:

ELEMENTARY AND SECONDARY INSTRUCTION.

BUILDINGS AND GROUNDS.

There should be full-sized specimen buildings for infant and Kindergarten schools, the "national school" or the ungraded country school, the graded village school with from three to six rooms, with the whole of their belongings and equipments, from different States of our country, and from foreign countries. There should also be exhibited a full-sized American pioneer log school-house, with its appropriate fittings and furniture, as an interesting and significant illustration of an important agency in our civilization, as well as adobe and sod school-houses from the southwest and northwest; also a structure comprising a *model school-room*, with all its belongings, adapted to a large village or city elementary school-building, with many school or class-rooms,—this structure not pretending to be a model *school-house.*

Views,—elevations and perspectives—and plans, in drawings, photographs, and engravings, of historical, representative, and ideal educational buildings, and of samples of the best public-school edifices, rural, village and city, with working plans. There should be graphic representations of heating and ventilating apparatus and appliances, photographs and drawings of interiors; photographs of interiors, with pupils in various situations for the stereoscope (of which interesting specimens were sent from New York to the Vienna Exposition).

Views and plans should be marked with the dimensions of building and date of erection. Representations of buildings unique in character and excellence should be prepared for wall exhibition. Others should be put up in portfolios, lettered with the designation of the State and city or town, and name of school or institution, and accompanied with printed or manuscript description of the peculiar features, with the cost, material of construction, date of erection, name of architect, &c. Special representations and descriptions of improved arrangements and apartments, such as drawing-rooms, lecture-rooms, chemical laboratories, apparatus cabinets, assembly halls, rooms for gymnastic exercises, play rooms, clothes rooms, teachers' rooms, teachers' conference rooms, recitation school-rooms, vestibules, water closets, &c., are desirable.

Plans of grounds, with dimensions, points of compass, and location of building, indicated; examples of architectural skill in adapting buildings with symmetrical rooms to irregular city lots. Maps of grounds showing the design for ornamentation. Representations of school-gardens and designs for the same, are also appropriate.

FURNITURE AND FITTING.

Teachers' desks, tables, and chairs; scholars' desks, tables, benches, chairs, and settees; approved specimens of such as are in actual use, from State and municipal authorities and institutions; historical specimens illustrating progress; contributions from inventors and manufacturers,—only *one* specimen of a type, and not all the sizes; accompanying statements of peculiar features and supposed excellences and advantages, of dimensions, respective heights of seat and desk of each size, and relative position of seat and desk as to distance, prices in detail; cabinets for specimens of natural history, and apparatus, cases for reference and library books, for portfolios of drawing, &c., contrivances for the preservation and suspension of maps, window shades, inside blinds, &c., should be exhibited.

All articles of this class should be *samples* in the true sense of the word; that is, such in quality, as respects material and finish, as those in use or made for sale.

APPARATUS AND APPLIANCES.

These should consist of Kindergarten "gifts," and all the materials for illustrative instruction and object-teaching, and for scholars work in infant schools and Kindergartens; also model samples of every kind of apparatus requisite for teaching, in the ungraded country school, and in the graded village or city schools; the rudiments of natural history, physics, chemistry and geometry; specimens of apparatus for the more advanced teaching of the same branches in high schools or academies. Globes and maps of the same in relief, maps with special regard to orthographical, hydrographical, topographical, climatographical, ethnographical, historical, and statistical particulars; collections and pictures for geographical and historical instruction of different grades; charts and tablets of every kind used in elementary and secondary instruction; atlases, slates, writing-books, drawing books and cards, copies, examples and models for wire and plastic models for teaching

projections and perspective, and all other materials and apparatus for teaching industrial drawing; crayons, pencils and pens, blackboards, erasers and pointers; grading, reckoning, and writing machines; ink-wells, and ink-stands; clocks, bells and gongs; merit cards, merit rolls, register and record books, blank forms of statistical reports, diplomas and medals, uniforms and military equipments; book-racks, book-knapsacks, book-carriers and lunch-boxes.

Offers of contributions of all sorts of educational apparatus and appliances are solicited from educational authorities, the managers and proprietors of institutions, inventors, manufacturers, and dealers.

TEXT-BOOKS, AND BOOKS OF REFERENCE.

There will necessarily be considerable duplication in this division. In the first place, it is desirable to have several complete sets of text-books actually prescribed and used in the unclassified country schools, and the different grades of classified public schools, from different foreign nations, and from different parts of our own country, as well as in representative institutions for secondary, collegiate, professional, and special schools, in their ordinary binding. Then from publishers, collective sets of their text-book publications, of whatever description or grade, and finally, sets from authors of their respective productions. Samples of the most complete sets of books of reference provided for elementary schools, and in actual use; also the same in respect to secondary schools. Accompanying statements of the prices of text books.

Catalogues of books of reference in higher and professional schools, with collections of books. Cases should be sent of suitable size, and shelving to contain them. The cases should be neat, but without ornament, with glazed doors; they should be of uniform height for convenience and comeliness of installation, the requisite diversity of capacity being secured by varying the width, according to the bulk of the books to be contained, or by multiplying the number of cases. The cases should be exactly *four* feet high, or exactly *two* feet high, with no bottom or top ornament except simple mouldings, and these must not extend beyond the above designated dimensions. The depth of the cases may conform to the sizes of the books to be contained. They should be of dark-colored wood, or stained to resemble such.

SCHOLARS' WORK.

This is an extremely important division of the educational exhibition, though, with the exception of drawing, it is not showy in its character.

It is not any easy task to arrange a satisfactory scheme, nor will it be easy to carry out the best arranged plan. Much must be left to the taste, judgment, invention, and fidelity of teachers. Although the results of instruction belong to the mind, yet they are in a great degree capable of ocular representation, and all written examinations are based upon that presumption.

And upon a little reflection it will be perceived that the scope of this division is very large. It comprises every exercise and performance that is susceptible of a graphic representation—all the work of the pen and pencil, and in addition, mechanical constructions and productions, modelings and carvings, whether imitations or original designs. It is essential that each exhibit should be just what it purports to be, and each collection of papers bound up together, or in any way arranged in a set, and each separate individual paper or production should carry on its face a distinct indication of the facts as to its execution necessary to judge of its merits, such as the grade or kind of institution or school, the class in the institution or school, first draft or copy, time allowed, age and sex of pupils doing the work, selected specimens or work of entire class, general examination or exercise in review, or a regular lesson with usual time of preparation, date of performance, copy or original design, in drawing from flat or round, whether done with reference to the exhibition or taken from ordinary routine work, the county or State, with the town or city. It is obvious that productions without the indication of the essential facts as to their execution, have little or no value for purposes of comparison, and therefore for the purposes of an instructive exhibition.

It is hardly necessary to attempt an exhaustive enumeration in detail of all descriptions of scholars' work which might be useful for exhibition. The limits of this programme will permit only the most essential suggestions and directions.

KINDERGARTEN WORK, AND THE WORK OF PUPILS IN KINDERGARTEN TRAINING-SCHOOLS.

As it is desirable to encourage female handiwork in school, it is hoped that specimens of both plain and ornamental will be contributed. The smaller articles may be conveniently arranged for exhibition in large portfolios with card board leaves; larger ones may be placed in vertical or horizontal show-cases. If girls have learned in such school to cut and make their own dresses, samples should be sent.

Primary school slates, with printing, writing, Arabic and Roman figures, drawing and musical notes, done by classes of pupils put up like drawers in a rack made for the purpose, twelve in a rack.

Writing books completed, attached together in volumes, of all grades. *Specimens* of writing should be written on paper of the size and shape of an ordinary writing-book leaf, unruled, ruled by hand, or machine ruled to the purpose, and neatly bound, the work of a school or class in a volume; individual specimens on larger paper, of ornamental penmanship, for portfolios, or framed for wall exhibition.

Drawing books, completed, attached in volumes; drawings bound in volumes, and in portfolios, also specimens for wall exhibition; portfolio of two or three specimens different kinds, free-hand, geometrical, &c., of each grade of a public school course from the lowest primary class to the highest in the secondary or high school.

The drawing from industrial classes, schools of design, technological schools of different kinds, and schools of fine arts, will doubtless constitute one of the most attractive and useful features of the exhibition. Contributions illustrating the courses in drawing and the results attained in each institution of the above classes are desired. They should be loose in portfolios, from which selections may be made for wall display, on an extensive scale.

Models of bridges and other engineering projects and designs, models of building construction; specimens of carving and modeling in clay; samples of the productions of machine shops connected with technical schools; apparatus of any description made by students.

Map-drawing from memory and from copy, with and without printed skeleton paper, of the size of the leaf of the ordinary quarto school atlas.

Written exercises, comprising English compositions, themes and translations in different languages; exercises in the various elementary branches; exercises in the higher studies, literary, scientific, æsthetic, professional and technological; specimens of graduating dissertations, orations and theses.

Written exercises should, as a rule, especially those of an elementary character, be of the regular letter sheet size, with margin for binding, unruled, ruled by hand, or machine ruled. They should be neatly and plainly bound in muslin, in volumes of moderate thickness.

It is suggested that exercises prepared especially for the exhibition, be commenced simultaneously on the first of February, 1876.

INSTITUTIONS FOR SUPERIOR AND PROFESSIONAL INSTRUCTION.

Buildings and Grounds.—So far as applicable, it is desirable that the foregoing suggestions be regarded. The highest grades of institutions for general and professional education,—Plans and descriptive catalogues, a swell as single prominent parts of collections and apparatus for teaching natural history, physics, chemistry, mathematics, astronomy, architecture, road-surveying, water-engineering, farming, forestry, commerce, fine arts, &c. Herbariums, and apparatus for pressing and preserving botanical specimens, zoological skeletons and preparations; graphic representations of chemical relations, and tables for general and industrial chemistry.

Furniture and Fittings.—Reference is made to what is said on this subject under the head of Elementary and Secondary Instruction.

Apparatus and Appliances.—Special illustration of methods used in the teaching of chemistry, physics and similar branches. Reference is also made to the remarks on this subject under the head of "Elementary and Secondary Instruction."

Text-books and Books of Reference.—Institutions are desired to exhibit a history of text-books recommended and used by them since their foundation.

Publishers are respectfully invited to make an exhibition of the collegiate and professsional text-books issued by them, past as well as present.

Programmes and courses of study by years, of all grades and kinds of schools and institutions for instruction, giving the number of hours per week for each subject or branch taught. Methods of instruction as set forth in prescribed manuals, in pamphlets, written essays, or pedagogical books. Catalogues, and histories, and regulations of schools, and other institutions for instruction or for the increase and diffusion of knowledge, of libraries, museums, collections and learned, scientific and professional associations, galleries of art, and technological cabinets.

Reports and statistics of national, state, territorial, city and town systems. Tabular and graphic representations of systems, institutions, methods and results. Histories of systems and of educational legislation. Biographies of educators and educational benefactors. The periodical press,—newspapers, magazines, scientific and professional journals, educational journals.

Books and pamphlets,—on school architecture, including plans and arrangements for heating, lighting and ventilating; on all pedagogical subjects; special treatises; samples of school libraries; all publications designed or adapted for aids to pupils or teachers.

Instruction for the Blind, Deaf-mutes, etc.—Schools for the blind, deaf-mutes, etc., are requested to exhibit the peculiar features of their instruction, such as, for the instruction of the blind, specimens of printing, with the presses by which they were executed; samples of the literature printed, contrivances for aiding in writing, in teaching numbers and geography; the deaf and dumb, graphic illustrations of the mechanism of speech as applied to articulation and lip-reading, and of the application of visible speech to articulation, practising-mirrors and books for teaching reading; the feeble-minded; apparatus for physical development and illustrative teaching in the different stages of progress.

It is suggested that the officers of all systems, institutions and associations take the opportunity to gather and publish all incidents and facts connected with the establishment and growth of the several agencies they control or represent. Also that the graduating exercises at academies, normal schools, commencements of colleges, and the usual annual gatherings of alumni, of teachers and other promoters of education be made in some form commemorative of the centennial anniversary of the foundation of the Republic. And that the donors of funds for educational purposes be invited to mark this year by the increase of their endowments and benefactions.

Busts and portraits of eminent educators, school officials, and of benefactors to education, are also appropriate subjects for display, and should be accompanied by memorials commemorating them.

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THE meetings of the American Institute of Instruction at Providence, during the present week, have been largely attended and the exercises unusually interesting. We shall give a full report of the proceedings in our next issue.

FREE SWITZERLAND sends greeting to her sister republic on the approach of her Centennial birth-day, and her National Council in session, at Berne, has voted an appropriation of $5,000 to defray the expenses of a proper representation of Swiss products and industry at the Philadelphia Centennial Exposition. Of the larger European States, Russia is the only one which, up to the present time, has declined to encourage participation in the exhibition; but Russia cannot stay away, though she may not contribute of her industries to this international display.

THE Brooklyn *Journal of Education* suggests the pensioning of those who have devoted their lives to teaching in the public schools, when age or disease lays them by. We have a better plan to meet the case. Pay teachers such salaries as their valuable services demand, and there will be no need of the sympathies of society to support old and worn-out pensioners upon the public bounty. When we are just to our teachers, there will be no need of arguments to move our benevolence or our generosity. May the day be far distant when the public school teachers of America shall be considered the fit subjects of charity; but rather may the day be hastened, when the laborer in this field shall receive the hire of which he is worthy, and when a long life of labor shall be crowned with an old age of ease, comfort, and independence.

THE indications as to the display from foreign countries at the Centennial Exposition at Philadelphia, in 1876, are more favorable than had been anticipated by the managers. The following-named countries have taken action, to wit: The German Empire has accepted the invitation of the President; France has accepted, and has appointed commissioners-resident in Philadelphia and New York; Sweden and Norway have appointed a commissioner, and have gone so far as to provide for defraying the cost of transportation of goods of their subjects to the Expoistion and return; England has accepted the invitation, and is making arrangements for a display on a scale hitherto unequaled. In several of the British colonies, especially in Canada, Australia, New Zealand, Tasmania, and others of the Australian islands, exhibitions of unusual completeness and interest have been prepared. In Austria a large number of manufacturers and artisans have solicited space in the Exhibition-buildings. The governments of Central America and South America have manifested special interest in the Exhibition, and the President's invitation has been accepted by Peru, United States of Columbia, Nicaragua, the Argentine Confederation, Brazil, Venezuela, Ecuador, Chili, Guatemala, and Salvador, and for these countries commissioners have been appointed and money appropriated for their expenses. Mexico, Honduras, and Hayti have also accepted the invitation. Brazil, and other South American nations have made application for space. In addition, the Netherlands, Belgium, Liberia, the Sandwich Islands, China, Japan, and Switzerland have accepted the invitation. Spain has accepted, and appointed Senor Emilio Castelar, the eminent republican statesman, to be her resident-commissioner at the American Exposition.

THE advantages of having a good representation of education at our Centennial Exposition may be more fully appreciated when an estimate is made of the probable attendance at Philadelphia, and the immense throngs who will examine this department with especial interest. The board of finance calculate that there will be 3,000,000 people who will attend on an average of three times, making 9,000,000 entries to the exhibition. All Europe will be represented by at least 500,000 people. The greater part of these will come from Great Britain and Germany; it is difficult to say which will send the larger number. This leaves 2,500,000 to be drawn from the States and Territories, nearly all of which have given very promising assurances. The commissioners think, however, that the requisite number can be relied upon without going very far in any direction. Taking Philadelphia as a focus, there are, within a radius of 250 miles, 12,000,000 of people, allowing five members to each family; should each send a representative, there will be 2,400,000 visitors from near-by points, leaving 100,000 to come from outside the limits named. The commissioners estimate 50,000 as the average daily attendance.

The largest influx of strangers is expected on July 4, 1876. The Roman Catholic total abstinence societies will dedicate their monumental fonntain. They expect to parade 50,000 strong. Fifty thousand Germans will dedicate the monument to Humboldt. Ten thousand Italians, 25,000 Israelites, and 20,000 Presbyterians will dedicate their respective statues. At least 25,000 soldiers are expected, besides a number of civic societies not yet fully determined upon. These figures swell to the magnificent total of 180,000 people whom Philadelphia, in behalf of the nation expects to welcome to this jubilee. "Old Probabilities" has had some experience at London, Paris, Brussels, and Vienna, and we trust that the finance committee will find him as exact in the science of political economy as in that of weather progs.

Something Worse than a Blunder.

There is no end to the fallacies current in the schools. One of the most absurd and mischievous touches the pupil's understanding of things. Teachers, with a certain notion of being especially scientific and thorough in their teaching, adopt the rule that the pupil must be made to understand everything; in fact, he ought to be made to understand a thing before he is bound to learn it. Not what to know; not how to apply it; but why is it, is the "chief end" of the learner. He exists under the dispensation of the *everlasting Why.*

The evil tendencies of this notion are evident. Is not faith as vital a necessity as philosophical insight? Has respect for authority no worth, as compared with skeptical inquisitiveness? Are no results valid or useful, except as the pupil reaches them through "de novo" processes? Are not forward steps from accepted principles as important, both for knowledge and discipline, as any taken in the rear? Shall we count the memory a fool, that we may make the understanding a churlish egotist? Is the well-memorized "form of sound words" no help to the study of their meaning? Are teachers capable of explaining everything without "darkening counsel by words without knowledge?" Does true science reveal everything as explicable? Yet all this is substantially assumed under such a principle in teaching.

The truth is neither in this extreme, nor any more in its opposite, that of giving reasons for nothing, but only demanding that it be learned *memoriter* and be applied mechanically, lies the proper method. A just combination of the formal with the philosophical is natural; it is inevitable; and that, too, in a fixed order. The memory and understanding must be co-operative, and that under a peculiar mode of action and reaction. Faith and insight must both go with us, one on either side, each having its own work of guidance and aid, and neither trenching upon the province of the other. The general method is both alternate and oscillatory. First faith, then, where philosophy is practicable, insight first memory, then, if the field be really accessible, the understanding: first the fact or form, then, if they may be lawfully attempted, the reason or explanation. And each round has to be repeated, only each succeeding repetition on a higher stage or level.

Hence, the teacher should understand that even when things admit of explanation, certain preparatory knowledge of a purely formal character is necessary to the pupil's grasp and comprehension of the explanation. Standing upon that as a platform, he may be able to sieze upon the philosophy of the thing set forth; having grasped the philosophy, he becomes able to discover more clearly the true character of the platform itself. His course is then, first to learn the truth in form by sheer acquisition; then to work himself into its thorough comprehension. Basing himself upon both the acquired and the comprehended; he repeats the process in the pursuit of the next order of truth as higher or more advanced. Again he accepts in faith, and masters in the memory; then he subjects to scrutiny, and masters in the understanding. And thus perpetually, to a finite mind, must the form and the philosophy be interwoven, the first serving as the warp,

upon which the second may be more or less overshot according to the nature of the truth, or the power of the intellect, but never so much as to wholly conceal the other, or make it unnecessary.

The Common School Course.

It seems to us high time that the line of demarcation between a common-school and a high-school education should be re-adjusted, and sharply drawn. Everyone knows that, however adverse it may be to our democratic theories of society, and however repugnant to our feelings as patriots, there is among us a growing sharpness of distinction between the higher and the lower classes. Everyone knows, too, that either from a greater love of accumulation, or the increased pressure of the necessities of living, education among the masses is becoming altogether subordinate to work or trade. Children are withdrawn from school just so soon as their labor can be made profitable; young men abandon study at any moment for a paying position. The principal now is, not the school and education because they are the best, not even because they are necessary to the something better, but the school and education, if *you cannot do anything better*, if in fact you cannot find anything else to do. As the result of all this, it is notorious, that of the masses who are enrolled in the common school, the vast majority never get beyond it, never in fact get *properly through it.* But a mere fraction ever push on to the high school, and among those who get there, there is much the same proportional falling off, before graduation is reached.

Now if common-sense is worth anything in popular education, it should have taught us in view of all this, that the course of study in the common school should be a specialty and an entirety in itself. By this we mean that it should be restricted absolutely to what will be of practical avail to the masses; that it should compose all that most thoroughly; and that it should neither anticipate nor hold in abeyance, anything whatever, for the sake of the high school. In the high school, begins whatever is purely disciplinary, whatever looks forward to a liberal education or its superstructure, whatever is purely fundamental to a professional training; in other words, let the high school be, not so much the apex of the common-school system, as the corner-stone of the university course. This is, doubtless, flying in the face of all our hereditary notions and pet theories about discipline, liberal education, free schools, high-school training, etc.; but it is just what facts force upon us.

Now the question forced upon us here, is: What distribution of studies is required to meet this practical end? As a simple approximation to it, the following suggests itself. The common school for the masses, as distinct from the high-school proper, requires a thorough mastery of *plain pen-manship*, not elegant commercial penmanship, few of its pupils will ever really acquire the latter, or will be able to retain it, if acquired; *good English* spelling, not complete readiness in the orthography of eccentric technical words; they will never have to use them: plain *good reading;* the ready and corect rendering in speech of ordinary correspondence or news; not at all finished elocutionary reading; that is a fine art, not within the reach of the many, and never required of them: *general geography;* or the geography of general information, the principal routes of trade and travel, and leading civil and political relations; most school study of geography is too much that of mere detail reference without reference to practical use: *practical elementary arithmetic;* the arithmetic of everyday life, or the simple common business of the multitude; not at all a complete art of arithmetic; never that of a *higher* arithmetic, piled upon an elementary or common-school arithmetic, as that is piled on some other; simple *business composition* or *ordinary correspondence*, in both its perspicuous substance and correct grammatical form; not theoretical grammar nor grammatical analysis; they are liberal and disciplinary only: *ordinary single entry book-keeping* and that only; the elaborate double entry system is utterly out of place here, the elements of the more practical natural sciences, *hygeine*, not a mere pensite tag to a huge kite of anatomy and physiology; *natural philosophy* and *chemistry* as applicable to common things; in large towns, *elementary mechanics*, and in the country *agriculture;* the simple elements of civil and moral duty: a general view of leading trades and professions; and industrial drawing and vocal music when practicable.

As for the high school, instead of beginning where the common school is supposed to leave off, and ending ambitiously where the university should begin, let it confine itself chiefly to the one field of the complete and masterly preparatory school for the college. This will require it to attend thoroughly to the proper theoretical and disciplinary study of the common branches from the beginning, even when they have been pursued in the common-school course; in this way only can we put an end to the current slurring over them for the sake of an ambitious hastening to the higher branches, and ensure the educated man against ultimately finding himself an ignoramus in the common branches. Beyond this, let it in the higher branches, first provide a course *perfectly preparatory to the college* and touching nothing else; and, secondly, an eclectic literary—this especially!—and scientific course for the general pupil, the leading aim of which shall be, not to give the pupil a sort of one-horse college graduation, but much after the type of the common school, a large practical information and general culture.

How shall a Teacher Spend the Summer Vacation?

This is the unsolved question of probably two-thirds of our 50,000 readers this week. We wish, if we can, to help answer this question. All who have been teaching for ten months have been under a strain that has been very exhaustive of nerve-force. All need to recruit their strength. This is the long vacation of the year, and really the only time for the teacher to recuperate and lay up strength for another year. Probably ninety-nine in every hundred seek to recuperate by a change of occupation. So we find teachers planning work for the summer months. Some take an agency for books; some plan a trip to Europe, which would exhaust the strongest constitution to "do" in two months; some plan a visit to Teachers' Conventions, several of which are held in this long vacation, thereby necessitating long and tiresome rides by cars; some seek the summer resorts, and enter largely into excursions, picnics, and evening parties; some return to their homes and enter actively into household cares and labors, or the hard farm-work of the harvest season. Thus, in one way or another, the teacher plans to spend vacation either in actual work, or in some kind of recreation requiring more waste of tissue and nerve-force than manual labor. Is this, as a rule, a wise course to pursue? We know that a change of labor is rest, especially if it be from mental to manual, or *vice versa.* But when the mind has been for a long time under strain, and the physical being is thereby greatly exhausted, it is not wisdom, we think, to attempt to recuperate strength by anything that taxes our physical powers. Therefore, we say to the teacher, spend at least the first month of your vacation in absolute rest; in other words, be laziness itself incarnate. Sleep all that you can; if it be possible eighteen hours every day. Let every muscle be relaxed. Give up the cares of the world for a month. Say to yourself: If the world goes to "rack and ruin;" if everything I have is lost, don't tell me of it or disturb me with it for one month; for one month I need, and will have rest. This is the way we would advise every wearied, nerve-strained teacher to spend vacation, in part. It is rest, rest, rest of mind, body, and soul that every teacher who has taught ten months imperatively needs. After this absolute rest, any light recreation or employment will be found invigorating and not exhausting.

American Money for an English College.—The Manchester *Guardian* says that last winter one of the members of the council of the college received a paragraph, cut from a New York paper, announcing that one Mr. Charles Clifton had lately died in Jersey City, and, subject to some legacies of moderate amount, had left the residue of his property "to the Mechanical Arts, and Engineering Department of Owens College, Manchester." A copy of the will was procured at once, and it established the truth of the newspaper paragraph; but information also reached the college that, as might be expected, an attempt was being made by relatives of Mr. Clifton to set aside the will. It was fortunate for the interests of all concerned that Mr. Clifton had selected for his executors two gentlemen of sterling integrity, who were only anxious to act justly between the conflicting claimants. They had indeed used their influence with Mr. Clifton to induce him to leave substantial legacies to his immediate relatives, and believed that if his death had not unexepectedly occurred they would have carried their point. Such being clearly the case, a little concession on both sides was alone required to effect an amicable and fair settlement in perfect harmony with the wishes of the administrators of the will. The result of these negotiations is that the college has already received property valued between $60,000 and $65,000, and when the estate is fully realized a further large sum will be added. Steps are already being taken to effect a specific appropriation of the fund in accordance with the testator's wishes.

Kindergarten at the Exposition.

To the Editor of the Journal of Education:

I see you are going to publish everything about the Educational Department of the Centennial in your issue of the 10th of July, and I want therefore to tell you that we intend to have the Kindergarten in its most advanced American form *shown*—by which I do not mean an American improvement on Froebel!—but such a Froebel Kindergarten as *only an American* can keep! Froebel himself said, in his lifetime, that only in America it could come to full flower; because *only* in America was the general principle of the nation *at one* with his idea of what educational influence ought to be.

Man was made for self-government; but never could be governed properly except through self-development into the conscience of law—from the beginning. He was hampered all his life by the governments and artificial tradition of the world.

At every world's exhibition since 1868 the kindergarten has been represented by a display of the apparatus and materials, and somebody to explain them; it was sometimes only the manufacturer, and sometimes by teachers, more or less capable. But this has not been enough. There is but one way to understand the materials, and that is to see them in the using. Well, the intention is that a very able kindergartener shall teach twenty children under five years of age—belonging to one of the orphan asylums of Philadelphia—from next September until the great Exposition opens; and then a place is to be prepared, into which she can take her class every day, for two or three hours, to go on simply as if they were still on their own premises. This place is to be enclosed, so that nobody should go upon the kindergarten area, but be within view, and earshot. We believe that the exercises of the kindergarten are so natural that they will occupy the children, and demonstrate to all intelligent eyes that the true secret is found, in engaging their own natural activities, to form and inform, to a certain degree, their own understandings. A wise observer, who was taken into the kindergarten department of the Seaman's Home on Staten Island, was especially struck with the absorption of the children in their little arrangements, making them unconscious of spectators. As kindergartening purports to *work with the natural laws*, the proof of its being done properly is that children can be kept to the exercises without constraint and repression.

Everything but one is arranged. The adequate and experienced kindergartner, the children's proper rooms in the orphanage, the money for furnishing provided, and the materials for the whole year provided by the liberal Mr. Steiger, who will also exhibit the materials—and there will be a glass case of the inventions of the children, to which it is hoped that all the kindergarten teachers will contribute, labelled with the age of the little inventors. There is one contingency in which it may fail, and that is if we do not get $1,000 on promissory notes to be paid within the year, for the salary of the teacher who is to take the onus of the burden and the responsibility. But this is begun to be collected and I think will not fail.

E. P. Peabody.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

Declamation.

CENTENNIAL ADDRESS OF HON. JOSIAH QUINCY.

In behalf of this organization, in behalf of the citizens of Boston, in behalf of the inhabitants of Massachusetts, and as representative of the whole people of the North, citizens of South Carolina, I cordially welcome you to the historic scenes of another century. A hundred years ago the sons of Boston, inspired with the spirit and aided by the arms of the citizens and yeomanry of the adjoining country, commenced a struggle that terminated in American independence. Their numbers were few, scarce exceeding the inhabitants of a single ward in this city, when they threw down the gauntlet to the mightiest naval power in the world.

The thirteen stripes on yonder banner remind us of the number of small States scattered along the borders of the ocean or clinging to the banks of a few rivers that constituted the colonies. But they were all alive to the importance of securing and maintaining the liberties of Englishmen. From the Highlands of the Hudson, and the Green Mountains of Vermont, from the high hills of the Santee, and the crests of the Alleghanies, came resolute men whose blood was shed that the spirit of freedom might clothe itself in a nobler shape than the world had yet seen.

It was the vital issue of that time that all forms of privileged right, must give way before the natural rights of man, to freedom of thought, and freedom of religion, and that no exercise of power could be tolerated that did not carry with it the coöperation of an enlightened public opinion. It was for this—whether distinctly recognized or not—it was for this that the shots were fired a hundred years ago on Bunker Hill. It was to establish the republican principle in this new world—to root it firmly in our virgin soil. We will not here remember any difficulties and misunderstandings that have been encountered on our way toward the full development of this republican principle. They have been bravely met by brave men from the representative States of South Carolina and Massachusetts, who to-day join hands and thank God that, while he has educated and proved us by temporary evils, he has spared us from the permanent evil, inseparable from any form of monarchy. Fifty years ago, as aid to the Governor of Massachusetts, I received the veterans who took part in the battle you have come to commemorate.

Fifty years ago I stood beside the great Massachusetts statesman when he spoke to the nation from Bunker's Hill. Would that I could recall the tones in which he called us to forget all sectional feeling, and devote ourselves to our country, our whole country, and nothing but our country. He is no longer here to invigorate our minds with his mighty conception, or to magnetize us with his eloquence. But in his familiar language let us renew our allegiance to that central sovereignty which is our hope and the hope of the world. Soldiers and citizens of South Carolina, of New York and Massachusetts, of North and South, of East and West, let us here clasp hands and repeat together the words that shall echo on when we and our children shall cease to be, "LIBERTY AND UNION, NOW AND FOREVER, ONE AND INSEPARABLE."

Over in the Meadow.*

[Kindergarten Play — For twelve little Boys.]

BY MRS. OLIVE A. WADSWORTH.

The recitations should be single; the sounds and motions, such as winking, etc., given by the whole, in concert.

First Boy.—Over in the meadow, in the sand, in the sun,
Lived an old mother toad, and her little toadie one.
"Wink!" said the mother; "I wink," said the one;
So she winked and she blinked, in the sand, in the sun.

Second B.—Over in the meadow, where the stream runs blue,
Lived an old mother fish, and her little fishes two.
"Swim!" said the mother; "We swim," said the two;
So they swam and they leaped, where the stream runs blue.

Third Boy.—Over in a meadow, in a hole in the tree,
Lived a mother bluebird, and her little birdies three.
"Sing!" said the the mother; "We sing," said the three;
So they sang and were glad, in the hole, in the tree.

Fourth B.—Over in the meadow, in the reeds on the shore,
Lived a mother muskrat, and her little ratties four.
"Dive!" said the mother; "We dive," said the four;
So they dived and they burrowed, in the reeds, on the shore.

Fifth B.—Over in the meadow, in the snug bee-hive,
Lived a mother honey bee, and her little honeys five.
"Buzz!" said the mother; "We buzz," said the five;
So they buzzed and they hummed, in the snug bee-hive.

Sixth B.—Over in the meadow, in a nest built of sticks,
Lived a black mother crow, and her little crows six.
"Caw!" said the mother; "We caw," said the six;
So they cawed and they called, in the nest built of sticks.

Seventh B.—Over in the meadow, where the grass is so even,
Lived a gay mother-cricket, and her little crickets seven.
"Chirp!" said the mother; "We chirp," said the seven;
So they chirped cheery notes, in the grass soft and even.

Eighth B.—Over in the meadow, by the old mossy gate,
Lived a brown mother lizard, and her little lizards eight.
"Bask!" said the mother; "We bask," said the eight;
So they basked in the sun, on the old mossy gate.

Ninth B.—Over in the meadow, where the clear pools shine,
Lived a green mother frog, and her little froggies nine.
"Croak!" said the mother; "We croak," said the nine;
So they croaked and they plashed, when the clear pools shine.

Tenth. B.—Over in the meadow, in a sly, little den,
Lived a gray mother spider, and her little spiders ten.
"Spin!" said the mother; "We spin," said the ten;
So they spun lace webs, in their sly little den.

Eleventh B.—Over in the meadow, in the soft summer even,
Lived a mother firefly, and her little flies, eleven.
"Shine!" said the mother; "We shine," said the eleven;
So they shone like stars, in the soft summer even.

Twelfth B.—Over in the meadow, where the men dig and delve,
Lived a wise mother ant, and her little anties twelve.
"Toil!" said the mother; "We toil," said the twelve;
So they toiled and were wise, where the men dig and delve.

* From "Songs for our Darlings," with the author's permission.

Chacun à son Goût: Tastes Differ.

BY MARIANA B. SLADE.

Eddie.—I went out with father, a few days ago,
When all my examples were done;
And I saw *le lion* and *le tigre* at a show;
Les singes,[1] *l'éléphant*, and *le rhinocéros*,
Un cheval marin,[2] and I'm sure I don't know
How a fellow could have greater fun.

Emma.—I went too, and Eddie, it is a surprise
That you could like the monkeys as well
As *un parroquet*, who talked very wise
(That means parrot); *les lapins*,[3] with little pink eyes,
And *les cochons d'Inde*,[4] of very small size,
Un paon (peacock), and *gazelle*.

Eddie.—I like what I like, and the same, Em., with you.
We will not dispute, for *chacun à son goût*
Is a proverb, which means, every one as he pleases,
As long as with *his* likes he no one else teases.

(1). The monkeys.
(2). A hippopotamus.
(3) The rabbits.
(4) The Guinea pigs.

Geographical Charade:—North Carolina.

BY M. B. C. SLADE.

SCENE I.—NORTH. (*Four girls with arms uplifted and extended advance to the front of the stage. Each, at the closing word, "there!" points directly* NORTH.)

First G.—Eternal waste of ice and snow gleams there!
Second G.—The midnight sun, with lurid glow, beams there!
Third G.—See phantom armies of the skies clash there!
Fourth G.—See cynosure for seamen's eyes, flash there!

SCENE II.—CAROL. (*The same girls sing, emphasizing* CAROL *whenever it occurs. Tune, "Yankee Doodle."*)

Carol loud, and *Carol* clear,
Carol your devotion
To the home to us so dear,
Between the hills and ocean.
Carol loud, and *Carol* sweet,
Carol, sons and daughters!
Fairer home no eye can greet,
Between the hills and waters.

SCENE III.—LINE. (*Arrange a straight line of scholars in front, and a curved line behind them. Each recite in concert:*)

Straight Line.—"Straight is the *line* of duty,
Curved Line.—Curved is the *line* of beauty,
Straight Line.—Follow the first, and thou shalt see,
Curved Line.—The last will surely follow thee!"

(*In reciting the third line, let the* STRAIGHT LINE *march on; and in reciting the fourth let the* CURVED LINE *march on and into the steps of the* STRAIGHT LINE.)

SCENE IV.—A. *Arrange in a framed Tableau,* NORTH CAROLINA, *a young lady in National colors, holding a shield with the Arms of North Carolina* [*See Webster's Unabridged, page* 1755]. *This is covered while another girl recites*).

Ah! let me show you a lovely face!
Ah! let it speak of a brave, old place!
Ah! let it tell you where Freedom woke!
Ah! let it tell you where first she spoke!

SCENE V.—NORTH CAROLINA. (*She unveils the figure. The audience look upon it as a tableau; she recites,*)—

Hark! the face a voice hath found!
Listen to its silver sound.

North Carolina recites.—From Mechlenberg a voice went out,*
A hundred years ago—a shout
That cried, My sons are free!
The Old North State was first to take
Her stand for Right, for Freedom's sake,
Their champion to be!
Who am I? I display my shield;
Behold, upon its ample field
Freedom, with plenty nigh.
Follow the first and thou shalt see,
The last will surely follow thee!
Now tell me, Who am I?

* The citizens of Mechlenberg county, North Carolina, formally declared their independence of "the authority of king and parliament," in May, 1775, and by this and similar patriotic action, North Carolina was among the first of the colonies in bringing about the Revolution.

The Colony; or, Far Away to Idaho.*

BY M. B. C. SLADE.

[A BOY *with knapsack and staff comes upon the stage. In response to his call,* SOLDIERS, CARPENTERS, *etc., come up from the school in groups of two or more; as the number increases, they move on, down the outer aisle, until they make a line quite around the school-room. All bring with them their tools and implements.*]

Boy.—I'm bound to raise a colony, to start for Idaho;
In all this pleasant company, Oh, who would like to go?
Soldiers.—You need an escort, bold and brave, to guard you on your way.
We Soldier-boys our guns will have, and start this very day.
All.—Hurrah! hurrah! boys, who will go
Far away to Idaho?
Lumber men—We'll take the axe, we lumber men, and hew the timber down.
Carpenters.—We carpenters will saw it, then, and build a splendid town.
Farmers.—We farmer-boys will sow the plain, and reap the golden field.
Millers.—We millers all will grind your grain, the meal and flour to yield.
All.—Hurrah! hurrah! boys, etc.
Two Girls.—In garments worn and shabby made, you soon would have to go;
We girls will learn to use the thread, and neatly for you sew.
Other Girls.—And we the snowy flour will take, and briskly, gaily knead.
Other Girls.—We'll churn the golden cream and make sweet butter for your bread.
All.—Hurrah! hurrah! boys, etc.
Smiths.—Your iron tools will soon be broke, our anvils we will bring;
And, blow on blow, the merry stroke shall from the smithy ring.
Shoemakers.—The Rocky Mountains tramping o'er, your shoes will be worn out;
We shoemakers will make you more and sew them strong and stout.
All.—Hurrah! hurrah! boys, etc.
Two Girls.—And we, on every Monday morn, will wash your garments clean,
And stretch our lines across the lawn, or in the meadows green.
Other Girls.—On Tuesdays we will iron them, and make them smooth and nice.
Other Girls.—On Wednesdays we will stitch and hem, and mend them in a trice.
All.—Hurrah! hurrah! boys, etc.
Soldiers.—When we, the bonny boys in blue, have safely brought you there,
We'll gaily hunt the forest through, and chase the deer and bear.
Builders.—We'll build a lowly temple there, a school-house we will have;
And just beneath the Cross so fair, the Stars and Stripes shall wave!
All.—Hurrah! hurrah! boys, etc.
Two Girls.—We girls your stockings warm, will knit; the fine, soft wool will spin;
And weave you garments warm and fit to do your labor in.
Other Girls.—When you are sick we'll smooth your brow, and cheer you when you're sad,
And sing you songs as we know how, to keep your spirits glad.
All.—Hurrah! hurrah! boys, etc.
Minister.—I'll be your minister to preach.
Doctor.— I'll doctor all your ills.
Teacher.—I'll be your school-master, to teach.
Lawyer.— And I will make your wills.
Post-master.—I'll keep the Post-office for you, and send your letters well.

* This, *with music*, is in Murray's "School Chimes," published by S. Brainard's Sons, Cleveland. It may be obtained of the editor of this Department.

Merchant.—And I the Spring styles gay and new of calicoes will sell.

All.—Hurrah! hurrah! boys, etc.

The Leader.—Now let us clasp the friendly hand, and promise, one and all,
To keep a true, unbroken band, whatever may befall.
So give a cheer, brave company, for Idaho, the fair,
And for the splendid Colony, I'm bound to carry there.

All.—Hurrah! hurrah! boys, etc.

Noli-me Tangere.*

BY M. B. C. SLADE.

A plant grows green in the mossy dells,
Adorned with graceful, golden bells;
When I search my book its name to see,
I find it is *noli-me tangere.*

Each pendant bloom has a tiny hook;
In her ear Kate hangs them, and cries, "O, look!"
Like gems of Etruscan gold they fall;
Then Lady's-ear-drop their name we call.

Low down on the branches the seed-pods hang;
At the slightest touch, with a sudden clang,
They burst, as though Puck had a pistol shot!
Karl shouts, "Oh, ho! 'tis the Touch-me-not!"

Three names there are, for the flowers of gold!
You can take your choice now they all are told:
Lady's-ear-drop, Touch-me-not, and, let's see,
What's the English for *Noli-me tangere?*

* Find flower and name in "Webster's Unabridged."

Geographical Charade: Rhode Island.

BY M. B. C. SLADE.

SCENE I.—RHODE. (*Two travelers meet.*)
First.—How did you come to town?
Second.—I *rode* in my coach, my lad.
First.—For me the boatman *rowed* me down;
The *road* he said was bad.

SCENE II.—I, (*Same Characters; one examines the eye of the other.*)
First.—I think in your *eye, I* something see,
When your *eye* with my *eye I eye,*
Sec.—*Aye,* if your *eye* you rest on me,
In my *eye* a mote you'll spy.

SCENE III.—LAND. (*Same Characters.*)
Sec.—You came by water and I by *land.*
Did you *land* upon the beach?
First.—O no, we rowed with a steady hand
The nearest *land* to reach.

SCENE IV.—RHODE ISLAND. (*A little Girl resting on a shield with the Arms of Rhode Island.*) [See Webster's Unabridged Dictionary, page 1755.]

Little Girl.—She's one of a double trio, New-England's daughter sweet,
She sits where the ocean washes her dainty, little feet;
She's a favorite niece of Uncle Sam, and always has he showed he
Holds dear as any sister of hers his pretty "Little Rhody."
She leans on her anchor that tells of hope, Mount Hope is her highest highland;
She's small of stature, but great of soul; do you see she is—
Audience.— Rhode Island?

Along the Silent Path.*

Along the silent path,
By viewless spirits trod,
Another little traveler hath
Gone up to dwell with God.

Gone up from human love,
To higher love and care;
From pain below to peace above,
In mansions, O so fair!

Attune our hearts, O Lord,
Though they with sorrow swell,
To say this meek, submissive word,—
Thou doest all things well!

Fit us, O Lord, to go,
Or fit us here to stay;
That we may walk with Thee below,
Or up the silent way. M. B. C. S.

* This, with music, is in "Triumph." "Song Era," and "Songs of Love," published by Root & Sons, Chicago.

BIRD SONGS FOR JULY.—"Sing away ye Joyous Birds," "The Cuckoo," in Emerson's *Cheerful Voices*, published by O. Ditson, Boston. "Blue Bird," "If you were a Humming Bird," in *Headlight*, published by Smith & White, Boston. The "Golden Robin," in W. O. Perkins' *Golden Robin*, published by O. Ditson, Boston. "Bird Song," "Whippoorwill," "Robin Song," in *Nightingale.* "Bobolink," "Robin Song," "Whippoorwill," in *Forest Choir*, published by Root & Sons, Chicago. "Robin Redbreast," in Murray's *School Chimes*, published by S. Brainard's Sons, Cleveland.

These books are found at all music stores, or may be ordered through the editor of this department.

— Teachers everywhere will confer a favor by sending a programme of their latest Graduating exercises to the Editor of this department.

EXAMINATIONS.

Brimmer School, Boston, June, 1875.

DIPLOMA EXAMINATION.

ARITHMETIC.

After working each example, explain the process in your own language—*i. e.*, you need not repeat rules in the words of the book.

1. Reduce 176,449 ounces to *net* tons.

Divide $\frac{6\frac{1}{4}}{2\frac{2}{5}} \div \frac{7}{12\frac{1}{2}}$

3. Write five millions, sixty-six thousand and three millionths (in figures).

4. What is the cost of plastering a partition 7 ft. 8 in. long and 10 ft. 3 in. high at 45 cents per square yard, deducting a door 6 ft. 3 in. by 2 ft. 10 in.?

5. Find the cost of 6 tons 13 cwt. 2 qrs. 21 lbs. of sugar at 4.68\frac{3}{4}$ per cwt.

6. A man owning $\frac{3}{8}$ of a ship sold 40 per cent. of his share; what part of the ship did he sell, and what part did he still own?

7. *A* began business with $5,000; the first year he gained 14$\frac{3}{4}$ per cent., which he added to his capital; the second year he gained 8 per cent., which he added to his capital; the third year he lost 12 per cent. and quit; how much better off was he than when he started?

8. A lawyer charged 8 per cent. for collecting a note of $648.75; what is his fee, and what the net proceeds?

9. *A* imported from Havre 80 cases of champagne, 12 bottles each, 5 per cent. breakage, duty 40 per cent., freight and other charges $67.20, and the whole cost $729.60; what did it cost a bottle at Havre? what in store? and how much a bottle should I charge to clear 35 per cent.?

10. In what time will $100 double itself by simple interest at 4$\frac{1}{2}$, 5, 6, 7, 7$\frac{1}{2}$, 8, 9, 10, 11, 12$\frac{1}{2}$, 15 per cent.?

HISTORY.

1. What were the motives which induced the colonists of Virginia and New England to form settlements in America?

2. What was the cause of the Revolutionary War?

3. What was the Stamp Act?

4. Of whom did the committee for preparing the Declaration consist?

5. Name in order the Presidents of the United States, and the length of time each continued in office?

6. Name the battles of 1775.

7. What was the Missouri Compromise?

8. What were the boundaries of the United States at the close of the Revolution?

9. What territories have since been acquired?—Name the date of each acquisition.

10. State the causes of the late Rebellion:—When and where did it begin, and when and where did it end?

GRAMMAR.

1. What is an Adjective?

2. What is a Conjunctive Adverb?

3. Analyze the following sentence:—"It is not strange *that* even his stout heart should now and then have sunk, *when* he reflected against *what* odds, and for what a prize, he was in a few hours to contend."

4. Parse the italicized words in the above sentence.

5. When are words declinable? Give an example of a declinable and indeclinable word.

6. Write a sentence containing a modified subject and a modified predicate.

7. What is the difference between an abstract and a concrete noun?

8. Write four nouns that are used only in the plural.

9. Write several adjectives which do not admit of degrees of comparison.

10. Parse *much* in the following sentences:—
You have *much* offended him.
He has taken *much* pains.
Where *much* is given, *much* is required.

GEOGRAPHY.

1. Name all the bodies of water over which a vessel would pass in going from Boston to Vienna.

2. Name and locate the capitals of Russia, Denmark, Italy, Brazil, Japan.

3. Upon what does the length of a degree of longitude depend?

4. Do all places in the same latitude have the same climate? What circumstances determine the climate of a country?

5. Name the chief productions of the Southern States. From what cities are these productions exported?

6. When it is noon in Boston, what time is it in Paris? in Washington?

7. Name the chief manufacturing towns of Great Britain, and tell for what they are noted.

8. Name the principal mountain ranges of Asia.

9. What do we obtain from Canton? Havana? Calcutta?

10. Mention the most important cities on the Mississippi River? on the Great Lakes?

PHYSIOLOGY.

1. Define human Anatomy and Physiology.

2. How many, and what are the fundamental tissues that form the solid part of the body?

3. Mention the parts embraced in the digestive organs.

4. Give a description of the digestive functions.

5. Explain the process of nutrition.

6. What parts constitute the apparatus for the circulation of the blood?

7. Describe the general and pulmonary circulations.

8. What indispensable vital result follows respiration?

9. What parts comprise the nervous system?

10. Describe the functions of the nervous system.

NATURAL PHILOSOPHY.

1. Define inertia, and state its effects.

2. Give examples of elasticity.

3. What is capillary attraction?—Give illustrations.

4. State the effect of centrifugal force on weight.

5. Define momentum: what is the rule for obtaining the power of a striking force?

6. Apply the principle of circular motion to the revolution of the earth about the sun.

7. State how water is used as a mechanical power.

8. Prove that air has weight.

9. Describe the compass, and why the needle points North and South.

10. What is lightning?—Describe the different kinds.

SPELLING.

1. Maintenance.
2. Meretricious.
3. Grievance.
4. Believe.
5. Receive.
6. Recipe.
7. Energize.
8. Business.
9. Immediately.
10. Enough.
11. Courteously.
12. Succinctly.
13. Cynicism.
14. Destination.
15. Correspond.
16. Impervious.
17. Transferred.
18. Voluminous.
19. Exhausted.
20. Variegated.
21. Reticence.
22. Sough.
23. Deficient.
24. Ascetic.
25. Extraordinary.
26. Irresistible.
27. Ineffable.
28. Recalcitrant.
29. Irascible.
30. Subtlety.

Foreign Notes.

DUTIES OF SCHOOL INSPECTOR IN MANCHESTER, ENGLAND.—1. He shall visit at least once in each quarter, during the hours assigned to secular teaching, every public elementary school in which there are children whose fees are paid by the Board, and shall examine the registers and verify the attendances of the children. 2. He shall take note of any circumstances, whether in the books used or in the general arrangements of the school, which may appear to be inconsistent with the requirements of the Education Act of 1870 with regard to the due observance of the conscience clause. 3. He shall not communicate with the teachers or the managers of such schools as to any irregularities of the kind referred to in the foregoing paragraphs, but shall lay a clear statement of the same before the committee of the Board, to which he is responsible. He shall in no way interfere with the management of any school thus visited, nor shall he make any remark or suggestion unless specially requested to do so by the teachers or managers, and in all such cases he shall carefully note the questions so put to him and the remarks, and suggestions he may make in reference thereto, and lay a copy of the same before the committee of the Board.

THE following were among the subjects of examination for pupil-teachers in one of the southern departments of France:

Composition: "To write a letter to a schoolteacher who has to take his orders from the mayor and from the priest when these authorities are at variance with each other. With whom has the pupil-teacher to side?"

Religious Instruction: "Prove that the Catholic Church is the work of God; also, that she can and must be intolerant towards any error that would be opposed to her faith, discipline and morals."—*School-Board Chronicle.*

A ROMAN CATHOLIC HOLLANDER descants as follows upon that clause of the Netherlands Education Act which prescribes that "the teacher shall abstain from teaching, doing, or permitting any thing hurtful to the feelings of any religious denomination:" "The man who respects the religious tenets of other denominations" (otherwise thinking, as the letter of the Act has it) "is an unprincipled hypocrite, a despicable character, a person not to be trusted, a swindler, or any thing you like." Of such men, or of the papers which insert these ravings, the orthodox Protestants in Holland are made the tools.—*School-Board Chronicle.*

— A Dominion man who has been spying us out writes in the *Provincial Wesleyan* this story, picked up among the Yankees: "A presiding elder from Maine—a keen, humorous, somewhat waggish man—was approached by a traveling companion, as he seemed to be sound asleep in the railway car. 'Brother D.,' said the friend, 'Wake up, wake up! Do you know where you are?' 'Yes, I know where I am, too,' answered the elder. 'Where are you?' 'Not far from New York.' 'How do you know?' 'Because I have for the last hour felt like *stealing* something!'"

Walks Among the Trees.—No. 1.

FOR YOUNG FOLKS.

Our friends, the trees, are always inviting us to their delightful shades, cool retreats and charming bowers, from early spring when the anemones and blue violets first open their happy eyes till the last golden or crimson leaf of autumn days has gone to sleep beneath their bare branches. We love the trees but we should love them more and enjoy them better if we were more intimately acquainted with them. They indeed seem much like people in many pleasant ways, but they do us no harm. So we will take some walks in the woods, through the pastures, by the meadows, and in other places, where we shall find trees. We will learn their names, their habits, their beauties, their uses, how long they live, how they differ from each other, and many other things we would like to know, and wearied with our walks, we will sit down beneath their leafy arbors to eat our lunch, and perhaps take a nap upon the velvet moss which capets the ground.

Here we are by the edge of an old forest happily spared as yet from the cruel woodman's axe. What grand old patriarchs these trees are! just such trees as Mr. Bryant loves so well and has written about in most charming poetry. We should have taken his "*Forest Hymn*" with us to read here in their very presence. We can almost believe that they would listen to our voices as their branches gently sway and their leaves murmur in the breezes. The ancients, indeed, believed that trees did talk, saying the wisest of things, so that some trees were held as sacred.

Yes, this great tree by the border of the woods is an oak; you know it by the acorns you find beneath it and growing upon it. But look at its trunk, huge, massive, and covered with that thick deep-ridged bark, looking like the "iron-clad" of the forest. Now look at its limbs —how strong and unyielding they seem. Observe that the bark grows smooth upon the limbs. Notice, carefully, the leaves; they are indeed beautiful and the oak leaf is often imitated in patterns and designs. There is a peculiarity to observe in the leaves of this oak. The divisions, or lobes, are terminated by sharp bristle-like points. There are, as you will find, several kinds of oak growing even in this region, and I wish you to notice that those of the *red* oak-family all have such bristly points. There is another group, or division, of oaks, the white oaks, whose leaves have no sharp terminations, and the cuts, or sinuses, which form the lobes of the leaves are much deeper. Next examine with care the acorns. Yes, the old ones upon the ground are very large, for acorns. The saucers in which they are set are quite shallow. This is a real red oak.

One thing more about the blossoms. You remember the jaunty, tassel-like blossoms that come with the leaves; here they are now, withered on the ground. They are not the blossoms from which the fruit grows. Those were small, erect, and only seen by close scrutiny. Here is a little point about the size of a pin's head, where the blossom was, and it is the baby acorn. It will be no larger till next spring, when it will grow and ripen in the autumn. Here on this branch of last year's wood are some acorns now growing. Now this is a peculiarity of the *red* oak division, that the acorn does not begin to grow much till a year from the time of blossoming, ripening in 18 months. The white oak group ripens its acorns during the same year of its blossoming, or in about six months.

Come now a little further into the woods and notice some younger trees of the same kind. The bark is smooth on them, and will remain so till the trees are very old. It is not so with other oaks of the family, as you will see. At some time we will compare the wood of the different kinds, and now I wish you to see that the red oaks, in the woods, are tall, straight, and graceful, the limbs not abundant, but forming a round leafy top.

Now please take your note book and take down some of the principal things we have observed, so that you may be assisted by the means in your future study.

MEM.

(a) Oaks divided into groups or families.

(b) Red-oak group has leaves terminated at the lobes by bristly points.

(c) The same group does not ripen its fruit till eighteen months from the blossom.

(d) The tassel-like blossoms are not the fruitful ones, the latter being upon small, erect supports, and not readily noticed.

(e) The true red oak has large acorns, in shallow cups. It is massive, tall, and straight in the forest, with thick, rough bark on very old trees, but smooth upon the branches and upon young trees.

Now we will continue our ramble and gather specimens of all the acorns and oak leaves we can find, for future study and comparison. L. W. R.

Teaching to Think.

BY GEO. S. BURLEIGH.

To be thoughtful, is one thing; to teach another to think, is a more complex affair. One may be a born thinker, and go into unimagined deeps by mere force of his nature, but to be able to excite the same power in another, he must go back in his own mind and analyze the elements which have contributed to his success, then, beginning at the simplest, patiently draw on his pupil, by short steps over rough places, till he can run along in an independent career.

If education were but storing the memory, the process would be more easy, though its initial step would be the same; for the rude substratum of all thinking is in the senses, and only through the various organs of sense can it be reached. No soil holds water that has not a good hard-pan of clay. Rock sheds it off, sand leaches it through; but firm earth holds, diffuses and incorporates the shower in living forms of beauty and worth. So stolidity, like a rock, and gaping, aimless curiosity, like a sand-bank, get nothing from the world they encumber, and give nothing to its vital income. In the shrewd integrity of eye and ear, winning from tone, color, and form the inner secret of things, the growing mind is enriched, and by a compensating evolution can make rich the world it lays under contribution, as a lily glorifies the garden that feeds it:

The first thing to be taught, then, is a discriminating attention to the facts of the senses, not merely to know the smell of a lily from the sound of a flute, a rich color from a delightful flavor, or a lovely picture from a tender caress,—all of which we vaguely blur by one word, "sweet" or "fine," or sickliest of all, "nice!"—but one must be called to distinguished tone, shade, form, quality, intensity—everything that bears the bound-line of a difference, every sense upon the alert.

An expert in telegraphy reads the meaning of a mere metallic clicking of an insensible machine, as he would the articulations of the human voice; and out of a thousand tones without a difference to you or me, hears his own signal call, even when pre-occupied, as promptly as if his name were spoken; nay, more, he can distinguish the personality of operators thousands of miles away as he would their visible hand-writing. This is done by training the ear to accuracy, making the slightest differences surrender their meaning.

The eye that cannot tell "a hawk from a hernshaw," or *handsaw*, as the vulgar have it,— may lead one safely to mill, when the day is clear, but not an inch on the way of finer acquitions of knowledge in the subtle ways of modern research. You may fancy it is no matter whether the crab you saw had six legs or ten, or if a horse rose first on its forelegs and a cow on its hind legs, or the reverse, or on all together, and yet facts a thousand times less obvious, are the key word to vast stores of knowledge, and the discriminating habit is the very touchstone of mental integrity.

A vague and homely fashion of seeing gives feeble and false conceptions. What is but half defined in the senses will never crystallize into clear-cut ideas. The inattentive mind if tempted into expression, sheds fog instead of sunshine,—and goes rambling through mire and mist, like creeks in a marsh. Give and require accurate information were it only on the size and color of the poker, or the location of the seeds of a strawberry. Clear facts are the basis of clear thoughts. A little indistinctness in your premises will give great uncertainty to your conclusions. You hear a man reasoning with such loose qualifications as "in a certain sense" "well—a—as you look at it in one light," "as it were," "so to speak,"—you may be sure that it was he who in boyhood thought Geo. Washington was the First Man, (foreigners excepted by an afterthought) and Christopher Columbus settled Jamestown in the Mayflower, 1776! His own cousin, it may have been, showed his appreciation of the essential fact in an experiment when for cheapness he proposed to substitute molasses for sugar, in the test of putting it in an equal quantity of water without increasing the bulk of the fluid. His failure disgusted him with all science, for he was sure that "molasses was just as *sweet*."

Such a lad has a free pass for life to a *non sequiter*, every time he starts on a train of ideas.

To accuracy of knowledge add mental order, the fine habit of classifying and arranging, with tags tied on, of all facts and fancies, ideas and substances, according to their natural relations, rather than traditional affiliations. Consanguineous ideas stick together like brothers; those artificially associated like brothers-in-law,—they are fastened together, but have been known to knock elbows!

By false association things not really related get mixed. The harvest moon made everthing as "light as a feather," to one good lady who confounded deficiency of weight with luminosity, because one word stood for both. Punsters create such mis-alliances, and fatten on them; but the laugh comes in on the other side, when by a blunder Jenkins enters in his memorandum book: "The members of the Society of Friends are remarkable for their immense weight,"—having seen comments on their "great gravity."

We think in old formulas, and our ideas go masquerading in the casts of dead faces, muttering conventional phrases, unmeaning and monotonous as the noise of a clack-mill. If the bee could only be something else than "busy," the ant display some quality besides "frugality," and the dear violet cease to be so "modest" as to give no other idea, it would enrich the experience of us all. We are beggared by this mental stereotyping, and the infinite variety of nature is wronged.

Immemorial tradition calls the whippoorwill melancholy, so when he pipes his merriest, people straightway fall into a pensive vein, think of dead flowers, funerals and evil portents, and the superstitious drive off the poor bird that they may avert the disaster he prophesies, as if to foretell was to cause, and a threatened life might be insured by stoning the prophet. But when we give tradition the cold shoulder and look only at the fact, we find the whippoorwill a jolly bird, social, emulous, a lover of man, and so full of eager rivalries he will hurry his song to get it out before his brother's, till all together they whip up, dropping one syllable and another, "whippo," "whip, whip,"—as many a night I have heard them on the old home hill-side. So to me he sings of pleasant memories and glad thoughts.

Why, even the very owl, with all his solemn talk, is a happy bird; and when you think he has gone to the funeral of all the Capulets, he is only out "to wooing" his lady. Free the mind from conventional associations, and hackneyed modes of thought, and you give it healthier play and a richer world, with room to be individual. This prepares you for the next lesson to be taught.

Independence of mind throws the pupil more and more upon his own resources, prompting him to see

with his own eyes, think with his own brain, and utter the result in his own words. You will not get much thinking done by a boy who can cajole you into thinking for him.

Many modern school books are mere donkey-wagons, with the teacher in harness, to pull lazy brains up the hill of science by easy stages, and when he is dumped there, the legs that should have carried him up are as wimbling as a last year's cornstalk. "Easy lessons" are apt to retain the habit, and slip out as easily as they come in. Food chopped too fine, leaves nothing to masticate; it is easy bolting, but hard digesting. A helpful word at a pinch, a kindly hint that gives, not takes away; suggestion will do more for independent thinking than to back one bodily over the "*Pons Asinorum*," and thrust whole into his ear what the brain should evolve.

Pat made that mistake when bidden to feed the oxen with "corn in the ear," only "and sure the bastes shuck it out of their ears, and it wud not go down at ahl!" and lucky for the boys were they as perverse.

Set for your learner a definite purpose for his thinking, and hold him to it. Walking up a tread-mill to nowhere gets discouraging, and it is a true blunderbuss that scatters all its shot with no aim. Steadily to fix the attention to one point, requires a well ordered mind, not to be expected of the young, nor demanded for any long period. Let one, for example, tell the qualities of a single object for one lesson, its resemblances for another. What in it is most nearly related to something else for a third, and what are its uses, and what its habits; and as far as may be, give personal observation precedence over hear-say information. When the mind of the learner can handle the objects and incidents of daily experience it begins to be qualified to deal with their suggestions, and larger significance.

It is a long way from the particulars to the universal, if you go round by the road, the only safe way to go. The German Professor who sat down in his study to evolve the idea of a camel from his inner consciousness, tried the return trip across lots; but you needn't doubt the beast he eliminated would convince you that it would be better to go to Barnum's if you could not go to the desert.

Finally, as a crowning requisite to healthy thinking, insist on securing a healthy body, and show your pupil that to insure it, must go all the virtues that give strength and repose, the poise of brain and nerve, with abstinence from all the life-sapping vices that devour the body and disturb the soul. You cannot teach a boy to think clearly who lives and talks vilely; and the girl who wastes on the frivolties of fashion and romance the fresh young vigor of girlhood, will have no strength for consecutive thought, and no prospect of becoming wise. Robust, clean, honest thinking, long-continued, is only done by the best minds in the best regulated bodies.

Seventeenth of June, 1875.

Listening the bells that from a thousand spires
Among the hills made musical the morn,
While mellow thunders from the frequent gun
Woke echoes in all hearts, throbbing with love
And joy and gratitude to the Most High:
I could not tell which seemed the greater day
To stand in record on the rolls of time—
The one we celebrate, on which there flashed
Like lightning a new nation into life!
Or this glad morning, when the hundred years
Have rolled us in the fullness of their flood
To such a harvest from so small a seed!
And when the mighty memories of the past
Move with one impulse forty million souls!
And the West answers to the exultant East;
And the South answers; and the great, free land
Shouts, "Holy! holy! goodliest day of June!"

—There are strange footsteps that draw near each of our dwellings; but some of us, when we hear them, go and shut the door.

MATHEMATICS.

Some of the More Important Discoveries

WITHIN THE LAST CENTURY.

It would be appropriate at the present time, did time and space permit, to note the progress of Mathematical Science during the past century and to make particular mention of the work of American mathematicians, but any proper discussion of such a subject would be entirely incompatible with the two columns to which we are limited, and the "*Send matter by the first post*," of the editor's postal card this day received. We must therefore be content with merely mentioning some of the more important discoveries and brilliant achievements of Mathematical Science during this period.

Without going back of the beginning of the nineteenth century we may instance in its early years the brilliant researches of Gauss who devised a new process for calculating the orbit of a planet from any three observations; connecting with it the so-called method of least squares, and following it up from time to time with profound investigation in geology, magnetism, and the theory of numbers. The methods of deducing the orbit of a planet, previously employed, required a large number of observations extending over a considerable period of time, and the astronomer is constantly reminded of his indebtedness to the young mathematician whose genius could do it all with only three observations, and those not very remote in time.

A quarter of a century later, Fourier and Sturm took up the problem of finding the number and situation of the real roots of a numerical equation. As this relates to Algebraic Analysis, in which most of our teachers are specially interested, we may be pardoned for giving more in detail the history of the discovery of Sturm's Theorem, which furnishes a solution of the problem in question. When the direct solution, in a general manner, of higher equations was abandoned by analysts as impracticable, it became a desideratum to discover some method by which, in any numerical equation, the number and, approximately, the situation of the real roots could be determined, or in other words, to find the number of real roots situated between any two limits assumed at pleasure, a problem which for two hundred years had been under investigation, and had during that time received attention from Newton, Descartes, the Bernouilli's, and others down to Euler and Lagrange. The first step in its solution was taken by Descartes in the discovery of the theorem now so well known as Descartes' rule of signs. By this rule, in equations having no imaginary roots, the number of positive and of negative roots can be determined, but while it was a real advance in the right direction it stopped far short of the requirements of the case, since it could not determine whether the roots are real or not. In 1741, De Gua carried the solution one step further by showing how to determine the reality of the roots from the derived functions; there the matter rested, until about half a century ago Fourier took up the question, and by a discussion of the derived functions produced a theorem for the determination of the position as well as the reality of the roots. His theorem, however, was defective in not being able to distinguish between two real and a pair of imaginary roots: that is to say his variations or changes of sign were lost in passing a pair of imaginary roots the same as in passing the real roots. He was however far in advance of his predecessor, and his theorem has some advantages in its practical application over that of Sturm which is more perfect in theory.

The theorem of Fourier was published in 1831 after the decease of its author. but he had previously communicated it to a young mathematician of Geneva, M. Sturm, who immediately conceived the idea of forming a set of functions to replace the derived functions used by Fourier, such that a variation or change of sign, should be lost in passing a real root, and only then, and such as should be unaffected by imaginary roots. In this he was entirely successful, and the problem that had baffled the most celebrated mathematicians was solved by this young man, who might with some show of reason have declined to attack what such men could not conquer.

We name next that brilliant achievement of mathematical science, this time also in the hands of a young man, by which the place of the planet Neptune was determined before even the existenne of such a planet was known. The matter is of too recent date, and the story too well known to need repetition here. Suffice it to say that iu 1845 Uranus was supposed to be the most distant planet, except as there was a suspicion derived from some of its unaccounted-for perturbations, that a more distant planet was the cause of this disturbance. Mr. Adams, a young English mathematician, attempted to determine the position and orbit of this hypothetical planet by calculations based on these perturbations. In September, 1845, he obtained values for the heliocentric longitude, eccentricity, longitude of perihelion, and mass of this assumed planet. In June 1846, LeVerrier gave by independent computations nearly the same longitude as Mr. Adams. On the strength of these search was made for the planet, and August 12th, it was discovered.

We have space even to mention only one other discovery in Mathematical Science, which we could not be pardoned for omitting, the Quaternions of Sir William R. Hamilton. A paragraph from the introductory chapter of Kelland and Tait's "Introduction to Quaternions" will give an idea of the subject:

"The notion of separating addition from multiplication—attributing to the one, motion from a point, to the other, motion about a point—had been floating in the minds of mathematicians for half a century, without producing many results worth recording, when the subject fell into the hands of a giant, Sir William Rowan Hamilton, who early found that his road was obstructed—he knew not by what obstacle—so that many points which seemed within his reach were really inaccessible. He had done a considerable amount of good work, obstructed as he was, when, about the year 1843, he perceived clearly the obstruction to his progress in the shape of an old law which, prior to that time, had appeared like a law of common sense. The law in question is known as the *communitative* law of multiplication. Presented in its simplest form, it is nothing more than this, "five times three is the same as three times five;' more generally, it appears under the form '$ab=ba$, whatever a and b may represent.' When it came distinctly into the mind of Hamilton that this law is not a necessity, with the extended signification of multiplication, he saw his way clear, and gave up the law. The barrier being removed, he entered on the new science as a warrior enters a besieged city through a practical breach."

We have not space to mention the recent applications of Mathematical Science to molecular physics, particularly to heat, electricity, and magnetism, all of which have far transcended everything of the kind attempted in former time. We can only note the fact that much of all that has been done in the past century by mathematicians has been the work of young men. It should encourage every young man to strike out for himself new lines of investigation, and not to think that all has been done that can be done The simple truth is that all has been done that *will* be done until somebody is willing to try again what others have failed to accomplish. So long as there are men to try there will be men who will succeed.

—Our first studies in geometry teach us two invaluable lessons. One is, to lay down at the beginning, in express and clear terms, all the premises from which we intend to reason. The other is, to keep every step in the reasoning distinct and separate from all the other steps, and to make each step safe before proceeding to another; expressly stating to ourselves, at every joint in the reasoning, what new premises we there introduce. It is not necessary that we thould do this at all times, in all our reasonings. But we must be always ready to do it. If the validity of our argument is denied, or if we doubt it ourselves, that is the way to check it.—*John Stewart Mill.*

SCIENTIFIC.

Science and the Centennial.

The proposed Centennial Exposition brings prominently before us two questions: —1. What progress has been made within the last century? 2. What part of the world's progress has been the result of American thought and enterprise? Examined from either point of view, there is no department connected with education which assumes more prominence than that of Physical Science; and we trust that arrangements may be made by which attention shall be specially drawn to this department in the exhibition of the coming year.

The centennial of Chemistry was celebrated but a few months since, and that science, as it stands to-day, is the result of the labors of the century which is just closing. The foundation of the nomenclature was laid less than one hundred years ago, but many of its parts are of very recent date. To say nothing of theories and principles, a mere comparison of the names of substances known a century since with those by which the chemist designates the same substances to-day, is suggestive; but who will undertake to enumerate the new substances whose names have been added to the list since the day when Priestley discovered oxygen?

Electricity, too, in its practical applications, if not in its educational aspects, must claim a prominent place at the Centennial. It is scarcely a century and a quarter since Franklin performed the celebrated experiment with his kite. We trust that the electrical machine of 1776 may stand at the Centennial side by side with the Holtz machine, the batteries, the Ruhmkorff coil, and the Wilde machine of 1876. The department of Galvanism, with its innumerable applications in the telegraph, metallurgy, illumination, and the like, is wholly a growth of the last century. Great progress has also been made in regard to the theory and practical applications of heat, and its mechanical equivalent has been determined within the century.

One hundred years ago the astronomer knew of but 6 planets in the solar system; now he counts 150 or more, and has discovered three more moons of Saturn. Then, his telescopes were comparatively small and poor; now he has not only improved and enlarged achromatic telescopes, but he is able to analyze the light of the heavenly bodies by the spectroscope, of which no one had thought one hundred years ago. Most of our knowledge of double stars and of nebulae is not a century old.

The science of Geology may be considered as wholly a growth of the past century; for it is scarcely a hundred years since Hutton and Werner advocated their theories. All branches of Natural History have made great progress since the United States became an independent nation. It is true that the great work of Linnæus was accomplished before that time; but the last century has witnessed the labors of Cuvier, Decandolle, and Agassiz.

Enough has been said to show that great progress has been made in science since the Declaration of American Independence; and we trust that, as far as practicable, arrangements will be made to present to the eye of the observer something suggestive of this advance. We surely should bring before the world those investigations, discoveries, and inventions, which have been made by Americans. Perhaps the plain Yankee schoolmaster, Benjamin Thompson, deserves mention in this connection, though our fathers of Revolutionary times would not have selected the loyalist, Count Rumford, as one worthy of honor on such an occasion. But true American citizens have made discoveries respecting the rings and moons of Saturn, have picked up a respectable number of minor planets, and have taught us something respecting the nature of the sun. In other departments, the works of Morse, Hitchcock, Agassiz, Gray, Dana, and younger men, should not be forgotten by the Department of Education on the Nation's birthday.

Natural History Classification.

BY W. W. BAILEY.

In order to study any science intelligently, it is necessary to have a classification. The system will improve as the facts accumulate. Many suppose that the names of orders, and even of Genera and Species, are mere arbitrary terms having no reference to the individuals or collections of such which they are considered to characterize; that Linnæus, or Cuvier, or Decandolle, as the case may be, bestowed ponderous Latin names upon them for their own edification, or to puzzle future generations of scholars; that they divided the kingdoms into sub-sections at their own caprice. Let us see if this is so. The names are one thing, and the objects defined by them, and their mutual relations, quite another.

Linnæus merely brought order out of chaos, by originating a convenient, though arbitrary system, which should assist the study of Botany until such time as a better plan should be developed. There are indications in his writings that he foresaw the Natural System which is now so fully established; or rather *a* natural system, for no two are absolutely alike. It speaks well for the great master, that his *genera* and *species* stand to-day in large measure as he left them. In his method of classification, the most heterogeneous flowers were arranged in Families according to the number of stamens and pistils. The modern idea is to sum up *all* the characteristics of structure, some having weight beyond others, according to their functional importance, and to arrange individuals together that seem most nearly related. For instance, the Oaks, the Hickories, the Hazels and Beeches, are thrown into one family. Any ordinary student would probably so place them. We believe now, but this statement must be taken with restrictions, that Nature herself classifies; that things of manifest resemblance belong together, and should be conjoined, even though in certain organs they may differ somewhat from the type of the Family.

Both in Zoology and Botany, there are many individuals that belong together without doubt; more than likely they are descended from some remote common parent; while others, in many ways anomalous, fail to correspond exactly to any of our definitions of relationship. In these cases we will have to wait for further light. Families shade into each other often, while in other cases, there will be a wide break between two of them which no known creature will fill. Often a geological discovery supplies the vacancy, and writes the missing chapter in the history of life.

True classification cannot be arbitrary. At present our systems of Zoology are in a formative condition. They are much less stable, indeed, than those of the sister science of Botany. Huxley, Dana, Agassiz, all differ as to details, and each has his devoted disciples. The only thing that a teacher can do, is to use his judgment, and draw from each his best.

Many persons object to the use of Latin names in nomenclature; they cannot see why we should not use the terms of the vernacular. Why call the hare-bell Campanula? Why the tree-toad, Hyla? In general conversation, it is well to use English if it will precisely define what we mean; but English, although a widely disseminated language, is not the common tongue of all peoples. Again, local names are applied indifferently to quite diverse things. Our robin is not the English robin; indeed, not a robin at all. Our cowslip is the English marsh-marigold. In Australia, the early settlers found many animals closely resembling, in external appearance, the familiar creatures of their own land and called them squirrels, foxes, etc.: whereas they are almost unique in structure, and belong to the curious orders of *Marsupialia* and *Monotremala*.

In Botany, the confusion would be maddening. Any emigrant to a new country, sees a flower which reminds him of his far-off home, and at once he calls it by the name which it bore in his native land; it may be a very different thing. To obviate this difficulty, scientists throughout the world have agreed to use Latin names, Latin being the court-language of science. So an investigation published in one country becomes known in all others, and adds to the general sum of human knowledge, as it is available to all.

VELOCITIES OF GASEOUS MOLECULES.—In the first place, I will endeavor to explain what are the main points in this theory. First of all we must take the simplest form of matter, which turns out to be a gas—such, for example, as the air in this room. The belief of scientific men in the present day is that this air is not a continuous thing, that it does not fill the whole of the space in the room, but is made up of an enormous number of exceedingly small particles. There are two sorts of particles: one sort of particle is oxygen, and another sort of particle, nitrogen. All the particles of oxygen are as near as possible alike in these two respects: first in weight, and secondly in certain peculiarities of mechanical structure. These small molecules are not at rest in the room, but are flying about in all directions with a mean velocity of seventeen miles a minute. They do not fly far in one direction; but any particular molecule, after going over an incredibly short distance—the measure of which has been made—meets another, not exactly plump, but a little on one side, so that they behave to one another somewhat in the same way as two people do who are dancing Sir Roger de Coverley; they join hands, swing round, and then fly away in different directions. All these molecules are constantly changing the direction of each other's motion; they are flying about with very different velocities, although, as I have said, their mean velocity is about seventeen miles a minute. If the velocities were all marked off on a scale, they would be found distributed about the mean velocity just as shots are distributed about a mark. If a great many shots are fired at a target, the hits will be found thickest at the bull's-eye, and they will gradually diminish as we go away from that, according to a certain law, which is called the law of error. It was first stated clearly by Laplace; and it is one of the most remarkable consequences of this theory that the molecules of a gas have their velocities distributed among them precisely according to this law of error. —Prof. Kingdon Clifford, in Pop. Sci. Monthly.

HARVESTING-ANTS.—It has been a fashion among naturalists to set down as pure invention the accounts by classical writers of the accumulation of cereals by ants for winter consumption, and to assume that the Biblical injunction to study the ways of her "who, having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest," was a figure drawn from careless observation; that ants, being carnivorous insects, would not eat dry, hard grains of wheat or barley, the idea that they would do so having arisen from mistaking the whitish cocoons which inclose the pupæ for grains of wheat, to which they bear a resemblance. But Mr. Traherne Moggridge has recently, by careful observation in the south of Europe, confirmed in many of their minutest details the accounts given by ancient writers, and shown that, in treating these accounts with contempt, it is the modern authors who have been guilty of forming hasty conclusions from insufficient data. The ants were described as ascending the stalks of cereals and gnawing off the grains, while others below detached the seed from the chaff and carried it home; as gnawing off the radicle to prevent germination, and spreading their stores in the sun to dry them after wet weather. These statements Mr. Moggridge has verified, supplementing them by discovering the granaries in which they are stored, sometimes excavated in solid rock. He has seen them in the act of collecting seeds, and has traced seeds to the granaries; he has seen them bring out the grains to dry after a rain, and nibble off the radicle from those which were germinating; lastly, he has seen them feed on the seeds so collected. A curious point is, that the collections of seeds, although stored in damp situations, very rarely germinate; yet nothing has been done to deprive them of vitality, for, on being sown, they grow vigorously. Their depredations are of such extent as must cause serious loss to cultivators.
—E. R. Leland, in Popular Science Monthly for July.

LANGUAGE.

Points in Etymology.—Comparison.

Comparison alone now remains to be considered. Our experience has been such heretofore, that we are happily disappointed in the definitions we find in several of our grammars of etymological elements. The following, coming after so much mist, in the way of "*properties*," "*distinctions*," "*accidents*," etc., in the way of etymological definitions (see Language Department in previous numbers of the JOURNAL), seems really refreshing. Thus:—

"Comparison is that *change of form* which the adjective undergoes to denote degrees of quantity or quality."—*Dr. Richard Morris, London.*

"The *variations* which adjectives undergo, when objects are compared are called Comparison."—*Butler.*

"The Comparison of adjectives is the *variation* by which they express different degrees of quality."—*Wells.*

"Comparison is the *variation* of the adjective to express different degrees of the quality which it denotes."—*S. S. Greene.*

"Most adjectives admit a change of *form* to express different degrees of quality."—*Pinneo.*

"Some adjectives are varied in *form* to denote Comparison."—*Clarke.*

In the above, it seems to me, we have the true definition of comparison grammatically considered. It strikes us, however, as most strange that comparison should be thus denominated a *form* (or variation) by the very authors who call Case, Gender, Number, Mode, Tense, etc., almost everything conceivable except a *grammatical form* merely.

The fact, however, that with this correct definition these grammars uniformly make *three* degrees of comparison, shows, after all, a strange misapprehension of the real thing in question, for, as will be shown below, some words have *four* and some only *one*. The following authors, though they give an entirely false conception of comparison, are yet much more consistent with themselves, in their previous etymological discussions:

"Comparison is that *property* of adjectives and adverbs which expresses quality in different degrees."—*Kerl.*

"The different *meanings* expressed by an adjective are called its degrees of comparison."—*Cruttenden.*

I will not multiply illustrations. These two stand for scores of substantially the same kind, to be found in the grammars of to-day. We find in them all the same obscurity of conception which characterizes almost all their other etymological discussions. The fault here, as elsewhere, is still the confounding of grammar and logic, the thought with the expression of thought. For notice, Cruttenden says that the "*meanings*" of adjectives "are its degrees of comparison." This is the same stereotyped error so uniformly found in the etymology of all—absolutely *all*, the grammars, and to which I have so constantly made reference heretofore. In the former list of illustrations, indeed, there is not one *perfectly* correct definition. Dr. Morris's is nearest the truth. But he confines degree-forms to *adjectives*. Of course they belong to *adverbs* as well. Butler's definition is vague. Comparison, he says, is a variation in the *adjective*, when *objects* are compared! Greene confines his degree-variations to such adjectives as express *qualities*. His definition is open to the same criticism as that of Dr. Morris, and has the additional error of confining the use of degree-forms to the expression of *qualities*, when, as a matter of fact, they not unfrequently indicate *quantities*. In the forms *wiser* and *wisest* the amount of a *quality* is compared; but in the case of the words *much*, *more*, *most*, the amount of a *quantity* is compared.

Without dwelling longer on these definitions, I will say that comparison in grammar is simply, it seems to me,—

1. A *form* to indicate the *degree* of a *quality* or a *quantity* referred to.
2. These degree-forms belong to both adjectives and adverbs.
3. Some attributives have *four* degree-forms, *Saltish*, *salt*, *salter*, *saltest*.
4. Many have only *three* degree-forms; *Wise*, *wiser wisest*, *Fast*, *faster*, *fastest*; *soon*, *sooner*, *soonest*.
5. A few have only *two* degree-forms, *Better*, *best*,; *Worse*, *worst*.
6. Several have *one* degree-form, *Good*, *bad*, *ill*, *evil*, *equal*, *even*, *perfect*.

I have now considered all the leading features of English Etymology, Case, Gender, Number, Mode, Tense, Person, and Comparison. Now it should be noted that these various etymological forms, which have been under discussion, are designed to express certain logical relations. With the exception of gender and person, however, these same relations may be indicated by other methods. Thus case-relations are as frequently indicated by separate words as by case-*forms* or inflections. Indeed, a very large number of case-relations can be indicated only by these relation-words. Hence case-forms and relation-words (prepositions) perform precisely the same kind of work in the structure of language, and they might all be very properly termed relation forms. Hence, likewise, what one language accomplishes by a case-form, another secures by a relation-word, or preposition. Thus case-forms and prepositions are simply different verbal expressions for accomplishing precisely the same end. The latter supplements the former.

Again, we have number-forms. But number-forms simply indicate whether *one* object, or more than one is intended. If we wish to make our statement in this regard more definite, we call in the aid of number-words, or numerals. Thus, *men*, *two* men, *ten* men. Some languages, as the Greek, have three number-forms: one for single individuals, one for *two*, and for any number more than two. Thus numerals supplement number-forms.

Again, mode-forms are supplemented by adverbs. Thus the various conceptions of an act, indicated by the potential-form, are modified and more nicely shaded by mode-words. Thus: He *may come*, he may *possibly* come. So the Subjunctive-form. If he *come*, if *perchance* he come. So the Indicative-form. I *will come*, I will *assuredly* come.

Time is indicated both by tense-forms, and also more definitely by time-words. I *will write*, I will write *soon*. He wrote me, he wrote me *yesterday*.

So likewise degree is indicated in a general way by degree-forms; but, for the most part, more definitely by degree-words. Thus: salt*ish*, salt, salt*er*, *much* salt*er*, salt*er still*, *very* salt, *exceedingly* salt, salt*est*, *much the* salt*est*, etc.

So the adverbs *more* and *most*, *less* and *least*, are constantly used to indicate degree.

Now, from what has been said, it is manifest that to indicate degree, we have both degree-forms and degree-words; to indicate time, we have tense-forms and tense-words; to indicate mode, we have mode-forms and mode-words; to express number, number-forms and number-words or numerals; and to express special logical relations we have relation-forms (cases) and relations words (prepositions). Moreover, what one language accomplishes by a form or inflection another secures by a separate word. A case-*form* in Latin becomes a relation-*word* in English, and vice-versa; and a number-*form* in Greek (the dual) becomes a number-*word* in English.

Now the pupil should understand this. It will throw much light upon this whole matter of etymology. If, for instance, case is a "*state*," a "*relation*," a "*property*," a "*medium*" (see previous article on Case), then the word *of* is a "*state*," a "*relation*," etc.! if Number is a "*property*," a "*distinction*," an "*accident*," then *two*, *four* and *ten* are *properties*, *distinctions*, *accidents!* And so of all the other etymological elements.

Let it be understood, then, that etymology in grammar has to do with verbal *forms*. Let the *form* and the *thought* be forever kept perfectly distinct from one another in the pupils mind. Let him know precisely the nature of the thing he is discussing and he will get clear conceptions of his work; and with light and understanding will come interest, and positive enjoyment.

Light Gymnastics.

BY ALICE M. GUERNSEY.

"Give us something that we can use in the odd moments," says a reader of the JOURNAL. For nearly three years past these exercises have been connected with the reading-classes, each having a free gymnastic drill of ten or fifteen minutes, twice a week.

A little ingenuity on the part of the teacher will supply him with new and pleasing combinations much faster than his pupils can become proficient in their execution. The scholars should be perfectly familiar with a few "positions;" for example:

First Position. Hands (closed) on the chest, arms close to sides.
Second Position. Arms akimbo, *thumbs to the front.*
Third Position. Hands on the shoulders, *upper arm horizontal.*
Fourth Position. Hands touching at arms' length, in front of and above the head.
Fifth Position. Arms folded in front.
Sixth Position. Arms folded behind.

Let two measures of the music be played for a prelude, the arms "at rest" on the first seven counts, coming to "position" on the last count of the second measure. The following is one of many series easily prepared and used:

Meas'rs	*Counts.*	HANDS—*First Position.*
1–2	1	Drop right hand.
	2	Return right hand to position.
	3	Same as 1.
	4	Same as 2.
3–4		Repeat with left hand.
5–6	1	Drop right hand.
	2	Return right hand.
	3	Drop left hand.
	4	Return left hand.
7–8	1	Drop both hands.
	2	Return both hands.
	3	Drop both hands.
	4	Return both hands.
9–16		Repeat, with hands to the front.
17–24		Repeat, with hands to the side, arms horizontal.
25–32		Repeat, with hands up (a little in front of, and at arms' length above the head).
		(*Command*—"*Change!*")
33–	1	Drop both hands.
	2	Rest.
	3	Second position.
	4	Rest (in position).
34–35	1-2-3	Extend right foot forward (emphasizing the first count).
	4	Return right foot to position.
36–37		Repeat with left foot.
38–41		Alternate, commencing with right foot.
42–49		Repeat from the change (34–41), at the side.
		(*Command*—"*Change!*")
–50	1	Drop both hands.
	2	Rest.
	3	First position.
	4	Rest (in position).
51–52	1	Extend right arm to the side, hand closed, palm to the front.
	2	Twist the arm, bringing the palm up. (The movement should be with the wrist, as much as possible).
	3	Return to position as on first count.
	4	First position.
53–54		Repeat with left hand.
55–58		Alternate, commencing with right hand.
59–60		Repeat with both hands.
61–62	1	Drop both hands.
	2	Return right hand to first position.
	3	Cross right hand to left side.
	4	Return both hands to first position.
63–64		Repeat with left hand.
65–68		Alternate, commencing with right hand.
69–70		Repeat with both hands, crossing the right one over the left.
		(*Command*—"*Change.*")
71–74	1	Drop both hands.
	2	Snap the middle finger and thumb on each hand.
	3	Strike the hands together at arms' length.
	4	First position.
75–78		Repeat at the front.
79–82		Repeat at the side.
83–86		Repeat with hands up.
		(*Command*—"*Change.*")
–87		Change as in 33.
–88	1-2-3-4	Rise on the toes.
–89	1-2-3-4	Return to position.
–90		Same as 88.
–61		Same as 89.

New Publications.

QUEEN MARY: A Drama. By Alfred Tennyson. 16mo., pp. 284. $1.50. Boston: J. R. Osgood & Co.; 1875.

Tennyson gives to the world in his latest, his best work. The song blossomed into the Idyl—the fruitage of both is found in this drama—a presentation of the most interesting and exciting period of English history. Henry VIII. and Edward VI. have set their feet upon the neck of the Roman Catholic power in England, and Mary succeeds to the throne to attempt the restoration of Papal influence and authority. Her reign is the event which calls forth this story, and Philip of Spain, Cardinal Pole, Elizabeth, William Howard, Sir Ralph Bagenhall, Renard, Spanish Ambassador, Sir Thomas Stafford, Cranmer, Gardiner, Wyatt, and others, are distinguished actors in the remarkable drama. The author shows his great power in the truthful pictures which he presents of the men and times, and in the simple style and the poetic genius which are illustrated in portraying them. Each actor in the tragedy stands out in fair proportions and in bold relief. In the dialogue between Howard and Elizabeth, the Princess is made a prophetess in the words:

I think my time will come.
Uncle,
I am of sovereign nature, that I know,
Not to be quell'd; and I have felt within me
Stirrings of some great doom when God's just hour
Peals.

Mary's overwhelming passion for Philip, and her love even for the very soil his foot presses, are told in these words:

God change the pebble which his kingly foot
First presses into some more costly stone
Than ever blinded eye. I'll have one mark it
And bring it me. I'll have it burnish'd firelike;
I'll set it round with gold, with pearl, with diamond.
Let the great angel of the church come with him;
Stand on the deck and spread his wings for sail!
God lay the waves and strew the storms at sea,
And here at land among the people.

And again her hope of conquering her enemies, mingled with her hatred for them, is expressed in her address to—

The second Prince of Peace—
The great unborn defender of the Faith,
Who will avenge me of mine enemies—
He comes, and my star rises.
The stormy Wyatts and Northumberlands,
The proud ambitions of Elizabeth,
And all her firiest partisans—are pale
Before my star!
The light of this new learning wanes and dies:
The ghosts of Luther and Zuinglius fade
Into the deathless hell which is their doom
Before my star!
His sceptre shall go forth from Ind to Ind!
His sword shall hew the heretic people down!
His faith shall clothe the world that will be his,
Like universal air and sunshine! Open,
Ye everlasting gates! The King is here!—
My star, my sun!

Lady Jane Grey was never drawn with lovelier character than in these lines:

Seventeen—and knew eight languages—in music
Peerless—her needle perfect, and her learning
Beyond the churchman; yet so meek, so modest,
So wife-like humble to the trivial boy
Mismatched with her for policy! I have heard
She would not take a last farewell of him,
She fear'd it might unman him for his end.
She could not be unmann'd—no, nor outwoman'd—
Seventeen—a rose of grace!
Girl never breathed to rival such a rose;
Rose never blew that equall'd such a bud.

The martyr spirit of the age is most beautifully described in Cranmer's Burning:

You saw him how he past among the crowd;
And ever as he walked the Spanish friars
Still plied him with entreaty and reproach;
But Cranmer, as the helmsman at the helm
Steers, ever looking to the happy haven
Where he shall rest at night, moved to his death;
And I could see that many silent hands
Came from the crowd and met his own; and thus
When we had come where Ridley burnt with Latimer,
He, with a cheerful smile, as one whose mind
Is all made up, in haste put off the rags
They had mock'd his misery with, and all in white,
His long white beard, which he had never shaven
Since Henry's death, down-sweeping to the chain,
Wherewith they bound him to the stake, he stood,
More like an ancient father of the Church,
Than heretic of these times; and still the friars
Plied him, but Cranmer only shook his head,
Or answer'd them in smiling negatives;
Whereat Lord Williams gave a sudden cry:
"Make short! make short!" and so they lit the wood.
Then Cranmer lifted his left hand to heaven,
And thrust his right hand into the bitter flame;
And crying, in his deep voice more than once,
"This hath offended—this unworthy hand!"
So held it till it all was burn'd before
The flame had reach'd his body; I stood near—
Mark'd him—he never uttered moan of pain;
He never stirr'd or writhed, but, like a statue,
Unmoving in the greatness of the flame,
Gave up the ghost; and so past martyr-like—
Martyr I may not call him—past—but whither?

Mary's disappointments and broken-heartedness on the loss of Calais, Philip, and the throne are well expressed in these pathetic touches:

Hapless doom of woman happy in betrothing!
Beauty passes like a breath and love is lost in loathing:
Low, my lute; speak low, my lute, but say the world is nothing—
Low, lute, low!

Love will hover round the flowers when they first awaken;
Love will fly the fallen leaf, and not be overtaken;
Low, my lute! oh low, my lute! we fade and are forsaken—
Low, dear lute, low!

The generous ambitions of Elizabeth, and her wisdom, prudence and nobleness of life are made very conspicuous. At Mary's death Elizabeth was present, and makes the following announcement of the event to Cecil:

Elizabeth—
The Queen is dead.
Cecil—
Then here she stands! my homage.
Elizabeth—
She knew me, and acknowledged me her heir,
Pray'd me to pay her debts, and keep the Faith;
Then clasp't the cross, and pass'd away in peace.
I left her lying still and beautiful,
More beautiful than in life. Why would you vex yourself,
Poor sister? Sir, I swear I have no heart
To be your Queen. To reign is restless fence,
Tierce, quart, and trickery. Peace is with the dead.
Her life was winter, for her spring was nipt:
And she loved much: pray God she be forgiven.
Cecil—
Peace with the dead, who never were at peace!
Yet she loved one so much—I needs must say—
That never English monarch dying left
England so little.
Elizabeth—
But with Cecil's aid
And others, if our person be secured
From traitor stabs—we will make England great.

This drama, with its clear unfoldings of character, its historic truthfulness, and its true inspiration of poetic genius, adds to the author's reputation. and will alone give to him and his work an immortality of fame. The English speaking world may well be proud of so noble a contribution to its literature.

STATISTICAL ATLAS OF THE UNITED STATES: Based on the Results of the Ninth Census, 1870; with contributions from many eminent men of Science and several departments of the Government. Compiled under authority of Congress. By Francis A. Walker, M. A., Superintendent of the Ninth Census, Professor of Political Economy and History, Sheffield Scientific School of Yale College. Julius Bien, lith.; 1874. Boston: Samuel Walker & Co., 18 Arch street, Sole Agents for New England. Price, $18.00.

We have received General Walker's Atlas, which is a lucid and comprehensive summary of the Ninth Census of the United States. His plan embraces a series of ably written articles on the leading features of the general tables, accompanied by fifty-four plates, which afford a graphic illustration of the subject matter usually brought to view in dry tables of statistics. These outline maps represent in color the relative proportions of the several constituent elements which enter into the aggregate enumeration of each class, and through the eye convey to the mind the most vivid and truthful lessons of this vast inquiry into our population, manufacturing and mining industries, the range of cultivation for each of the staple productions of agriculture, the prevalence of particular forms of disease, and other facts of material and social importance which have been obtained. A list of the articles is given to show the completeness of this great work, and the authors' names are appended to show their value and reliability. The introductory papers consist of a Preface by Professor Walker, to which he adds a few extremely valuable remarks as to the proper way of studying these maps; "The Physical Features of the United States," by Josiah D. Whitney, Professor of Mining and Practical Geology in Harvard College; "The Woodlands and Forest Systems in the United States," by Professor William H. Brewer, of the Sheffield Scientific School of Yale College; "Geological Map of the United States and Territories," by Charles H. Hitchcock and William P. Blake; "The Gold and Silver Mines of the West," by Professor Rossiter W. Raymond, United States Commissioner of Mining Statistics; "The Coal Measures of the United States," by Professor C. H. Hitchcock, of Dartmouth College; "An Approximate Life-Table for the United States, on the basis of the Ninth Census, 1870," by E. B. Elliott, of the United States Bureau of Statistics; "Areas and Political Divisions of the United States, 1776–1874," by S. W. Stocking, of the United States Patent Office; "The Minor Political Divisions of the United States," (such as the township and county systems), by S. A. Galpin, of Hartford, Conn.; and "The Relations of Race and Nationality to Mortality in the United States, (being the substance of a paper read by the author before the American Public Health Association at its meeting in this city in 1873), by Professor Walker. The maps consist of the River Systems of the United States; the Distribution of Woodland; a Rain Chart, showing the annual distribution of rain and melted snow; the Frequency of Storm Centres, deduced from the observations of two years; a Temperature Chart of the United States; a Chart showing the Mean Temperature in the afternoon of the hottest week of 1872, and in the morning of the coldest week of 1872 and 1873; a Chart showing the Annual Means of Barometer and the Total Movement of Air with Resultants from June, 1872, to May, 1873, inclusive; Hypsometric Sketch (showing the elevation above the sea) of the United States; the Coal Fields of the United States, and a Geological Map of the United States.

While the space at our disposal in the present number will not allow us to set forth in an adequate manner the great features of this admirable work, we intend in subsequent issues to present an analysis of some of the leading educational and social problems which are herein so clearly set forth. As a whole, we have never seen a publication which contains so much material that is at once historical, geographical, geological, physical, political, ethnological, and vital. We use extreme care in our recommendation of works of reference, but we are sure that every scholar, teacher, school or family should have this Atlas within easy reach; and although its price may seem to place it beyond the ability of all these to possess, it certainly may be placed in every school and college library in the land. We cannot close this brief notice without referring to the artistic execution of the Atlas, which gives to it a greater value, done in an admirable manner by the well-known lithographer, Mr. Julius Bien, of New York.

POPULAR RESORTS, AND HOW TO REACH THEM: Combining a brief Description of the Principal Summer Retreats in the United States, and the Routes of Travel Leading to Them. By John B. Bachelder. Illustrated by 152 wood-cuts, by the best engravers; many of them from original sketches by the author. At Lee & Shepard's, 41—45 Franklin street, Boston.

This volume—a gazetteer rather than a guide-book—will show the reader the peculiar attractions of American summer resorts, the best routes of travel to reach them, and the features of interest and beauty by the way. All grades of travellers, from the pedestrian and camper-out to the pleasure-seeker at the summer haunts of fashion, will find this book an excellent friend to aid them in selecting their resort, by pointing out the peculiar features of each locality, and will increase the anticipatory pleasures of the vacation tour by its delightful descriptions of scenes and enjoyments which the sojourner seeks in the largest measure to enjoy. The variety of resorts herein described will enable each tourist to find the place and surroundings most congenial to his tastes and peculiarities, and from the extremes of mountain, forest, plain and sea-shore, surely each will find his own desires gratified. Even to us, who stay at home, this book is invaluable, for in our reveries its reading almost smacks of reality, and the enjoyment we have drawn from it is more than its value.

THE AMERICAN ENCYCLOPEDIA: A Popular Dictionary of General Knowledge. Edited by George Ripley and Charles A. Dana. Vol. XII. Mott—Pales. New York: D. Appleton & Co.; 1875.

In a previous article we have given our opinion as to the great value of Appleton's Encyclopedia, as a standard reference work. The volume in hand is not lacking in fullness of detail, in reliable authorship, nor in fine mechanical execution. The leading articles in this number are Mowing and Reaping Machines, by A. Arnold; Munich, and other articles, by Julius Bing; Music, etc., by Francis C. Bowman; Newspapers, by E. L. Burlingame; New Orleans, by James Burns; Nestorius and Nestorians, by Rev. C. P. Bush; O'Connell, Orangemen and Ossian, by Robert Carter; Nicotia, Opium, etc., by E. H. Clarke, M. D.; Nullification, by Hon. T. M. Cooley, LL. D.; Natualization, by Hon. C. P. Daly; The Nervous System, by Prof. W. H. Draper, M.D.; Nebraska, New York, Ohio, etc., by E. S. Drone; Oxford University, by M. M. Ferris; Norway, Language and Literature, by Prof. Fiske; Musket and Navy, by Gen. Franklin; Nagasaki, and other Japan topics, by W. E. Griffis; Nebula, Neptune, etc., by Richard A. Proctor; Meander, by Prof. Schaff; Narragansett, and other articles on American Indians, by J. G. Shea; LL.D.; Chemical Nomenclature, by Prof. Storer; Mushroom, and other botanical subjects, by Prof. George Thurber; Mythology and the Netherlands, by Prof. Van Rhyn; Murillo and Painting, by C. S. Weyman, etc.

A. S. BARNES & COMPANY, New York, have in press *The School Hymn and Tune Book*, for Devotional Exercises, by J. D. Bartley, Principal of the Concord (N. H.) High School. The book will be a small quarto, printed in good type, on tinted paper, and tastefully bound in muslin, with red edge. The work is purely devotional in character, but is free from sectarian bias, and is especially adapted to academies, high and normal schools. A good selection of hymns for special occasions, such as school examinations, parting hymns, national and anniversary hymns, is given, and music from the best authors is well adapted to the words. It is good to see how many of the old classic tunes are presented for aids in school devotion, and we are quite sure that their life and influence, perpetuated from sire to child, will never die.

Popular Science Monthly.—Contents for July: Anent Ants, by E. R. Leland, (illustrated); The First and the Last Catastrophe, by Prof. W. Kingdon Clifford; Sexual Cerebration, by Ely Van de Warker, M. D.; The Deeper Harmonies of Science and Religion, II.; The Biography of a Bird, by Ernest Ingersoll, (illustrated); Recent Polar Explorations, translated from the French by Emma M. Converse; Savageism and Civilization, II., by Hubert H. Bancroft; Thunder-Showers, by J. W. Phelps; The Australian Fever-Tree; The Sun's Work; The Endowment of Scientific Research, I., by Richard A. Proctor; Sketch of William Robert Grove; Correspondence; Editor's Table; Literary Notices; Miscellany; Notes.

—THE fourth volume of Rev. Dr. John G. Palfrey's "History of New England" is nearly ready for publication.

—DR. THOMAS M. BREWER has retired from the well-known educational publishing house of Brewer & Tileston, with which he has been connected for the past nineteen years.

"That which interests is remembered."
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Publishers, Boston.

THE theory of the book can be briefly stated: it is, that American history is in itself one of the most attractive of all subjects, and can be made interesting to old and young by being presented in a simple, clear, and graphic way. In this book, only such names and dates are introduced as are necessary to secure a clear and definite thread of connected incident in the mind of the reader; and the space thus saved is devoted to illustrative traits and incidents, and the details of daily living. By this means, it is believed that much more can be conveyed, even of the philosophy of history, than where this is overlaid and hidden by a mass of mere statistics.

CRITICAL OPINIONS.

[*From Scribner's Monthly.*]

"It may be said, without reserve, that this history for young people is all that one would expect from the hand of a writer of recognized ability like Colonel Higginson, and that it shows in the van of the new movement whose object it is to put the best minds, and not the poorest, to the work of instructing children. Quiet and fair in tone; condensed to the last point, and still perfectly clear; written in such pure English that the youngest reader can understand, yet free from an affectation of baby-talk, which is often considered indispensable in children's books,—the 'Young Folks' History of the United States' makes a refreshing contrast to the kind of school-book with which Abbott and Loomis, and men of their stamp, have inundated the country. . . . Altogether, no young folks' history of the United States so good as this has been published, and it is difficult to see how it could be much improved."

[*From the Nation.*]

"Colonel Higginson's book is quite a model of its kind,—compact, clear, and accurate. . . . It is the best general history of the United States we have seen. It contains all of it that the average citizen requires in order to go through life comfortably and creditably. With this well-drawn outline fixed in his mind, he will always know where to place any additional facts that may be brought to his notice; and we hope that Colonel Higginson's readers, both young and old, will take pains to imitate his simple straightforward style, which is not the least attractive feature in the work."

[*From the North American Review.*]

"This capital little book solves a problem, which, at first sight, seems hopeless,—how, in a small duodecimo of three hundred and twenty-nine pages, to convey a clear, true, and forcible impression of the whole history of the United States, from the earliest discoveries to the present time. The subject in itself is a very unmanageable one. The division into numerous colonies, independent of each other, deprives it of the unity of action almost indispensable to making an attractive story of the ante-Revolutionary period; while the rest of the narrative has little other than a political interest, which very rarely commends itself to young folks. To put this incongruous and complicated history into a nut-shell, and make it at the same time wholesome and savory, is an achievement requiring no little skill. . . . The style is simple, direct, clear, and wholly free from the vices which corrupt the English of the rising generation in so many American books professing to be educational."

[*From Harper's Magazine.*]

"Mr. Higginson, in his 'Young Folks' History of the United States,' has achieved one of the most difficult tasks which an author ever sets himself. He has undertaken to narrate the history of the United States, from the days of the mound-builders to those of General Grant, in a volume of three hundred and sixty-pages. Such compends are proverbially dull reading. They usually contain the most barren statements of what are regarded as the essential facts of history. The life of the people, which is *the* essential fact, is not described. Mr. Higginson has pursued directly the opposite course. . . . The consequence is, that he has prepared a volume which will render history, at least the history of their own country, attractive reading to the young folks."

[*From the New-England Journal of Education.*]

"The author starts with the premise that our own history is one of the most attractive of all subjects, and proceeds to prove it by telling our story in his own beautiful way. Historical truth is as rigidly adhered to as in any school text-book with which we are acquainted; but he has clothed the bare skeleton of dates and facts with such fresh, exquisite narration, that not only the student, but the general reader, will find these pages constantly attractive. Characters and events are presented in the vivid way which we have usually had to look for in the historical novel. The grouping of events, and the reference of many results to a few causes, is, also, very happily effected. It is a desideratum in school literature; and we can warmly commend it to teachers who are seeking inspiration in United States History."

[*From the Illinois Schoolmaster.*]

"It differs radically from the ordinary school text-book on the same subject. . . . It enters a field heretofore almost unoccupied, and is destined, it seems to us, to become very popular."

[*From the Michigan Teacher.*]

"No other book for the schools has attracted so much attention, of late years, from the non-professional and professional press as Colonel Higginson's 'Young Folks' History of the United States.' A careful examination of it satisfies us that its praises have been worthily bestowed. The book is certainly one of great merit.

[*From the Literary World.*]

"After reading this book, and comparing it with the school histories to whose perusal American youth have been heretofore condemned, we can no longer wonder that Americans have been reproached with an ignorance of history. For the first time, a man of genius has undertaken to tell the story of our country's growth,—not a professional book-maker, thinking only of his copyright, but a man of culture, who knows not only history, but human nature too,—knows what is the pleasant side of learning, and how to hold it up to eager gazers. We trust that this admirable history—admirable not only as a literary composition, but as a pleasant and safe guide for the young to a knowledge of our national career—will open the eyes of educationists and the public to the fact that the preparation of text-books for the instruction of the young is too weighty and solemn a task to be intrusted to mere compilers, who put neither heart nor brains into their work."

[*From the Boston Daily Advertiser.*]

"The book is so written, that every child old enough to read history at all will understand and like it; and persons of the fullest information and purest taste will admire it."

[*From the Boston Transcript.*]

"It is marvelous to note how happily Mr. Higginson, in securing an amazing compactness by his condensation, has avoided alike superficiality and dullness."

[*From the New York Evening Post.*]

"The style is admirable; the facts are related in precise, perspicuous language; it sets an example to its young readers which such books often fail to do."

[*From the Springfield Republican.*]

"Mr. Higginson was well qualified to write such a work. He has long been occupied with studies in American history; and he is a genial, painstaking, accurate, and picturesque writer, with a high conception of the work he had to do."

[*From the San Francisco Bulletin.*]

"The style could hardly be better. The treatment is altogether admirable. The temper of the historian is altogether national."

[*From the Boston Journal of Chemistry.*]

"It is as marked a departure from the common type of American school-histories as 'Green's Short History of the English People,' which has given the author such sudden fame on the other side of the Atlantic. . . . We are glad to see that it is already being adopted in the schools."

[*From the Independent.*]

"Clear and accurate in statement, vivacious in style, avoiding prolixity on the one hand, and heavy conciseness on the other, it is so well fitted for school use, that it ought at once to supersede every similar work now used as a text-book. Let not grown people, either, think that they have nothing to do with the volume. We know of no one book, large or small, which will present to them in so succinct and telling a way the leading and necessary facts in the history of the country."

[*From George B. Emerson, LL.D.*]

"I have read carefully, and with the greatest satisfaction, Higginson's 'Young Folks' History of the United States.' It is very interesting, even to those who are familiar with Amercan history. Much of it is almost entirely new, although gathered from sources, some of which are almost as old as the events recorded. I have never read a volume so suitable for use in grammar schools. Wherever it shall be introduced, it will create a new interest in history. For school or for home, it is one of the most delightful histories ever written.

"Nor is it interesting to children alone. If a foreigner of intelligence, of whatever age, should ask me for a clear, well-written, and entertaining introduction to the history of this country, I should without hesitation recommend this as the best written and most satisfactory to be found."

[*From Hon. Thomas B. Stockwell, State Commissioner of Public Instruction for Rhode Island, and Secretary of Board of Trustees of the State Normal School.*]

. . . . "It gives me great pleasure to state that the class now studying United States history in the normal school have supplied themselves with the 'Young Folks' History,' and have found it to be of great benefit to them. It is their unanimous opinion that it has done more to interest them in the study than any thing else."

[*From Prof. B. F. Tweed, Superintendent of Public Schools, Charlestown, Mass.*]

"I have read Mr. Higginson's 'History of the United States' with much interest. It is the aim of this book to tell the story of the United States in a clear simple manner,' says Mr. Higginson; and he has hit the mark.

"It is simply *his story* told in his inimitable style, and will be read with equal interest by old and young, the surest test of a good book. It has all the interest of 'Dickens's Child's History of England,' without its exaggerations. Instead of bristling with dates, and immaterial details, it preserves the chronology by an occasional important date, and so interweaves the essential facts, that they become part of the story, and are, consequently, easily remembered. . . . It marks a new departure in the study of history in our schools; and, if I am not mistaken, it will lead to a call for more from the same pen."

[*From Abner J. Phipps, Ph.D., General Agent of Board of Education for Massachusetts.*]

"I cheerfully and cordially commend the 'Young Folks' History of the United States,' by Mr. Higginson, as an exceedingly valuable addition to works of a similar character, prepared for 'Home Reading and the Use of Schools.' It is not a mere compilation, hastily and inaccurately put together, like so many school histories that compete for public favor, but for its accuracy of statement, clearness and compactness of style, and for all the essentials of a good text-book, it seems to be all that one can desire for the purpose for which it is designed."

[*From A. P. Marble, Superintendent of Public Instruction, Worcester, Mass.*]

"I have read with great pleasure Higginson's 'Young Folks' History of the United States.' It has been placed in the hands of the teachers in the high and grammar schools as a book of reference and a reading-book. The beauty of style, the straightforward narrative, which takes the pupil right on, throws a charm around the history, that causes it to be sought by the boy as it is by the man.

[*From Augustus D. Small, Superintendent of Public Schools, Salem, Mass.*]

"I like Higginson's 'Young Folks' History.' As a text-book, I think that *good* teachers must welcome it. It is not cut up and marked off for recitation purposes merely; but opportunity is left for true and worthy teaching, for cultivating in the pupil the power of analyzing, discriminating, grouping events; and preparing his own tables of chronology,—work which belongs to the student rather than to the author. In the hands of a *poor* teacher, the book will not, I think, be unsafe. It has an inspiration and a teaching-power of its own. It is literature, too, as well as history. We find that pupils are eager to peruse it."

[*From Larkin Dunton, Principal of Young Ladies' Normal School, Boston.*]

"Peace (in this volume) is made to seem of more importance to a nation than war. So the moral effect of the work upon the young must be good. Its style is charming: the men and scenes are brought before the mind with the vividness of life. I predict for it a successful career as a text-book in our common schools."

[*From William A. Mowry, Principal of English and Classical High School, Providence, R. I.*]

"It is the best youth's history of our country that I have seen. One of its chief merits is, that from its graphic style the young people *like it*. It is not only instructive, but entertaining to them. I find that about fifty of my pupils, besides the history class, have read it through."

[*From C. C. Rounds, Principal of State Normal School, Farmington, Me.*]

"We have used Higginson's United States History with satisfaction and success. The author invests the subject with such interest, there is so much of life and movement in his pages, that one careful reading of this book is worth more than the most diligent study of some text-books which we have previously used.

"The use of this book will effect a saving of half the time heretofore devoted to United States history, will leave upon the pupil's mind clearer impressions, and, in place of the aversion too often produced by this study, will excite an interest that will demand further gratification."

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STATE DEPARTMENTS.

Maine.

THE WESTERN NORMAL SCHOOL.—The exercises of examination and graduation of the State Normal School at Farmington, Maine, occurred July 1st, occupying but one day instead of two as heretofore. The Governor and members of the Council, the Trustees, the State Superintendent, and many others interested in the school were present. Though the examination covered but a small part of the ground which the students had been over, yet it was of such a character as to show that the instruction had been exceedingly thorough and philosophical; that the graduating class were masters of the subjects they had studied and would, as teachers, be no mere slaves of the text-book. It was the general opinion of those present that they had never witnessed a more satisfactory examination. In the evening the diplomas were conferred by the Governor, and addresses were made by His Excellency, by the State Superintendent, by Principal C. C. Rounds, and by others. The graduating exercises were in the upper hall of the Normal School building, held there for the first time. There are several features about this School which are worthy of particular mention, and which mark it as one of the very best Normal Schools in this country.

There is a primary training school, for example, which occupies one of the pleasantest rooms in the Normal School building. Durthe last year of the course, in connection with the study of Mental Philosophy in its relations to education, and of Didactics, the pupils of the Normal School, teach in this School under the direction and criticism of the teachers of this, and the Normal School a part of each day being devoted entirely to the work. Six years of successful trial have proved that this feature is one of great value.

Music is carefully taught as a daily exercise throughout the first half year, especial attention being given to drill in methods of teaching. Practice in singing is continued as a daily exercise throughout the course. One of the most interesting features of the recent examination exercises, was an illustration of the methods of teaching vocal music to a class of children.

Drawing is taught to each class one-half of each term as a daily exercise, special attention being given to methods of primary teaching. During the last term drawing has been taught to two classes in the Primary Training School, the instruction being given entirely by pupils of the Normal School, under the personal direction and criticism of the teacher of drawing in the Normal School. The instruction in drawing conforms to the practical and sensible system of Mr. Walter Smith, that is to say, to the course and methods which are generally recognized, both in this country, and in England, as the best.

FOR the past ten days in common with other states, we have been through the usual siege of examination and graduation exercises. For a "howling wilderness" one in reading the daily papers would be surprised at the number of institutions of learning in this State. In some places it is surprising to see how fertile the soil is for a growth of schools. At Farmington there are, a family school for boys, "The Little Blue," rendered famous by J. S. C. Abbot, the "Wendell Institute" and the "Willows," boarding schools for young ladies; and these two schools are known out of the State even, for the excellence of the school, and the absence of every inducement to anything but that which shall elevate the character and mind of the pupil. Recognizing the healthfulness of the place with its many other advantages, the State placed one of the Normal Schools in this town.

ROCKLAND.—We record with sorrow, and tender sympathy for her friends and young companions, the death of Miss Nettie C. Blackington. To express the affectionate regard of friends for her, and the sense of bereavement in those who mourn her early death, we have no fitting words. To all who loved her it is surely sweet to know that now, after all her days of suffering and nights of pain,

"He giveth His beloved sleep."

Miss Blackington was a graduate of the Rockland High School, in the class of '71, and as long as her strength permitted, her best efforts were given to the work of teaching in the city schools.

PERSONAL.—Miss H. L. D. Potter, who has met with such extraordinary success during the last two years as a lecturer on popular art-education, and in giving teachers instruction in drawing and designs, in Pittsburg, Indianapolis, Detroit, Toledo, St. Louis, Louisville, San Francisco, Philadelphia, Baltimore, and Brooklyn, is now making a second visit to California. This time she is entertaining the citizens of the Gold State with public readings and personations which are most enthusiastically received. Among the personations, in costume as well as in voice and action, are Charlotte Cushman, Ristori, Anna Dickinson, Olive Logan, "The Heathen Chinee," and John B. Gough.

WARREN.—The graduation of the first class from this institution, took place at the Baptist Church, July 3d. The class numbered fourteen, comparing favorably in this respect with the classes which graduated from the High Schools of much larger places than Warren. The examinations of the two preceding days, had shown them to be proficient in the studies of the course; and their appearance and deportment in the school-room and on the platform was such as to do them honor, and to reflect credit on the efficient principal of the school, Wendall O. Fletcher, Esq.—*Rockland Free Press.*

New Hampshire.

GEOLOGY OF NEW HAMPSHIRE.—By Prof. C. H. Hitchcock, Vol., I., 4to, pp., 667.

The present Geological Survey, is the most important scientific work ever undertaken in New Hampshire, and its results as shown in this Report, are creditable alike to the State which authorized, and the scientific gentlemen who have so admirably executed it. The opening chapters briefly sketch the first survey of the State by Professor Jackson, 1840 and '42, and the present one which Professor Hitchcock has had in charge since September 1868. Mr. Warren Upham, of Nashua, next tells the romantic story of White-Mountain Exploration.

Professor Huntington in the fifth chapter gives a valuable discussion of the "Climatology of New Hampshire," and Professor Quimby follows in an eminently practical chapter on "The Use of the Magnetic Needle in Surveying," published also in pamphlet form for the use of engineers.

The chapters in "Topography," "Topographical Maps," and "Altitudes," by Professor Hitchcock, "Topography of Coös County," by Professor Huntington, and "River Systems," by Mr. Upham, are perhaps the most practically valuable to ordinary teachers of any in the book, giving as they do, the latitudes and longitudes and heights of a multitude of places, the general contour of the whole State, and the physical systems into which it naturally divides. It would be a boon if some competent hand could summarise these, and chapters V., and XV., perhaps, also, XII., XIII., and XVIII., with some of the illustrative maps, into a moderate-sized pamphlet for the use of our schools.

"The Distribution of Insects in New Hampshire," by Prof. S. H. Scudder, of Cambridge, and "The Distribution of Plants," by W. F. Flint, are valuable chapters eminently suggestive to our amateur naturalists. "Probably no State in the Union," says Professor Scudder, "presents so striking a variety in its animal life as New Hampshire." The dividing line between the Alleghanian floras and faunas passes through the northern part of the State; species "resembling those of Labrador and Greenland," being found in the north, and "animals characteristic of sub-tropical climes," in the south.

Diatomaceae, chapter XIV., by A. Mead Edwards, of Newark, is a most remarkable piece of scientific fine writing, which somebody should have severely condensed. In its ninety pages we have detected two sentences on New Hampshire Diatoms, and two, also, of the 37 figures on the truly excellent plates. But the monogram is so evidently pains-taking and accurate, that it seems almost captious to criticize.

The chapter on the "Physical History of New Hampshire," by Professor Hitchcock, showing "how the mountains were brought forth," is one of the most interesting, as well as of most original scientific value of any in the volume. Many important questions in historical and Dynamic Geology, have been solved or modified by the investigations of this survey. In none of this multitude of works on the antiquity of man, do we remember ever to have read the fact that New Hampshire has the oldest fossil man in the world.—The remaining chapters are given to the "Scenographic Geology," and "Scenery of Coös County," It is to be regretted that the magnificent mountain scenery of Southern New Hampshire is so utterly ignored.

The book appears well in mechanical execution—thoroughly illustrated, maps and plates excellent, engravings with a few exceptions, not so good. The second volume to be issued early next year promises to be of great scientific value, especially in original work on mineralogy.

RETROSPECTIVE.—Little was done for education in New Hampshire till after the Revolution. The first educational statute, that of Massachusetts, in 1642, required that children and apprentices be taught to read. In 1647, towns of fifty householders were to appoint a master to teach children to "write and read," and towns of one hundred were to set up a grammar school; not till 1667 was the school-house authorized. The first separate legislation of New Hampshire, 1714, required each town to provide a school-master. These laws amounted to but little; Portsmouth had no school for the first seventy-four years of her existence, nor school-house for eighty-five years; Dover established perhaps the first school in 1658. Dublin, 1773, made one of the first appropriations in the country for a woman's school. Scotch-Irish Londonderry was one of the few towns to establish schools at the very outset. The school-tax was first definitely fixed in 1789—five pounds for each pound of the town's state tax. This has been increased a dozen times—1806, to $75.; 1840, to $100.; 1855, to $200.; 1870, to $350. The town system was in vogue till 1805, when the district system unfortunately began, though not fully introduced till 1843. A law permitting a return to the town system was adopted 1870. The *school-mistress* first appears upon the statute in 1808, duly qualified to teach Reading, Writing, and Grammar; In 1827 Arithmetic and Geography were added, but not till 1853 were her qualifications made equal to those of a master (*pay* equalized in 19—): In 1827 began the work of Statistics, resulting in our present School Register. State Supervision was established in 1846, Professor Haddock, of Dartmouth, being the first Commissioner; in 1850 replaced by the County Commissioner farce; since 1867 Superintendent of Public Instruction. Literary Fund, one-half per cent on bank capital, 1821—proceeds last year, $26,000. Institutes established in 1846; abolished, 1861; revived, 1867. During the last two or three years of their existence about 3,000 teachers and 12,000 to 15,000 citizens attended them. Abolished by *political economists*, 1774. Compulsory Law enacted. [Drawn from M. B. Goodwin's admirable Address, Report of 1872.

1854—1874.—Number of schools in New Hampshire in 1854, 2,280; in 1874, 2,502. No. pupils, 88,025,—69,178. Percentage of attendance, .57,—.69. Male teachers, 1,196,—482; monthly wages, $16.42,—$44.87. Female teachers, 3,194,—3,330. Value of school property, 1864, $930,478; 1874, $2,232,079. Entire expenditure for schools, $212,324,—488,104. Average per scholar, $2.53,—$7.05. [Superintendent Simonds Report of 1874.]

ANNUAL INTEREST.—In answer to several prominent teachers a couple of short articles on the "New Hampshire Court Rule" will appear in this column in September. Meantime will teachers, lawyers, everybody interested, send in their answers, with solutions, to the note below, by the N. H. Rule? The names of the few who will get it right, and one or two of the best solutions, will be published; also an operation that does pretty well in class-room work. This "Court Rule" bugbear may be found not so terrible after all. A good exercise is suggested in correcting the New Hampshire answer, Walton's "Practical, page 323:

"A note dated Nov. 6, 1860, for $100.00 at six per cent. interest annually, has upon it the following endorsements: March 28, 1866, $25.00; May 14, 1867, $20.00; Feb. 16, 1869, $30.00; June 10, 1869, $7.00; Oct. 6, 1869 $11.00; July 6, 1870, $11.00; July 21, 1871, $5.00; Sept. 27, 1871, $5.00. What is due Oct. 6, 1871?"

NEW HAMPSHIRE TEACHERS. — Colburn resigned the Manchester High School a year ago to go to Springfield, Mass. Hoyt of Mt. Pleasant school Nashua, went to Boston. Hussey has resigned the Nashua High School. Maryatt of Peterboro' has gone West. Brackett of Keene High School goes to St. Johnsbury. Bartley of Concord High School has just resigned in favor of Burlington. Principal Austin of Meriden has resigned, also Principal Warren of New London. Well, we suppose the rest of us must be resigned, too! Bartley, please make us a hymn, tune of Dundee.

NEW HAMPSHIRE AT BUNKER HILL.—C. "Carleton" Coffin, who has carefully examined the subject, gives in the Boston *Globe* the number of New Hampshire troops actually in the battle as follows: of Stark's regiment, 560,; Reid's, 490; Dow's company from Hollis, 65; others estimated, 30; total, 1145, or almost four-fifths of the whole American force. The Hollis troops were in the redoubt, and lost heavily—10 killed outright. The rest with the Connecticut men held the rail fence before which the most terriffic slaughter was made, the dead lying, as Stark says, "as thick as sheep in a pen." Their loss in killed and wounded was 93.

Vermont.

The sub-editor at the time when his column should be made up is ruralizing in New Hampshire, and at so great a distance from railways and postoffices that he has hardly an item of news from his own State. Ever since his boyhood when he used to hail the dawn of every Fourth of July morning with sundry peals from an old swivel, or rather since the swivel burst in close proximity to his eyebrows, he has had a horror of every sort of salute, and indeed of all unwonted noises on that natal day of the country, and hence on each anniversary, if possible, retires to "hills and dells remote" where he can sleep in peace as usual. Next year he expects to celebrate with the rest of the country, but would this year in anticipation of the Centennial and in due preparation for it, fain lay up a good stock of nerve-force, and to that end enjoy his wonted quiet. During the week he has been visiting one of his old trout-fishing haunts, but found the streams so dry that the trout are generally stranded beneath the bank and waiting for rain to be able to swim to the hook. If the speckle-backs could only change their fins to wings, there would be good fly-fishing. In lieu of his favorite sport, he has inaugurated his vacation by sleeping all the nights and as much of the days as possible. He is determined to test the new theory of complete rest as the best antidote of nervous weariness. He confesses, however, to a weakness of faith with regard to it, and has a longing for return to Northern Canada, where last season he had plenty of mosquitoes and black flies and the finest of trout. If the present cool dry weather continues, it will be a capital summer for the work of entomologists in bogs and about the margins of streams and lakes. Nothing better offering, the *sub* will lay in a fresh stock of "devil's darning needles" and sand-flies.

MONTPELIER SCHOOLS.—The examination in Washington County Grammar School, under the direction of Mr. Miller, Principal, and of Miss Emery, took place on Monday and Tuesday. The profiency exhibited by the pupils, both in the written and oral examinations, was very creditable both to the teachers and the scholars. The written examination is a new feature introduced by Mr. Miller. It is very satisfactory. It is quite an advantage for the examiner to be able to look over the pages of the scholar at his leisure, and also it is a better test of the ability and scholarship of

the examined. The exercises in Nos. 7 and 8, under Miss Maxham and Miss Kimball, were very gratifying.

PERSONAL.—A number of the pupils of Miss Mary A. Burnham, and the members of her Sabbath-school class gathered at the residence of her mother, in Rutland, Saturday. The members of the high school presented her with an elegantly bound edition of Thackeray in six volumes, on the occasion of her severing her connection with the school.

Mr. S. E. Root, one of the medical students of the University of Vermont, of the graduating class of 1873, has been tendered a government appointment on the Pacific Coast, notice of which was forwarded by the United States Commissioner of Indian affairs. Mr. Root has not yet decided whether he will accept the proffered position.

— Gilbert A. Davis, Esq., of Reading, has laid every Vermont teacher under special obligation by his recent compilation of the school laws of the State,—a work the more necessary on account of the revolution of the last legislature. Mr. Davis was last autumn chairman of the House Committee on Education, and had previously been much interested in educational affairs, hence was admirably fitted to make a digest of this part of the laws.

— The annual meeting of the trustees of the Vermont Baptist Academy was held at Rutland on the 22d of June. The following gentlemen were elected trustees in place of those whose terms have expired: Mial Davis, Burlington; S. F. Brown, Cavendish; J. J. Estey, Brattleboro'; Sheldon Smith, Bridport. Lawrence Barnes. of Burlington, was elected treasurer.

— We are glad to note that Mr. J. D. Bartley, of Concord, N. H., accepts the principalship of the High School at Burlington.

— The high schools at Windsor and Springfield closed last week the work of the year, Both have been blest with competent instructors and diligent students, and both, we hope, will be able to retain the services of their respective principals, Messrs. Perkins and Slack.

Massachusetts.

THE schools of the city and country, public and private, throughout the State are just now rejoicing over the well-won honor of a year's hard work, and are sending out their graduates by thousands to other grades of study or to the work of life. To speak of the labors of our teachers, the trials they have encountered, the victories achieved, the satisfaction found in duty faithfully done, would require volumes, rather than columns of a weekly paper. The reports which come to us tell of a year of large prosperity, and well-merited success from the primary school to the college. To this we may add the more special statement that fewer failures in discipline and instruction attest the improvement of our teachers in methods of teaching and managing schools.

BOSTON.—The schools of the city from lowest to highest have just passed their annual graduation and exhibition exercises with usual credit to teachers and pupils, closing with the floral festival at Music Hall on Saturday. This Boston institution is an old one and somewhat expensive, inasmuch as the city gives to each diploma scholar of the grammar schools, a series of speeches, a bouquet, a piece of cake, and a plate of ice cream. William T. Adams (Oliver Optic) in his address of welcome spoke a word of its history, by saying, "I know of no city which celebrates just such an annual festival as this, and I think it is peculiarly a 'Boston notion.' Though we cannot, in this initiatory year of the centennials, look back to its origin a hundred years ago—for it needs about the years of one of these maidens from the high schools to complete its century—it is still a venerable institution. When it was first celebrated the men who fought at Concord, Lexington, and Bunker Hill were the active citizens of the time, reaping the first fruits of the independence they had battled and suffered to achieve. The selectmen and the school committee of the town of Boston met in those early days to honor the medal graduates of the public schools and thereby to express their appreciation of the value of free public education. I am old enough myself to remember this festival forty years ago, when the city authorities gave a grand dinner in Faneuil Hall to the recipients of the Franklin medal, and sherry and champagne alternated between every two plates on the festive board. The times have changed, happily changed, we shall all agree; but the school festival still exists; and however changed in form, its object is the same as in the early years of the present century—to honor the graduates of the public schools, to magnify the value and importance of these institutions as the foundation and safeguards of a republicnn government."

The following beautiful allusion to Boston as a loving mother blessing her children, is applicable to the cherishing care of the State and the nation for the common school: "If I could personify the old city we love to-day more than ever before, I should place before you a great motherly being, and we feel that our city is *very* great, with a heart so large, on an occasion like this, as to pervade the whole of her huge form, a heart big enough to take in even eighteen hundred of your laurel wreaths and victor's crowns included. She spreads out her great arms, calling down a loving benediction upon your heads; and I can easily imagine the tear dims her great eyes, as she murmurs in tones as solemn as the deepest notes of the great organ, bnt tremulous with emotion, 'God bless you, my children! Be faithful in your great Future as you have been in your little Past! Like water, I have poured out upon you the riches of my treasure houses; as a mother watches over the cradle of her first-born have I watched over you; but I know that all my treasures and all my care shall be a hundredfold repaid in the intelligent virtues of my people, and even in the material prosperity of my domain, in the years to come! My hope for the future is in you. Be true to me by being true to yourselves."

BRIDGEWATER.—Prof. Geo. H. Martin has in press a text-book on "Civil Government in the United States," which will be ready for the fall term. Mr. Martin's theories of teaching this subject have been tested in the class-room, and we are led to anticipate a work which will be of practical value in the common schools of the country.

AMESBURY.—Amesbury Mills High School held its annual graduating exercises on July 1. Two ladies, Misses Frances M. Binney and Fannie J. Huntington, received diplomas. Mr. Wm. L. Miller, the very popular and successful principal, and the enterprising school deserve great praise for the tasteful decoration of the schoolroom, and the great excellence of all the exercises, consisting of unique recitations, declamations, readings, dialogues, music, and graduates essays, which were very intelligent and pleasing. Speeches complimentary to both school and principal were made by prominent gentlemen. All were pleased to see calico dresses and no kids on the graduates.

OREAD INSTITUTE.—The anniversary exercises occurred last week. Rev. A. J. Gordon of Boston, gave the anniversary address. The examination of classes occurred on Tuesday and Wednesday. A musical entertainment, consisting of both vocal and instrumental music, was given in Plymouth Church, to a very large audience by ihe young ladies of the Institute on Tuesday evening. The graduating exercises occurred on Thursday evening and ten young ladies graduated.

ANDOVER.—Mr. George H. Taylor, who has been for the past eighteen years one of the teachers in the Classical department, has resigned. His place is to be filled by Mr. N. B. Coy, a graduate of Yale College, and a teacher of reputation.

— Wheaton Female Seminary celebrated its fortieth anniversary and the twenty-fifth of Mrs. Metcalf's principalship, by a reunion of its alumni, on Wednesday, June 30th.

— R. G. Huling, assistant teacher in the Fall River High School, has been elected principal of the Fitchburg High School.

— Randolph has had a "praying difficulty." These are the facts: In the intermediate school, in the Center district, the children refused one morning to join in repeating the usual prayer, and upon being questioned by the teacher stated substantially that the priest, a member of the school committee, had told them not to do so. Subsequently, however, consent was granted to their repeating a part of the Lord's Prayer, leaving out the last sentence as usually rendered by Protestants. The children in that school are all Catholics.

Rhode Island.

PROVIDENCE.—At the quarterly meeting of the School Committee, July 2d, Rev. Daniel Leach, D.D., was re-elected Superintendent of Public Schools, and the teaching corps of last year was also re-elected. The salary of Miss Sarah E. Doyle, teacher of the senior class of girls, was raised to $1500. Rev. Mr. Stone, chairman of the Committee on Drawing and Penmanship, presented a report recommending the adoption of Walter Smith's system of drawing-books for use in the schools, which was read and received. The Committee on Music recommended the appointment of teachers of music, with salaries as follows:—Principal, Benj. W. Hood, salary, $1,800; first assistant, Mary A. Rawson, $800; second assistant (vacant), $600; third assistant, Sarah M. Farmer, $600, and the report was adopted. The following resolution from the Committee of the High School was taken up and read, and after a few remarks upon the pressing need of additional room for High School pupils was passed:

Resolved, That the President of the School Committee be instructed to apply to the City Council to have the public school building on Fountain street fitted up for the use of the Girls' Department of the entering class of the High School.

Teachers in the High Schools and Principals in the Grammar Schools.—Edward H. Cutler, Senior class of Boys' Classical Department; David W. Hoyt, Senior Class of Boys' English Department; Wm. T. Peck, Junior Class of Boys; Wm. I. Wheeler, Assistant; Sarah E. Doyle, Senior Class of Girls; Louisa F. Parsons, Middle Class of Girls; Ellen M. Haskell, Rebecca E. Chase, Junior Class of Girls, First Division; Charlotte E. Leavitt, Sarah Dean, Junior Class of Girls, Second Division; Helen N. Snell, Assistant in Girls' Department.

Benefit Street Grammar School: J. Milton Hall, principal. Thayer St. Grammar School: Albert F. Manchester, principal. Hughes Grammar School: Orville B. Grant, principal. Point St. Grammar School: James M. Sawin, principal. Bridgham Grammar School: Levi M. Russell, principal. Greenwich Street Grammar School: B. V. Gallup, principal; Thurber Avenue Grammar School: George E. Church, principal. Mount Pleasant Grammar School: F. M. Wing, Principal. Manton Grammar School, Fanny W. Mowry, principal. Smith's Hill Grammar School: Eli H. Howard, principal. Branch Avenue Grammar School: Martha B. Tule, principal. Fruit Hill School: Lydia C. Armstrong, principal; Charles H. Gates, teacher of French; Lucy Trask, Mary E. Carey, teachers of sewing.

The whole number of pupils registered in all the schools the past term is 10,928. Of this number 376 have been received into the High School, 2,978 have been received in eleven grammar schools, 2,680 into thirty-three intermediate, and 4,894 into thirty-seven primary schools.

The following extracts are from the semi-annual report of the Superintendent of Schools:

"Education to be what it ought to be, should begin in the very dawn of being. Its highest aim and purpose should be to lay the foundation of perfect manhood and womanhood—to train and prepare every child for life's work, its duties, its responsibilities, and its noblest pleasures. . . . An aimless existence, or one that has no other but the gratification of sense, no higher ambition than the enjoyment of ease and luxury, rises but a little above that of the lower order of creation. . . . Education in its fullest, most comprehensive sense, is to bring out in their full force, strength, and power, every latent faculty and nascent energy, in their just equipoise and harmony. . . . Any one who compares the present state of society with the past cannot but notice that there is a growing laxity in home discipline. The order of family government, in many instances, seems to be reversed. . . . As obedience to authority is the first step in all moral training, it should be the first lesson for a child to learn. . . . If the will of a child be left to its own ungoverned inclination, unrestrained by any moral consideration of right or duty, futile will be the efforts in after life to resist its force or to subdue its stubbornness. It is only when the conscience of a child is early awakened, and the immutable distinction between right and wrong are so clearly illustrated that they may be readily perceived and kept before the mind as the ultimate appeal in all questions of right and duty, that parental authority can be wisely and rigidly enforced."

Connecticut.

DRAWING CLASS AT THE NORMAL SCHOOL.—Miss C. D. Browning, teacher of drawing in the Normal School, who has spent the last year as a student in the South Kensington Museum of London, will resume her duties at New Britain at the beginning of the next term. A special drawing class will be organized at the Normal School, at that time, Monday, September 6th, to continue till the Thanksgiving recess. This class is designed to accommodate teachers who wish to perfect themselves in this branch of study.

NORWICH.—Gulliver, valedictorian of the recent graduating clas at Yale; Chester, his chum, a high honor man who divided the Deforest medal with Gulliver; and S. O. Prentice, Yale '73, who won the Townsend prize at the law school, are all representatives of the excellence of the instruction received at the Norwich free academy.

COMMENCEMENT AT YALE. — To give in detail the various events of commencement week would require much more space than we have at command. Paesident Porter's baccalaureate, on Sunday, June 27th, was worthy of the man and the occasion, Tuesday, the 29th, was class day, and was spent in the usual manner. In the evening, nine of the the theses of the graduating class of the Sheffield Scientific School were read before an appreciative audience in North Sheffield Hall, that of Mr. Julian Kennndy, on "The Mechanics of Rowing," attracted special attention.

The alumni meeting, on Wednesday morning, was uncommonly interesting. Several changes were announced as to the conferring of degrees heaeafter; the degree of A.M. instead of being given to any graduate of three years standing, or over, who may apply for it, will be conferred only after an examination which shall show that the candidate has made such advancement in his studies since receiving his first degree as to be *entitled* to an additional honor. It will thus have a meaning and value which it has not had heretofore. Any graduate who has held the degree of A.B. not less than two years may be a candidate for the second degree. Hereafter there are to be no admissions *ad eundem*.

The new College Chapel will be ready for occupation in September. An addition is to be made to it at the west end, consisting of two towers, which will add essentially to its external beauty. The Peabody Museum is fast approaching completion, and the large collection of specimens will be arranged therein during the coming year. The building now going up is but a part of the intended structure, which when completed will be over four hundred feet long.

Wednesday afternoon five members of the graduating class of the Law School competed for the Townsend Prize, a gold medal worth $100. It was awarded to S. O. Prentice, of Preston, Conn. Governor Chamberlain of South Carolina, a graduate of 1862, delivered an admirable address on "Some of the Relations and Present Duties of the Legal Profession to our Public Life and Affairs." The speaking of the representatives of the graduating class on Thursday, was commended very highly, as superior to that of a few years ago. The speeches of old graduates at the Alumni Diuner in the afternoon, were listened to attentively. A note worthy peculiarity both of this gathering and of that of Wednesday morning, was the hearty greeting given to Southern graduates. Sons of Yale are welcome wherever they may dwell. The centennial feeling of unity and friendship is very strong in their hearts.

The degrees conferred were: B.A. 93; B.P. 51; C.E. 2; Dy-

namic Engineer 2; M.D. 14; LL.B. 34; D.P. 4; M.A. 9; LL.D. on Gov. S. J. Tilden, of New York, Josiah Clark, of Northampton, Mass., and Simon Newcomb, Washington, D. C.; D.D. on Prof. L. L. Paine, Bangor, Me., and E. P. Parker, Hartford.

TRINITY COLLEGE (Hartford).—On commencement day, July 1, the graduates and others moved in procession to the site that has been chosen for the new college buildings, on elevated ground in the southwestern part of the city where the ceremony of removing the first sod in preparation for the new structure was performed by the chancellor, Bishop Williams. The future of Trinity is regarded as particularly hopeful. The new location has remarkable beauty.

Colleges.

WATERVILLE COLLEGE, ME.

Waterville, situated in the centre of the State, used to be well known as a centre of education. "Used to be," I say, because under the name of "Colby University," few can call to mind its location. Commencement at Colby does not occur until the last week in this month, and as yet I have not been favored with a programme. But Waterville Classical Institute, presided over by Mr. J. H. Hanson, is in this good old town, and had its "commencement" exercise this week. The largest class graduated this year since the organization of the school; thirty-two in number, of whom twenty-two enter college. Of these, three are ladies, and enter Colby this summer. The exercises closed with a concert by the Beethoven Quintette Club assisted by Miss Annie Louise Cary. I need say nothing of the influence of such a school, because its power is shown in the increased number of graduates and their entrance upon a college course,

Lewiston has been made happy this week too by the commencement at Bates, and the graduation exercises of the Lewiston High School. From the remarks of the President, we learn that Mrs. Charlotte Chesley, of Newmarket, N. H., has left to the college $4000. Joshua Benson, formerly of Livermore, Maine, but for many years a resident of Boston Highlands, died last September at the age of 83. The college will ultimately receive a large amount of property from his estate. Mr. Bates second pledge of $100,000 will be paid by him whenever the friends of the college shall raise an equal sum for endowment purposes—thus making the whole endowment $300,000. When the present subscription shall be filled, the assets of the corporation will be fully $500,000. There was graduated a class of eighteen at this Commencement.

MAINE STATE COLLEGE

The programme for the Maine State College Commencement is as follows: Saturday morning, July 31, Sophomore prize declamation. Sunday, August, 1, Baccalaureate sermon by the President. Monday evening, August 2, Junior prize exhibition. Parts original. Tuesday, August 3, President's levee. Wednesday, August 4, a. m., Commencement exercises of the graduating class; p. m., Address by ex-Governor Washburn. Evening, Commencement Concert, by Mrs. H. M. Smith, Mr. J. F. Rudolphson, Mr. W. H. Fessenden and the Philharmonic club of Boston. Thursday, a. m., August 5, examination of candidates for admission; p. m., class day exercises. The seniors close their examinations Friday, July 2, at which time the class is excused till Commencement.

— Thomas Thornton Read, of the class of 1841, who died in New York last winter, left Williams College $2500 to establish the "Thomas Thornton Read scholarship." This makes the eighth scholarship at the disposal of the faculty.

— James Lick has made a new trust deed. The donation for statuary at the State Capitol of $250,000 is changed to one of $100,000 for statuary at the City Hall, San Francisco. The appropriation for the Key monument is reduced from $150,000 to $60,000. The $700,000 for the Lake Tahoe Observatory is committed to the University of California for the same purpose. The donation to the Mechanics' Art School is raised from $300,000 to $540,000. The gift to his son is raised from $3,000 to $150,000, and for himself he gives up the lien of $25,000 annually, and takes a gross sum of $500,000.

— At a meeting of the corporation of Brown University in Providence, two new scholarships were announced, the Glover and Bartlett. Rev. Dr. S. L. Cadwell was elected secretary of the corporation. Vacancies in the boards of fellows and trustees were filled, and plans for a new library building were adopted.

— A bust of the late President Wayland, of Brown University, has been made by Mr. Franklin Simmons, modeled after the bust of Thomas Ball, now in Rhode Island Hall, and will be placed in a niche in front of Wayland Building, a block of buildings recently erected in Providence by Mr. Robert H. Ives.

— Some time ago four ladies who passed the London University examination for women, entered themselves in the chambers of well-known barristers for the purpose of studying law. It was said at the time that their labor would be fruitless. It seems, however, that the ladies are likely, as the result of their studies, to obtain profitable employment. One of them, whose term of study is closed, has been engaged by a firm of solicitors as a "consulting counsel."

Publisher's Notes.

Mr. J. S. Hayes and A. C. Stockin, two over-worked book agents, almost "talked to death," (not by other people's talk, probably), have rashly entered the editorial field in order to "go West;" and they have gone—yes, gone where the woodbine twineth around Brigham Young's numerous prodigy, and where the American eagle builds its nest and catches the spring lambs that feed in the Yosemite Valley. May they safely come home, and not have to send their surplus shekels and scalps by express.

Rev. J. C. Stockbridge, D.D., of Providence, R. I., has two lectures which he will deliver before lyceum or lecture courses during the coming fall and winter. Dr. S. is an able writer and an accomplished speaker, and his lectures upon "Athens" and "Trial Scenes in Westminster Hall" have been received with great favor in various cities in New England. The doctor speaks from a personal acquaintance with the places he describes, and he never fails to interest and instruct his audiences. Address as above for terms, etc.

"Corporations have no souls" is a trite remark. This is usually applied to them when they are charged with wrong doing. That they have no souls, and therefore no rights that the individual is bound to respect, is the opinion of many, could we judge by the treatment they accord to them. A person would as soon cut off a right hand as to steal from a neighbor; yet from a corporation he *takes* without compunction. Perhaps no class of corporations are more harassed and robbed by legislatures and individuals than railroad companies. Of course some are monopolies and exact exorbitant rates. As a rule, honest and liberal men own them and manage them. These thoughts are suggested to us by the very liberal terms which railroad companies, as a rule, make with all teachers' conventions and gatherings of educators of every kind. Scarce a company refuses a free return ticket to every teacher that attends a teachers' convention. This favor shown to the cause of education should be appreciated by all teachers. Half the gatherings of educators would be failures for want of numbers to attend but for this liberality of "corporations without souls." The railroad men in Boston offices we have found, with scarce an exception, gentlemanly and obliging men, and they are but a type, we judge, of others. Such men as Superintendent Barnes of the Boston and Albany, Folsom of the Providence, and Hatch of the Eastern, are evidences that there are souls that manage corporations even if the corporations themselves have none. What is true of Boston railroad superintendents is equally true of a large number of others in New England of large business experience, crowned with eminent success. Popular management will make popular routes in the long run of travel.

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NEW-ENGLAND

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Language Exercises.

BY B. G. NORTHROP, LL.D.

"The mother tongue is the great educator," was the motto of Pére Girard of Switzerland. The prominence given to the study of their vernacular, in the schools of Switzerland, is largely due to his influence. Fourfold more time is given to this subject in the schools of Switzerland and Germany than in ours. Language exercises have there a prominent place in the course of study, from the primary school to the gymnasium. The first thirty of the exercises given below should precede the formal study of Grammar. As ordinarily taught to children under twelve years of age, English Grammar has about as much adaptation to its professed design—teaching to speak and write the language correctly—as the study of Physiology and Anatomy would have to swimming. Indispensable as is grammar, it is a difficult study, kindred to rhetoric and logic, and above the grasp of little children, till language exercises have prepared the way for it. The following bare outline will be intelligible to those who have heard the full discussions given, with ample blackboard illustrations, at the Connecticut Institutes. They are here printed to meet the request made by many teachers.

PRIMARY COURSE.

1. Conversation. 2. Printing words on the slate or board. 3. Object lessons. Their linguistic bearing suggests one of their most important results. 4. Applying fit adjectives to nouns. 5. Selecting the most characteristic adjective. Apply, for example, to the fox the one word in our language which most fitly characterizes this animal. 6. Combining all fit adjectives with some noun in a sentence and yet avoid redundancy. 7–9. Mottoes — oral, printed, written. 10. Require all answers given by pupils to be in complete sentences. 11. Ask no questions which can be answered by "yes" or "no". 12–14. Dictation for repetition; oral, the same printed, then written. 15. Description of geometric forms. 16–17. Two or more words given, to form a sentence containing them—oral first, then written. 18–20. The reading lesson—oral, printed, written. 21. Pointing out resemblance and difference in things. 22–23. Describing pictures as seen, oral and written. 24–25. Describing pictures as remembered, oral and written. 26–27. Describing pictures as imagined, oral and written. 28. Descriptions of natural scenery. For example, describe the landscape which pleased you most. 29. Description of one's town. Give its location, size, connections by railroads, etc., streets, productions, people, business, etc. 30. Description of one's county. 31. Description of one's State. 32. Questions.

INTERMEDIATE COURSE.

33. Supplying simple predicate to given subject. 34. Supplying simple subject to given predicate. 35. Supplying enlarged predicate to given subject. 36. Supplying enlarged subject to given predicate. 37. Constructing a sentence containing a phrase. 38. Changing the adjective into a phrase. 39. Changing the adverb into a phrase. 40. Changing the phrase into an adjective. 41. Changing the phrase into an adverb. 42–43. Stories by teacher, oral and written. 44–45. Stories by pupils, oral and written. 46. Committing selections to memory.

ADVANCED COURSE.

47. Resemblances and differences in words. 48. Resemblances and differences in persons. 49. Resemblances and differences in authors. 50. Resemblances and differences in nations. 51–52. Real journeys described, oral and written. 53–54. Imaginary journeys described, oral and written. 55. Letter writing. 56. Amplification—enlarging from outlines. 57. Condensation. 58. Business papers. 59. Compound sentences. 60. Reducing compound to simple sentences. 61. Complex sentences. 62. Reducing complex to simple sentences. 63. Converting simple into complex sentences. 64. Reducing long sentences to their simplest form. 65. Expanding simple sentences into longer ones. 66. Abbreviation. 67. Turning direct into indirect quotation. 68. Turning indirect into direct quotation. 69. Variation—*a*. Changing the active to the passive form; *b*. Exclamatory form; *c*. Interrogative form; *d*. Use of synonyms; *e*. Use of contraries; *f*. Substituting negative for affirmative form. 70. Changing poetry to prose. 71. Changing prose to poetry. 72. Outlines and abstracts. 73. Diaries, real. 74. Diaries, imaginary. 75. Debates, oral and written. 76. Editorials. 77. Criticism of books. 78. Sketches — biographical, etc. 79. Outlines of historic periods. 80. Essays.

The teacher should directly tell a child nothing which he can be stimulated to find out by his own senses or reflection. A single fact or truth which he himself discovers, is worth a thousand which he passively receives. The design of the exercise, under the head of questions (number 32), is to lead the child to observe carefully and then describe his perceptions. One question, for example, may be: What is your pet animal? If the child answer, a dog, then would follow others, as: Why do you like him? What kind of a dog is he? and others about his name, coat, color, size, disposition, intelligence, tricks, use, and the ways in which he is useful. What is the strongest animal? How does it use its strength? What is the most useful animal? In what ways is it useful? If the subject be flies—the questions might be: Do they bite or sting? When and where are they most abundant? What do they like best to eat? What is their greatest enemy? What lesson does that enemy teach us? How do they walk on the window or the ceiling? Taking the microscope (which should be on every teacher's desk), as you examine the fly's eyes, how do they compare with yours? Are flies of any use? Of what use? Should you say they are of no use, even if you could discover none? Is anything created in vain? These examples show what a variety of questions may be put in regard to the most familiar objects, which, while they tell him nothing, lead the child to discover and describe much. Once started thus on lines of observation and reflection, he learns how to question nature and become an independent observer.

Language is the grandest product of the human mind and the greatest instrument of human investigation and progress. It is the index alike of individual and national character. The refinement of the Greeks is still told by their tongue. Now, as of old, whether barbarian or Greek, boor or scholar, one's "speech bewrayeth him." Words influence as well as indicate character. A slovenly style, like a slatternly dress, suggests and promotes want of self-respect, if not of purity. As "evil communications corrupt good manners," so refined diction and noble thoughts foster every virtue. "A word fitly spoken is like apples of gold in pictures of silver."

A good workman must be master of the tools of his trade. The teacher's tools are both words and ideas. But Language is the vehicle as well as the vesture of his thoughts. True, [illegible] time and of importance, but to secure [illegible] of thought through expression is the daily duty of the teacher. Beginning in the primary school, the first aim should be the acquisition of ideas by objects, and then their fit utterance by words. Strictly speaking, things come before names and ideas before words, but practically they should be conjoined, for language is the casket which holds the ideas. The child should be treated as an active as well as a receptive being, one that can give as well as receive. He instinctively longs to speak as well as to hear. One of his earliest needs is aid in utterance. But repression rather than expression is often the result, if not the aim in school. The talking is by the teacher, where the pupil should first see and then describe. Instead of explaining an object to his pupils, the language of the teacher should be—"Children, examine carefully this object, and tell me what you see." Every discovery thus made facilitates others, and forms the habit of observation and description. Every fit description gives help in future command of language, and fixes the facts described in the memory. So, also, the apt utterance of emotion intensifies the feelings, and quickens the processes of thought. To check loquacity or verbiage the motto of every school should be *the maximum of thought in the minimum of words.*

Every recitation may be practically a language-drill both in terseness and precision. Let every pupil be held accountable for all errors in pronunciation or grammar occurring in the class-room, as if they were his own, unless he notices and corrects them, and let him be encouraged to try, when confident that he can give any answer in briefer or better terms than his classmates have done. This method keeps all on the alert, and develops the habit of attention and of criticism.

With young children, conversation should be one of the *attractions* of the school, as it is of the well-regulated home. Conversation is an art, and should be cultivated with the zest of the amateur in painting and sculpture. Carefully practised, it becomes a prime educator, awakening curiosity, sharpening perception, cultivating attention, and quickening both the memory and imagination, developing versatility, tact, and vivacity. To teach how to talk well should be a constant aim of both home and school training. Listening well is the condition of answering well. To attend carefully, to question to the point and respond aptly, disciplines every faculty. Just here is one of the greatest deficiencies of American

schools compared with the best schools of Switzerland, Germany, and England. With us nothing of equal importance is so underrated as the culture of the expressive faculties. The noblest of all arts, in reference to the range and grandeur of its subjects, the greatness of its influence, and the brilliancy of its victories, is the art of speech. The leaders of men in every age have gained their sway by this divine gift of speech. "Luther's words were half battles." "Webster's words were thunderbolts."

The culture of expression includes, as well as accompanies, that of all the other faculties. Perception, conception, and memory, fancy and imagination, the taste and the sensibilities, the powers of imitation, personation, and representation, should be trained by and for expression, for without it one would be mute and unintelligible, and all these powers imprisoned within the soul would droop and decay.

Emotion is the inspiration of language. It has an irrepressible tendency to expression, kindling imagination, and giving force to words and eloquence to speech. That "crime against a human soul," as Professor Kauerbach calls the history of Kasper Hauser, illustrates the sad effects of long isolation and enforced silence.

Character is moulded more by feeling than thinking, or rather, by thought only so far as it awakens emotion and thus moves the will. All men, even the most intellectual, are controlled more by the sensibilities than the intellect. Right thinking should aim at the higher end of right feeling, and then the right expression of that feeling by words or acts. It is not truth alone which our nature craves—truth limited to the intellect, but truth so vitalizing the heart as to move the will and mould the character. To know the truth is indeed well, but to *feel* it is still better. Truth never triumphs till the perceptions of the intellect lead to the loving apprehension of the heart.

Emotion is the celestial fire of all the poetry and eloquence that have ever swayed the minds of men. The happiest efforts are never the product of unimpassioned intellect. The sensibilities form the electric apparatus that draws forth the latent heat to kindle the life-spark of thought and the fire of genius. "While woman may feel, it is the glory of man to think and reason," is the shallow sneer of the cynic. This notion is common as it is mischievous. Our educational processes aim too *exclusively* to train the intellect and ignore the sensibilities. The two have a mutual relationship, and reciprocally influence each other. Neither can reach its full strength and stature alone. Even the lower emotions, such as the grand, the awful, the terrible, the ludicrous, the disgusting, and especially the beautiful, feed the activity of the mind. Still more our social, moral, and religious affections, the emotions of gratitude, reverence, humility, and love, are to the mind what air is to the lungs. "By our minds alone, we are mere spectators of the machinery of the universe; by our emotions, we are admirers of nature, lovers of man, adorers of God." The culture of these sensibilities, therefore, is essential to give man, individually or socially, the highest refinement and power.

PROF. HENRY R. SANFORD, president of the New York State Teachers' Association, announces that its 30th anniversary will be held at Fredonia, July 27, 28, and 29 next. He says accommodations are provided for a thousand teachers at not more than $1 per diem. The usual reductions in fare upon the leading lines has been secured. On the 30th a field day will be held on the bluff overlooking Lake Erie, entirely free of cost to the teachers. The proceedings of the convention will consist of addresses, papers, and discussions of the greatest importance to practical and progressive instructors.

— Forty-two young ladies received the Baccalaureate degree at Vassar College, and the trustees of that institution have elected a lady to a professorship.

Morituri Salutamus.*

BY HENRY W. LONGFELLOW.

Tempora labuntur, tacitisque senescimus annis,
Et fugiunt freno non remorante dies.
—OVID, *Fastorum*, Lib. vi.

"O Cæsar, we who are about to die
Salute you!" was the gladiators' cry
In the arena, standing face to face
With death and with the Roman populace.

O ye familiar scenes,—ye groves of pine,
That once were mine and are no longer mine,—
Thou river, widening through the meadows green
To the vast sea, so near and yet unseen,—
Ye halls, in whose seclusion and repose
Phantoms of fame, like exhalations, rose
And vanished,—we who are about to die
Salute you; earth and air and sea and sky,
And the Imperial Sun that scatters down
His soveriegn splendors upon grove and town.

Ye do not answer us! ye do not hear!
We are forgotten; and in your austere
And calm indifference, ye little care
Whether we come or go, or whence or where.
What passing generations fill these halls,
What passing voices echo from these walls,
Ye heed not; we are only as the blast,
A moment heard, and then forever past.

Not so the teachers who in earlier days
Led our bewildered feet through learning's maze;
They answer us—alas! what have I said?
What greetings come there from the voiceless dead?
What salutation, welcome, or reply?
What pressure from the hands that lifeless lie?
They are no longer here; they all are gone
Into the land of shadows—all save one.
Honor and reverence, and the good repute
That follows faithful service as its fruit,
Be unto him, whom living we salute.

The great Italian poet, when he made
His dreaded journey to the realms of shade,
Met there the old instructor of his youth,
And cried in tones of pity and of ruth:
"O, never from the memory of my heart
Your dear, paternal image shall depart,
Who while on earth, ere yet by death surprised,
Taught me how mortals are immortalized;
How grateful am I for that patient care
All my life long my language shall declare."

To-day we make the poet's words our own,
And utter them in plaintive under-tone;
Nor to the living only be they said,
But to the other living called the dead,
Whose dear, paternal images appear
Not wrapped in gloom, but robed in sunshine here;
Whose simple lives, complete and without flaw,
Were part and parcel of great Nature's law;

Who said not to their Lord, as if afraid,
"Here is thy talent in a napkin laid,"
But labored in their sphere, as those who live
In the delight that work alone can give.
Peace be to them; eternal peace and rest,
And the fulfillment of the great behest:
"Ye have been faithful over a few things,
Over ten cities shall ye reign as kings."

And ye who fill the places we once filled,
And follow in the furrows that we tilled,
Young men, whose generous hearts are beating high,
We who are old, and are about to die,
Salute you; hail you; take your hands in ours,
And crown you with our welcome as with flowers!

How beautiful is youth! how bright it gleams
With its illusions, aspirations, dreams!
Book of Beginnings, Story without End,
Each maid a heroine and each man a friend!
Aladdin's Lamp, and Fortunatus' Purse,
That holds the treasures of the universe!
All possibilities are in its hands,
No danger daunts it, and no foe withstands;
In its sublime audacity of faith,
"Be thou removed!" it to the mountain saith,
And with ambitious feet, secure and proud,
Ascends the ladder leaning on the cloud!

As ancient Priam at the Scæan gate
Sat on the walls of Troy in regal state
With the old men, too old and weak to fight,
Chirping like grasshoppers in their delight
To see the embattled hosts, with spear and shield,
Of Trojans and Achaians in the field;
So from the snowy summits of our years
We see you in the plain, as each appears,
And question of you; asking, "Who is he
That towers above the others? Which may be
Atreides, Menelaus, Odysseus,
Ajax the great, or bold Idomeneus?"

Let him not boast who puts his armor on
As he who puts it off, the battle done.
Study yourselves; and most of all note well
Wherein kind Nature meant you to excel.
Not every blossom ripens into fruit;
Minerva, the inventress of the flute,
Flung it aside when she her face surveyed,
Distorted, in a fountain as she played;
The unlucky Marsyas found it, and his fate
Was one to make the bravest hesitate.

Write on your doors the saying wise and old,
"Be bold! be bold! and everywhere be bold;
Be not too bold!" Yet better the excess
Than the defect; better the more than less;
Better like Hector in the field to die,
Than like a perfumed Paris turn and fly.

And now, my classmates; ye remaining few
That number not the half of those we knew,
Ye, against whose familiar names not yet
The fatal asterisk of death is set,
Ye I salute! The horologe of Time
Strikes the half-century with a solemn chime,
And summons us together once again,
The joy of meeting not unmixed with pain.

Where are the others? Voices from the deep
Caverns of darkness answer me: "They sleep!"
I name no names; instinctively I feel
Each at some well remembered grave will kneel,
And from the inscription wipe the weeds and moss,
For every heart best knoweth its own loss.
I see the scattered grave-stones gleaming white
Through the pale dust of the impending night:
O'er all alike the impartial sunset throws
Its golden lilies mingled with the rose;
We give to all a tender thought, and pass
Out of the grave-yards with their tangled grass,
Unto these scenes frequented by our feet
When we were young, and life was fresh and sweet.

What shall I say to you? What can I say
Better than silence is? When I survey
This throng of faces turned to meet my own,
Friendly and fair, and yet to me unknown,
Transformed the very landscape seems to be;
It is the same, yet not the same to me.
So many memories crowd upon my brain,
So many ghosts are in the wooded plain,
I fain would steal away with noiseless tread,
As from a house where some one lieth dead.
I can not go;—I pause;—I hesitate;
My feet reluctant linger at the gate;
As one who struggles in a troubled dream
To speak and cannot, to myself I seem.
Vanish the dream! Vanish the idle fears!
Vanish the rolling mists of fifty years!
Whatever time or space may intervene,
I will not be a stranger in this scene.
Here, every doubt, all indecision ends;
Hail, my companions, comrades, classmates, friends!

Ah, me! the fifty years since last we met
Seem to me fifty folios bound and set
By Time, the great transcriber, on his shelves,
Wherein are written the histories of ourselves.
What tragedies, what comedies are there;
What joy and grief, what rapture and despair!
What chronicles of triumph and defeat,
Of struggle, and temptation, and retreat!
What records of regrets, and doubts, and fears!
What pages blotted, blistered by our tears!
What lovely landscapes on the margin shine,
What sweet, angelic faces, what divine
And holy images of love and trust,
Undimmed by age, unsoiled by damp or dust!
Whose hand shall dare to open and explore
These volumes, closed and clasped for evermore?
Not mine. With reverential feet I pass:
I hear a voice that cries, "Alas! alas!
Whatever hath been written shall remain,
Nor be erased nor written o'er again;
The unwritten only still belongs to thee,
Take heed and ponder well what that shall be."

As children frightened by a thunder-cloud
Are reassured if some one reads aloud
A tale of wonder, with enchantment fraught,

* Poem for the Fiftieth Anniversary of the class of 1825, in Bowdoin College. Published, by arrangement with the author, exclusively in Harper's Magazine: to which we are indebted for a copy.

Or wild adventure that diverts their thought,
Let me endeavor with a tale to chase
The gathering shadows of the time and place,
And banish what we all too deeply feel
Wholly to say, or wholly to conceal.

In mediæval Rome, I know not where,
There stood an image with its arm in air,
And on its lifted finger, shining clear,
A golden ring with the device, "Strike here!"
Greatly the people wondered, though none guessed
The meaning that these words but half expressed,
Until a learned clerk, who at noonday
With downcast eyes was passing on his way,
Paused, and observed the spot, and marked it well,
Whereon the shadow of the finger fell;
And, coming back at midnight, delved and found
A secret stairway leading under ground.
Down this he passed into a spacious hall,
Lit by a flaming jewel on the wall;
And opposite a brazen statue stood
With bow and shaft in threatening attitude.
Upon its forehead like a coronet,
Were these mysterious words of menace set:
"That which I am, I am; my fatal aim
None can escape, not even yon luminous flame!"
Midway the hall was a fair table placed,
With cloth of gold, and golden cups enchased
With rubies, and the plates and knives were gold,
And gold the bread and viands manifold.
Around it, silent, motionless, and sad,
Were seated gallant knights in armor clad,
And ladies beautiful with plume and zone.
But they were stone, their hearts within were stone;
And the vast hall was filled in every part
With silent crowds, stony in face and heart.

Long at the scene, bewildered and amazed
The trembling clerk in speechless wonder gazed;
Then from the table, by his greed made bold,
He seized a goblet and a knife of gold,
And suddenly from their seats the guests upsprang,
The vaulted ceiling with loud clamors rang,
The archer sped his arrow, at their call,
Shattering the lambent jewel on the wall,
And all was dark around and overhead;—
Stark on the floor the luckless clerk lay dead!

The writer of this legend then records
Its ghostly application in these words:
The image is the Adversary old,
Whose beckoning finger points to realms of gold;
Our lusts and passions are the downward stair
That leads the soul from a diviner air;
The archer, Death; the flaming jewel, Life;
Terrestrial goods, the goblet and the knife;

The knights and ladies, all whose flesh and bone
By avarice have been hardened into stone;
The clerk, the scholar whom the love of pelf
Tempts from his books and from his nobler self.

The scholar and the world! The endless strife,
The discord in the harmonies of life!
The love of learning, the sequestered nooks,
And all the sweet serenity of books;
The market place, the eager love of gain,
Whose aim is vanity, and whose end is pain!

But why, you ask me, should this tale be told
To men grown old, or who are growing old?
It is too late! Ah, nothing is too late
Till the tired heart shall cease to palpitate.
Cato learned Greek at eighty; Sophocles
Wrote his grand Œdipus and Simonides
Bore off the prize of verse from his compeers,
When each had numbered more than fourscore years;
And Theophrastus, at fourscore and ten,
Had but begun his Characters of Men.
Chaucer at Woodstock with the nightingales,
At sixty wrote the Canterbury Tales;
Goethe at Weimar, toiling to the last,
Completed Faust when eighty years were past.
These are indeed exceptions; but they show
How far the gulf-stream of our youth may flow
Into the arctic regions of our lives,
Where little else than life itself survives.

As the barometer foretells the storm
While still the skies are clear, the weather warm,
So something in us, as old age draws near,
Betrays the pressure of the atmosphere.
The nimble mercury, ere we are aware;
Descends the elastic ladder of the air;
The tell-tale blood in artery and vein
Sinks from its higher levels in the brain;
Whatever poet, orator, or sage
May say of it, old age is still old age.

It is the waning, not the crescent moon,
The dusk of evening, not the blaze of noon;
It is not strength, but weakness; not desire,
But its surcease; not the fierce heat of fire,
The burning and consuming element,
But that of ashes and of embers spent,
In which some living sparks we still discern,
Enough to warm, but not enough to burn.

What then? Shall we sit idly down and say
The night hath come; it is no longer day?
The night hath not yet come; we are not quite
Cut off from labor by the failing light;
Something remains for us to do or dare;
Even the oldest tree some fruit may bear;
Not Œdipus Coloneus, or Greek Ode,
Or tales of pilgrims that one morning rode
Out of the gateway of the Tabard Inn,
But other something, would we but begin;
For age is opportunity no less
Than youth itself, though in another dress,
And as the evening twilight fades away
The sky is filled with stars, invisible by day.

A Plea for Justice.

At a meeting of teachers recently held in the "Old Bay State," an essay was read on "The Wear of School-life," referring particularly to female teachers. The essayist spoke of the strain on the nerves of women who teach week after week, month after month; of the fear which a teacher often feels of incurring the displeasure of committee or parent, and thus forfeiting her situation; of the necessity of being in her place at the appointed time, no less in seasons of sorrow and trouble, than when in the enjoyment of perfect health and happiness. The writer pictured, indeed, the shady side of school-life omitting the many pleasures which every teacher experiences. At the conclusion of the reading a reverend gentleman arose, wishing, in a few remarks, to express his views on the subject.

He said the ladies of New England failed to appreciate the opportunities afforded them in the public schools; he thought many applied for and held the situation as teachers merely for the sake of earning an honorable livelihood (a matter, indeed, of no small importance to our sisterhood of teachers), without preparing themselves in any way for their work. He argued that the schools "took the place of the poor-house" in the case of many girls.

Now, without disputing the fact that many women, and men as well, enter this great field of labor unfitted by nature, as well as unprepared by education, for so responsible a situation, I would like to ask a few questions on the matter in hand. Which, think you, would be better suited for teaching—a girl brought up in easy circumstances, who did not teach for the sake of the dollars and cents, but, perhaps, to relieve the monotony of home-life: or one who, through industry, perseverance, and real force of character, had acquired an education and reputation sufficient to warrant the committee in engaging her services as teacher in a school under his care?

Again: Our friend says if a woman loved her work, loved her children, and was able to do her work well, she would not wear out mentally and physically. Is it the poorest teachers who succumb earliest to the weariness of body and mind? Do we find indolent, listless teachers worn out first, or those who spend all their energies on their work in school-hours, and often lay plans for the coming day when they should be sleeping or enjoying a perfect freedom from mental toil?

Again: Rev. Mr. ——— argues that, as President Eliot has it, "With women, teaching is not a life-work, as it ought to be, but a temporary resort, on the way to another mode of life." But do men never make the occupation a stepping-stone to "another mode of life?" I have in mind, at the present time, sixteen schoolmasters whom I have known during my school-life. Of this number only four have continued teaching; seven are practising law, or preparing to do so; three are studying medicine, and two are to enter the ministry. In the school where I am employed, there are six female assistants, whose term of service averaged a little more than nine years, during which time *three* different principals have taught in the first department. In one graded school, where I taught five years, there were in that time *six* different masters.

Indeed, how few of our professional acquaintances did *not* teach as an aid to their future work, either for self-discipline or from mercenary motives,—considered by some so far beneath a true woman's object! I am a seeker after facts; I would know the truth of the matter. *Is* the motive of earning an honest livelihood, if one throws into her work her whole life and energy, beneath a true and noble woman; or would it be far more honorable to "go to the house at once and be a riddance," as poor Mrs. Gummidge has it, in "David Copperfield," there to be supported at public expense at the bidding of the "Overseers of the poor?"

And, in conclusion, may, O, may I ask if the Reverend gentleman himself ever taught school before entering the ministry? B. L. Y.

Death.

[Beautiful extracts upon the subject of Death, from the works of Charles Dickens.]

"Dead, your majesty. Dead, my lords and gentlemen. Dead, right reverends and wrong reverends, of every order. Dead, men and women, born with heavenly compassion in your hearts. And dying thus around us every day."—*Bleak House, Chapter* 67.

"The golden ripple on the wall came back again, and nothing else stirred in the room. The old, old fashion. The fashion that came in with our first garments, and will last unchanged until our race has run its course, and the wide firmament is rolled up like a scroll. The old, old fashion—death! Oh, thank God! all who see it, for that older fashion yet of immortality! And look upon us, angels of young children, with regards not quite estranged when the swift river bears us to the ocean."—*Dombey, Chapter* 17.

"The spirit of the child, returning, innocent and radiant, touched the old man with its hand, and beckoned him away."—*Chimes, Second Quarter.*

"The star had shown him the way to find the God of the poor; and through humility, and sorrow, and forgiveness he has gone to his Redeemer's rest."—*Hard Times, Book* III, *Chapter* 6.

"A cricket sings upon the hearth, a broken child's toy lies upon the ground, and nothing else remains."—*Cricket on the Hearth, Chirp* 3.

"I felt for my own self as the dead may feel if they ever revisit these scenes. I was glad to be tenderly remembered, to be gently pitied, not to be quite forgotten."—*Bleak House, Chapter* 45.

"From these garish lights I vanish now forevermore, with a heartfelt, grateful, respectful, and affectionate farewell—and I pray God to bless us every one."—*Last Reading, London, March* 6, 1870.

"When I die, put near me something that has loved the light and had the sky above it always."—*Old Curiosity Shop, Chapter* 71.

"Lord, keep my memory green!"—*Haunted Man, Chapter* 3.

"'Now,' he murmured, 'I am happy.' He fell into a light slumber, and, waking, smiled as before; then spoke of beautiful gardens, which he said stretched out before him, and were filled with figures of men, women, and many children, all with light upon their faces, then whispered that it was Eden—and so died."—*Nickleby, Chapter* 58.

". . . . . died like a child that had gone to sleep."—*Copperfield, Chapter* 9.

". . . . . and began the world—not this world—O, not this! The world that sets this right."—*Bleak House, Chapter* 65.

". . . . . gone before the Father; far beyond the twilight judgments of this world; high above its mists and obscurities."—*Little Dorrit, Book*2, *Chapter* 19.

". . . . . and lay at rest. The solemn stillness was no marvel now."—*Old Curiosity Shop, Chapter* 71.

"It being high water, he went out with the tide."—*Copperfield, Chapter* 30.

Employment of Female Teachers.

Surely President Eliot, in his address which appeared in the JOURNAL of May 29th, has done us great injustice by his remarks on the above subject; he cannot be well informed as to the service of many female teachers, or else the "few veterans" prove the exception.

In the town of which the writer is a resident (one of the oldest, largest and wealthiest in Rhode Island,) there are several female teachers who have pursued a teacher's vocation *steadily*, with only the usual vacations, for fifteen, sixteen, and twenty years. The gentleman from Newport has already testified in our behalf, and I thank him for it.

During seventeen years of constant teaching on my part, in the Grammar department, with which my interests are connected, there have been *six* different male teachers, of whom four are now engaged in different professions. We frequently hear of gentlemen engaged in teaching for a *short time*, in order to assist themselves to "pay their way" to another profession.

President Eliot also states that we are not able *physically*, to endure the trials of teaching, as well as the male teacher. I will venture to say that we *do* "hold out" equally with them, all things considered. Did it ever occur to him that we are *compelled* by the *small salaries* paid to us, to work oftentimes *harder*, *out* of school, physically, than *in* school?

"Man's work is from sun to sun;
But woman's work is never done."

Were *our* services as well *compensated* as male teachers are, we might be able to enjoy the rest, and indulge in such intellectual feasts (but feasts cost *money*), considered necessary to the mental improvement of all teachers. How *I* should enjoy calling upon my dress and cloak maker, for instance, select my cloth, order my suit, and when finished *cash* my bill, etc., instead of returning home at night, after my day's labor, to improve every moment in sewing, or possibly assisting in some household work! But *we* cannot afford to *hire* such work done for us, and consequently the leisure time out of the schoolroom must be employed in tiresome work, instead of perusing an interesting book, attending an intellectual entertainment, roaming or riding hither and thither, and enjoying similar indulgences, each of which is beneficial and necessary, both mentally and physically, to a teacher.

How many, many times have I desired to indulge in such recreations, or to subscribe for some useful and entertaining work, but the pocket-book most decidedly suggested *self denial.*

My salary has increased from $321 per year, for the *first* year of my teaching (seventeen years ago, mark you), to $400 a year for the *last two years only.* Now permit me to ask, How far towards supporting this mortal body will $400 go, if the female teacher devotes her time when at home to mental improvement and *rest?*

Also, remember that teachers are expected to attend church (they generally wish to), and deduct merely religious and literary expenses (teachers and ministers are *expected* to give to this and that *worthy* object, and to subscribe for this or that paper or magazine from our salaries), and they become "beautifully less."

Experience weighs *nothing* against the *supply* of teachers. One need only to ask for an increase of salary, to be told that the "supply is greater than the demand." Moreover, do we not hear and know of inexperienced teachers, after one or two terms of teaching, receiving equal or more pay than one who has taught for *many years?* How easy to preach and to theorize! Unfortunately, living is too material, too matter-of-fact for one to subsist on faith and hope; the substance is required.

I beseech President Eliot to be more just towards us, another time. What would he have us to do? Sit down, fold our hands, and die gradually? Single women must find the means of support, especially when left alone in the world; and for all kinds of work which they are permitted to do, the remuneration is *small* enough. Let him not suggest the 'employment of fewer female teachers,' but let him deliver an address to superintendents and committees, urging them to pay larger salaries to us for our work, causing them to understand (if possible) how an increase of salary will lighten our home labors, so that we *might* be able to pass our leisure hours most agreeably in mental improvement and recreation, and be willing to forego the charms (?) of sewing or household duties *quite resignedly*, could our *pocket-books* suggestively hint to us, "Yes, you *can* afford it."

Physical Education in Our High Schools.

BY SARAH A. HAMLIN.

We have read many articles recently, setting forth the need on the part of the young ladies of our public and private schools, of a more thorough knowledge of their physiological structure. For a long time we have thought seriously on this subject, and have felt that some change was needed in the physical education of our girls. Too much time has been spent in cramming their brains with Latin and Greek, with Mathematics and the Sciences, while we have neglected to teach them the simplest laws that govern their own being. Every year we see result of this false method of teaching. Girls graduate from High Schools and Academies, prodigies in learning, brilliant, accomplished young ladies—but what do they receive with their diplomas? Pale cheeks, an aching back, a dizzy brain. Having been brought in close contact during the past few years with girls from thirteen to nineteen years of age, we have witnessed these evil results and have felt how deeply a change was needed.

But the question arose, "What can be done to remedy this evil?" We naturally felt a little reluctance to taking any initiatory step, but urged on by the example of those good women who have already begun a noble work in this direction, we felt we might safely follow the path of such brave pioneers. Accordingly, we prepared a series of familiar talks on the physiology, anatomy, and hygiene of the peculiar structure and functions of the female organization. These we have delivered at different times, during the past term, to the girls of the senior class. They were required to take notes, as in other recitations, and afterwards to write them out in full, and to pass an examination on them.

This, of course, was at first an experiment. We were a little doubtful ourself in regard to it. But the result has been a success. The girls have been eager, attentive listeners; and their clear, sensible questions have shown of what vital importance this subject is to them. The scientific terms were mastered in a short time, and can be used now with ease.

More deeply than before do we see the need of this work. Many of us do not know how deplorably ignorant most girls are. It is true that the home is the place where girls should receive this knowledge, but in some cases the mothers are as ignorant of the laws of health as their daughters, and in many more the mother is restrained by a feeling of false delicacy. Is it not to the teacher, then, that girls must look for instruction? We think so. A teacher's duty does not end when she sends her pupils out into the world with strong, well-disciplined minds. They should have strong, healthy bodies as well. Viewed in this light, the teacher's calling becomes the most sacred and responsible of all.

What we have done in our small way, can be continued by the lady teachers elsewhere. This is a grand field in which to work, and we sincerely believe that if the seed is sown with a careful hand, it will spring up and bear fruit sixty, yea, a hundred fold.

—Woman's Journal.

— Nothing more impairs authority than a too frequent or indiscreet use of it. If thunder itself was to be continual, it would excite no more terror than the noise of a mill.

Bowdoin, Class of 1825.

HAWTHORNE — LONGFELLOW — CHEEVER.

"TOBY CANDOR" writes to the Boston *Journal* as follows, concerning the semi-centennial of the class of 1825 at Brunswick, Me.,—a class rendered famous by the names of Hawthorne, Longfellow, and Cheever:

"The headquarters of the class are in Maine Hall, Room 23, on the second floor. It was this room that President Woods occupied when he was a student. Its walls are replete with pleasant memories, and its classical atmosphere furnishes a genuine and fresh inspiration. The venerable members of the class of '25 feel perfectly at home within its precincts. They smoke and talk over college days with all the freshness and spirit of youth. With smiles, now and then come tears, as they refer to those of the class whose lips are sealed in death. They all seem to be honored with complimentary demonstrations wherever they may go, and to be a member of the class of '25 just now is to be greater than it was once to be a Roman.

"The class graduated thirty-seven in number. At that period it was an unusually large class. Up to that time no class had ever before graduated an equal number, and no class afterward, until 1837, graduated so many, when that year (1837) the graduating class numbered forty-three. At that time the members of the faculty were President Allen, Professors Cleveland, Upham, and Newman, and Tutors Packard, Smythe, and McDougall, now all deceased but the venerable Packard, who is still holding a professorship, and is apparently in the full bloom of health, despite his years.

"The members of the class were as follows at graduation: Carolus Jeffrey Abbott, Johannes Stevens Cabot Abbott, * Thomas Ayer, * Elisacus Bacon, Samuel Page Benson, * Alden Boynton, Jacobus Ware Bradbury, * Richmond Bradford, Horatius Bridge, Georgius Barrell Cheever, * Jonathan Cilley, * Cyrus Hamlin Coolidge, Jeremias Dummer, Nathaniel Dunn, Josephus Jenkins Eveleth, * David Haley Foster, * Patricius Henricus Greenleaf, Guilielmus Hale, * Nathaniel Hawthorne, * Johannes Dafforne Kinsman, * Jorias Stover Little, * Stephanus Longfellow, Henricus Wadsworth Longfellow, *Alfredus Martin, * Alfredus Mason, * Fredericus Mellen, * Marcus Haskell Newman, * Hezekias Packard, * Georgius Washington Pierce, * Edvardus Deering Preble, Cullen Sawtelle, David Shepley, * Carolus Snell, Guilielmus Stone, * Edvardus Josephus Vose, * Eugenius Weld, * Seward Wyman. Those marked with a star are deceased, and are twenty-four in number. The surviving members of the class are thirteen in number. Two members of the class died the past year. Gorham Deane, a very distinguished scholar, died after the final examination and before commencement, and is not included in the list of thirty-seven who graduated.

"In the assignment of parts at Commencement there were three English orations. Little had the valedictory; Longfellow and Bradbury intermediates, and Benson had the Latin salutatory. In college the class was regarded as a very able one; at any rate, according to tradition it was a very ambitious one. The members recited all together and not in divisions, thus appealing to the emulation of all. It is said there was a good deal of class pride which attracted members to each other.

"Most of the class, after leaving college, made successful men and became distinguished. In the field of letters, Hawthorne stands almost unrivaled for the beauty and purity of his style in prose. Many English critics class him as first among American writers. Longfellow, as we all know, stands among the foremost in the realms of poetry. Mellen and Pierce are said to have excelled as writers. Cilley was a lawyer, who fell in the unfortunate duel with Graves. He was a man of very distinguished abilities, of quick perception, firm resolve, and great courage, moral and physical, qualities which would have fitted him for an eminent military man. In Congress he was an able debater and fine speaker. Bradbury achieved high rank as a lawyer, and at one time was a United States Senator from Maine. Snell and Boynton were able physicians, and stood well in their profession. Pierce was a man of prominence in the legal profession. Ayer, Boynton, and Greenleaf became clergymen of more or less ability. Kinsman was a lawyer. Little was a man of marked ability. He was a lawyer, and could just as well as not have stood at the head of his profession, but coming into possession of a fortune soon after entering upon practice, he withdrew from the profession. He was president of the Atlantic and St. Lawrence railroad, was a member of the State Legislature, and was elected Speaker of the House. We had almost forgotten to state that Cilley stood very prominent in his class as possessing qualities for success in public life, and everybody predicted success for him. Hawthorne was not distinguished as a scholar by his class associates, except in the elegance and clearness of his translations. His themes were well chosen. He was remarkable for his shyness, and always disposed to withdraw from his companions with one or two cronies, to some place where he could indulge in the pleasures of conversation, or his own reveries. Little was an accomplished scholar in every study, always exact and perfect in his recitations: He had the advantage of a thorough fitting at Exeter Academy. Weld was distinguished as a mathematician, and Gorham Deane, who, as we have stated, died before graduation, held a position in the class and was greatly

distinguished for his metaphysical powers. Had he lived he would have undoubtedly become eminent as a metaphysical writer.

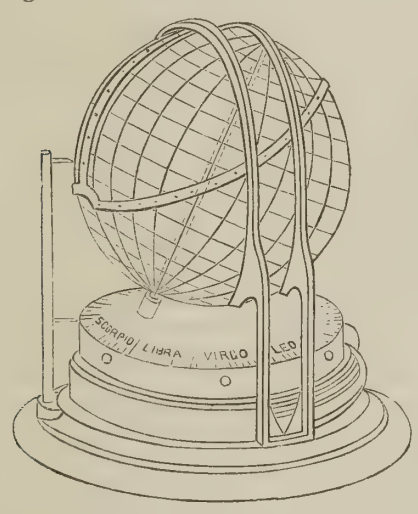
"We have thus hastily alluded to some of the most prominent members of this famous class, directing our references mainly to those deceased. The venerable survivors appear to be full of reminiscences, and, as their blood stirs, point with a feeling of pride to those who have made their mark. The pranks of college-life and the many stories that are told would form an interesting chapter as related by these gentlemen of other days, as they roam over the college grounds and dwell upon the hallowed scenes of the past so enshrined in their memories. To-morrow it will be the task of Cheever to allude to the unwritten history of the class, while Longfellow, in pure and stately rhyme, will transfuse into it the immortality of his own genius."

SCIENTIFIC.

The Manual Globe.

Perhaps a few columns of an educational publication can be no more profitably employed than to the consideration of a scientific machine, which has been recently patented, and has already received the hearty indorsement of some of the best judges of the requirements of our school system. The particular branch which it aims at is indicated in the drawing attached to this article—the little attention hitherto given to the topics of day and night in the frigid zones, and twilight, first prompting to the preparation of such an article. Before proceeding to a particular description of this, it is, in general outline, extremely simple and compact, it having been the inventor's aim from the beginning to produce something which should offer no complexity of machinery, such as combinations of cog-wheels to clog with dust, but should be everywhere exterior, and so readily manipulated that even the smallest student in geography can find no difficulty in operating it.

A brief summary of the mechanism and working of the *Manual Globe* is as follows, reference being had to the drawing:



A cylinder based upon a platform, and having marked upon its upper edge the signs of the ecliptic, brings by revolution any position within these signs, and therefore day of the year to an index which points level with its upper surface. For greater convenience the signs of the ecliptic thus represented are severally subdivided into ten equal intervals, representing three days each, while a longer mark than the rest shows besides the position of the first day of the month within these. The brazen pointer directed towards the centre of the globe (seen upon the left in the drawing), shows the situation of the sun with regard to the earth's surface; the larger arched standard represents the circle of illumination, or that in which day and night meet upon this surface, and the section of the globe between this standard and the smaller one represents that section of the same surface which is embraced by twilight. The ring arrangement upon the globe, consisting of an *entire* ring and *semi*-ring, represents the horizon and semi-meridian of any given situation, a peep-hole midway the semi-ring fitting to the situation; this ring and semi-ring answer to the wooden horizon and brazen meridian of the ordinary globe. The arched standards are to be moved out from the globe when the ring arrangement is in use, there being a sliding arrangement at their feet for this purpose, while, if the *former* are in use, the ring arrangement must first be removed from the globe—this being easily done when the standards are out. A few supposed examples will best show the working of this invention.

Example 1.—Find the length of day at Boston upon May 10th.

Solution.—Bring the position of May 10th upon the cylinder to the index; the number of intervals upon the parallel of Boston, which are upon the *day* side of the globe, now show the number of hours in the required day, (that is, if the intervals are of 15° each).

The length of *night* at Boston upon May 10th is obtained in the same way upon the *night* side of the globe, while the length of the intervening twilight is shown between the two arched standards. By the same process find the length of day, night, or twilight at any situation having these three seasons during the 24 hours.

Example 2.—Find the length of a period of continual night upon the parallel of 70 N. latitude.

Solution.—The middle of a perion of continual night in the north frigid zone is December 21st, therefore bring this position upon the cylinder to the index. Now revolve the cylinder *backward* till the parallel of 70 N. latitude rests one point within the larger arched standard, when the index will be found opposite the position of November 15th. Now revolve the cylinder *forward* till the parallel of 70 N. latitude again rests one point within the larger arched standard, when the index will be found opposite the position of January 27th. A period of continual night upon the parallel of 70 N. latitude begins, therefore, on November 15th and ends on January 27th, after a duration of two months and twelve days.

Find in a similar manner the length of a period of continual day, also of periods during which parallels have a twilight continuing through the night, a continual twilight, or a total night.

Whenever it is not convenient or possible to solve a problem relating to day or night upon a *southern* parallel, it may be solved upon the *corresponding northern* parallel for the season opposite to the required one; thus, if the length of *day* is required upon the parallel of 70 S. latitude, find the length of *night* upon that of 70 N. latitude, and *vice versa*. The length of twilight upon a southern parallel may at any time be solved upon the corresponding northern parallel by revolving the cylinder six signs forward from the given date, if the twilight is morning or evening; if it is of 24 or more hours duration, carry the *dates found six months* forward.

Example 3.—Describe the course of the sun at Boston upon March 21st.

Solution.—Adjust the ring arrangement to the situation of Boston by fitting the peep-hole midway of its semi-ring to the circle representing Boston upon the globe, the semi-ring passing in the direction of the meridian of Boston. Revolve the globe to bring a position within the *entire* ring opposite the pointer, with Boston upon the left. This city is now in sunrise, and the pointer being opposite to its horizon (represented by the entire ring) upon the equator, the sun is rising in the east. Now revolve the globe towards the left till the *semi*-ring is brought to the pointer, when the latter, by its distance from the *entire* ring, shows the sun's meridian altitude. Continue to revolve the globe towards the left till the pointer is again opposite a position within the *entire* ring, and being also opposite the equator, the sun is setting in the west.

When the pointer is opposite a horizon *north or south* of the equator, the sun rises or sets north or south of east and west as many degrees as lie between it (the pointer) and the equator, reckoning these degrees upon the horizon or entire ring. To describe the course of the sun at a situation in the southern hemisphere, adjust the ring arrangement to its antipodal situation and obtain the sun's meridian altitude upon the semi-meridian opposite the semi-ring. If the sun's course is described at a situation having continual day, the pointer will continue upon *one side* of the entire ring while the globe performs its revolutions.

One great advantage which the *Manual Globe* possesses over the ordinary globe of the school-room is, that it shows *in a natural manner* what upon the latter is *only read;* thus the extremities of the semi-ring represent, *north* and *south*, the two positions midway of these upon either side, or where the entire ring intersects the equator of the globe represent *east* and *west*, the remaining points of the compass being reckoned in degrees between these four cardinal positions; the pointer measures the sun's meridian altitude upon the semi-ring, while, instead of adjusting the globe to a fixed horizon, and thus shifting the inclination of its axis, the *Manual Globe* has its axis constantly at an angle of 23½°, with a horizon movable to any position upon it.

This invention also works all of the problems usually solved upon the ordinary globe—thus the *day* side of the larger arched standard being graduated for the globe in position for either equinox (that is, the degrees upon it then correspond to degrees of latitude upon the globe), all problems relating to latitude and longitude are solved; the pointer always shows a vertical sun, also the meridian, which is in noon, and is, therefore, a standard by which to estimate clock-time; the index points to the sign of the ecliptic, in which the sun is situated upon any given day, and the graduated ring arrangement, by being fitted to cover any two places, may estimate the number of *miles* between these places.

This invention is accompanied by a very carefully prepared manual, arranged in the easy form of question and answer, the whole forming a work such as is seldom presented to the consideration of schools.

TEACHER.

ANCESTORS OF THE ESQUIMAUX. — Charles E. DeRancee, in one of his papers on "Arctic Geology," points out some of the many striking resemblances between the modern Esquimaux and the paleolithic man of Southern France. These two peoples, separated so widely in time and space, were alike in their artistic feelings and methods of incising, on tusks, antlers, and bones, representations of familiar objects; alike also in their habit of splitting bones for marrow, and accumulating them around their dwellings; in their disregard for the sepulchre of their dead; in their preparation of skins for clothing, and in the pattern of the needles used in sewing them together; alike also in their feeding on the musk-sheep and the reindeer, and in countless other characteristics. It is well nigh impossible to resist Professor Dawkins' conclusion that the Esquimau is the descendant of the paleolithic man, who retreated northward with the arctic fauna with which he lived in Europe. —Popular Science Monthly.

— The small planet observed by M. Perrotin at Toulouse on April 28th, and at first supposed to be a new discovery, turns out to be in all probability identical with Lydia (No. 110) discovered at Marseilles by Borelly on April 19th, 1870. No. 143, detected by Palisa at Pola on February 23d, still remains, therefore, the last discovery. It has received the name of Adria.

— Professor Schrader of Jena, the founder of the German School of Assyriologists, who not long ago declined the chair of Hebrew at the University at Heidelberg, has now been appointed professor of the Oriental Languages at the University of Berlin, and elected a member of the Royal Academy of Prussia.

— The French Academy and the Academy of Moral and Political Sciences have selected the following among their late members whose busts are to be placed in one of its halls:—MM. Cousin, le Duc de Broglie, Guizot, Toqueville, Rossi, Jouffroy, Villemain, Lamartine, Casimir Delavigne, Alfred de Musset, Berrier, le comte de Montalembert, and Pierre Lebrun.

New-England JOURNAL OF EDUCATION.

THE UNION OF THE

MAINE JOURNAL OF EDUCATION,
THE MASSACHUSETTS TEACHER,
THE RHODE ISLAND SCHOOLMASTER,
THE CONNECTICUT SCHOOL JOURNAL,
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Boston, Mass., July 17, 1875.

☞ THE NEW-ENGLAND JOURNAL OF EDUCATION WILL NOT BE PUBLISHED DURING THE WEEKS ENDING AUGUST 7 AND 14. Our plans at the outset contemplated 50 issues per year of the NEW-ENGLAND, in order that editor, publisher and employés might have a vacation of at least two weeks. We have decided to take this vacation at a time when the suspension of the paper will be the least felt by our subscribers; and, therefore, while our readers are taking rest from their labors we will not disturb their slumbers during the first two weeks in August, provided they will allow us our share of the vacation nap A restful, peaceful, strength-restoring, nerve-invigorating vacation to every reader of the NEW-ENGLAND JOURNAL OF EDUCATION. All others will have our good wishes, and an equally happy time after subscribing and paying for the NEW-ENGLAND.

BY a vote of the Directors of the American Institute of Instruction, the several papers read and the addresses and discussions given before the Institute will be published in future issues of the NEW-ENGLAND JOURNAL OF EDUCATION. The first paper which we shall print will be that of Dr. Samuel Eliot, in our issue of July 24 Our subscribers and readers will do well to state this fact to their friends, who may wish to possess these very valuable educational productions. All new subscribers will receive their papers from July 1st, with our double Centennial number.

WE cannot publish the many complimentary notices of the press, in different parts of the country, in their comments upon our great issue of 25,000 copies on Education at the Centennial Exposition at Philadelphia. Our readers may not be aware that this is the largest educational paper ever published in this country, and the value of the articles, growing out of the ability of the writers, stamps this number of the NEW-ENGLAND as the first paper of its kind in the world. We feel justly proud of the fact that we can set forth to American educators the outlines and details of this great department of national progress, as it will be exhibited at our Centennial at Philadelphia, and we may assure our readers that we shall endeavor to show the same enterprise in regard to forwarding all the plans which shall advance the educational interests of the country at home and abroad.

THE Annual Meeting of the American Institute at Providence, last week, was an occasion of unusual interest to all classes of educators, which were represented in large numbers at the sessions. The programme was one of unusual merit, and the speakers were persons of acknowledged ability. Secondary education, if anything, had more than its share of the time in the papers and discussions, being represented by three college presidents, one college professor, and three teachers in high schools. This fact, however, did not rule out the interests of the great body of primary teachers, who form the larger class of our profession, for four of the papers at least had especial reference to the work of the teachers of all grades. We have given a large portion of our paper to an account of the proceedings, with a summary of the several papers and discussions, and will here speak briefly of some features of the institute.

The attendance was large, unusually so. If the Treasurer's report is any criterion of the comparative size of the Institute, it was the largest meeting which has ever been held, as over three hundred dollars were obtained from membership fees. The place for the meeting was a fortunate one. Providence has a good name, in and out of New England, and her educators, with those of the rest of the State, are known to be generous in their welcome, and zealous in their work. A great deal of hard work had been done by the President and other officers to make a good meeting,—a thing which does not come by chance. Every part of the excellent programme was fulfilled to the letter, on time and within time, by the persons assigned to perform them: a fact which we have never seen recorded of a meeting with so many parts, and an example for all such gatherings the world over. The New-England States were all well represented at this meeting. This is a new departure for the Institute, and one which, with its renewed interest and vigor, will undoubtedly become contagious. To prove that the meeting was not sectional, representatives came from New York, New Jersey, Illinois, and other States outside of New England. The time was a favorable one, following directly upon the close of the Summer term of the schools in most of our towns and cities. This is a great improvement upon the plan of placing the Institute midway of the Summer vacation, or near its close. Teachers are then too far away or too busily engaged in their vacation visits, or places of rest and recreation, to indulge in the severer duties of the Institute.

The several papers were liberal and progressive in character. All showed a good understanding of the progress and needs of educators. Although we can give but a partial synopsis of these productions, the outline will show the character of the thoughts presented. There was more of truth and candid inquiry, and less of feeble and superficial commonplaces than is usually presented at teachers' gatherings, and this is the best evidence that the Institute was a success. The spirit of the meetings was eminently practical. Teachers came for substantial things, and went away filled. Thought and reflection were stirred, and in all minds the character of the teacher's work was magnified. A social spirit, too, prevailed; and the cordial reunions of the men and women of one calling were worth the journey to Providence. All united in saying, "The American Institute always has a good meeting in Rhode Island, and this has been one of the very best."

— From July 1st the charges for post-office money orders will be as follows: Not exceeding $15, 10 cents; $30, 15 cents; $40, 20 cents; $50, 25 cents.

Education at Vienna in 1873 as Applicable to Philadelphia in 1876.

MR. EDITOR: Will you allow among your grand centennial articles, written by those who certainly should be able to say all that it is necessary to know, on general matters, a few hints, especially in regard to the educational exhibit at Vienna, made by all countries, which *may* strike home somewhere, and result in the development of some new plan for our own work; for to me, as it must to you, Sir, it seems of the utmost importance that the greatest possible efforts should be made in every direction (too much certainly cannot be done) to put before a gathered world the finest educational exhibit ever yet shown. Holding, as we do, the first rank among the nations in this department, let no branch of it be neglected; and let us have competent persons, who can speak three languages, always ready to explain and show up to interested strangers any department they wish to inquire into; and where it is thought best to mark articles, let them be marked in German, French, and English, so that all can read; and thus much information be given that would otherwise be lost.

But to go back to my first proposition. How was it at Vienna? Perhaps enough has been said about *our* failures and disgraces there. Pass that over in silence now; yet there may be many whose ears it has never reached, and for them patiently allow a few words, as it will give the rest of the story more effect. A finely arranged school house was sent there from Chicago in charge of a gentleman, who, after the boards were deposited on the proper spot, went to Italy to travel, and Austrian carpenters did the best they could with it; and after considerable building and rebuilding, an Austro-American affair resulted, which was marked in English, "Rural School house" (and it *was* truly rural). Then a Mason and Hamlin organ was put in, a teacher's table, and a full set of desks from our different makers; and as you will readily understand, those interested were desirous to see the room made as attractive as possible, with all the varied paraphernalia which the thoughtful hearts at home had forwarded to the exposition. The most strenuous efforts were made to secure cards, charts, maps, drawings; indeed, we would have placed about the room every attractive object the educational boxes yielded; and we would have had always a competent person present to explain and to interest *all* who showed an inclination to be interested. But the "powers that were" could not agree to this. It was said, "This is merely to show a school-room—we do not want to fully furnish it;" and with such reasoning, a few maps and charts were put upon the wall; very few books were laid upon the table; some new blank books, and those in which teachers accounts were to be kept, were open to visitors. And the building was thronged every day: thousands of people passing through it; while most of the time there was no American there, either to guard the property or make any explanation. And yet the writer has many times been into the building and found the educators of other countries curiously scanning every object: examining the desks, studying our outline maps, and most grateful for proffered information in any direction: expressing surprise, at the same time, at the meagreness of our display.

We were then, if desirous of showing the rest of it, obliged to go with them to the South-American corridor, in which all the attractions of our work were gathered; yet so far from the school-room that one would have supposed that it belonged to another country. There the articles were crowded together; the ordinary school-books, sent out by different makers, kept locked in glass cases in which they were sent; the large volumes of composition and drawings, which were sent *to be seen*, were also locked in glass cases; a pile of writing books, at least three feet high, lay in the same spot at the end of the six months that they were placed in at the beginning; and when asked why they were not put into the American school-house, where they would be seen, the answer was, "We have no orders to that effect, and must send them back to America." Twelve dozen slates, each with writing and drawing of little children on them, were placed where they were hardly seen at all; and all the latter part of the time, this department was left to the care of policemen, who said they were ordered not to allow anything to be moved.

But enough of this. A few steps further on, and we entered the *Swedish School-house*—a very neatly gotten up building, having a library attached, and room for the exhibition of models, and the work of school children—and we could not but feel astonishment at the similarity of plan to ours. There was the platform at the end of the room; in the centre, the teacher's table, with bell and books upon it; beside it, a neat organ, a music-book on the rack, while a pile of singing-books lay ready for the scholars' use. Back of the organ hung large singing sheets, much like ours; there was the blackboard too, and chalk and rubber; while the room was furnished with rows of desks, but not so good as any of ours, and on them lay various books, as if the scholars had simply gone out to recess. About the walls were shallow cases, containing minerals, dried bugs, and butterflies, all sorts of cards and charts; and at the end, a case of thin drawers filled with pressed flowers. There were globes, and various methods for the instruction of young children, which no doubt the Swedes understood better than we. One large wooden map, however, we studied with much interest, as it was an entirely new idea to us. Supported on a strong bracket, it was near enough to the floor for a child to reach any

part of it, the general color being black; the country represented was marked off by red lines, the cities by red dots, and river courses shown by red wavy lines; the mountains part raised, as on a map for the blind; and in the corner of the board were a succession of wooden pins, which it is the scholar's duty to place on the city, river, or any place required. It is not better, perhaps, than our outline maps, but is a new idea worth noticing. The library was very neatly fitted up, and filled with handsomely-bound books, which, being all in Swedish, we could not fully appreciate. The models were also extremely interesting, and very nicely executed; and in the work-department there were marvels of darning, and all sorts of handiwork, especially that done by the blind. In fact, this department might well be considered as one of the first in interest in the Exposition.

Near by it, stood the *Portugese School-house*, which, although not very full, was interesting, as illustrating the status of that people, their samples of needle-work being especially fine; but if we went over to the French, we found an unfailing source of attraction, in their portfolios of beautiful drawings, their painting, and their grand models, one or two of which I will mention more particularly for the benefit of your readers. Take, for instance, the model of one of their large industrial schools. The building was, perhaps, six feet square and three stories high, with two driveways through the building, crossing each other; and besides being beautifully finished and ornamented outside, it was fully fitted up inside to represent its original. On one side was the office and reading-room, as perfect as possible as to furnishing, with desks, chairs, carpets, library, table and solar-lamp, pictures on the walls, and even spittoons; while the largest of these rooms was not more than a foot long by eight inches wide. Then there was the drawing-room, with piles of tiny portfolios, all filled with perfect drawings, not more than two inches square; and beside it was a long corridor, lined with miniature models for young sculptors. And it was certainly amusing to see the Farnesian Hercules, and the Apollo-Belvidere, Venuses and Satyrs, and the old philosophers, whose present glory is enjoyed only in Italy, standing there, face to face: the Hercules not more than two inches tall. Opposite the hall for drawing was a work-room, where desks and tables were standing, finished and partly done, the small boards lying about, shavings littering the floor, the first-class tool chest standing open, while tools of all kinds hung on pegs, ready for use. And adjoining was a sort of store-room, where the finished school-furniture was piled away. On still another side of the building was a series of small rooms, used to store articles made by students; in one, brushes were piled up ready for packing, others were in parcels ready for shipment, and all marked; in another, brooms, and again bags, and the work-rooms and tools for making were near by; while in the driveway was a two-horse team, heavily laden with cases of goods; and all this we could easily see through the large clear glass of the windows. Opposite this model was another, showing a school of design, as perfect in all its details as the other; and besides these was the most perfect model of the city of Paris ever made—ordered by Napoleon III. just before his downfall—with a sight of which, it is to be hoped, we may be favored at Philadelphia.

In regard to the *Austrian* school exhibit, suffice it to say, that it filled a corridor 175 feet long and 75 wide, and two smaller courts, and full to overflowing, with variety and quantity, while in quality, one could only look, wonder, and admire; and such being the case, it is useless to attempt description. Besides all other branches, the *Kindergarten Schools* were very fully represented, and also the blind, and deaf-and-dumb institutions; and allow me to say, here, that the two latter were also represented by nearly all countries, Spain especially making a very interesting display in that line. But to return to Austria: they had in the grounds a country school-house, which was very creditably gotten up—having on the lower floor, a home for the teacher, sitting-room, sleeping-room, kitchen, and pantry; while up stairs was the hall for children's clothes, washing apparatus for them, a recitation-room, having a table in the center, with chairs for the children to sit about it while reciting; and cases of minerals, bugs, and curiosities lining the walls; while the school-room was arranged just like ours, but the desks were very rude and clumsy, and the maps were not of a most approved style. However, in one of the rooms below, there was a large variety of charts, and cards, and many curious and ingenious works done by children; also some interesting specimens of the analysis of various articles of food, fruit, and vegetables.

But we must not overlook Hungary; which in '73 made its first independent exposition, and a most creditable one too. Its educational work was well represented by all those things which excite the most interest with us. There were desks, maps, and apparatus, numerous specimens of girls' work—what might be called exquisite darning and patching, knitting, netting, and embroidery, quantities of drawing and painting—so placed in large portfolios that every one could examine them; and little children's efforts at modeling—the charts, we noticed, represented home scenes, in the family, barnyard, school, and work shop, and this must immediately attract the notice of the little ones, and were worthy of imitation. And allow me to say, here, that no country made so fine an exhibit of female work, or of garments for all classes, as Hungary; and as they have eleven commissioners for Philadelphia, next year, all our people proposing to go there (and all will go who can) may safely anticipate a rich treat in the Hungarian department, and should be sure to save money to spend there.

But space fails for mention of the exhibits of Switzerland, Italy, and countries farther east; all full, and interesting, yet none did as much as we can if we do our best. Especially let us be active in the matter of Art, in painting and drawing; and experience in other exhibitions, suggests as especially appropriate, the style adopted at Horticultural Hall, a few weeks since, when public school drawings were shown to the public, and so arranged that all could be seen without handling—a most desirable plan for a six months' exhibition.

E. D. S.

American Institute of Instruction.

FORTY-SIXTH ANNUAL MEETING

AT

Music Hall, Providence, R. I.

The forty-sixth annual meeting commenced at Music Hall on Wednesday evening, July 7th. Prior to the public meeting in the large hall, a business meeting of the board of directors was held in the committee-room, at which Merrick Lyon, LL.D., president of the Institute, presided. At 8:00 p. m. a large audience was present to listen to the opening exercises of the Institute. The first welcome was one of song by the pupils of the Providence Grammar Schools under the charge of B. W. Hood, Esq., director of music in the public schools of the city. The singing was very effective, reflecting much credit both upon the pupils and teacher. The singers occupied the rising seats in the rear of the platform, and portions of each balcony.

President Lyon introduced Rev. E. G. Robinson, LL.D., president of Brown University, who delivered the introductory lecture. Subject, "Teaching as Related to the other Professions." This subject presents a field far wider, and is traversed by more paths, full of complex turnings, than any subject pored over by our ancestors, and of deep moment to them. The point of the whole lecture turns on this theme—teaching as one of the learned professions. The office of the teacher is two-fold—to impart knowledge in the abstract, and to further mental discipline. The order of relation between these two closely-related objects has been and is a matter of earnest dispute. Some people contend that they are separable, the one from the other, and that one should occupy the greater attention. The fact is, they are inseparable: there can be no mental discipline without some practical knowledge. All mental discipline is dependent upon mental exercise, and mental exercise is the bringing out of a thought, though imparting knowledge. Forced attention to a subject which the mind cannot understand has been tried, and signally failed; this is the Oriental plan, to teach ends without getting at the thought.

A profession is any particular branch of business a man thinks himself fitted to engage in, and does his best in it, and so shoemaking is a profession, or even boot-blacking; but the learned professions are commonly known as theology, law, and medicine. A clergymen must be educated in ancient languages, acquainted with mental and moral philosophy, to be comparatively well fitted for his work. A lawyer must know common organic law, and be able to read men's minds; while a doctor must have a thorough knowledge of physiology, anatomy, and chemistry in order to succeed. It may be advanced as an argument that many succeed in these professions without a knowledge of these branches, but they are not learned men, and in an emergency cannot be depended upon. Many of this class, including clergymen, practice upon the credulity of the public. There are some successful teachers who have not much learning; but they are the exception, and not the rule. A teacher should know the English tongue perfectly, so as to set an example for the children to follow, and a thorough knowledge of the language is not possible without a knowledge of other dialects Teachers are born as much as poets, and teaching is really an art. Put your child under the best possible instructor while he is young, for the early impressions are never effaced. Many young men have come to college completely ruined, because the teacher of their early days was incompetent. Put the great educators in the primary schools, if you have to take them from a college. There are many useful persons not learned, but their usefulness in some directions may prove fatal in others. Let the teacher know the mind of the pupil, which once done never fails of an ultimate success. Study minds. Learn the thoughts of children, and accommodate yourself to them. The teacher's profession is not only one of the learned professions, but even the fundamental one, for the teachers make the men, they sow seed and start the mental qualities which develop and make the great men of any profession. If a crime of any kind be committed by a scholar, let the lesson go, stop everything, and then and there let the scholars see the enormity of the act and reason out among themselves the evils of it. Teach morality: let that never be lost sight of. Study to learn how to apply the association of ideas to a child's mind. The last point of all is the relation of teaching to our national politics and civil legislators. Many are the opponents of the free-school system of America, and the greatest and truest argument now advanced by these opponents is that smartness, craft, is encouraged among school children, and when they grow up, they carry this idea into business, take questionable means to accomplish desired ends. The boys and girls are brought up in ways that lead to duplicity in offices of trust. The moral power of a teacher must be exerted to show the better nature of the child, and to instruct him that honesty and morality are to be his great stand-bys.

The office of school teacher is the most poorly paid of any of the professions. Many men and women enter it as a matter of convenience, to stay there a few months and then leave. The men best fitted for teachers see better prospects somewhere else, and seize them, leaving the work of teaching to inferior men. Better guarantee to teachers good pay and have the right ones in a cheap house, than build a $200,000 school-house and have it presided over by a stick. The schoolmaster's duties calls for educated men, and surely there is no greater work, not excepting the ministry, that God calls upon men to undertake.

Thursday, July 8th.

The members of the Institute met at Music Hall at 9:00 a. m., the president, Merrick Lyon, LL.D., in the chair. The exercises were opened by the reading of Scriptures and prayer by Rev. Dr. E. G. Taylor, pastor of the First Baptist Church. At the conclusion of the devotional exercises, D. W. Hoyt, A.M., president of the Rhode Island Institute of Instruction, was introduced, and in behalf of the State organization and the State itself, welcomed the visiting body with appropriate and cordial remarks. Our State organization is the child of the American Institute. Rhode Island is perhaps a little State, but if it's big in some respects, and if we are big in respect to our educational interests, we know where to look for our peculiarity, and as we are the child, we feel that it is our duty to welcome with a filial spirit our venerable parent We do not forget, either, that the first president of the American Institute of Instruction was a Rhode Island teacher; nor are we unmindful of the fact that the one who now fills the office of president is a Rhode Island teacher. There is a tradition among the teachers of Rhode Island that some twenty-one years ago there was a meeting of this organization in this State. There may be some here to whom that meeting is something more than a tradition, but to the majority of us it is such; and we have, therefore, thought it fully time that another session should be held in this city You may not be accustomed to be welcomed by a body of teachers, when about to enter upon your deliberations; but Rhode Island is a little peculiar in this matter. With respect to education, our size is such that we can work with a harmony and unity that may not be found in other States. But although I welcome you in behalf of the teachers of the State, I must not be unmindful of the fact that the means for doing so must come from the city of Providence. Most of your deliberations will be held here. We have secured for you this place, where I trust you will all enjoy that freedom of speech which is one of Rhode Island's peculiar privileges. And if all you say is not orthodox according to our notions, we will not banish you to realms unknown. I have said that it was about twenty-one years since you were here before. Providence has grown a great deal in that twenty-one years. The old veterans who were here then probably would not recognize the city with its hundred thousand inhabitants or more. But during that twenty-one years there has been one man who has been associated with the prosperity of the city; for during half that time he has been its executive officer;

[Continued on page 45.]

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Centennial Response

OF LIEUTENANT SIMONS OF THE WASHINGTON LIGHT INFANTRY.

Mr. Chairman, Fellow Soldiers and Fellow Citizens of Boston: Bad, indeed, must be that heart which cannot draw inspiration of patriotism from a scene like the present. We are strangers and aliens no longer, but brethren and fellow-citizens of one common country.

Our fathers stood together when they for the first time gave to the world a government of true liberty, and in that day when in these hallowed streets the sons of Massachusetts, with sturdy independence and noble spirit, determined first to be free, they found an answering echo from the shores of the State of Carolina that said to them, we will stand by you. There was no section of the country which gave a more cordial sympathy or warmer support to the cause of Massachusetts independence.

And, sir, when to-morrow we shall view that sacred spot where our fathers shed their blood for that holy cause of independence, we will not forget that they regarded as essential to that cause so dear to the taste of the oppressed of every nation and of every clime, that the very first element of success was that the colonies should be united, not only in name, but in heart and in hope.

The late sad war is over; the conflict has ceased. The command you see before you left one hundred and thirteen of their comrades upon the battlefield for that State, whose call they regarded it their duty to follow. But they realize that that war over, the high mission of the reconciliation is, peace and fraternity. Their is no higher duty which patriotism can require or invoke than that we should now meet as friends and brethren, and uphold to the remotest posterity that liberty for which our fathers shed their precious blood.

I trust it will echo and reëcho from mountain to seashore, from the lakes to the gulf, and in every city and village and hamlet and plain in this land, that South Carolina to-day, henceforth and forever, will be one and inseparable for the perpetuity of the Government and liberty upon the constitution. You have well said, Mr. Adams, springing as you do from those who have made the name of this country illustrious, that we desire no hollow truce; we desire no mere profusion of words. We want to be one in heart, in name, and in hope, and to regard him as the enemy of his country who shall ever attempt to disturb that peace, reconciliation, and fraternity which is at last the bulwark and the sole bulwark of the country.

Playing School.

BY M. B. C. SLADE.

First Girl.—Every one has recited, we've all spelled and read,
Some long puzzling questions in numbers have said,
We have tried, hard, to show you the best we can do
In reading, and spelling,—
Small Boy. (*Interrupting.*)— Arithmetic, too!
First G.—And so, if our friends will listen awhile,
Small B.—And give, now and then, an encouraging smile,
First G.—I just want a nice little schoolma'am to be.
Small B.—O ho! that is jolly! what fun we shall see!
First G.—But I hope you will all be obedient to me.
Larger B.—I believe, ma'am, that I can make answer for all.
Small B.—You speak for the big boys, I'll speak for the small.
Larger B.—We are quite tired of study,—
Small B.— And this will be play,
Larger B.—So I think I can promise each one shall obey,
Little G.—I think that it seems rather funny and queer
For a schoolma'am to sit with the scholars down here.
Larger G.—Oh! please take your place on the platform, up there;
Let us see how you look in the teacher's arm-chair.
First G.—I will go to the platform, but I'd rather stand.
Another G.—O yes, that's the way to look round and command.
First G.—I must watch for the idlers, 'mong so many boys;
I must see who is roguish and who makes a noise.
Another G.—Now, please ma'am, don't watch us from morning till night;
Several.—You know we have promised to try to do right.
Very Small Child.—If I were a teacher I think that I would
Look less for the bad boys, and more for the good.
First G.—Seems to me, little boy, it is not very nice
For a scholar to offer his teacher advice;
You may open your book, study more, and talk less,
Or, perhaps, you may lose your morning's recess.
(*Ringing bell.*)—First class in Geography, now you may stand
And give the Divisions of water and land.
Speak promptly, and let every answer I hear
Be given correctly, distinctly, and clear.
First in Class.—Divisions of land,—Divisions of water?
I'm sure I can't tell—
Teacher.— Well, I'm sure that you ought to.
Next.—Divisions of water,—Divisions of land?
Teacher.—Sit down, sir; 'tis plain that you don't understand.
Who can give of the water? Ah, John, you may try—
I see that you know, by the gleam of your eye,
John.—Straits, channels, and sounds, oceans, gulfs, bays, and seas,
Lakes, rivers, and streams, are the names, ma'am, of these.
Teacher.—You are right. Ralph, now tell us about the great Ocean.
Is it quiet and still? or forever in motion?
Give its various names, and then let us know
What is found in the depths of its waters below.
Ralph.—Little Schoolma'am, 'tis true, though maybe you don't know it,
'Tis not all that are born, like yourself, a true poet;
So I think I'll answer that question as I learned it in my Geography.

The Ocean has five parts: Pacific, Atlantic, Indian, Northern and Southern Oceans. It is always tumbling and tossing about, and it has all sorts of fishes, from the big whale to the little minnow.

Teacher.—Very well, Ralph; our friends all seem pleased; I suppose
There are some who like better to hear you in prose.
Now some countries in India—
Little G.— Give that one to me;
There is China, from whence we get most of our tea,
And India stretching far down to the sea.
Teacher.—Europe, Ann.
Ann.—Lapland, Sweden, and Norway, and Russia,
And Denmark, and Germany, Holland, and Prussia,
Spain, Italy, Portugal, France, Turkey, and—
Small B.—Right up in the middle is Tell's Switzerland.
Another B.—Europe has splendid cities, London, Paris, and Rome.
Girl.—We've New York, Chicago, and Boston at home.
Boy.—Asia has mighty rivers and mountains so high
That the snow never melt while the summer goes by.
Girl.—We've the long Mississippi, and Amazon grand,
Next G.—And the Andes that stretch the whole length of the land.
Boy.—Diamonds, Africa has, gold and silver, so pure.
Girl.—California and Black Hills have gold, I am sure.
Teacher.—That will do. I would ask you about our own State,
But I fear you are tired, and I see it is late.
If we use all the time, it would be a great pity;
We should lose all the speeches from friends or committee!
I thank you, my scholars, for being so good.
Small B.—You knew that we should be; we said that we would.
Teacher.—And now, if you please, to my seat I'll return,
And we'll sing the new song we've been trying to learn.

Grandmother's Breakfast.

[For Two Girls. and Three Boys]

BY M. B. C. S.

Sally.—Grandmother, grandmother, what shall I do,
To make a breakfast this morning for you?
Grandmother.—I'm faint, my Sally, and so you may
Cook something for me without delay;
I'm hungry, my child; so hurry and make
Your poor old granny a johnny-cake.
Sally.—Miller, give me some corn-meal quick,
For dear, old granny is hungry and sick.
Miller.—You must go to the farmer and bring some grain,
And if you will make haste back again,
My windmill the yellow meal shall make,
And granny shall have her johnny-cake.
Sally.—Farmer, give me some corn, if you will,
For miller to grind in his whirring mill.
Farmer.—Go to the plowman and bid him plow,
And harrow the ground, as he knows how;
The golden kernels to plant I'll take,
And granny shall have her johnny-cake.
Sally.—Haste, good plowman, harrow and plow,
The farmer is waiting for you now.
Plowman.—Go to the wind and rain and sun
And tell them 'tis time their task was done;
The soil for me they must ready make
That Granny may have her johnny-cake.
All.—So wind, rain, sunshine, mellowed the soil;
The plowman hastened to do his toil;
The farmer planted the shining grain
All over the brown and furrowed plain;
The windmill's wings went whirring round;
The miller the golden kernels ground;
And dear little Sally made haste to make
The sweet meal into a johnny-cake.
And grandmother said,—
Grandmother.— I'm faint, my dear!
As soon as you could you brought it here;
But, O dear me! how many it takes
To feed poor granny with johnny-cakes!

Centennial Roses.

[Let the one who recites hold a bouquet of old-fashioned roses.]

BY M. B. C. SLADE.

In the loveliest spot you have ever seen,
'Neath the Sumach blooms, by the spring ravine,
Where the sweet Riduland flows;
By the chestnut old, on the eastern ridge,
'Mong the blackberry-vines of the old stone bridge,
Grows the hundred-year-old rose.*

A century gone, a home was there,
With terraced lawn, and a garden fair;
Now, the daisy blooms fill up,
With their milk-white foam, the sloping place,
Of the grand old mansion the only trace;
And we call it the fairies' cup.

This tale alone, can the long years tell
Of the vanished and silent who used to dwell
Where the sweet Riduland flows:
When that chestnut, old, was a sapling, green,
They planted the banks of the spring ravine
With the hundred-year-old rose.

What thing your hand is doing, or mine,
So long shall live and so bright shall shine?
The dear Lord only knows!
But shall we not try some work to do,
That shall sweetly bloom, all the long years through,
Like the hundred-year-old rose?

* This is a true story.

Gold-Locks Wants to Know.

BY MRS. CLARA DOTY BATES.

Gold-Locks.—How do the pussy-willows grow?
Gold-Locks wants to know.
Second Little Girl.—Long and gray, the willows sway,
And the catkins come the first spring-day:
Plenty of them on every stem,
All dressed in fur, as if they were
Prepared to keep the cold away.
Gold-Locks.—How do the meadow-violets grow?
Gold-Locks wants to know.
Second Little Girl.—The violets, too, in bonnets blue,
And little crooked necks askew,
Stand sweet and small, where the grass is tall,
Content to spy but a bit of sky,
Nor ever to know the world at all.
Gold-Locks.—How do the brooklet's waters flow?
Gold-Locks wants to know.
The waters run in shade and sun,
And laugh because the winter's done;
Now swift, now slow, the pace they go,
Shining between their banks of green,
Whither,—they neither care nor know!

—Youth's Companion.

My-Mother-Wants-Me.*

[For Dandelion Time.]

BY M. B. C. S.

[*Recite with a handful of Dandelion-balls, blowing them, at the second and third stanzas.*]

The dandelions were going to seed,
Their soft globes shining, all over the mead;
Cloud-like and feathery, downy and white,
The "my-mother-wants-me's," so airy and light.

"I'll try one," said Katy; "one, two, three,
And see if my mother is wanting me;"
Off at her breathing, each winged seed flew,
And she gaily came running to ask was it true.

Next Lulie her one, two, three times puffed,
But she blew off but half of the snowy tuft;
So she laughingly said, "I can play all day,
For the my-mother-wants-me says I may."

But little Nell, sorrowful, turning aside,
No sign of the my-mother-wants-me tried;
For her mother dwells in the far land where
They make no sign when they want us there.

So I said, "Little Nelly, take one and blow,
And hasten to me if the seeds all go;"
And I hope the dear mother in heaven smiled
When she saw that *I wanted* her orphan child!

* All the children know the "my-mother-wants-me" sign. They blow the dandelion-globes three times, and if the seeds go off, *their mother wants them.*

— A spread-eagle orator wanted the wings of a bird to fly to every village and hamlet in the broad land, but he wilted when a naughty boy in the crowd sang out: "You'd be shot for a goose before you had flied a mile."

American Institute of Instruction.

[Continued from page 43.]

and I am glad to say that we have one here in person authorized to speak for the city of Providence, as I am not.

Mayor Doyle was then introduced, and very gracefully extended the welcome of the city. He said that, in looking over the programme, he could see the wisdom of the committee, and he thought how judiciously, to borrow the idea of another, they had made up this "welcome sandwich." He was glad to meet the Institute in this city again. Twenty-one years ago he had the honor of officiating at the reception of this Institute, with one of his colleagues of the city council. That meeting has been remembered with pleasure by the citizens of Providence; for our city has always taken a deep interest in the subject of education. She feels full well the great importance of the public school, and the city has always been liberal in her appropriation for the support of her school system. The mayor hoped that the teachers while here would have an opportunity of seeing the school buildings of the city, which have grown up since the Institute was here before. We feel that this Institute is the parent of all similar associations, he continued. We feel that it does a great work in the cause of education; and the citizens of Providence are therefore ready to open their hearts and give you a cordial welcome, as you come here at this season of the year. Rhode Island, as you are aware, claims to have led in the great Declaration of Independence. Rhode Island set up for herself before the other colonies took it into their hands; and so Rhode Island has in other matters been independent. She is independent in thought and feeling; and if there is any peculiarity characteristic of the people of Rhode Island, it is that independence of character which makes them stand up for themselves, and never expect that any one else is going to lean upon them. Now in this course of education we are ready to do all we can, and, as we look back upon the fruits of these institutes, as we see in the common-school system of public education the results of your associating together, we believe that from this gathering to-day we shall receive a new impulse, and the cause of education in the State will go forward.

President Robinson, of Brown University, was then introduced, who alluded to the fact that Brown University has furnished a large proportion of the teachers for New England and other portions of the country in the past; and, said he, it will not be untrue to its mission as an educator of teachers in the future. Good teachers are in demand, and probably their want to-day is as urgent as the want of good men in the other professions. Dr. Robinson then most cordially, in the name of Brown University, welcomed the Institute. He trusted the meeting would be characterized throughout, by the discussion of the great unsolved problems of education. We have not yet reached all these questions of education, but we are beginning to understand more and more the relation of the teacher to the ends of education. The president then made a brief address, thanking the speakers for their words of encouragement. He also alluded pleasantly to some incidents of the past connected with the Institute, and to the commendable interest of the people of Providence in the cause of education; not forgetting at the same time to mention their hospitality towards members of the Institute.

The annual business meeting of the Institute was then held, and the president was authorized to appoint the usual committees.

An assessment of one dollar per person, to defray the expenses of the Institute, was voted.

J. A. Shaw, A M., principal of the Highland Military Academy, of Worcester, Mass., was then introduced, and read a practical essay upon "English Pronunciation—what have teachers to do about it?" He considered the subject of more than ordinary importance, and that pronunciation is at the foundation of the language. The Anglo-Saxon race is to be the reigning power, not only on the western continent, but throughout the old world and the islands of the sea, and this before many years. Therefore well it is that we see to it that we keep our language pure; that we have no corrupt pronunciation or "pigeon English." The essayist then declared himself a humble advocate of the dictionary and its constant use in the school. Webster and Worcester speak as those having authority. Their varied scholarship in general, and study of words in particular, rightly grant to them the respect and honor we are always willing to grant to experts. When asked what dictionary we should use, his answer would be both Worcester and Webster; but if you cannot have both, be thankful if you can have either. The 1864 edition of Webster is the best, and the one to be used. In conclusion the essayist reviewed at some length the different pronunciations of the vowel-sounds in the same word, defending one method or showing its authenticity, and showing also the unwarrantableness of another.

A very lively and interesting discussion followed the reading of the paper. All the speakers endorsed the essay, and felt the great need of a better system of pronunciation in the school.

Mr. A. C. Perkins, principal of Phillips Academy, Exeter, believed it very important that a correct pronunciation of the dead and foreign languages should be secured, and if it is important here, much more is it important that we should pronounce our own language. The training in pronunciation should be made a very important portion of the work of the primary-school teachers. Pronunciation should be made an essential study at the outset.

Mr. J. D. Philbrick, of Boston, agreed with Mr. Perkins as to the prime importance of correct pronunciation, but took exceptions to his point that pronunciation should be rigidly insisted upon in the primary school. There should be a fair amount of training in pronunciation there, perhaps, but as for drawing the nicest lines, the primary school is not the place.

Mr. Ladd, of the State Normal School of New Hampshire, insisted strongly upon it, that the primary school is the place for pronunciation to be taught.

Mr. David Crosby, of Nashua, N. H., agreed with the preceding speaker as to the high importance of the correct pronunciation of the vernacular, and hoped to see the time when more attention shall be paid to the subject. He gave his opinion as to the pronunciation of of some much mooted words in common use, and said that where the doctors disagreed, he did as he had a mind to.

Mr. B. G. Northrop, Secretary of the State Board of Education of Connecticnt, took grounds in favor of training in pronunciation in the primary school, and, said he, when you begin to train them in accuracy in one instance, train them in every instance. In this respect our schools are inferior to those of England. Both pronunciation and felicity in expression is the point of our greatest weakness. Our language spreading rapidly, and that taken with its richness, should be incentives for its correction

The following committees were appointed by the chair:

On Nominations—Messrs. D. Leach, A. Parish, J. W. Symonds, L. S. Littlefield, C. C. Rounds, E. Smith, A. J. Manchester.

On Resolutions—Messrs. B. G. Northrop, A. J. Phipps, H. E. Sawyer.

On Necrology—Messrs. W. A. Mowry, C. Hammond, D. W. Jones.

On Teachers and Teachers' Places—Messrs. D. Crosby, M. G. Daniel, T. W. Valentine.

On New-England Journal of Education—Messrs. J. D. Philbrick, J. C. Greenough, E. C. Comins.

On the Educational Department of the Centennial Exposition—John D. Philbrick, Hiram Orcutt, E A. Hubbard, N. A. Caulkins, Charles Northend.

On National Bureau of Education at Washington—B. G. Northrop, Conn.; C. C. Rounds, Maine; J. W. Symonds, New Hampshire; T. W. Valentine, New York; G. W. Atherton, New Jersey; A. G. Boyden, Massachusetts; S. S. Greene, Rhode Island.

"The Teacher an Educator" was the subject of a paper by A. G. Boyden, A. M., Principal of the State Normal School, Bridgewater, Mass. The speaker considered the teacher of far more importance than any other requisite to education; better a pine school-house and board seats with a good teacher, than a costly edifice and a man of no power. How to teach? What to teach? are the great questions that monopolize the thoughts of every good instructor. They demand the attention of every thoughtful man. Unity in education is most essential. Teachers are continually vexed over questions that should not trouble them in the least. These questions are of vital importance. What is the ultimate end for which you are striving? What principle of education guides your effort? Teachers do not work for the end in view. They work to get over a certain number of pages in the text-book in a given number of days, and then guage both their efforts and the scholar's progress by a certain rate per cent., making the record the same as of so much stock. Means and method monopolize so much time that the end of all education is lost sight of. Make sure of the end in view and then use the best methods. Study the nature of the child and learn how to meet its wants Only by studying the nature of the child can the end be aimed at, and when once the child's thoughts are known, then the work of education is comparatively easy. Man is a child of nature, and through natural courses he must be taught. The mind has three methods of action,—knowing, feeling, choosing,—each dependant upon the other. The first activity of intellect is the perception of qualities. All ideas of external knowledge come to the mind through the senses. Skill in any faculty comes from a proper use of that faculty. The perceptive faculty takes the lead of all mental faculties, and by encouraging this the mind gradually develops and acquires knowledge. The speaker made a very logical explanation of the dependence of one faculty upon another, and the right way to bring them out for the purposes of education. The family is the friendly instructor of the child, and the school supplementary. Much depends upon the home education, and evils instilled there cannot be eradicated in school. The child is a young rational being and its intellectual powers only want developing. Study men to learn how to teach children. A man (in the generic sense), to be a successful educator, must be of quick perceptions, sympathetic, of strong will, and a firm lover of truth and duty. Enthusiastic men with these attributes make the great teachers.

Mr. Sawyer, of Middletown, Ct., spoke a few words on the essay, endorsing its valuable opinions.

AFTERNOON SESSION.

The first paper of the afternoon was read by Dr. Samuel Eliot, Head Master of the Girls' High School, of Boston. He spoke upon "The Organization of School Faculties." Without attempting to give a synopsis of Dr. Eliot's paper, which will appear in full in our columns next week, we will give a few points in his plan of organizing a school faculty. There is an organization under which the schools would be kept closely together and be managed educationally with far more efficiency than they now are. Let the teachers as a body nominate some of their number as their representatives, from whom the school committee shall elect not less than ten nor more than twenty to form a School Faculty. Wherever annual elections of teachers is dispensed with, the members of the faculty might be elected to serve three years, one-third retiring each year.

This would ensure permanence to the faculty and allow the calling in of new members. The faculty could bear to the school committee the same relation as a college faculty bears to its trustees. If the superintendent of schools were its chairman, he could assist its work and connect it with that of the committee. It would have authority over instruction and discipline; would decide upon the introduction of new branches and the lopping off of old ones; the expansion and contraction of studies, choice of books and methods; the standard of admission and promotion; rewards and punishments; hours, sessions, holidays, all the daily life

of school, subject to the supervision of the committee and responsible for executing their rules. The faculty would not have a supreme but coördinate authority, not disturbing the higher powers of the committee. Some obvious results would follow, such as teaching in early years whatever the majority of our children most need, leaving the wants of the minority to be met in later years. Children need to be graded not only according to their capacities, but their opportunities—some attending for a year, others a few years; and every moment of this time is to be husbanded. Could teachers be allowed to carry out their views, they would soon transfer some of the studies of the higher schools to the lower, but in a mere elementary form, as thousands of children in the lower schools will never pass to the higher, and they will never learn what is omitted there. A study once begun should be continued. Reading, for example, would never be crowded out of a higher course by a thoughtful teacher. If left to themselves teachers would attempt some alterations in examinations. They know how little confidence is to be placed in examinations as tests of individuals; how often they bring audacious ignorance to the front; how often they leave modest knowledge in the background. They know that thought, as well as memory, should be tried. Greater unions of schools would result from the work of a school faculty. We are interesting ourselves, as a people, more and more in the universities, not for their sakes, but for the colleges and schools to which they minister, each gaining by the other. Another result will be the increased stability of teachers in their calling, as the college professor is kept in his place by a sense of having the power proper to it. This is especially true of women teachers. They are found fault with for being in the schools at all, sometimes for staying there so short a time; yet what would the schools be without them? When I see, as I do daily, the self-denying labors of women who teach, their readiness and capacity to do their work to its utmost, I wish I could give them some of the power I have, wider, indeed, than I have, in the work which owes so much to them. Let them be represented, and representatives in our faculties, if we ever have any. The faculties and schools will be gainers every way.

Mr. Rounds, of Farmington, Maine, said he was not sure that the discussion of this matter belonged especially to the superintendents. He had never listened to a more important paper.

Mr. Mowry said that if there is any one problem that is receiving careful thought, and is difficult to solve, it is this of school management, including courses of study, length of sessions, holidays, etc. A large majority of school committees are dissatisfied with present methods. The arranging of details of courses of study is never submitted to a sub-committee, as only the teachers of the several grades can tell how fast pupils can go in a given time. He spoke at length of other questions arising, which only the teachers can solve.

Mr. Ladd, of Boston, referred to the well-known lack of qualifications for laying out a course of study on the part of some very learned men.

On motion of Mr. Ladd, of New Hampshire State Normal School, a committee consisting of Messrs. C. Northend, of Middletown, Conn., A. P. Stone, of Springfield, Mass., and H. O. Ladd, of New Hampshire, was appointed to report next year upon the subject of Dr. Eliot's address.

At the close of the discussion upon this paper, Mr. E. G. Coy, of Andover, Mass., read a paper entitled "Inconsistency of Theory with Practice, the chief ground of opposition to Classical Study" It was a forcible plea for the continuance of classical studies, but we shall be obliged to omit any synopsis of it for lack of room.

Professors Lincoln and Harkness followed with extemporaneous, but able, speeches in support of Mr. Coy's views.

The last paper of the afternoon was by Mr. J. F. Blackinton, of Boston, upon "Silent Forces in Education," and was in every respect admirable. The speaker paid an eloquent tribute to Dr. Wayland, whose life, he said, was better than any lesson in moral philosophy that he ever gave. He closed with an eloquent peroration, based upon his visit to the sacred spot once trodden by the feet of Him whose magnetic influence seems yet to hallow the places that were familiar to him while on earth.

The President gave notice that the members of the Institute were invited to visit the college grounds and the museum from 8 to 9 o'clock on Friday morning.

THURSDAY EVENING.

A very large audience assembled in the evening to listen to a lecture by President Gregory, of the Illinois Industrial University, upon the subject of "The Real Problems in Modern Education." He said: There are two extreme points from which our inquiries must set forth. We may begin with the individual child and watch the order in which his faculties unfold and his wants arise, and follow by patient induction repeated in many cases to a full observervation of the real phenomena of life. In this way we shall ascertain how the processes of growth and education actually go on, what is the order of progress in those processes, and how they vary under the several conditions and circumstances which nature and art may supply. On the other hand, we may mount at once to the stand-point of the broadest observation from which we see, not the individual and his personal peculiarities, but man as a broad and many-sided humanity, man and his surroundings, man and nature, man and society, man and God. From this second point of view we shall gain our only proper vision of the grander relations, responsibilities, and possibilities of human life. Here the whole man reveals himself, and we see in marked outline the real nature, ends, and uses of the human faculties In the final solution of our educational problems we may need to hold in mind both sets of facts. The essential conditions of these problems are found in neither sect alone. The faculties to be educated are found in the individual. The aims, directions, and uses of education are to be sought in society. The modern questions or questionings in regard to education, may be roughly grouped into these three great divisions: *First*—Preliminary and fundamental inquiries into the nature and educability of the human mind. *Second*—Questions concerning the instruments and methods ef education. *Third*—The grand aims and possible scope and uses of education. Three great questions press upon us at the present hour. The first is—"Is our educational system wide enough, active enough, advanced enough to keep its hold upon the people and the age? Are we up to the times?" Second—"Is this educational system fitted to help the great minds of the age to promote the scientific, political, social, and religious progress of mankind?" Finally—"Is our educational system strong enough, wise enough, and pure enough to serve as a safe leader of the age?" In the great struggles that must yet come upon us between science and religion, between one form of politics and another, are our schools doing the work necessary to secure for us such a leadership as will secure the triumph of good government over anarchy and political chaos?

Friday, July 9th.

Friday morning's session commenced with devotional exercises conducted by Rev. Carlton A. Staples.

Mr. John D. Philbrick, of the committee on the NEW-ENGLAND JOURNAL OF EDUCATION, recounted in brief the action which has resulted in the disestablishment of the various educational journals in New England, stating that the JOURNAL OF EDUCATION had met so far with success beyond the expectations of the most sanguine, and offered a resolution that the Institute commend this journal to the favorable consideration of instructors throughout the country, which was passed, and the advisory committee was continued for another year.

Rev. Daniel Leach presented the report of the committed on nominations for officers for the ensuing year.

T. W. Bicknell suggested that the list presented ignored entirely a large working force of the teachers of New England, viz.: the lady teachers, and he moved the report be recommitted, with instructions to place the names of ladies on the list of vice-presidents, which was passed.

Mr. William H. Ladd, of Boston, moved that the report be recommitted, with instructions to report a list of five vice-presidents, two of whom should be women.

Mr. Philbrick objected to this strongly, and it was withdrawn, and the list recommitted under the motion of Mr. Bicknell.

Mr. Philbrick, from the committee on the Centennial Exposition at Philadelphia, submitted a report recommending the passage of the following resolution, which was read and passed:

Resolved, That we recognize in the proposed national exposition of education at Philadelphia an instrumentality of the greatest value for the promotion of educational progress in all parts of the country, and that we would earnestly urge upon teachers and upon educational authorities the importance of making early and ample preparations for sending contributions thereto, in order that it may, in the highest degree, serve the purposes intended.

The committee on nominations reported back the same list of officers as previously, stating that there was not now sufficient time to make any changes, and the officers were elected in accordance with the report, as follows:

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The report of the treasurer, G. A. Walton, of Westfield, showing a balance in the treasury of $212.50, was presented, read, and accepted.

This finished the business of the Institute, and attention was turned to the papers to be presented.

Miss Anna C. Brackett, of New York, read the first paper of the day on the "Relation of the Medical and the Teachers' Professions." Education is so broad a theme as to include everything. The true educator has in view all the powers of the pupil, but the difference between the work as usually viewed is this: The educational profession regards the body as the servant of the mind; the medical looks on the mind as the servant of the body. I mean it in no sense derogatory to the medical profession, for many of whose members, individually, and for all of whom, ideally, I have a profound respect. From the nature of their special work, physicians are forced to this view. Mental states are to them of consequence, as they act upon bodily functions; yet more in the eagerness of special study the mind, chased from cell to cell, becomes itself but a vanishing phantom, a manifestation of chemical forces, a something evolved from cell-life, which must logically vanish with the decomposition of cells. Says Dr. Hammond, of New York: "Every fact in our possession goes to show that where there is no nervous system, there is no mind. By the term mind I understand a force developed by nervous action." Dr. E. H. Clark, of Boston, before the National Teachers' Association last year, at Detroit, said: "The quantity and quality of the brain determine for us the quantity and quality of the mind. Build the brain aright, and the divine spirit will inhabit and use it. Build it wrongly, and the devil will employ it." These are attractive sentences, likely to win applause from those who do not follow them to their logical conclusions. But if we strip them of rhetorical drapery we find them to mean only that the mind is a force evolved from nerve-cells, a result of nerve action; and that what we

call truth and falsehood, right and wrong, are only the result of harmonious action of nerve cells. If a man is healthy he will be good; if unhealthy, bad; virtue and vice are only necessary evolutions of gray nerve-matter, and all moral responsibility must necessarily cease. From necessity, teachers carry on their work on an exactly opposite supposition. Is it more unreasonable to suppose that mind evolves matter, than that matter evolves mind? We assume that there is such a thing as mind, and that everything must bend to its necessities. It is evident, then, that to secure the highest results, the medical and educational professions should work hand in hand. We may forgive physicians their blame of us, but we cannot forgive the impediments they place in our way, and the increased frictions added to the machinery of our daily work. Am I unjust? If a child is ailing, the case is laid before a physician. In ninety-nine cases out of a hundred the physician recommends the withdrawal of the child from school. He does this without knowledge of the character of the school, without inquiry as to ventilation, the number of recesses, the ability and wisdom of the teachers He does it without knowledge of the clothing, sleep, and food of the child. He does not know how many parties she has attended, how many hours she has sat before her piano, or bent over sewing; how many hours she has spent in exercise in open air and sunlight. Does he inquire into the kind of books and papers habitually read? But these are the precise inquiries which the educator knows he should make. It is time that we should assert and maintain by our words what our daily work maintains; that there is a science of mind as well as of body, and that the terms science and scientific belong as much more of right to the students of mind as the thinking, choosing, self-conscious soul is above, or beyond, its dependent, though at present necessary instrument. This paper was listened to with delighted attention, and should have been heard not only by every physician in the land, but by the mothers who, alarmed by the one-sided presentation of the dangers attending the school-life of girls, make haste to offer their indolent and self-indulgent daughters a premium for the very faults out of which they should be firmly and tenderly educated.

After a recess of ten minutes, Prof. Greene, of Brown University, spoke upon "The Place and Work of Academies in our system of Education." He adduced cogent reasons for the continued support of such institutions, which we shall give in full in a future issue of the JOURNAL.

Rev. A. D. Mayo, of Springfield, Mass., then read a paper entitled "What next in the Common Schools?" Its main points are that our national arrangements for education are inadequate to the needs of the masses, and should be so reorganized that the children who attend school but five or six years shall be first provided for; that the kindergarten will not be adopted as a portion of common school, but its methods will be taken into elementary schools, the best place for little children being in their homes, and the mother needing the education and caring for her little ones. The chief aim of this school will be to impart the elements of English education by most approved methods, to awaken and direct the imagination. No foreign tongue should be taught in these schools. The elementary school-teacher should be converted from an amateur to a professional character, the incompetency of multitudes of teachers being a frightful fault at present. Every university should establish a department of instruction in which the principles of pedagogics shall be expounded. Lastly, the funds of our schools be supplimented by private beneficence, and a high standard of attainment be exacted from all who aspire to teach in them.

At 12 o'clock a paper was read by President Porter, of Yale College, upon "Classical Study and Instruction." It is now conceded that to a certain class of educated men classical study is indispensable, and that provision should be made for instruction in it in all the schools of higher education. A great diversity of opinion prevails, however, in respect to two questions, viz.: For what class of pupils should classical study be prescribed as a necessary, or very desirable, element in education? And what are the best methods in which classical education can be imparted? One of these questions, in fact, involves the other. The answer to the first must necessarily determine the second. If classical learning is to be confined to the few who may be expected to become eminent proficients in its grammar and dialects then the present system may be well enough. But if classical education is to be given to a mass of pupils, few of whom can be expected to become familiar with its philosophy or minute details, then a different course is to be followed.

Four distinct reasons may be urged why the study of the classics should be prosecuted in our schools and colleges. First, the study of the grammar of two of the most refined and finished languages that have ever been spoken, is the most philosophical method of learning grammar. Secondly, a most valuable knowledge of the etymologies of English words is gained by the student. Thirdly, this study brings the mind into intimate acquaintance with the literature, the history, and the life of the most cultivated of ancient nations,—with whom the most cultivated of modern nations are most closely allied. Lastly, this study is an excellent instrument of intellectual gymnastics, which would be worth all, and more than all, of the labor it involves if this were the only result which should remain. The inquiry at first presents itself: Which of these is the superior end? But on second thought, the question would arise whether these ends must be conceived as standing at all in the relation of formal subordination of one to another. If it is granted that mental discipline is to be gained by this study, may we not ask whether culture, in a wider and more elevated sense than that of discipline, is not also desirable?

Grammar in all its forms is the product of abstract reflexion. The student who traces its history from its earliest condition with the stoic logicians down to its present highly scientific status, cannot but be sensible that the apprehension of the syntactical relations is no easy task for any youthful mind. This task, certainly, is not ameliorated when the additional duty is thrown upon the pupil of mastering the whole theory of verb-formations, and especially when these are used to illustrate a recondite theory of linguistic development. The only way to make grammar tolerable is to make the language interesting, and the only way of making the language interesting is to stimulate and reward the memory and the imagination by the exercise of power. It is one thing to make a boy study what he can actually master, and another thing to compel him to learn what he cannot possibly comprehend. To read a Latin author is, to but very few of the many who now study Latin, a positive pleasure. The majority of any college class smile when advised after graduation to read a single Greek or Latin author for pleasure. True, the teacher has the satisfaction of having taught the language in accordance with a strictly scientific method. He has laid "a broad foundation," as he calls it, for the future study of the language, provided the pupil, after his seven years in school and college, shall give any portion of his "future" to the current reading, as literature, of the classics. The better method of study and instruction which we have sketched, is the only method which is truly scientific, because it alone follows the laws of scientific development and adapts itself to the necessities of the student. It compels the instructor to study the capacities of the pupil, to keep himself in sympathy with every new class that comes under his care, to perpetually renew his youth from the young minds and hearts which the Creator brings to his love and guidance every year. The saying of Coleridge, that "the secret of genius is to carry the feelings of childhood into old age," is especially true of a genius for teaching, which preëminently, like every other divine gift, "blesses him that gives and him that takes."

At 1 p. m. the Institute adjourned to the steamer Canonicus, and nearly all of the members, with invited guests, embarked for a trip down Narragansett Bay, stopping at Rocky Point for a shore dinner, where a company of about 600 teachers and their friends sat down to one of Humphrey's best "Rhode Island clam-bakes." Baked clams, chowder, baked fish, etc., rapidly disappeared before the hungry multitude, who showed equal skill in the school of physics as of metaphysics, and the huge piles of clam-shells left as the waiters' portion of the banquet testified to the presence of a remarkably *litterary* (literary) company.

When dinner was finished, Dr. Lyon called the meeting to order, and the report of the Committee on Resolutions was read and accepted. It is as follows:

WHEREAS, Some misapprehension has existed as to the true sphere and work of the National Bureau of Education;

Resolved, That the American Institute of Instruction, while regarding the maintenance and management of public schools as solely the work and duty of the several States, regards the "National Bureau of Education" as a most important and efficient agency for the improvement of public schools and the advancement of education throughout the whole country. Though assuming no authority and exercising no dictation in any State, simply as an advisory agency, as a common medium of communicating and a source of information, it has already proved to be of great practical utility to the whole country. Besides its extensive correspondence with the friends of education in all parts of the land, its prompt and judicious answers to the manifold questions of teachers and school officers of every State and city, and almost every large town of the country, its circulars, papers, and reports have supplied the information greatly needed by the friends of education. Familiar with the wants of each State, and with the results of various methods and systems, the Commissioner has become their valued counselor.

Resolved, That education should hold a prominent place in the Centennial Exposition, as it did at the Expositions of Paris and Vienna, and that the efficient supervision of the National Bureau of Education is indispensable to the successful representation of our American educational systems and institutions at Philadelphia. Though American schools have been our pride and boast, we shall meet in this respect in humiliating disappointment and failure, without such thoroughly organized preparation and supervision of the Educational Department at the Exposition as the National Bureau only can secure.

Resolved, That a committee of this body, consisting of one member from each State here represented, be appointed to memorialize Congress in favor of the liberal and continued support of the National Bureau of Education.

Resolved, That the thanks of this Association be presented to the president and members of the Rhode Island Institute of Instruction, for their cordial invitation to hold our session with them, and for their unwearied efforts to facilitate the purposes of this meeting.

To the Mayor and citizens of Providence for their cordial welcome and munificent hospitality, and generous provision for a most delightful steamboat excursion on this beautiful bay, and for our introduction to the peculiar Rhode Island institution—a generous and most enjoyable clam-bake.

To President Robinson, for opening to our inspection the different departments of Brown University.

To the proprietors and officers of the hotels and railways, who have reduced heir fares for the accommodation of the members of the Institute.

To B. W. Hood and the pupils of the High and Grammar Schools of this city, for the excellent singing furnished each evening of our session.

Mr. Mowry read the following preamble and resolutions, which were adopted. The first was relative to the death of the late Master of the Harvard School, Brighton, Mass.:

WHEREAS, James E. Parker has been removed by death from the scene of his earthly labors at the very beginning of a life consecrated to our profession; therefore,

Resolved, That in this dispensation we have lost one of our most earnest members, and are reminded that the highest scholarship, the strongest social ties, and he promise of the most extensive usefulness, cannot avert the inevitable doom to which, by the fiat of an all-wise and merciful Father, we are all subject.

Resolved, That we tender our sincerest sympathy to his afflicted parents in heir sad bereavement.

WHEREAS, Since our last annual meeting, the Hon. John Kingsbury, LL.D., one of the founders of this Institute, who through its entire history up to the day of his death was one of its warmest friends and most faithful and laborious supporters, who had filled various offices with fidelity and distinction, whom the Institute had honored by its presidency, and who had honored the Institute by his dignity, efficiency, and ability in presiding over its deliberations, has passed away from earth after a long life of singular usefulness and a large measure of true success; therefore,

Resolved, That in the death of Dr. Kingsbury the Institute has lost an able member, a valuable counselor, and a firm friend.

Resolved, That we recognize in the record of his life, one apt to teach, of sound scholarship, of a true heart, remarkably disinterested, modest, fearless, learned, and diligent, active, and judicious.

Resolved, That this Institute hereby express our highest appreciation of his honor, his true manhood, his broad and accurate scholarship, his eminent worth as an educator, his ability, fidelity, and success as a man of business, and the strength, trust, and devotion of his character as a Christian.

Resolved, That we hereby express our deep sympathy with his immediate relatives and wide circle of friends in their bereavement.

Resolved, That we cherish his memory as a precious legacy, and we thank God for his noble example and useful life.

The afternoon passed off pleasantly in the enjoyment of the fine scenery of our beautiful bay, in conversation, and singing, and nine o'clock found the Institute again at the Providence wharf, and unanimous in their expression of delight in this enjoyable occasion.

Recommendations.

I cordially recommend the NEW-ENGLAND JOURNAL OF EDUCATION as a valuable aid to teachers in their work, and as an interesting paper, and hope all will be induced to subscribe for it.—REV. SAMUEL F. DIKE, *Chairman of School Com., Bath, Me.* (*June 19th*, 1875).

I have examined the N. E. JOURNAL OF EDUCATION, and think it an excellent publication, and one very useful to teachers and other friends of education.—REV. E. W. BYINGTON, *Member of School Com., Brunswick, Me.* (*June 18th*, 1875.)

I concur in what Rev. Mr. Byington has said with reference to the JOURNAL.—J. L. CHAMBERLAIN, LL.D., *President of Bowdoin College, and ex-Gov. of Maine*, (*June 18th*, 1875).

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Smith College, Northampton, Mass., endowed by Miss Smith for the higher education of women, was dedicated July 14. Northampton obtained a charter for a "Queen's College," in 1762, and, with poetic justice, this new institution is devoted to the education of the queens of society. By the provisions of the will, the trustees are bound to furnish young women, as far as in their power, the "means and facilities for education equal to those which are afforded in our colleges to young men." President Seelye's inaugural sets forth the peculiar features of Smith College to be, first, the requisites for admission to be equal to those which have been found essential and practicable in male colleges; second, to make the length of the college course and its requirements the same as those of Yale, Harvard, or Amherst; third, render the classical and mathematical training identical to that given to young men. The president claims that such an education, identical in its aims and methods, will not unsex woman, nor deprive her of her charms, but on the other hand will fit her the better for home and society. The new president thinks that the regular routine of college work will not be injurious to female health, but brings severe charges against cramming for special examinations, working for prizes, and preparing for public exhibitions, and the dissipation of balls, parties, and fashionable amusements, with pernicious reading, as the sources of the ills which student-flesh is heir to.

A careful reading of Dr. Eliot's paper on "School Faculties" convinces us that it contains more original and suggestive thought than is usually presented in an institute paper; and if it does not revolutionize the whole plan of school-supervision, it will at least lead to a revision of the methods of carrying on this important department. While all good teachers have, and will continue to exercise, an influence in shaping the school régime, it is more than proper that they should have a rightful and recognized authority in the direction of school affairs, upon which their own and their pupils' successes or failures so largely depend. We believe that every intelligent school-officer welcomes the advice, the suggestion, and the criticism which come from an honest, intelligent, and independent teacher. At the same time the teacher might not feel at liberty to give his opinion, unasked, and even then might hesitate if he felt that it would have but little weight in the mind of one not well conversant with the interior work of the school, or of one who might feel that such suggestions were asked or offered in a patronizing spirit, alike destructive to truth, honesty, and honor in all positions in life. Most school-officers will recognize the justice of Dr. Eliot's arguments, but the difficulty of the adoption of his plans does not rest with school-officers alone. In too many cases the teachers are utterly incompetent for the coördinate work of school supervision. In our experience school-officers have only been too willing to grant teachers the extra burdens which such responsibility would impose, but the teacher in such cases would prefer the shelter of higher authority in all matters which claimed independent thought and action, rather than the personal assumption of the added duties which such a position would bring. This obstacle, however, is rapidly giving away, under the elevating influences which are at work upon the candidate for teachership.

Organization of School Faculties.

BY SAMUEL ELIOT, LL.D.

[Read before the American Institute of Instruction, at Providence.]

If there is one thing above all others on which teachers are agreed, it is the value of the personal element in teaching. Everybody admits that the influence of the man or the woman upon the boy and the girl transcends all impressions of books or systems. Before these can act—before a book can make its mark, or a system work out its results, the breath of life must enter them from the living mind. Mind alone trains mind, character alone forms character; and whatever be the instruments through which they are felt, they, and they only, are really felt.

Do we who are, or ought to be, exerting this influence, appreciate its effect upon ourselves? We cannot move others without being moved. We cannot stir our pupils to new thoughts or hard effort without feeling the returning impulse from them. To see their eyes brighten, is to have a new vision of our own. To watch their nature as it grows, is to grow with them. I do not mean hereby that sympathy with them, like sympathy with any who surround us, sets back from those who receive it to those who give it. I mean more than this The early impressions made upon others reacts upon ourselves, and helps us, in proportion as they are helped, to clearer views and better lives.

For the sake of the teacher, therefore, as well as of the taught, this personal influence should have free play. Whatever contracts it, is a two-fold contraction to him. It limits his action upon his pupils; it limits their action upon him. To them it leaves very little action possible. Such as comes with groping through a lesson, the darkness sometimes lifting, but soon closing in again, one's steps all uncertain, and one's ends all unknown,—this activity, indeed, remains, but in nine cases out of ten it might as well cease for all the good that comes of it.

Fortunately for our schools, and for all belonging to them, there are no fatal obstacles in the way of the personal element in teaching. Our committees favor it, our teachers practice it, and our pupils profit by it; every one profits by it more or less, according to his opportunities. Yet, much as we think of it, we do not imagine it to be as full or as powerful as it might be. Indeed, the more we think of it, the less shall we be satisfied with its development. Potentially, it is the lever to move the school-world; actually, it moves only this spot or that, and the great mass stands still. Is it because of obstacles which, though not as serious as they might be, are yet serious enough to require careful consideration? Let us think over some of them.

To make himself thoroughly felt, the teacher must be in possession of all the powers natural to his office. His mastery of the plan he is to work by, his control of the instruments he is to work with, his direction of courses and methods, ought to be as nearly independent as is consistent with due subordination to a common system. "They call me absolute," said the Russian Emperor Alexander to an English Quaker who was urging some great measure upon him, "but I have little power to do what I see to be right." Teachers are not absolute, and ought not to be; but they ought to have a great deal of power to do what they think right. Anything that takes this power from them, or lessens it to a degree at all approaching powerlessness, is a wrong to them, and to all connected with them. It has the direct effect of fretting them—perhaps of discouraging them; it has the indirect effect of lowering their standards, and making them contented with being on good terms with those above them, or those below them. When popularity, so called, takes the place of independence, the teacher is doomed. What, then, are the functions to which he is entitled?

The management of schools is easily divisible into the administrative and the educational. Under the first head come the establishment of schools, the erection of school-buildings, the election and payment of teachers and others in school-service. These are matters in which teachers, as such, are not concerned—indeed, not entitled to handle. They belong to administrative bodies, municipal or school boards, according to the laws or usages of different communities. Under the second head—the educational—come instruction and discipline in all their relations, courses and exercises, studies and text-books, examinations, terms and vacations, the care of scholars, individually, and in all the detail which individual treatment involves. These are personal matters, every one of them, entering into the character and lives of both teacher and pupil, and demanding a personal consideration which administrative boards are generally unfitted to attempt. Habitually and necessarily absent from the schools, unacquainted with many of the teachers and most of the scholars, they are but poorly qualified to deal with interests requiring a degree of familiarity which they can seldom attain. One must be on the spot, in the midst of teachers and learners, looking them in the face, following their labors from day to day, understanding their strong points and their weak ones, before he can succeed in laying out or executing a thoroughly good system of school-education. This is not to be done at a distance, however well-disposed or well-trained the members of a committee or board may be. A good pilot does not steer his ship from the shore: he comes aboard, stands with the captain and the crew, watches the sails as they fill, and the prow as it turns, before he can lay a strong and steady hand upon the helm.

Something of this incongruity between the constitution and the action of school committees has long been provided against. Sensible that they could not really fulfil the educational duty assigned to them, our committees have transferred more or less of it to superintendents or commissioners, chosen, as a general rule, from the teachers of their districts, and bringing the experience and sympathy acquired in teaching to bear upon the work intrusted to them. The trust has been nobly discharged. From one side of the country to the other, a long line of improvements in old institutions, mingling with institutions altogether new, bears witness to the school-superintendence of the last quarter of a century. It shows the wisdom of calling upon teachers to do teachers' work; it proves that education needs exactly what every great interest needs, namely: the practical efficiency of those who have been trained in it, and who can turn their training to its advantage.

But while confessing our obligations to the superintendents who have labored in our behalf, it is not ungrateful in us to doubt their being equal to the educational management of the schools in its completeness. In becoming superintendents, they cease to be teachers; they are no longer on the same ground where they stood before, and where, as I have ventured to assert, it is best for our educational managers to stand. They are in an office whose functions are not rarely educational, but largely administrative; and though they have shown themselves thoroughly competent to do what they have had to do, they have not had to do some of the things which our schools need to have done. From the very nature of the case—from the two-fold character of the labors committed to them—from the fact that they are administrators as well as educators, they are, at least to some extent, disqualified for the purely educational details of which teachers, and teachers alone, are the natural masters. It is therefore to teachers that I would have these details transferred.

Can we persuade our school committees to transfer them? Why not? There is an example for them to follow, and one which has worked well for generations in another sphere of education. The corporations and trustees of our colleges have been content with administrative authority; they have confined themselves to the material interests of their institutions, to the finances, the buildings, and the appointments, which they have found a very sufficient charge. With the cares of education, general or particular, they have had neither inclination nor leisure to interfere, except in approving measures originated among the teachers, or in sending visiting committees upon shadowy rounds of inspection. The college teacher is allowed to teach in the fullest sense. He and his associates in the faculty lay out the broad lines, and then fill them in with all desirable light and shade. It is for him and them to determine on what terms students shall be received and retained, through what pursuits they shall be carried forward, what books they shall use, what laws they shall keep, what honors shall be given, or what denied. Thus his office includes all the powers which he considers requisite to its efficiency. He has no fear of being hampered in it, no misgiving that his experience will be wasted, no feeling that, do what he will, his work is never done.

Why should not school teachers be equally free? Why should not the confidence of their committees in them be equally generous? I can conceive of but one reason to the contrary, and that merely of organization. A college is an independent unit. A school in our public system is not. It is one of a series, linked with others of the same kind, if not of the same degree, and it cannot be separated from them without mortal injury. We cannot, therefore, give the educational control of a school to its own teachers exclusively. We cannot call them, like the professors of a college, to a faculty of their own. Independence of that sort would be no boon to them, or to the system of which they form a part; it would be not so much independence as isolation, soon to be followed by decline. Neither would it be practicable, in treating the schools of a district or city as one, to turn the whole body of their teachers into a faculty for all the schools. This would at once prove unwieldy and useless. To such management as this the present system would be a thousand times preferable.

But there is an organization, I think, under which the schools would be kept together, even more closely than they now are, and managed, educationally, with much greater efficiency.

The teachers, as a body, might be allowed to nominate some of their number as their representative, and from those nominated the school committee might elect not less than ten or more than twenty, to form a school faculty. Wherever annual elections of teachers could be dispensed with, the members of the faculty might be appointed to serve for at least three years, one-third retiring every year. This would insure permanence to the faculty, and yet give an opportunity to call in new members and keep up the interest and confidence of the entire body of teachers. The faculty would bear the same relation to the school committee as is borne by a college faculty to a board of trustees. If its chairman were the superintendent of schools, he would be in a position to assist its work and to connect it with the work of the school committee. It would sustain a relation to the schools and their members like that of a college faculty to the professors and students of its institution. It would have authority over instruction and discipline in all their parts. It would decide upon the introduction of new branches and the lopping of old ones, the expansion and contraction of studies, the choice of books, instruments, and methods, the standards of admission and promotion, rewards and punishments, hours, sessions, and holidays—in short, the daily life of the school from month to month, and year to year, subject at all times to the supervision of the committee and responsible for executing the rules adopted by that body, the faculty would be held, as it should be, to a faithful discharge of its trust. It would have a coördinate, not supreme, authority. The higher powers of the committee would be undisturbed, and exercised within their appropriate sphere, they would be trusted as well as obeyed.

Let us take one or two subjects as tests of the organization which we are considering. Suppose the studies of the schools were under the control of a school faculty; what would follow? What change for the better might reasonably be anticipated? I think that, after comparing notes, and bringing their experience and that of the teachers whom they represented to a focus, it would be plain enough to them that our school courses could be improved. Some general principles would be taken as a foundation; such, for instance, as teaching in the early years whatever the majority of our children most need, leaving to the later years to meet the wants of the minority. Teachers know better than others, and public-school teachers better than other teachers, that children need to be graded not only according to their capacities, but also according to their opportunities; that some pupils are for a year only, most of them for a few years at the best, and that every moment of this stinted training is to be husbanded. Could teachers be united or represented in a faculty, and allowed to carry out their convictions, they would soon transfer some of the studies of the higher schools to the lower, in a more elementary form; for they know that thousands of children in the lower schools will not pass into the higher, and that what they do not learn where they are will never be learned elsewhere. Another general principle will be the basis of other changes. Teachers, and teachers in public schools especially, see daily proofs of the necessity of continuing a study when once begun. If it is a branch connected with other branches, so that the later growth depends upon the vitality of the earlier, then there is all the more reason for taking care that the earlier is kept in thoroughly good condition. Such a study as reading, for example, would never be crowded out of a higher course by any thoughtful teachers. They would be thankful to have it well begun in the lower, but the better the beginning the better still they would think the continuance should be; for they know how their pupils mature, and how maturity calls for additional exercise in such pursuits as depend upon it for any degree of perfection. The older the boy or the girl, the more widely and thoroughly trained in other things, the better readers they may become, if they are kept at reading in their schools. Nor can there be a teacher to shrink from such instruction as this, knowing how important an acquisition it is to every period and in every circumstance of life—how it may make success more successful, how it may soften failure, minister to sickness and suffering, and help us in almost every effort to help others or ourselves. Such general principles might be multiplied. They are familiar, however, to those whom I address, and it is their very familiarity which makes one confident that teachers would readily act upon them in laying out the studies of our schools.

Closely connected with studies are the examinations which we have to hold in them. Here, too, teachers, if left to themselves, would at least attempt some alterations. They are aware how little confidence can be placed in an examination as the test of individual pupils; how often it brings audacious ignorance to the front; how often it leaves modest knowledge in the background. They know how simply, as well as how carefully, papers should be prepared; how the thought as well as the memory of the scholar is to be tried; how his work or hers is to be judged; through what errors on the surface the truth at the bottom is to be reached; by what scales the mind in the answers, as well as the answers themselves, is to be weighed. Teachers can decide, moreover, better than others as to the times and seasons of examination, the day on which it should begin, the day to which it should continue. More, far more, depends upon fixing the right date, and taking the proper number of hours for examinations, than any but actual teachers would readily believe. To them, therefore, examinations might be committed more trustfully than has been the wont in public schools.

Some broad and beneficent results would follow the organization of school faculties. A greater unity would be promoted among our schools. Instead of being left to themselves, school by school, or grade by grade, they would be moulded into a common system. Their close connection would give them the same advantages which have been derived throughout the whole range of education from the comparative harmony of these latter days. Nothing has given our higher institutions a greater efficiency, or a stronger hold upon public opinion, than their confessed relations to the institutions below them. We are interesting ourselves as a people more and more in the universities of the country, not for the sake of the universities alone, but for that of the colleges and schools to which they minister, down to the very lowest grade. And as the universities gain by their affiliation with the schools, so the schools gain by theirs with the universities; and in nothing more than in seeing that their cause is one. Just in the same way will the schools profit among themselves by learning that they are all sisters of the same family, one older, another younger; one learning the alphabet, another studying the stars, but each bound to the other, each ministering to the other in ways as multiple and yet as single as the human mind. Such, I believe, will be one of the consequences, if the representatives of our schools are gathered at the same board and intrusted with the same charge.

Another, will be the increased stability of teachers in their calling. Just as a college professor is encouraged to stay where he is, by feeling that he possesses the powers proper to his professorship, so the school teacher will be kept in his place by its being properly constituted. The rolling-stone period is passing away. It needs but a few well-directed measures to end it altogether; and one of these is making the teacher's office complete. This is particularly true of our women teachers. We find fault with them sometimes for being in the schools at all—sometimes for staying there so short a time; and yet what would the schools be without them? When I witness, as I do every day in term-time, the self-denying labors of women who teach, their leadership and their capacity to do their work to its utmost, I wish I could give them some of the power that I have—more indeed than I have—in the educational work which owes so much to their devotion. Let them be represented; let them be representatives in our school faculties, if we have any, and the faculties and the schools will be gainers every way.

But the great result of all which I should hope for, were school faculties organized, would be the increase of personal influence. Freed from restraints unnecessarily put

upon them, not only seeing what should be done, but able to do it—more efficient, more hopeful, more spontaneous, our teachers, men or women, would act with fresh energy. Each one of them would have a fairer field, and each, I believe, would sow it more boldly, to reap from it more abundantly. I have not been pleading for their prerogative, but for their influence. To clear the way for this is to clear the way for a better education than our schools have yet given. The teacher's right is not to authority, but to ministry. What he can do for others, what he has individual power to do, he is justified in claiming official power to do. Service is his calling, service his inspiration,

"The master-light of all our seeing."

Canning once said it is not the harness, but the horses that draw the chariot. Yet the case with which the horses do their work, perhaps the very work itself, depends upon fitting their harness to it and to them. Whatever the shortcoming of our schools may be, let it not be ascribed to the clumsiness with which they are organized; for, of all defects, those of organization are the most easily remedied.

A Plea for the Boys.

And nobody cares for the boys; the much-to-be-dreaded boys! How often, in her daily walks through life, is the question put to the teacher, "Are you enjoying your work this term?" Frequently the reply is somewhat like this: "Very well indeed, if I could manage to rid myself of a half-dozen *troublesome boys*—rogues, so-called."

The question then arises (since rogues *must* exist and *must* be educated), What is the best way to manage these numberless sly fellows who inhabit this land of ours? In my short, though varied, experience I have had an opportunity of forming the acquaintance of a goodly number of the above-mentioned class of individuals. I can truly say that, to-day, I am glad that I have seen them, and become acquainted with them. I number some of them among my dearest friends,—without whom teaching would be somewhat monotonous. We need variety; 'tis the spice of life; and in the schoolroom, which is of itself a little world, we may find it. Rogues are ever able to furnish this necessary commodity in liberal quantities. In our journey through life we find many men of many minds; they are only "grown up" children.

But how to manage these troublesome people is the important question. Noticing a few of the peculiarities of boys in general (there are numerous exceptions), we find them generous, frank, courageous, ambitious, obliging, etc. Nature has done *much* for them,—we must carry out her plans by cultivating the excellent inherent qualities, and strive, so far as in our power lies, to cultivate none other quality save the good.

We are answerable largely for the future welfare of our pupils. Who can tell how many Lincolns, Websters, and Clays we are helping to educate? In no far distant day, perchance some one, if no more, of our boys may point to his teacher as one who did him *good*, who assisted him by example and precept along the road to prosperity and fame. The rogue of to-day is, mayhap, the Lincoln of futurity; the dull and stupid lad who to-day vacantly stares as we endeavor to explain to him the mysteries of "Square Root by the *txu* method," may, in no far distant day, rise up and call us blessed, and we "may hear from 'Lazy Dan' yet."

We are to be patient, industrious, persistent, laborious in our glorious field. We live in an age of progress, when to stand still is to retrograde. Each day brings with it new thoughts, new plans to be executed, and we must not stand idly by while the fields are ripe for harvest. O to have each and every teacher in our land a live and earnest worker! There is a solemn duty which we owe to God, to ourselves, and to our fellow-men; there is work for us to do, ere we wrap the drapery of our couch about us and lie down to pleasant dreams.

"Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to *labor* and to *wait*."

Even among teachers reckoned by their committee as 'first class' I have, in not a few cases, noticed a lack of the quick sympathy between teacher and pupils which is so essential to true success.

I would endeavor to *understand* my pupils, and also to have them understand *me;* to have them know that I have at heart their best welfare; that I am daily striving to guide them faithfully along the rugged pathway which leads to knowledge; to lead them joyously and successfully through long vistas of doubt and uncertainty, through the triumphant gateway which opens to the pleasant, sunny fields of learning and culture.

And by and by, dear fellow-laborers, the call will be, 'Come up higher;' and we may hear the loving mandate, "Well done, good and faithful servant, enter thou into the joy of thy Lord."

The Half-Day School.

BY E. H. FARRAR.

The manual and corporeal industries of life are the basis of intellectual power. This statement is literally and philosophically true; but can only be made available in a system of education, by improving the first ten years of schooling,—say from 4 to 14 years, in a different manner from that pursued in a system requiring the omission of these industries.

The eagle plucking the feathers from his wings, would imitate the child's school of the past. Development has its two departments, bodily and mental, as really as existence. Bodily development crippled means mental development tenfold crippled. As a late writer forcibly expresses it: "Instinct, viz., vital instinct, with terrible savage and irresistible will, goes straight to its object, the conservation of the race. It will preserve the race, that is all. It has no notion of progress. Reason, therefore, must be the architect of the brain." Now if this instinctive impulse prompt to actionand require it, the school which restrains action comes in conflict with it. But everything for life: and energy abstracted from the system is abstracted from the brain by this sleepless, overmastering power, which must keep the heart beating, and all the functions of life in motion; no matter if the brain falls into partial suspension of its functions. Hence it happens this animal rule, bearing its most rigid sway in childhood, appropriates, more or less, nearly the whole force and vigor of life, as the entire volume is increased or diminished, according as action and appetite are stimulated or restrained. Thus, while health seems to suffer less, and does suffer less, in the tender period of childhood, the mind and its organ, the brain, suffer far more than at a succeeding age, more ruled by reason and less by animal impulse.

For the purposes of bodily safety and mental paralysis, this result of health and feeble-mindedness in study has been so uniform, that writers on education have overlooked the great mental disaster which has been wrought; not under their hands, but mostly those of immature young ladies; and their writings have been taken up with mental and bodily failures, witnessed in older pupils of their own. As confirming this solution of the problem, our attention is called to the success of those schools which have allowed ample privileges for freedom and action in an entire half of each day out of school. It is reported in the experiment with the younger class of school-goers in England, they were farther advanced in learning, by attending school three hours a day, for three years, than those attending six hours daily were in six years, at one-half the daily expense for the former; thus making one hour go farther than four, and one dollar farther than four dollars.

Of an older age, employed in factories, in one case to the number of 500, in Manchester, Eng., the gentlemen owning the works says he pays the expenses of their instruction, and saves money by expending a large sum, for they do more work with this schooling than they would without. Further: the commissioners who examined the non-laboring national schools, state that the workers were the better scholars; thus five hundred were found to accomplish more in the purposes of life than an average of 1,000 separately employed. Other examples in various countries of Europe and in our own have established the same results. Habit has kept the school-managing world hesitating till the force of testimony is overwhelming.

Since the daily three hours must go to waste if not spent in school, by children of the age we are speaking of, and more work can be secured, with better order and health, therefore the motive for vacations can not be supposed to require that less than forty weeks per year, and 400 in the ten years, with six sessions a week, will be necessary. With a more perfect development, and truer life, maintained when school is in session than when the sessions cease, doubtless four terms of twelve weeks may be secured in each year, and the entire childhood devoted, in harmony with its design, to intellectual growth. The idea of mental growth truly belonging, like bodily growth, to childhood, has perfect confirmation in the cumulative power of memory; and the constructive elastic faculties which receive, from the memory and the other receptive faculties, contributions from the universe of nature and truth.

But the promised glorious development of humanity dwindles to the moral and intellectual dwarf of the present and the past, unless all the energies of vital life are brought into the school daily,for all the freshness of earnest work and action by the scholar, who has made assault upon and subdued his portion of the earth. He who is to rule in the world of intellect, must first rule in that of matter. New!!! Yes, and the ruin of a sin, misery, and a night-cursed world attests the merits of the old. In the new, regenerated world the mind of the child must grow to be morally, religiously, and intellectually a man in intellect, when he shall reach manly stature. No system of education has surveyed the world of mind. No power has taken possession of the unexplored domain of the intellect. No system has conceived that the powers known to lie latent in all ordinary intellects can have all their every-day strength occupied in scientific action and progress. The earning of bread, for which the chief end of man has been ever remitted,—the earning of bread is the enabling process. The first thing for a child to do who is in school, not having within himself and coursing to his brain all the energy he can appropriate from the secretions of the universe,—the first thing is to fly out to work for his brain, as a starving man would for his stomach. In the realm of intellect, equal, even-handed justice is dealt out to all. Instead of "no royal road to geometry," there is a royal road to knowledge for all, for an ever-going school bears the same relation to the utilizing childhood as civil government does to the utilizing of manhood. Greedy parents may grudge the time daily spent in school, but God meant it should be daily spent there, and gave the child a constitution whose efficiency for labor demands it. Equally co-operating, body and mind, will secure stronger digestion, better appetite, stronger body, limbs, and muscles, a more perfect aptitude, disposition and resolution, and necessarily higher industrial, as well as intellectual results, than any other form of treating the child. For what but harmonious action were all these human powers combined in the child? The naturalist will imperatively insist upon our credence, which we willingly give to some structure of a bygone age, of which he shows a few bones; but we can show God's most perfect cherished object of creation,and insist that infantology is the most important science. We are not very nice Give a little thought; show some mercy. God's infinite labor for the enlightenment of man cannot

easily be thwarted. He concentrates his vast resources upon this purpose of his infinite mind. If systems must oppose him, let them be a little less deadly and direct. Let them not go to the currents of life and shrink them up; to the heart and enfeeble it; to the stomach and impair it; to the limbs and take their strength; to the muscles and shrivel them. Of course to cut off all the resources of the brain and nerves in this manner, is a mistaken system's way of starving out and subduing the citadel. If God had not meant labor to promote intellectuality, he would not have combined it in a plan of enlightenment.

But while intellectuality will free all from the slavery and drudgery of labor, it certainly will give the grand army of teachers its benefits. In the country, *a home*, enriched by the culture of all the time not required in the three hours' school, and preparation for its easy routine; with its fruits, flowers, and its pets, may furnish *a model home*, to which talent and ambition shall aim, and where they may find their reward. In the city the lighter forms of artistic labor may be equally available. To realize these great economies, it is as necessary to attach the child to life and labor at the beginning of one or other of its daily periods, morning or midday, as at the beginning of his daily school to connect him with that.

Wellesley College.

Comparatively few, even in educational circles, know much of the great work which has gone quietly but rapidly forward at Wellesley during the last four or five years. But that little village is destined to become as noted through its college as are Amherst and Hanover.

In the middle of a large and beautiful estate of some three hundred acres, diversified with hill and dale, with lawns and lakes and ancient forest trees, has arisen a building which seems to realize, as we approach it through the winding drive, all the stories of enchanted palaces, with lofty trees, domes, and turrets, and with windows flashing in the light of the setting sun. The building, or series of buildings covered by one roof, is a palace of unequaled beauty devoted to the higher education of woman. Nothing which thought, good judgment, and money can supply has been omitted, and the result realizes what has been the ideal of many a teacher—a building of wonderful beauty, and perfect adaptation to its destined uses.

It is not so much of the beauty that I need now speak, as of the work that is to be accomplished, though the connection of the building with the work is so close that the two cannot be separated.

For the strictly intellectual work is a magnificent library, thoroughly fire-proof, which will contain 120,000 volumes, 10,000 of which have already been supplied from the private library of the founder; a large museum devoted to natural history, which will be furnished with a fine cabinet for the use of students; a well-arranged convenient LABORATORY, where students as well as teachers are to *labor;* a large and handsome Art room, where students are to be trained from the first principles of the art as taught by Walter Smith, to the higher forms in water color, oil painting, and designing.

Large class rooms, each designed for its own special use, are furnished with apparatus to illustrate the subjects taught. In the library are the valuable periodicals of our own and foreign countries. There is also a fine reference library for the use of students, and a reading room supplied with various daily and weekly papers.

The building itself begins the æsthetic part of the education. It is a model of beautiful design both without and within, and the view from every window is a constant delight, ministering to the inborn refinement natural to every one.

The beauty and fitness of the building must be seen to be appreciated. It cannot fail to exert its influence on all who gather within its walls, and that this idea has been prominent in the mind of the founder can be seen on every hand. One point may perhaps better explain this than any detailed description of the whole; *ex uno, disce omnes.* A broad corridor, nearly 500 feet long, runs in a straight line through the whole building, and intersects the main entrance-hall which opens up to the glass dome surmounting the building. Where these intersect is a marble basin filled with rare plants, surrounded by fountains, and from whose centre rises a tall palm-tree towards the glass roof high above.

Too much cannot be said of the hygienic qualities of the building, the lack of which would go far to neutralize the work accomplished. There are sunny rooms for all the 300 young ladies. These are in suites of two rooms, a sitting-room and a sleeping-room, handsomely furnished in black-walnut sets, made expressly for the college, carpeted, lighted by gas, heated by steam, and thoroughly ventilated. The system of ventilation is almost perfect. Fresh air, heated by steam pipes, is constantly introduced into each room, while foul air is driven out and carried by powerful currents through large ventiducts, from the lower halls to the external air. There is a cheerful hospital, separated by doors from the rest of the building; its rooms are light and airy, and all contain open fire-places.

The kitchen is furnished with all the appointments of a first-class hotel, and much of the cooking is done by steam. The large and handsome dining-room would do credit to any hotel, with its rich furnishings of hard wood and numerous lofty windows; and, last but not least, is a large, well-appointed gymnasium. Closely connected with the hygiene of the building are enchanting walks where the young ladies will take daily exercise.

Prominent in the mind of the founder is the religious character of the work to be done here, which is not to be set apart for stated times and services, but will permeate the whole work, and add to its dignity and power. There is a beautiful chapel, finished in black walnut; an organ, handsome windows, one of which is a memorial window presented by Mrs. Claflin. It will seat about 700 persons, and is constructed with such careful attention to acoustic laws that a speaker can be heard with perfect ease when using his voice naturally. Here the young ladies will listen, on the Sabbath, to clergymen of various denominations, for whose use a room has been set apart. There is also an especial room where the young ladies can prepare themselves, by the best of Bible dictionaries and reference-books, for the Bible lessons.

But these external advantages, however important their part in the work, by no means furnish the chief attraction of Wellesley College. A large corps of accomplished teachers has been engaged, selected almost at the will of the founder, who, by offering the most liberal salaries, has been able to call to his aid some of the highest talent in the country.

The education is to be thorough; a high *ideal*, which must be in a great measnre attained, will constantly be kept before the students. There will be no room for the idle, or for those who would obtain a smattering of knowledge and a few accomplishments; none will be allowed to stay who cannot or will not work, and no diploma will be given which has not been fairly and fully earned.

Great attention has been paid to the wants of those who would fit themselves for high positions as teachers. They are to be furnished with every facility for a broad and generous culture of the highest kind, and then taught how to use this culture for the benefit of others: thus sending forth from this college a wonderful influence.

Everything in the way of costly apparatus, fine working-libraries, with charts, maps, and illustrations of all kinds has been provided. At a recent visit to the school, we saw a large invoice of Greek books of the latest and finest editions, containing all the light which recent German scholarship has thrown upon the Greek classics. These were accompanied by the best of German maps. The founder would make this beautiful language, which as yet has not been generally studied by ladies, as interesting and popular as French. No study could be more refining than that rich literature, revealed through a language which for melody and innate purity has never been equaled. It is a language with which every cultured woman should be familiar, not for itself alone, but for the development of a fine and critical taste, for which it is especially adapted.

The keen business insight and scholarly acquirements of the founder, give promise that a equal good judgment and liberality will equip each professorship with similar facilities for thorough and intelligent instruction.

We cannot but sympathize with the numerous schools which are mourning the sudden departure of their brightest lights; but we congratulate Wellesley College that it has brought them together, and has such brilliant prospects in the energy and determination of its founder, Mr. H. T. Durant.

Written Examinations.

I am an interested reader of the NEW-ENGLAND JOURNAL OF EDUCATION, and find it just what every wide-awake and progressive teachers need to keep them so,—and also the dull, prosy teacher to spur his flagging energies, and rouse him from his easy-going ways, showing him what other teachers are doing, of what they are thinking, and what they say about it.

I have read, carefully, the articles on "Written Examinations," appearing from time to time, and while I believe in them thoroughly, I do *not* think they are an infallible test of a teacher's fitness, or unfitness. I fail to see how it will "exclude the unworthy" teachers, unless the term *unworthy* applies simply to the small amount of *book-knowledge* possessed, and their inability to tell what they do know.

In No. 19 of the JOURNAL, under the head of "Written Examinations for Teachers," I find "good teachers rejoice over it, and poor teachers and those who are mere pretenders complain of it." Are we to understand (as one naturally might, from the wording) that a teacher is good or unworthy in proportion as he stands the test of a "Written Examination," or fails to do so?

I have known of many teachers who could stand this test without flinching, and whose theories in respect to governing and controlling a school on the mild, "elderly, sisterly" plan, looked very well on paper, yet contrived to make a miserable failure in every school they attempted to teach; and still other teachers who could not answer, correctly, 75 per cent. of the questions in a very simple examination, but whose schools were invariably a success! Their executive ability was unquestioned; they possessed tact and the faculty of interesting their scholars, and inspiring in them an enthusiasm that insured success, while, with an indomitable will, untiring patience and perseverance, whatever was undertaken was accomplished.;—Teachers who were always in demand, and who never went "begging schools." A better knowledge of books, and the newer methods of teaching would be a great help; nevertheless they were far more successful than those who, knowing all these things, failed in discipline.

A boy of seventeen, in speaking of his teacher, once said, "Miss X. isn't as *strict* as I expected, but there is a look in her eyes that says she *must be minded!*" That "look in her eyes" was a fortunate thing for many an unruly and demoralized school which she "straightened out and brought into shape," for not one of those dreaded "big boys," looking her in the eye, ever defied her authority, or refused cheerfully and respectfully to comply with her wishes.

Again, a person may have excellent theories respecting the management of a school, be able to state them clearly and lucidly, and fail utterly in the attempt to subdue a rebellion in the school-room.

In my experience, I have never found that preparation *at home* for imaginary or anticipated conflicts was

of the slightest possible use in case of emergency: there were always "modifying circumstances" in the real, that entirely changed its course from that of the imaginary conflict, and left one to do simply what seemed best under the circumstances, as nearly right as they knew how.

"Every one knows just how to bring up children—except those that have them," and it is something so in theorizing upon the best manner of dealing with refractory pupils. We can tell exactly what will be best to do in case there should be trouble, but when the mutiny really occurs, sometimes, oftentimes, we are not equal to the occasion. A. M. L.

WEST BOYLSTON, MASS., July, 1875.

Influences of the Past.

[Holgrave, the Daguerreotypist, to Phoebe Pyncheon—in "The House of Seven Gables."—*Hawthorne.*]

— "'Shall we never get rid of this Past?' cried he, keeping up the earnest tone of his preceding conversation. 'It lies upon the Present like a giant's dead body! In fact, the case is just as if a young giant were compelled to waste all his strength carrying about the corpse of the old giant, his grandfather, who died a long while ago, and only needs to be decently buried. Just think a moment, and it will startle you to see what slaves we are to by gone times,—to Death, if we give the matter the right word!'

'But I do not see it,' observed *Phoebe.* 'For example, then,' continued Holgrave; 'a dead man, if he happen to have made a will, disposes of wealth no longer his own; or, if he die intestate, it is distributed in accordance with the notions of men much longer dead than he. A dead man sits on all our judgment-seats; and living judges do but search out and repeat his decisions. We read in dead men's books! We laugh at dead men's jokes, and cry at dead men's pathos. We are sick of dead men's diseases, physical and moral, and die of the same remedies with which dead doctors killed their patients! We worship the living Deity according to dead men's forms and creeds! Whatever we seek to do, of our own free motion, a dead man's icy hand obstructs us! Turn our eyes to what point we may, a dead man's white, immitigable face encounters them, and freezes our very heart! And we must be dead ourselves, before we can begin to have our proper influence on our own world, which will then be no longer our world, but the world of another generation, with which we shall have no shadow of a right to interfere. I ought to have said, too, that we live in dead men's houses; as, for instance, in this of the seven gables!'"

GEORGE WILLIAM CURTIS attended the annual Commencement at Cornell, and was so well pleased with the graduating essays of two young ladies that he was led to speak as follows:

"I ask you as man to man—as woman to woman—those of you who attended with the same delight which I felt in my own breast the exercises of this morning—I ask you whether you had any evidence that the young men have suffered from the presence of women? I ask you again if you believe that the young women have suffered from the presence of the men? I have no doubt, as I said to the president as we climbed the hill, I have no doubt that if, instead of the one orator of their class, who stood before you, and with a clearness of statement, accuracy of knowledge, and, as it seemed to me, with precision of insight, that certainly the gentlemen who sat on that platform will willingly agree with me, was not surpassed by others—if that young woman, simple, modest, self-possed, speaking as a scholar her own thought, had been clad in white satin and laces, and her arms and neck had been bare, and she had stood there to sing the song of another, there is not a man who would not have conceded that, as that woman she did no more than lay in her province. And if a woman may sing my song, your song, sing with studied graces to attract the eyes of men, will you tell me why your sister, your daughter, standing up to speak her own thought there, and presenting to you the fair result of her own intellectual culture, is not as graceful and as noble a spectacle and fully as worthy the blessing of a civilized and cultivated world?"

— If speech is silver and silence is gold, how much is a deaf and dumb man worth?

LANGUAGE.

Parts of Speech.

Having thoroughly mastered etymological forms, the pupil should next turn his attention to the "Parts of Speech." Up to this time, he is supposed to have expended the smallest possible amount of time upon this department of grammar compatible with the study of *forms.* Now, however, this is to be the subject of thorough and exhaustive investigation; and it seems to me the matter should be presented something as follows:

All the words that can enter into the structure of a sentence may be divided into—

1. SIGNIFICANT WORDS—those which *express ideas.*
2. CONNECTIVE WORDS—those which *connect ideas* or *thoughts.*
3. RELATION WORDS—those which show the *relationship* of *ideas* or *thoughts.*

Significant words are sub-divided into three classes:

1. *Substantive words*—those which designate *ideas* or *things;—man, truth.*
2. *Predicative words*—those which designate *acts* or *states;—walks, runs, sleeps.*
3. *Attributive words*—those which designate *qualities* of *ideas* or *things; acts* or *states* of existence; or some *circumstance* connected with them;—*great, greatly; wise, wisely.*

Substantive words are:—

1. *Nouns;*—Boston, men, goodness.
2. *Pronouns;*—he, we, who.

Predicative words are:—Verbs—works, sits, loves.

Attributive words are:—

1. *Adjectives;*—great, ten, the.
2. *Adverbs;*—greatly, tenthly, thus.

Hence, the *significant* parts of speech are:—

1. The noun and the pronoun.
2. The verb.
3. The adjective and the adverb.

Now, let the pupil have here a thorough drill exercise on the different kinds of significant words, distinguishing those which express *things, acts, qualities.* Let this be continued for weeks, it may be, practicing him on exercises made up of words representing these three classes, promiscuously thrown together. Let him continue this work,until he has learned to distinguish readily substantives, verbs, and attributives.

Let him next learn to discriminate between nouns and pronouns, and adjectives and adverbs. Do not trouble him with the subdivisions of these last. This is all waste effort. It harms infinitely more than it helps. It is all important now that he distinguish a noun from a verb; it is of no consequence whatever that he know a concrete from an abstract noun. If, then, we would keep the important lines of distinction clear and conspicuous, let us not scribble them over with a dozen perfectly useless marks. Let him learn to detect, at once, the two substantive terms—the noun and the pronoun; the two attributive terms—the adjective and the adverb, and the verb. Let him also learn to distinguish just three classes of pronouns, and no more, viz.: the personal, the demonstrative, and the relative. Tl is classification will be of value in his subsequent course.

This done, let the pupil learn by heart the entire list of connective words (conjunctions) and relation words (prepositions), including the compound forms as well as the simple ones. So, also, he must memorize the list of important interjections, and the expletives.

He must next learn to distinguish parts of speech by *use* as well as by primary signification. By reason of abbreviations, ellipses, and in many instances through a necessity, arising from insufficiency of vocabulary in our language, words primarily belonging to one class are frequently *used* to perform the office of words belonging to another class. Thus any one part of speech may be *used* in the place of almost every other. Thus for *verbs* we may have *nouns*: "He *heads* the movement;" "*shoulders* the responsibility;" "*ships* the goods." So also adjectives become verbs: "They *better* their condition." Prepositions become adjectives: "The *above* remark," "the *within* statement," etc., etc.

Here, then, is work for the student. Hold him to it. Let him understand that now he must *master* that part of English Grammar which has to do with the parts of speech; and he must be able to tell in every instance, where a given word belonged, not only by normal signification, but also by *use.* But the work must not stop here. The mastery of the *parts of speech* means much more.

Some words, indeed, are never used out of their first and proper classification. But others have, some *two,* some *three,* some *four,* and some even *more* quite common uses. Thus the word *gold* is both noun and adjective; the word *best* is noun, adjective, and adverb; the word *all* is noun, pronoun, adjective, and adverb; and the word *that* is noun, pronoun, adjective, conjunction, and adverb.

Again some words are used to perform different logical functions, not with any degree of regularity, but only sparingly, or perhaps only by the poets. Thus Shakespeare, perhaps more than almost any other writer, makes such words as he chooses do double duty. "The *villain* Jew, with outcries raised the duke." I know not where else the word *villain* is used as an adjective.

Here, then, is work. The words which have several common uses, should be learned especially with reference to this fact; and in addition to this, the pupil should be able to class any word instantly by its *use* in the proposition as well as by its primary meaning. But this is not all. There are a few words which require, under this head, an especial consideration. Such is the little word *it.*

But more on this matter in our next.

Editor of Journal of Education:

At a county convention of teachers, recently held, a committee was appointed by the president to solicit subscriptions among the members for the NEW-ENGLAND JOURNAL OF EDUCATION. A few names were obtained, and the fact was elicited that there were a large number of teachers present who not only did not already take the paper, but did not even know of its existence. Such a confession is simply disgraceful. These teachers could not have been readers of the *Massachusetts Teacher,* nor indeed of any other school journal of New England, or they would have known of the rod that swallowed the little rods. These teachers doubtless profess to be competent to hold the position they occupy, and consider that they are worth their hire; but they certainly cannot feel that they have used all the means in their power to increase this efficiency, while they shut themselves up in the narrow circle of local school associations, and neglect to gain that breadth of mind and information in regard to the great educational questions of the day, which is presented by our new journal.

Much is said, nowadays, about the teacher's profession, and the importance of recognizing it as such. Thanks to the efforts of a large and increasing number of our educators, it is gaining more recognition than formerly; but who can tell how much its appreciation is hindered by the contented ignorance of such teachers as those who, living within thirty miles of Boston, do not know of the existence of the NEW-ENGLAND JOURNAL OF EDUCATION?

Superintendents and school committees of our towns are interested in this matter. It is evidently for their interest to see that the teachers they employ be men and women of liberal culture, and of minds that look beyond the daily routine of school life to the great principles which underlie our school system, and to the varied experience of our best educators. Such helps no one of the true professional spirit can afford to disregard. Let them require their candidates for teaching to pass an examination not only on Arithmetic, History, etc., but on some of the general principles of the profession, and they will find a more efficient set of teachers coming to the front, and such as will more generally grace the profession that is the father of all professions. W.

— The Rev. J. S. C. Abbott, writing in the *Independent* concerning his college days, tells this amusing anecdote: "It was not uncommon in those days for little groups to meet and spend an hour in the evening, with wine and cigars, telling stories and singing songs. There were, of course, in a gathering of over one hundred young men in college, some rude and noisy collections of this kind. Such young men were drawn together by what has been called elective affinity. This was long before the temperance reform. When our somewhat stern but able village pastor, the Rev. Asa Mead, inquired of one of the students, Lory Odell: 'Are the students in the habit of keeping ardent spirits in their rooms?' he emphatically replied, after a moment's pause: 'No, sir; never, never! They always drink it all up!'"

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The date on the wrapper indicates the time to which subscribers have made payment for their papers.

Boston, Mass., July 24, 1875.

CORNELL wins in the Freshman and the University boat races, and for a twelvemonth bears away the honors from the old colleges of New England to the young university of the Empire State. The reasons for this transfer of the championship in boating are not readily apparent. By some it is attributed to the superiority of paper over cedar boats. But the cedar shell has been the deliberate choice of the large majority of boating men. Others claim that the advantage was on the side of Cornell in the facilities for training, but the neighborhood of the Charles River, of New Haven Bay, and of the Connecticut River are certainly of equal service to the students of Harvard, Yale, and Dartmouth, as the waters of Cayuga Lake to the students of Connell. The average age of the Cornell crew was in its favor, and this together with the selection of the crew from a larger number of students, and the excellent drill attained, have secured for this college its well-merited laurels. It is quite noticeable that the rank of the competitors in the university race was in the order of the number of students at each college, Cornell ranking first in her roll of students. Success in such a contest is dependent upon so many concurrent circumstances that it is quite impossible to analyze the resultant into its several forces. Add to excellent physical vigor, a careful training, and a thorough understanding of the laws of boating, and you seem to have the ideal winner in the race; but in and over all, and superior to mere muscular ability, must exist the reserve of buoyancy of spirits and an *esprit du corps* of spirited and united action which shall render every element auxilary to victory. Over-training and under-training defeat and destroy the naturalness and elasticity of nature, which in unusual junctures give nerve, muscle, and vital energy a renewed power. Hence it is that the race is not always to the swift, nor the battle to the strong, for a small circumstance may weaken a single force, or add to its intensity, which either secures the aggregate of victory or of defeat. We are glad to notice a magnanimous spirit prevailing among the several crews with reference to the award of honor. A generous rivalry in boating, as in scholarship, may, and often does degenerate into a weak and narrow jealousy, and the honors are often won or lost at the expense of an honest friendship and a manly spirit. It is the equivalent of a victory to the vanquished to recognize the superior merits of a successful antagonist, and this is the brightest feature in the Saratoga regatta, the cordial enthusiasm with which the defeated crews saluted the winning competitor. The time made by the several crews is certainly to the credit of all, and the fact that only a minute intervened between the crossing of the line by the first and the last boats is a record which can certainly be regarded with honor by the several contestants.

While great credit is due to the several crews for their perseverence, pluck, and self-denial, in preparing for the regatta, and the generous spirit manifested in and through it all, we cannot condemn too severely the demoralizing influences which attend this annual contest, and which multiply annually as the number of participants increase, and the matter becomes more widely published. The daily press affirms that gambling was openly and boldly carried on under the management of John Morrissy and his associates, and that the students were participants in the gains of the gambling saloons of Saragota. These were in full operation day and night, and so far as we have noticed nothing was done to close them or to prevent their terrible influence upon the young men who should frequent them. It is with the deepest feeling of reproach and sadness that we have noticed the control into which the interests of the college regatta has fallen. It is not for the debasing gains of the gambling halls that college boating has been established, and its inter-collegiate contests are annually carried on. It is not for this that college faculties have given their countenance and influence to an amusement which, in so far as it becomes a specialty, usurps the time and strength due to mental culture.

If the professional sportsman and gambler are to rule at Saratoga at these annual matches, to teach a code of immorality and sharp practise, which shall more than neutralize the teachings of the college, it were better that the science of boating were limited to one's private amusements, and that the college boat-club should be placed under the ban of college laws.

REFERENCE is made by our interesting correspondent "Chicago," to the matamorphosis of Roger Williams' body, into the roots, trunk, and fruit of an apple-tree. The following striking incident, as recorded in the life of Samuel J. May, states a similar fact concerning the remains of the eloquent James Otis of Boston:

Once, he said, when the family assembled for breakfast, his father came in from his usual morning walk, and said, "I have seen something wonderfully interesting this morning. As I passed the Old Granary burial-ground I saw that the tomb was open in which I knew were the remains of James Otis; and, with the help of the sexton, I opened the lid of Otis's coffin, and behold! the coffin was full of *the fibrous roots of the elm, especially thick and matted about the scull;* and, going out, I looked up at the noble, verdant Paddock elm, and there, in transfigured glory, was all that was material of James Otis."

MESSRS. PRANG & CO., of Boston, have arranged with Prof. Walter Smith to hold a Private Normal Institute for Teachers of Drawing, for four weeks, beginning the 2d day of August, 1875, at his studio, situated on the seashore, in South Boston. The aim of the publishers is to give teachers who are employed in the supervision of drawing in public schools, taught on the American system of drawing, as prepared by Prof. Smith, an opportunity to become familiar with the scheme from the lips of its designer, to assist them to hold appointments as teachers and supervisors of drawing upon the plan now becoming general, and to work in harmony with the ideas which produced the scheme.

The course of instruction provides for an elementary and an advanced course of Normal lectures, with general lectures on Historical Ornament, Botanical Analysis, Design as applied to Industry and methods of teaching Drawing, also on the subjects of Painting, Sculpture, and Architecture. The number of pupils is limited to thirty-six, and pupils from other States than Massachusetts will have the preference. Each person will receive a certificate of the amount of work done, at the close of the Institute.

American Institute of Instruction.

MEETING OF THE ADVISORY BOARD.

In connection with the meeting of the American Institute of Instruction, July 9, on board of the steamer *Canonicus*, in Narragansett Bay, was held a meeting of the Advisory Board, and the State Editors of the NEW-ENGLAND JOURNAL OF EDUCATION. Present, Messrs. Bicknell, editor-in-chief; Orcutt and Simonds, of New Hampshire; Fuller, of Vermont; Bradbury, of Massachusetts; Mowry, Hoyt, and Stockwell, of Rhode Island; Northrop, Carleton, and Parish, of Connecticut. Hon. B. G. Northrop was elected chairman, and D. W. Hoyt, secretary.

Voted, That either abstracts or verbatim copies of all the papers read, and lectures delivered, at this meeting of the American Institute of Instruction, should be published in the NEW-ENGLAND JOURNAL OF EDUCATION.

Voted, That the State Departments should be omitted during the months of July and August.

Notice was given that Rev. John G. Baird, of New Haven, had been appointed State editor for Connecticut, in place of Ariel Parish, resigned.

D. W. HOYT, *Secretary.*

THE following resolution, presented before the American Institute at its late meeting at Providence, by Hon. John D. Philbrick, of Boston, received the unanimous endorsement of the Institute:

Resolved, That we cordially endorse and approve the action of the board of directors in giving their sanction and coöperation to the project of establishing a single educational journal in place of the heretofore existing State journals; that we rejoice in the remarkable success of the project as already developed in the NEW-ENGLAND JOURNAL OF EDUCATION; that we regard this publication as able, sound, and eminently useful to the teacher's profession and the cause of education generally; and that we earnestly commend it to the patronage and support of all friends of progressive education.

SIR CHARLES REED, M. P., presided at a meeting in London "to consider the propriety of raising a fund to instruct in the art of swimming throughout the elementary schools of the metropolis." The scheme originated with the London Schools Swimming Club. Sir Charles Reed said that the club had begun work in the East-end of London, and the number of children in that district alone who had accepted the facilities offered them had far exceeded the expectations of the promoters.

THE NATIONAL TEACHER'S ASSOCIATION to be held at Minneapolis, Minn., August 3d, 4th, and 5th, promises to be the most important educational meeting ever held in this country. The programme, which we have already published, is certainly very attractive, and the facilities for travel are very favorable to a large attendance. We have no new information to give beyond that already published in our columns.

THE American Philological Association has just closed one of its most interesting annual meetings at Newport, R. I., but the reports have come to us too late for insertion in this week's issue. A merited honor has been conferred upon Prof. Harkness, of Brown University, his election to the presidency.

COMMENCEMENT EXERCISES at Colby next Tuesday and Wednesday. Hon. Charles Francis Adams, of Boston, delivers the oration, and Prof. Kendrick, of Rochester, the poem, before the literary societies.

Correspondence.

FROM THE NOTE-BOOK OF A SIGHT-SEER.

To the New-England Journal of Education:

A feast of fat things is already laid out for your readers in the addresses, essays, etc., before the American Institute of Instruction at Providence. Possibly there may also be for them some flavor of relish in this small dish of *olla podrida* made up of odds and ends from the note-book of a sight-seer, who, though an interested attendant on the meetings of the Institute, is free to confess that, valuable as these were, they were by no means the best part of the entertainment which Providence gave her visitors.

Here let me say, that no zealot for the cause of education need grudge the little time taken from discussions, to see the outside world. "*Non scholae sed vitæ discimus*," somebody quoted at the Institute; and it should be borne in mind that the teacher is also human: has or should have—unless he or she wishes to dwindle into the mere pedagogue or schoolma'am type of existence—interest in other subjects besides problems of the ferule and discussions of the dead languages. We do not want to fossilize or to be automatons, wound up and warranted to go in one rut or along one line of grooves, but useless elsewhere and without originating force in ourselves. Let us get out, therefore, from our little horizon, to where we can look abroad on other fields of action. To gaze always on one scene makes a person monotonous of ideas. Shift the panorama by never so little, and you help activity of thought. Those err who, from motives of economy or convenience, or indolence, stay always at home. Go out and see and hear something which you cannot see and hear where you are; and you go home to do ten-fold better work, and be ten-fold more of men and women, and make ten-fold more money in the end—if that be the aim—than if you kept perpetually pegging at the pennies. Little Rhode Island seems to understand this well. In fact she has always had liberal views of things, since the time when Roger Williams bade adieu to his persecuting brethren and set up the "Providence Plantacyon," paying a fair price for it to the natives, and making it a refuge for "men of all nations and countries," with equal liberty to the most "Paganish, Jewish, Turkish, or anti-Christian consciences," and offering protection of worship for "Papist and Protestant." Little Rhody keeps her generous heart still, and when she invited the American Institute of Instruction to pay her a visit, and the citizens of Providence opened their purses and houses to entertain their guests, it was done in the genuine old Roger Williams spirit of hospitality, with the simple desire of letting everybody have a good time according to his own ideas.

The speech-making you have. They were, for the most part, thoughtful and practical, although noticeably reticent on some of the great problems of education pertinent to the times—compulsory education, secular *versus* religious education, and the higher education of women. The latter was, however, incidentally touched upon by Miss Brackett, whose "Education of American Girls" every teacher and every parent ought to read. For whether he accepts all its conclusions or not, it will set him thinking, and thought is what we want. The "coming woman" is almost here—we are all concerned as to what she shall be; and she will be largely what we in our folly or our wisdom make her. But to the sight-seeing; premising, however, that I shall probably leave out much which the ordinary tourist regards as most remarkable.

To tell the truth, when I first began my explorations I chanced to fall at once into the shadow and under the spell of the antiquity which haunts this historic city, and before I was aware found that the time had slipped away and left me more *en rapport* with the spirit of the Providence of centuries ago than with that of the Providence of to-day. For instance, my first encounter was a historic hotel, for I found myself domiciled in a quaint, rambling old building which a century ago rejoiced in the appellation of the Golden Ball, and had the honor of entertaining for a day and night his excellency the President, Gen. George Washington; also later, General Lafayette. Mine host, himself of antiquarian proclivities, showed me an ancient newspaper, published in 1784, in which the house was advertised by the proprietor as follows: "GOLDEN BALL.—As his house was erected for an Inn, and is well furnished, he flatters himself it will afford every comfort and accommodation for the weary traveler." At the *table d'hôte* I met a person whom I may venture to call the historic boarder: a venerable maiden lady, who for forty-two years has lived in the house—thirty-five years of the time occupying the same room. She has herself sat in the coach or chariot—as it was called—in which General Washing rode to view the beauties of Providence. The carriage is still in possession of one of the old families of the city.

In the State House, across the way from the "Golden Ball" (now Mansion House), I saw with interest, for the first time, a Stuart's Washington. The portrait is full length, figure more slender than I had imagined, the face careworn and anxious, with a hectic flush on the cheeks. I had seen, a little before, in the museum of Brown University, a portrait of Stuart himself, painted by his daughter. He is in sitting posture, with palette and brush in hand, and a bust of Washington is on a table in the back-ground of the picture. The two portraits, Washington and the great artist, ought to hang together as mutually illustrative.

I looked in vain for any portrait of Roger Williams. Perhaps there is one somewhere, but if so I failed to find the name in the catalogue. There is, however, one relic curious enough, and perhaps embodying literally all that was mortal of the founder of Rhode Island. An old apple-tree marked the spot where, according to tradition, Roger Williams was buried. Some years ago it blew down, and its roots were dug up to discover, if possible, traces of bones or remains, which would certainly identify the spot as the burial-place of Williams. Nothing was found but a peculiar growth of the tree-root in the precise line of the figure of a man, spine and legs. There are persons who think that this growth really marks the passing of the chemical constituents of Roger Williams' earthly clay into the living tissues of the tree! To the preservation of Williams' friend and associate, Coddington, time has been more tender. Conspicuous on the walls of the Senate chamber, and also among the college portraits, is his gubernatorial glory in pomp of blue military surtout, white gauntlets, cocked hat under the arm, full curling wig flowing over the shoulders, and white silk scarf with fringed ends (which would make a fashionable young lady of to-day sigh for envy), hanging from his throat and partially concealing the fine ruff of his shirt-bosom. There is also in the college gallery a portrait from life of Charles II., from whom Rhode Island received her charter in 1662; also one of Queen Catherine, painted by Gaspars; Bishop Berkeley also appears in his Episcopal robes. He was for a time resident, I think, of Providence—certainly of Newport. Above the bishop the seamed and scowling face of Oliver Cromwell, looking as if he would frown defiance to all the bishops in Christendom, and seeming to shoot angry glances over at the sensual monarch whose restoration was the undoing of his ambitious schemes for perpetuity of the English Commonwealth under the protectorate of the House of Cromwell.

It is astonishing how these portraits of the past take hold upon the fancy at this period of centennially-quickened imagination. At another time the chemical apparatus, laboratory, cabinet of natural curiosities, library, the photograph albums of professors and students of the present year, would have engaged one's interest in connection with the college. But now I turned from them all to the queer table which belonged to the first student, and at which he studied from 1768 to '69; and the thought of the Rev. Wm. Williams and the eighty students whom he afterward fitted for his alma mater, quite excluded from mind the prospect of the great deeds which the class of 1875 will undoubtedly accomplish. In the library, tick—or rather would tick, if it were not vacation—two tall clocks. One was the family clock of the first president of the university; the other of Admiral Hopkins, the first and only admiral in the American Navy. Here, too, we take a seat in Admiral Hopkins' arm chair, and heave a sigh over the degeneracy of the nineteenth century chair-maker and the hopelessness of transmitting our own illustrious memories through the medium of modern furniture. Here, however, I ought to make exception, notably in favor of one enduring monument of household art—the silver ware of the Gorham Silver Manufacturing Company of Providence. There is no excuse for anybody's not having an heirloom, for here can be found everything, from the simplest and most inexpensive article which can be well made—for the Gorham Company does no sham-work—up to the most choice, costly, and artistic work in solid silver that can be done in America. Every body who reads the popular magazines knows something about this Company's work. But sight only can give any idea of its magnitude. It took four days for one well-known writer to get even the superficial view of the establishment necessary to make a popular article. To describe its designing department would be to study art, architecture, bric-a-brac, nature—everything belonging to the science of aesthetics; to attempt its mechanical processes would be to know assaying, chemistry, etc., etc., *ad infinitum*—not to speak of photography—for every article made is photographed, and in manufacturing the workmen sometimes work directly from a photograph. On the day of my visit all the working-force were on an order of silver-plated service for the Palace Hotel of San Francisco. There are to be 13,000 pieces in all—600 pitchers alone. These were all strong, and made for durability. But in the solid-silver room we saw the most exquisite and delicate chasing and tracery, a study for the lover of the beautiful.

The enthusiast for the Providence of to-day will rehearse the many other manufacturing interests of the city—the American Screw prominent among them; will also point to the new water-works, completed at a cost of $8,000,000, and the new hotel in process of erection; city hall; churches without number; hospitals; Quaker college; schools, public and private; charities and beneficence, individual and collective, enough to put to the blush many a city of treble numbers. There is no doubt about it—States and cities, like families, inherit the virtues of their founders. Rhode Island has a heritage of liberal giving and liberal thinking (in the best sense of that word), and she will never cease to devise liberal things. So thought the American Institute of Instruction, when she took it on board one of her steamboats and carried it out to view the length and breadth of her territory and taste the treasures of her watery larder.

Whoever loves old ocean in his gentler moods and would see his serenest brow and sweetest smile, should make his acquaintance of a fine summer's day on Narragansett Bay. For here the roughness of the Atlantic winds is tempered into something like the softness which undoubtedly suggested to the early navigators the likeness o this coast to the atmosphere of the Mediterranean isle of Rhodes. "Sailing out on the summer sea," you are again in the charmed air of legend and romance. The name of your steamer itself, the Canonicus, brings up before your eyes the defiant sachem of the Narragansetts sending the rattlesnake-skin and bundle of arrows to the white invader, and the plucky Puritan's retort of bullet and powder stuffed into the snake-skin. Then, too, as we sail down the bay or river—as the local term has it—dim in the distance, and growing more and more distinct, we discover Mount Hope, the stronghold and death-field of the brave King Philip. Although latterly our familiarity with the red man of the Western prairie had bred a contempt for savage glories, we cannot wholly relinquish the traditions of Indian character which have come down to us in poetry and romance, and even on the sober page of history. We do not feel disposed to deny to these ancient lords of the soil the grandeur of real heroism in defending their homes and hunting-grounds against the invader. While Washington Irving's pure English lives, the name of Mount Hope will touch the heart to sympathy for the sorrows of Philip of Pokanoket.

The Bay is alive with revolutionary memories; but while we are trying to revive them, Rocky Point looms up with savory suggestions, for the time being fatal to sentiment. This resort having a fine hotel, and noted for its natural beauty, is also celebrated for its clams and clam-cookery. The process of clam-baking is a curiosity to the uninitiated. A veteran clam-baker of fifty years service explained to me the process. In a yard near the dining-hall are the bakeries. These consist of layers of large stones, in a circular form about six to eight feet in diameter. On these wood is piled to a height of about three feet, and set on fire and burned to coals, till the stones are thoroughly heated or baked through. They are spoiled after two or three bakings, and new ones must be used. The coals are swept off, and the clams, from 50 to 75 bushels at a time, thrown on; also lobsters, and other fish. Then rockweed, fresh and moist with brine, is piled on, and the whole closely covered with heavy canvas. Thus the baking is done. The clams are brought to the table in the shells, and the eaters must get them out at some risk of burnt fingers. It is an art to keep the grit and sand from mixing with the meat, and to pull off the inedible "skin" much as one hulls a strawberry. Some of us were fain to give up in despair of appeasing the clamors of appetite, stimulated by the sea-breeze and fall back for the substance of our dinner on the chowder. The culinary achievements of Rocky Point effectually dispelled all the distress one has, in contemplation of the sufferings of the Pilgrim Fathers, reduced to a dish of "marine animals," and changes it into a longing for a few weeks of such fasting from flesh of beast. Capacity exhausted, but appetite unabated—for the sea air works miracles for which the doctors' tonics labor in vain—we set sail or put on steam for Newport, getting, as we go, glimpses along the horizon of those queer windmills whose members would make Rhode Island coast a grand field of foray for Don Quixote, and his squire, Sancho Panza.

Newport is a theme for a volume, and a study for weeks. Leaving it, however, as the shades of evening descend over the fort, and Ida Lewis' home among the breakers, we return up Mt. Hope Bay, in sight of Fall River, Bristol, Stone Bridge, etc., and come back in the moonlight and light of rockets and fireworks, from boat and shore to Providence landing, having seen Rhode-Island coast in an afternoon. CHICAGO.

— The head of the family should as much expect to buy books as bread, and he should lay aside money for that purpose. He must not claim to know just what books to get, but should take his wife into his counsels. The probability is that she will know what books ought to be bought much better than he does. How often has our indignation threatened to find vent in words, as we have entered beautiful and princely homes, to find the whole library of the family consist of books on the cultivation of trees, or veterinary science, or ship building, or some other such thing, as foreign to the taste of the lady and daughters of that home as the vocabulary of the Digger Indians would be to the cultured inmates of our most delightful homes. We have felt like shoveling all the trash out into the street, and saying to the ladies, 'Come, it is your turn now!'—*Christian Advocate.*

Teachers will find the above advice valuable to them, and those who do not avail themselves of the benefits of a good library, fitted to stimulate professional activity, will find school-work growing monotonous, and their interest gradually waning, until their daily duty becomes as formal as that of a tread-mill horse, and they perform their duties in the most perfunctory manner possible. Youth, freshness, vigor, and enthusiasm can only be preserved and increased by a constant supply of new material for mental and spiritual growth.

— Mr. James Campbell, the chief steward at Vassar College, says that the young ladies at the college are given to eating confectionery between meals, and considers that the use of candies in that manner is certainly hurtful to them; but the appetite for it seems to be fixed, and therefore he attempts to meet the situation by putting fine candies upon the table. Candy-eating between meals is, in his opinion, fully as bad a habit as cigar-smoking by young men. The extravagance of it is also to be deplored. One lady pupil in the college uses it to an extreme, and not long ago she had a package of candy sent to her from New York, the bill for which amounted to $40.00. If one young lady hands it around freely, another thinks she must, too, and then there is no end to the outlay of money for it.—*Poughkeepsie Eagle.*

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

Love and Latin.

[Recitation for a Young Lady to the Young Ladies.]

BY LIZZIE DOTEN.

Dear girls, never marry for knowledge,
(Though that should, of course, form a part,)
For often the head, in a college,
Gets wise, at the cost of the heart.
Let me tell you a fact that is real:
I once had a beau, in my youth,
My brightest and best *beau ideal*
Of manliness, goodness, and truth.

Oh! he talked of the Greeks and the Romans,
Of Normans, and Saxons, and Celts;
And he quoted from Virgil and Homer,
And Plato, and—somebody else.
And he told me his deathless affection
By means of a thousand strange herbs,
With numberless words in connection,
Derived from the roots of Greek verbs.

One night, as a sly inuendo,
When Nature was mantled in snow,
He wrote in the frost on the window,
A sweet word in Latin—*Amo!*
Oh! I needed no words for expression,
For that I had long understood;
But there was his written confession,—
Present tense and indicative mood!

But Oh! how man's passion will vary!
For scarcely a year had passed by,
When he changed the "*amo*" to *amare*,
But instead of an "e" was a "y"!
Yes, *a Mary* had certainly taken
The heart once so fondly my own,
And I, the rejected, forsaken,
Was left to reflection alone!

Since then I've a horror of Latin
And students uncommonly smart;
True love—one should always put that in,
To balance the head by the heart.
To be a fine scholar and linguist
Is much to one's credit, I know;
But "I love" should be said in plain English,
And not with a Latin *Amo!*

—From "Poems from the Inner Life," with permission.

Grove Song.—For Teachers' Reunions.*

BY M. B. C. SLADE.

In aisles o'erarched with living green,
Beneath the dome of blue,
They come to grace this joyous scene,
Our friends, the old and new.
While summer-song of breeze and bird
In concert sweet shall fall,
And swell our glad and joyous wood,—
Oh! welcome, welcome all!
As Nature's voices sweetly blend
In grand harmonious song,
So let the hearts of friend with friend,
Accordant tones prolong.
This peaceful grove shall seem a shrine
Where music loves to dwell,
As here, in notes almost divine,
Her songs of praise we swell.
Oh, welcome! 'tis our joyous word,—
Oh, welcome, welcome all,
While summer song of breeze and bird,
In concord sweet shall fall.

Here tones of mirth, and songs of glee,
And love's sweet strains we'll sing,
And patriot anthems of the free
Shall make the arches ring!
Oh, while our voices blend as one,
May all our spirits move,
To find the perfect unison
Of friendship, truth, and love.
And when to distant homes we go,
From Nature's fane so fair,
May pure, sweet influence round us flow,
And so attend us there;
And may the festal song we raise,
As swift the bright hours fly,
Attune our voice for nobler praise,
In heavenly homes on high.
Oh, welcome, etc.

* Music for this song is in *Pacific Glee Book* and in *Song Era* (under title of "In aisles O'erarched"), published by Root & Sons, Chicago.

Dies Irae.*

BY THOMAS D. CELANO.

Dies irae, dies illa!
Solvet saeclum in favillâ,
Teste David cum Sybillâ.

Quantus tremor est futurus,
Quando Judex est venturus,
Cuncta stricte discussurus.

Tuba mirum spargens sonum
Per sepulchra regionum,
Coget omnes ante thronum.

Mors stupebit, et natura,
Quum resurget creatura
Judicante responsura.

Liber scriptus proferetur,
In quo totum continetur,
Unde mundus judicetur.

Judex ergo cum sedebit,
Quidquid latet, apparebit:
Nil in ultum remanebit.

Quid sum, miser! tunc dicturus,
Quem patronum rogaturus,
Quum vix justus sit securus?

Rex tremendae majestatis,
Qui salvandos salvas gratis,
Salva me, fons pietatis!

Recordare Jesu pie,
Quod sum causa tuae viae;
Ne me perdas illa die!

Quaerens me, sedisti lassus,
Redemisti, crucem passus,
Tantus labor non sit cassus.

Juste Judex ultionis,
Donum fac remissionis
Ante diem rationis.

Ingemisco tanquam reus,
Culpâ rubet vultus meus;
Supplicanti parce, Deus!

Qui Mariam absolvisti,
Et latronem exaudisti,
Mihi quoque spem dedisti!

Preces meae non sunt dignae,
Sed Tu bonus fac benigne
Ne perenni cremer igne!

Inter oves locum praesta,
Et ab haedis me sequestra,
Statuens in parte dextrâ.

Confutatis maledictis,
Flammis acribus addictis,
Voca me cum benedictis!

Oro supplex, et acclinis,
Cor contritum quasi cinis,
Gere curam mei finis.

Lacrymosa dies illa!
Qua resurget ex favillâ.
Judicandus homo reus;
Huic ergo parce, Deus!

* One of the finest translations of the "Dies Irae" was made by Major-General John A. Dix, while stationed at Fortress Monroe, in the second year of the Rebellion. This, with other translations, may be found in "The Seven Great Hymns of the Mediaeval Church," a book of great beauty and value.

Making Hay.

(Recitation for Haying-time.)

BY M. B. C. SLADE.

Through the meadow-grass, dewy and tall and green,
Drives, whirring and whizzing, the mowing-machine;
The horses are prancing, the sharp blades shine,
And the grass lies low in a level line.

To and fro fly the birds, and chipper and chatter,
And seem to be wondering what is the matter;
While Bobolink's wife makes a frightened ado,
As she looks for her nest where the horses went through.

The day grows hot, and the daises wither,
The funny horse-tedder drives hither and thither;
And scatters, and tosses the grain as it goes,
Like a monstrous grasshopper stubbing his toes.

Then the rake comes on where the tedder has been,
And rakes up, and drops out its lines of green;
And the field so fair in the early morn,
When the noon-time comes, is all shaven and shorn.

So the wilting grass, and the fading clover,
They all day long pitch over and over;
And men with their forks, as the sun goes down,
Pile the little round heaps like an Esquimaux town.

While the daylight fades in the golden West,
Let us lie on the odorous hay and rest;
Our couch is soft as a velvet throne,
And sweet as a breeze from the spice-isles blown.

To-morrow the carts for the hay will come,
And the willing old oxen will carry it home;
And the children shall ride to the barn away
On the very tip-top of the load of hay.

—From "The Nursery."

Ask, How many machines are spoken of? How many have seen them working? How many have seen the old way of making hay? Which is the better way? Why?

Little Truant.

BY M. B. C. SLADE.

CHARACTERS: LITTLE TRUANT, BIRD, BROOK, ANT, and BEE. (*One boy, four girls.*)

Little Tru.—Birdie, birdie, up in the apple-tree,
Fly down here in the grass, and play with all day me.

Bird.—(1) Dear me! how can I? Here's this nest to build;
Robin's is well-nigh done, and wren's is almost filled.
(2) No, thank you, little boy. (3) I've something better to do.
I should be ashamed of myself to play all day with you.

Little Tru.—Brooklet, brooklet, running along so fast,
Stop and play with me until the day is past.

Brook.—(1) Dear me! how can I? Down in the valley low,
Cowslips and anemones would all be thirsting so!
(2) No, thank you, little boy. (3) I can't neglect my duty;
I must hasten to freshen the flowers, and fill the fields with beauty.

Little Tru.—Honey bee, honey bee, flying among the flowers,
Stop your buzzing and play with me these long, bright summer hours.

Bee.—(1) Dear me! how can I? What would the poor bees do
For honey to eat in winter who play the summer through?
(2) No, thank you, little boy, in sweet cells, deep and low,
Our winter food is waiting for me—to find it I must go.

Little Tru.—Little ant, little ant, why do you swiftly run?
Cease your labor and play with me, till setting of the sun.

Ant.—(1) Dear me, how can I? In my palace, under ground,
I'm packing in my winter store, to keep them safe and sound.
(2) No, thank you, little boy. (3) If idling with you I go,
I wonder what would become of me, next winter, underthe snow.

Little Tru.—Bird and brooklet, even the bee and ant,
When I ask them to stop and play, all of them say, "I can't."
I've the greatest mind to turn about and run to the schoolroom door,
And tell my teacher I'll never again play truant any more!
(4) *I will!* Good-by, little bird and bee, little ant and brooklet cool(3),
You needn't tease me to play with you, I'm going right straight to school!

1. Throw up the hands, in astonishment. 2. Shake the head, in refusal. 3. Make a low bow. 4. Stamp the foot.

Initials and Finals.—Blackboard Exercise.

(*One scholar acts as teacher. Others recite.*)

Teacher.—What names were given you yesterday for Initials and Finals?

First Sch.—You gave us Washington. We were to choose another with the same number of letters. We chose Wellington.

Teacher.—What were you to do with them?

Sec. Sch.—Write them, with wide space between, in perpendicular lines, with large capitals, on our slates.

Teacher. (*To first Sch.*)—You may write them in the same manner on the Board. (*To class.*) What next?

Third Sch.—We were to fill each of these spaces with letters to complete the name of some distinguished person.

Teacher.—How were you to find them?

Fourth Sch.—By examining the lists of proper names in our Dictionaries, and by looking in Encyclopaedias, and by asking information of our friends.

Teacher.—Where did you find Encyclopaedias.

Fifth Sch.—Some of us have them at home; others went to the Public Library.

Teacher.—Where ought you to find them?

Sixth Sch.—On the table of every Grammar and High School.

Teacher.—Yes, and the best way to secure them, is to show our friends what good use we can make of them. John has the names written; who can fill first space?

Seventh Sch. (*Goes to Board.*) W——W. I add letters to finish the name of WINSLOW, one of the Pilgrims who won the gratitude of Massasoit by curing him of dangerous illness.

Eighth Sch.—I complete by adding to A———E, the name of Andre, the British soldier who lost his life through Arnold's treason.

Ninth Sch.—S———L. I complete the name STAEL, for Madam De Staël, a distinguished French woman.

Tenth Sch.—H———L. I add letters to make the name of HERSCHEL, the great astronomer.

Eleventh Sch.—I——I. I found my name in the Old Testament. ITTAI, one of David's Thirty honorable men.

Twelth.—N———N. I bring the name of NEWTON, Sir Isaac, who discovered the Law of Gravitation.

Thirteenth.—G———G. I make the name of GREGG, a modern author.

Fourteenth.—And I with T———T, make Tradescant, who was gardener to Charles the First, and who gives the name Tradescantia to the pretty blue spiderwort.

Fifteenth.—O——O. I fill up the name of Otho, borne by several emperors in olden time.

Sixteenth.—And of N———N, I make the name of the great Napoleon. Thus, will our Initials and Finals, and the base-word, given the names of three of the greatest generals of modern times.

Teacher.—See how much you have learned through this simple game. Let your next choice be from Geographical names, using them in the same way, giving the location of each place, and telling some interesting fact about it.

STATE DEPARTMENTS.

Maine.

PORTLAND.—The graduating exercises of the Portland (Me.) High School took place in the City Hall, June 25th, and were witnessed by a large audience. The exercises began with an original class song, which was followed by original declamations, and essays, and music by members of the class. Mayor Richardson, chairman of the school board, presented the Brown medals to three young ladies and three young gentlemen of the class, and Rev. Dr. Shailer presented the diplomas. The class numbered at the close of its five years' course 67—40 young ladies and 27 young gentlemen. Eleven of the latter have completed the "college course."

MAINE STATE COLLEGE.—The following is the programme for commencement week at the Maine State College of Agriculture and Mechanic Arts, at Orono, commencing Saturday, July 31, and closing Thursday, August 5: Saturday evening, Sophomore prize exhibition. Sunday, baccalaureate sermon by the president. Monday evening, Junior prize exhibition. Tuesday evening, president's levee. Wednesday morning, commencement exercises; afternoon, address by Hon. Israel Washburn, Jr.; evening, concert by Mrs. H. M. Smith, Mr. J. F. Rudolphson, W. H. Fessenden, and the Philharmonic Club, of Boston. Thursday morning, examination of candidates for admission to the college; afternoon, class-day exercises.

BOWDOIN COMMENCEMENT.—The exercises of commencement at Bowdoin College, last week, were of unusual interest, and attracted a large crowd. At a meeting of the college board, the following honorary degrees were conferred: LL.D., Prof. George W. Greene, of Cornell University; John C. Dodge, of Cambridge, Mass.; Jarius W. Perry, Salem, Mass. D.D., Rev. Javan K. Mason, Thomaston; Rev. J. S. C. Abbott, A.M., Rev. Parker Jaques.

At a meeting of the boards, Levi L. Paine, D.D., of Bangor, was elected professor in Latin. President Chamberlain was chosen professor of Mental and Moral Philosophy. Prof. Henry L. Chapman was transferred from the chair of Latin to that of Rhetoric. Hon. W. W. Thomas of Portland, founds a scholarship of $1,000. One-half the estate of Mr. Emerson of Boston, amounting to one or two thousand dollars, founds a scholarship for indigent students, with certain conditions. Two vacancies in the board of overseers were filled by the election of Melville W. Fuller of Chicago, and Prof. J. S. Sewall. Both boards adjourned till the third Tuesday in October.

The exercises of the graduating class passed off well. The church was densely crowded. The class numbered 42, of whom 23 had parts assigned them. Professor Dunn, of the class of 1825. read an original poem appropriate to the occasion. Hon. J. G. Blaine gave $1,500 toward the endowment fund.

MAINE WESLEYAN SEMINARY AND FEMALE COLLEGE.—We learn that the attendance at the fall term was 274; the winter term, 153; the spring, 243; total, 670. The terms begin as follows: Fall term on the second Monday in August; winter term, the last Monday in November; spring term, the second Monday in March. The institution has all the facilities needed for obtaining a thorough, practical education, and the expenses, varying of course, according to the habits of the student, may be as low as at any other similar institution.

MAINE INDUSTRIAL SCHOOL FOR GIRLS.—There was a quarterly meeting of the managers of the Maine Industrial School for Girls, at Hallowell, on Wednesday week. The business transacted was mostly routine. The board found the school in a flourishing condition, the scholars appearing tidy, healthy, intelligent, and generally promising. The school is now half full, and the number is steadily increasing. Mrs. Hamilton, the matron, Miss Brown, the assistant matron, and Mrs. Currier, the housekeeper, seem admirably adapted to their several positions. The proficiency and improvement shown in the school-room, gave great satisfaction to the board.

MAINE GENEOLOGICAL AND BIOGRAPHICAL SOCIETY.—Agreeably to notice the society was organized in Augusta on Tuesday, and the following officers elected: President, Hon. James W. North, of Augusta; vice-President, George J. Varney, of Brunswick; Secretary and Librarian, Wm. B. Lapham, of Augusta; Treasurer, Charles E. Nash, of Augusta; Standing Committee, Samuel L. Boardman, of Augusta, Joseph W. Porter, of Burlington, G. M. Bodge, of Deering, G. A. Wheeler of Castine, and J. G. Elder, of Lewiston. The organization was effected under the general statutes of the State, and its objects are sufficiently indicated by the name.

CASTINE.—One hundred graduates, and six hundred undergraduates have been sent out from the Maine State Normal School, during the seven years of its existence. All of these have found work in the schools of the State. Every pupil in this Normal School is required to conduct the recitations of his class from time to time, to give practice in teaching.

MAYSVILLE.—Mr. John Allen of Maysville proposes to offer that town a donation of $1,250, the interest of which sum, at 10 per cent., is to be used for the support of a free high school, on condition that an equal sum is given annually by the town, but on the failure of the town to do this the principal reverts to the donor or his heirs. This will be a lasting monument to the liberality and kindness of this estimable citizen, and an enduring blessing to the youth of a thriving town.

— Mayor Laughton of Bangor, has received the following note: *Sir*,—We have ben waten for sum tim to see if you and the Counsel wuld start sum Business we are about 100 in number and we have been waiting for work and no hopes of any if thare hant any work started in a week we will see if we Cant make it we have agreed to Burn the Sity and then they will Be work and dont you forget it."

New Hampshire.

THE thanks of the editor of this column are due to the many teachers and friends who have so kindly forwarded information of the closing exercises of their schools. Will they not continue their good offices every month or two?

ADAMS FEMALE SEMINARY.—The fifty-second annual examination and anniversary of this worthy institution was celebrated on the 28th and 29th ult. Monday and Tuesday a. m. were devoted to the examination of the various classes in the school. The class in Botany under Miss Merrill, and classes in the Fine Arts and Butler's Analogy in care of Miss Taylor, the principal, attracted much attention from the thoroughness and breadth ef instruction manifested. The diplomas were conferred on the seven graduates by the president of the trustees, Rev. Mr. Parker, of Ashburnham, Mass., who addressed the class in a felicitous manner. Further remarks were made by Rev. Mr. Bremmer of Roxford, Mass., and State Superintendent Simonds, who spoke with earnestness in recommendation of the management and instruction of the school.

NEW LONDON LITERARY AND SCIENTIFIC INSTITUTION.—The anniversary exercises occurred on the 23d and 24th ult. Examinations Tuesday and Wednesday, of which the committee expressed their high approval. Tuesday evening the Music class, under the instruction of Miss Kate I. Stewart of Keene, gave a fine exhibition. Annual sermon Tuesday evening, by Rev. Dr. Caldwell of Newton Theological Seminary; text, I Cor. 13, 2. The alumni association, now numbering overy 300, held their public exercises Wednesday p. m. Rev. James K. Ewer, Reading, Mass., delivered the oration on "Building up." The poem, "Before the Crane," was by Rev. D. W. Hoyt, Amherst, Mass; chronicles by Miss A. L. Smiley, Sutton, N. H. At the supper in the evening, speeches were made by Hon. James B. Colgate of New York, and others. Graduating exercises Thursday, class numbering 16.

Principal Warren resigns on account of ill health, and Rev. Dura P. Morgan, Jamaica Plains, Mass., has been chosen his successor. Mrs. James B. (Colby) Colgate gives $35,000 towards a permanent endowment on condition that $30,000 more is secured. The name is changed to Colby Academy and Ladies' Institution. Why *don't* you cut off that tag at the end, gentlemen?

NEW HAMPTON LITERARY INSTITUTION.—The fifty-second anniversary exercises commenced Monday evening by a temperance address before the Y. M. C. A. by Rev. J. E. Dame of Lowell. Tuesday and Wednesday examinations, the class in Bookkeeping under the instruction of Professor Meservey, being especially noticeable. Tuesday evening, prize declamations; awards to G. S. Hoyt of Sandwich, A. S. Hazelton of Plymouth, W. T. Perkins of Ashland, and H. A. Snow of New Hampton. Thursday, the usual graduating exercises—class of 16. Evening, promenade concert. We are glad to learn by a circular that Prof. Meservey is about to publish his MS. work on bookkeeping. Few teachers have had more successful experience in that branch.

NASHUA.—High school graduating exercises July 2. Diplomas were presented to the 12 graduates by the acting master, Rev. H. L. Kelsey, who during the few weeks of his charge has won the golden opinions of all. The Noyes medals to the four who stand highest in scholarship and deportment, were presented by the superintendent to Charles S. Barnes, W. N. Gilman, Ella A. Hosford, and Lizzie L. Pinkham. The students' reception in their new hall in the evening was largely attended and enjoyable.

The Mount Pleasant exhibition took place June 29, and the Spring street June 30, both of which were largely attended and creditable alike to teachers and scholars. No election of master for the high school has yet been had. . . The school board has unanimously presented a series of very complementary resolutions to Hon. S. S. Averill, the retiring superintendent, who has done most admirable work there for the past two years, and whose resignation was very reluctantly accepted. . . . The High School Alumni Association held their annual picnic on the 5th inst. Frederic Kelsey was chosen president for the coming year. The Chemistry class in the high school showed their appreciation of the services of Mr. Hussey, the late master, in their behalf, by presenting him a group of Rogers' statuary, "The Examination." Superintendent Averill also received from the fourth division of the high school another group, "Parting Promise."

MANCHESTER.—We are indebted to several teachers for information, of which we can only give the briefest outline. The graduating exercises were unusually well attended this year, and the papers speak of them as of the highest order. Graduates:—High School, A. W. Bacheler, master, 45; Ash street Grammar, Wm. E. Buck, 19; Franklin street, D. A. Clifford, 11; Lincoln street, B. F. Dame, 8. Mr. Davies' exhibition continued sixty-five minutes! "leaving the rare and not unpleasant feeling of regret that it was no longer." The high school had a grand promenade and dance at Smyth's Opera House in the evening. The Ash street school held a sociable at their hall. The Lincoln street had a pleasant picnic.

Hon. J. G. Edgerly, who has been superintendent of schools for the past eight years, has failed of a reëlection by a strict party vote. He has been a great favorite with teachers and scholars, and his sensible methods and laborious efforts have resulted in giving the Manchester schools an excellence unsurpassed in the State. The high school showed their esteem by presenting him with a gold-headed cane, and the teachers theirs by the present of a $150 watch. The following from the *Union* shows what even his opponents say:

"Mr. Edgerly's record is before the people, and few public officers can show a clearer one. He has maintained the highest degree of interest in all which pertains to the cause of education, and has fulfilled the duties of his office with a vigorous zeal which, we believe, has left its impress upon our schools, and has gone far towards the production of their present efficiency."

The superintendent elect, Hon. J. G. Dearborn, was a teacher in Manchester some years ago, and for a time register of probate for Hillsborough county. Since then he has been a teacher in Boston till last year, when he was elected State treasurer for New Hampshire. He is a man of experience and ability and will doubtless do good service in his work.

Mount St. Mary's Academy, Manchester, held its graduating exercises last week. Mayor Gay and ex-Gov. Smythe were present with Bishop Healey of Portland, and many other Catholic clergymen from various parts of New England. The forty or fifty young ladies in the school made a beautiful appearance dressed in white. The principal exercise was a drama, "The Daughter of Tyrconnel." A large number of premiums were awarded by the bishop, and gold medals and crowns of honor were conferred upon three graduates.

KEENE.—High School graduating exercises in City Hall, July 2. Class of 19, one of the largest ever graduated. At the reunion of students and friends in the evening, the retiring master received a present of a handsome easy-chair and a heavy gold ring. Miss Julia D. Hatch, one of the graduates, has great ability in drawing, and will at once enter a studio in Boston.

— Harry H. Hosley, son of Col. J. D. Hosley, of West Lebanon, graduated at the Naval School at Annapolis, Md., on the 21st of June. He was at once ordered to report as midshipman for a three years' cruise on board the Tennessee, of the Asiatic fleet.

— H. P. Warren, master of the Dover High School retires, after a most successful term of service, leaving a vacancy hard to fill.

— The Farmington High School, E. J. Goodwin master, held their very interesting graduating exercises June 25. Graduating class, 11.

Vermont.

BURLINGTON.—*University of Vermont.*—The exercises connected with the twenty-second annual commencement of the Medical Department of the University of Vermont, took place at the College street Congregational Church, Thursday evening, July 1. The address to the class was by Prof. A. F. King; theme, The Nobility of the Medical Profession, and its Responsibilities. The class graduating, thirty in number, was the largest ever sent out from the Institution. The faculty prize of $25. for the best thesis, was awarded to Payson M. Chadwick, of St. Johnsbury.

NORWICH UNIVERSITY.—The forty-first annual commencement of this institution was held at Northfield last week. The examination of candidates for admission to the University took place Wednesday morning. Wednesday evening an interesting meeting of the alumni and past cadets took place at the University buildings. A good delegation of graduates was in attendance from various sections, Col. Henry O. Kent, of Lancaster, New Hampshire, President. After a general re-union, the present condition and future prospects of the University were discussed and considered, which has resulted in the commencement of a subscription to a fund of $20,000 to endow "The Jackman professorship of Mathematics," in honor of Prof. Alonzo Jackman, the first graduate of the Institution, to which some $3200, was subscribed at this meeting.

Commencement proper occurred on Thursday morning. At the conclusion of the commencement exercises Rev. Andrew Hull, D.D., rector of Christ church, Montpelier, delivered a well-conceived and somewhat humorous poem, with several happy hits upon many of the scientific theories of the present day.

The alumni anniversary followed, Col. Henry O. Kent presiding. He made an introductory address, reviewing the history of the University, closing with an earnest appeal to its graduates to fully reward the College and sustain it. The oration was delivered by James A. L. Whittier, of Boston, and was an able paper upon the duty of educated men to their country.

At a meeting of the trustees, Captain Charles A. Curtis was elected president of the University, to fill the vacancy caused by

the resignation of Rev. Malcolm Douglass, D.D. Rev. W. C. Hopkins, of Aurora, Illinois, a son of the late Bishop Hopkins, was elected professor of Moral and Intellectual Philosophy.

We are glad that Captain Curtis has been elected President of the Institution. He has really been the executive officer of the school for some time, and the title should go with the work.

BARRE.—*Goddard Seminary.*—The sixth annual commencement took place in the Seminary chapel, commencing Sunday eve, June 27th, by a sermon before the class, by Rev. J. F. Simmons, of Springfield, Vt. The examinations on Monday were creditable to the scholars as well as teachers. In the evening came the Junior exhibition, with declamations by the gentlemen and essays by the ladies. Tuesday forenoon, examinations were continued.

In the afternoon, was the first public exhibition of the G. S. Alumni Association. The oration was by C. H. Eaton, A.B., of College Hill, Mass. Subject:—"Individuality a Condition of National Prosperity." It was a very scholarly production and sound in argument. The poem, by Elsie Warren, of North Montpelier, Vt., was well received. At a business meeting of the Association, C. H. Eaton, A.B., was elected president; U. H. Squires, secretary; H. D. Stevens, Esq., was chosen orator for the next year, and Miss Laura A. Kent was elected to deliver the poem.

Wednesday, June 30th, occurred the graduation exercises. At an early hour in the morning the chapel was completely filled with the friends of the graduates of the Seminary. In the afternoon came an address by Rev. W. T. Stowe, of Charlestown, Mass. Subject: "Basis and Superstructure." It was a scholarly production.

MONTPELIER.—*Vermont Methodist Seminary.*—The closing exercises occurred June 27—July 1. Tuesday and Wednesday forenoon were devoted to examinations. The classes appeared well, especially those in Greek, Geology, and Botany. The well-prepared herbariums and plant records of the latter, indicate a large amount of work done.

Tuesday evening, under the auspices of the Aesthetic society, a fine address was delivered by Dr. Dorchester, of Malden, Mass., upon "Beautiful Women."

Wednesday afternoon was occupied by the class-tree exercises; Wednesday evening, by an address and poem before the alumni, the former, by Professor Quimby, being a scholarly, beautiful rendering of lessons drawn from the life of Plato; the poem, by Mrs. Lizzie M. Bolles, was based upon the theme, "To-day and Yesterday."

Thursday was commencement day. The essays and orations of the graduating class, sixteen in number, were all equally good, and well delivered; some of them were of a high order of merit.

The presentation of the diplomas was followed by the marriage of Professor Dorchester and Miss Clark, both valued teachers in the school. Though a surprise to nearly all in the large audience, it passed off very pleasantly.

Massachusetts.

LEICESTER ACADEMY (Leicester, Mass.)—The ninety-second year of this school finds it still in vigorous existence. The term examinations were held on June 29th and 30th. The Classical department of the school is conducted by the principal, the Mathematical and Scientific, by his assistants, and the English by the preceptress. Vocal and piano music occupies the time of another competent teacher; painting and drawing are also taught. The classes generally showed progress; the large class in botany exhibiting fine herbariums and a good knowledge of the subject.

The anniversary exercises were on the evening of July 1st, and consisted of prize readings, declamations, and essays, with vocal and piano music. A select class in light gymnastics gave an exhibition with dumb-bells. The prizes in composition were awarded to S. Hildreth Hubbard and Carrie E. Linnell; in declamation, to Chas. B. Perry and Edward P. Keep; in reading, to Carrie E. Linnell and Louisa A. Grout. The exercises were fully equal to the average. The fall term begins August 24.

ANDOVER.—Phillips Academy graduates 30 students: 17 go to Yale, 7 to Amherst, and 3 to Harvard. Prof. Geo. H. Taylor resigns his position as professor of Latin and Greek, and Prof. N. B. Coy, late of Hanover College, Ind., has been elected to fill the vacancy. One year has been added to the preparatory course, making the full term four years. More complete instruction is proposed in the departments of English and Modern Languages, and the Natural Sciences.

BROCKTON.—The public schools of Brockton closed with a public exhibition of the high school on Tuesday afternoon of last week. The several grammar schools, with those of lower grades, held their closing exercises on the previous Friday. The examinations the present year have been more thorough than on former years, and we learn were highly satisfactory in all respects.

MILBURY.—The High School closed Friday afternoon, the classes passing a satisfactory examination. The whole number of scholars during the term was 82; average attendance, 75; per centage of attendance, 91; number not absent or tardy during the term, 19. The school has been conducted in a manner reflecting credit on the principal, Joseph Jackson, Jr., and his assistant, Miss Abby Johnson. In the school at the "old common," taught by Miss Fannie Carter, 14 of the 28 scholars were neither absent or tardy during the last term.

BROOKFIELD.—The exercises of the graduating class of the high school were held June 30, the hall being well filled with spectators. Six young ladies graduated. Interesting essays were read by members of the graduating class, and the valedictory was delivered by Miss Marcy. The school is under the direction of G. L. Faxon, and each of the graduates were presented with a diploma. The exercises were interspersed with vocal and instrumental music.

SALEM.—The forty-second semi-annual examination and graduation exercises of the Salem Normal School, under the able principalship of D. B. Hagar, Ph.D., were held July 6. The tests of ability of the graduating class were given in Geometry, Drawing, Modern Languages, Principles and Methods of Teaching and School Government, with Calisthenics. The essays of the class were thoughtful and creditable. Dr. Miner conferred three diplomas upon advanced students, and 38 upon the graduates of the regular course. The seventh triennial convention of the alumnæ was held July 7. Principal Hagar read a full report of the school, from which we learn that there have been three principals since its opening in September, 1854. Richard Edwards, LL.D., was the first. He served with success from September, 1854 to September, 1857, three years. Professor Crosby was the next. This distinguished scholar commenced his labors as principal in October, 1857, and resigned his charge in 1865. D. B. Hagar, Ph.D., the present principal, commenced his service on Wednesday, September 6, 1865, and has therefore just completed his tenth school year.

The entire number of pupils that have entered the school is 1,848. The largest number present during any term preceding the date of the sixth triennial report was 170. The number enrolled for the term which closed on Tuesday was 228. The number present during Professor Hagar's first term in the school was 124.

The fathers of the pupils are classified:—Mechanics of all sorts, 637; farmers, 359; merchants and teachers, 232; laborers, 124; sea captains, 64; agents, 57; clergymen, 50; physicians, 24; lawyers, 16; clerks, 16; custom house officers, 14; book-keepers, 11; teachers, 10; editors, 7; army officers, 4; policemen, 4; postmasters, 3; sheriffs, portrait painters, school superintendents, soldiers, 2 each; unknown, 197; total, 1,878. A few only of the pupils have come from families that would be called wealthy. The school has been emphatically a school for the people.

Reports have been received of the marriage of 448 of the members of this school, and of the death of 88.

It has been repeatedly stated that the graduates of the school do not teach over three years on an average. But facts were given which proved that the average time of service, as teachers, is more than twice what it has been commonly estimated. Many of the earliest and best of the graduates are still earnest workers in the educational field.

This school is doing a noble work for the common schools of Massachusetts, and was never in a more prosperous and healthful condition.

WESTBORO.—The graduating exercises of the high school were held Friday evening, July 17th, and were attended by one of the largest audiences ever assembled in the town hall. Three gentlemen and nine ladies composed the class, each of whom took part in the exercises. The salutatory was given by Susan H. Sawyer, and the valedictory by Hattie W. Arnold. The exercises were concluded by the presentation of diplomas by Mr. J. E. Day, superintendent of public schools. The three gentlemen of the class have already passed successful examinations for admission to Amherst College, which they will enter next term, making seven in that college who have received their preparation in this school.

PROVINCETOWN.—The ninth anniversary of the high school took place on Wednesday evening, June 30th. A class of 13 received diplomas. The principal, A. F. Blaisdell, A.M., received as a present from the graduating class, a solid gold Masonic Keystone, splendidly engraved. Miss Sara A. Hamlin, the first assistant, received an elegant gold ring as a present from the same class.

— The Boston school committee have passed an order establishing four kindergarten schools for children three years old, with a four years' course of instruction, with a kindergarten teacher and suitable apparatus for each.

Rhode Island.

STATE NORMAL SCHOOL.—The fourth annual examination at the State Normal School, with the usual literary exercises by the graduating class, was held in Normal School Hall, on High street, June 25th, commencing at 10 o'clock, with introductory devotional service, after which the following was the order of exercises:

Salutatory, "Fruitage," by Viola M. White, Woonsocket; Essays—"Progress," Carrie P. Gardner, Warwick Neck; "Common Schools," Nabbie E. Tyler, Moosup Valley, Conn.; "Reading," Annie Hartshorn, Providence; "Trifles," Martha A. Whitehead, Elmville; Music; "Silent Forces in Education," Sarah E. Freeman, Albion; "Truth and Truthfulness," Ernestine Patterson, Providence; "Pestalozzi," Ida L. Pierce, Pawtucket; "The Teacher Abroad," Sarah L. Horton, Barrington; Music; "Socrates as a Teacher," Benjamin L. Dennis, Abington, Conn.; "Persistency," Sarah W. A. Brown, Middletown; "The Miniature Kingdom," Mary R. Cady, Barrington; "Music," Carrie C. Remington, Providence; Report of James E. Greenough, Principal, with address to graduates. Valedictory, "Curiosity," Mary L. Thiel, Providence, with valedictory addresses to the Board of Trustees, teachers, students, and classmates; awarding of diplomas by His Excellency, Gov. Lippitt; addresses by members of the Board Education and others; Parting Hymn, sung by the graduating class; Prayer and Benediction by Rev. Mr. Staples.

The class, though somewhat smaller in numbers than some of its predecessors, gave good evidence, on their examination, of their ability and fitness for their chosen work. One characteristic feature, developed by the examination of the graduating class in Mental Philosophy in its applications to teaching, was the individuality of the pupils. It was very evident that they possessed the power of vigorous, independent thought. Among the speakers of the occasion, was the Rev. Mr. Woodbury, of Providence; Col. T. W. Higginson, of Newport, chairman of Board of Examiners; S. H. Cross, of Westerly; Dr. C. H. Fisher, of Scituate, and Rev. S. S. Parker, of Providence. Rev. Mr. Woodbury said that the hopeful tone of sentiment manifested in the essays of the graduating class, in view of their profession as teachers, was one of the most gratifying features of their education. Colonel Higginson spoke at some length in the highest terms of the school, the principal and his assistants, and their thorough method of teaching teachers for others, evinced by the students when under examination on unexpected topics, and said he did not believe there was on this continent an educated institution where absolute honesty in teaching was the guiding principle any more, if as much, as in this superior Normal School. He was also much impressed, greatly impressed by the activity of mind of the students here, and their sincerity of purpose in qualifying themselves to teach, as shown in their examinations before the board of examiners.

Senator Cross and Dr. Fisher, of the board of education, and Rev. Mr. Parker of the city school committee, each made brief, complimentary, and congratulatory addresses to the graduating class, the principal, teachers, and students of the school, all speaking encouragingly of the progress thus far made, and hopefully for the future of the Normal School.

The examination for the next entering class will take place on Tuesday, the 7th of September.

PROVIDENCE.—*Exhibition of the High School.*—The scene presented at Music Hall, June 30th, could not fail to afford material for earnest thought to every reflective mind. Beneath the essays and orations, the music, the flowers, the floating of muslins, and the fluttering of gay ribbons, there was an underlying meaning that gave significance to the whole exhibition. The entertainment was a specially enjoyable one, save for the crowd and the heat, which the interest of the occasion and the season of the year made unavoidable. The uniform excellence of the performance was a marked feature of the exhibition. The essays of the girls were of unusual merit, giving proof of careful attention to style, scholarly cultivation, originality of thought, and pleasing vivacity. The orations were characterized by careful preparation and familiarity with the subjects dissussed. "The Latin Salutatory" was especially noteworthy for clear enunciation and well-constructed periods. The music made an attractive transition between the essays and orations. The "Chorus of Spinning Maidens" was rendered with much expression, and the closing selection, "Desolate is the Dwelling of Morna," evinced a praiseworthy musical attainment, and the result of careful training. The Rev. Mr. Rugg, president of the School Committee, paid a hearty tribute to the merit of the speakers, reminding them in a short and appropriate speech of the duties and responsibilities they were about to assume on their entrance upon the untried path widening before them. After the awarding of the diplomas, the interesting exercises closed by the assembling of the graduates upon the platform to unite in singing a "Parting Hymn," written by a member of the class in the girls' department.

Friends' School.—The closing exercises of the Friends' School, for the year 1874–5, took place June 22d. From 8.00 to 12.00 in the morning the exercises were general. In the afternoon a class of eleven received their diplomas, six boys and five girls. The exercises consisted of the recitation of original compositions, which gave unmistakable proof of good culture. The school has had on its roll 205 pupils, 130 boys and 75 girls. It has an able and efficient corps of teachers, and is doing good service for the denomination by which it is sustained, and for the public. Within the past two years the school has acquired an enviable reputation as a fitting or preparatory school.

English and Classical School.—The annual graduation exercises of this flourishing school occurred at Music Hall on the afternoon of the 23d ult. The hall was well filled by an appreciative audience, who listened with delight and satisfaction to the elegant and thoughtful orations of the young gentlemen. The exercises throughout were of a high tone, and reflected great credit upon Messrs. Mowry and Goff, the accomplished principals. The fall term commences Monday, September 6th.

PERSONAL.—Marcius L. Esten has completed his first year with the Union Grammar School of East Providence, with complete satisfaction to school officers and patrons. At the close of the last term his pupils presented him an elegant edition of Webster's Unabridged Dictionary. Pupils registered 34, average 31.65. The percentage during the term 96¼. Seventeen names were placed on the "Roll of Honor."

Connecticut.

THE NORWICH FREE ACADEMY was incorporated May, 1854, having been endowed to the amount of about $100,000 by the gifts of a few generous citizens of Norwich, three of whose subscriptions were for $12,500 each. Of the whole amount raised, $50,000 was reserved as a fund for the maintainance of the school, and with the remainder a lot was secured and a noble school edifice erected. The academy offers free instruction in the higher branches of study to all the youth of Norwich who are disposed to avail themselves of its advantages. A fund of $5,000, besides other gifts to the amount of $2,000, was set apart by Mrs. H. Peck Williams, for the establishment of the Peck Library.

On the day of the Norwich bi-centennial (Sept. 8th, 1859) Mrs. Wm. P. Greene presented to the academy a lot of land and a house, valued at $8,000, for the residence of the principal of the institution. Other funds have from time to time been secured to the academy through legacies and private donations, and recently a fund of $50,000 has been, or is in the process of being raised by the generous subscriptions of citizens of the town. The present principal is Rev. Wm. Hutchison, who graduated at Yale in 1854, and was tutor there for several years. He has two gentlemen and two lady assistants.

The graduating exercises for 1875 occurred on Tuesday, June 29th. Graduates in the Classical course 7, Scientific 1, general course 4, total 12. The valedictorian (elected by the class) was John G. Crump of New London. Prizes were bestowed as follows: The Newton Perkins bronze medal, for declamation, to William A. Slater; Mathematics, B. Lucas; Greek, J. G. Crump; History, Lottie E. Loomis; Latin, Charles H. Kinne; Natural Science, Mary E. Carr; Mental and Moral Science, Mary E. Carr; English composition, Ella S. Obenauer; French, Mary E. Carr. The Williams prizes are in money: $20.00 for reading, competition open to ladies only; $25.00 for bookkeeping, open to gentlemen only; $25.00 for letter writing, open to all. The reading prize was awarded to Mary S. Collins, that for bookkeeping to C. C. Hempstead, for letter writing to Lottie E. Loomis. The excellence of the instruction given in this academy is indicated by the fact that the valedictorian at Yale this year, H. S. Gulliver, was fitted for college here, as was also his classmate and roommate, C. T. Chester, of Buffalo, N. Y., who shared with him the honor of the DeForest medal.

CLINTON.—The Morgan School closed its summer term on Friday, July 2d, with the reading of the prize essays and the graduation exercises. The salutatory was delivered by H. A. Bushnell, of Saybrook; the valedictory by Ella M. Snow, of Clinton. On the Wednesday evening previous, prize declamation were listened to in Morgan Hall. On Friday the various prizes were announced. The first prize in reading was given to Sadie J. Warren, of Philadelphia; in declamation, to John E. Bushnell, of Saybrook; and for essay, to Fannie C. Elliott, of Clinton.

Colleges.

UNIVERSITY OF ALABAMA (TUSCALOOSA, ALA.)

The exercises of the forty-fourth commencement began on Sunday, July 4, with the baccalaureate sermon, which was preached in the Methodist church, by Rev. B. F. Larrabee, president of the Tuscaloosa Female College, from John iv., 35 and 36. It was an impressive and instructive discourse. On Monday, July 5th, the Sophomore prize exhibition, consisting of the delivery of sixteen selected addresses, was held. The gold medal for the best declamation was awarded to Preston B. Love, of Huntsville, Ala. On Tuesday, July 6, the anniversary address before the Literary Association was delivered by Gen. John T. Morgan, of Selma, Ala. It was a polished and eloquent address, painting in glowing colors the future of Alabama. Immediately after the address, a meeting of the Alabama Historical Society was held, at which Gen. Stephen D. Lee, of Columbus, Miss., was elected to deliver the next annual oration, and much interesting work was marked out for the next meeting. On Tuesday afternoon the annual meeting of the alumni was held. It was resolved to have an alumni banquet at the next commencement. Prof. B. F. Meek, of the University of Alabama, was selected to deliver the next alumni oration, and J. H. Fitts, Esq., of Tuscaloosa, was elected alternate. Wednesday, July 7, was commencement day. An immense audience assembled in the hall of the university, where the following programme of orations and other exercises was presented:—Influence of Literature upon Nations, Benjamin L. Owen, B.S., Tuscaloosa; The Duty of the People of Alabama to their University, Joseph R. Smith, B.S., Elyton; The Last Hundred Years, John W. Holliday, Aberdeen, Miss.; Conflict between Religion and Science, John S. Jemison, Tuscaloosa; Geniuses and Hard-Workers, B. Leon Wyman, Tuscaloosa; Japan: Its Past and Present, Howard D. Martin, B.S., Pickensville; The Emancipation of Woman, Claiborne C. Myers, B.S., Montgomery; The Ideal Lawyer, Abner L. Neal, B.S., Pickens Co.; The Uses and Abuses of the Tongue, Robert J. Padelford, B.S., Hinds Co., Miss.; The South: Her Themes for Romance, Sumner B. Foster, A.B., Tuscaloosa; The Duties of Educated Men, Thos. W. Clark, A.M., Selma; The Indebtedness of Literature to the Bible, Richard Baugh, A.M., Tuscaloosa; William Shakespeare, Robert B. Bradfield, A.M., Uniontown. Delivery of prize medals; conferring of degrees, and baccalaureate address by the president; valedictory oration, Thomas W. Clark, A.M,, Selma The honorary degree of LL.D. was conferred upon N. T. Lupton, late president of the University of Ala., now Professor of Chemistry in the Vanderbilt University, and that of D.D. upon Rev. D. W. Gwin, of Montgomery, Ala. The "University Gold Medal" was bestowed upon D. W. Halliday, of Aberdeen, Miss., for the manner and matter of his oration.

AMHERST.—Commencement exercises occurred Thursday, July 8. Forty-five graduates received the degree of A. B., and one the degree of B.S. W. B. Ely, the valedictorian, received the $100 Bond prize for the best speech commencement day. . . . The Junior class petitioned the trustees to appoint commencement earlier next year, because of the Centennial Exposition at Philadelphia, and they voted to have it June 29th. Hereafter it will probably be held on the Thursday preceding the 4th of July. . . . Owing to the "spelling mania" last winter only five candidates for entrance were conditioned on that study. There were 79 applicants for admission, 12 of whom entered without conditions, 7 were rejected, the remaining 60 having one or more conditions. Entrance examination is annually becoming more difficult.

New Publications.

THE SEXES THROUGHOUT NATURE. By Antoinette Brown Blackwell. New York: G. P. Putnam's Sons; 1875.

This book contains five distinct papers, treating in a careful and scientific manner of the following topics: "Sex and Evolution," "The Alleged Antagonism between Growth and Reproduction," "Sex and Work," "The Building of a Brain," and "The Trial by Science." Profound in thought, rich in data of facts and inference, clear and logical in argument, and strong and simple in style, this timely volume presents a convincing plea in favor of the author's position, which, briefly stated, is this:

First, "the sexes in each species of beings compared upon the same plane, from the lowest to the highest, are always true equivalents—equals, but not identicals, in development and in relative amounts of all nominal force;" therefore, masculine and feminine humanity are slowly evolving the perfection of each type, through a linked chain of growth—each being the mathematical equivalent of the other at any given point of advance, but retaining this perfect and absolutely indispensable balance of activities through a differing adjustment of forces suited to each period of development.

The second principle argued is, that the normal activity of any part strengthens both itself and the whole body; hence the theory of Herbert Spencer and others, that individual growth is arrested earlier in women than in men, because of the greater share borne by the former in reproduction, is incorrect, since, in a healthy organization, that which is lost through a moderate exercise of the organs of reproduction—as well as of thought and muscular activity—will be made good by increased activity of reparative processes: nature always answering the call of wasted tissue by the creation of new, so long as the 'action and reaction' are kept within the proper limits.

There is much of great value in practical suggestion in the article on "Sex and Work," and the work altogether is worthy of most careful study.

"SEX IN INDUSTRY." By Azel Ames, Jr., M.D. Boston: James R. Osgood & Co.; 1875.

This book is a continuation of the path opened by Dr. Clarke's "Sex in Education," and has many of the same merits and demerits of that much-talked-of volume.

The merit of both books lies in the benevolent desire to lessen or eradicate known evils; the fault of both lies in the inability of their authors to take a sufficiently broad view of the questions they discuss.

Many girls and women are out of health, as well as many men; these women are of every class—the idlers most numerous—housekeepers, shop-girls, factory-help, domestic servants, students, etc. The cure is obedience to *general* laws of health, but not enforced idleness at any time, and cowardly consenting on the part of women to be semi invalids even at the best.

The only value which Dr. Ames's monograph has consists in the drawing of attention to the prevailing criminal neglect by manufacturers and merchants of the comfort of their employés, and the cleanly and healthful appointments which should be their first care; and also in drawing attention to the cruelty and reckless waste of human life where young children are employed in industrial pursuits.

THE EDUCATION OF AMERICAN GIRLS. Edited by Anna C. Brackett. New York: G. P. Putnam's Sons; 1875.

No subject connected with education so absorbs the public mind at present as the problem: "How shall we train our girls, in the best method known to the teacher for the development of the mind, irrespective of sex, or in some partial manner suited to those whose sex is more prominent than their humanity?" The above is the most important addition to the literature of this question yet published, and is, in general suggestiveness and value, a book no teacher or mother can afford to be ignorant of.

The volume contains a series of essays by the editor, by Mrs. Ednah D. Cheney, Caroline H. Dall, Lucinda H. Stone, Mary E. Beedy, and Dr. Mary Putnam Jacobi, to which are added valuable testimonies of facts relative to women students, from responsible persons connected with the various institutions for higher education now open to women, which facts all tend toward the theory that it is not excessive brain labor that is making invalids of our women. Miss Brackett's subject forms the title of the book, and she discusses it in three divisions: "Culture of the body, of the intellect, and of the will." In these three essays we have the outline of a system of education which, faithfully carried out with *girls and boys*, would correct the glaring and dangerous faults in our national character, and insure the success of our experiments of self-government. Our great trouble in this matter has been a lack of intelligent, well-defined *method* in applying our vast and generously endowed machinery of education. We wish Miss Brackett would find time to elaborate more fully her theories, although in these most valuable essays may be found the pith of the matter.

Of the other essays the most remarkable and important is that of Dr. Jacobi, in which she discusses the question of "Mental Action and Physical Health," their bearing upon each other, and application in the case of women. While the thoughts of the other well-known contributors to the book are worthy of all praise, this seems to be one of the few scientific analyses and convincing arguments in favor of thorough and "persistent" mental exercises for women, as tending toward physical completeness, which have been offered in opposition to the *savants* who have denied women—first mental and then physical—ability to live an intellectual life.

THE ENGLISH LANGUAGE SPELLED AS PRONOUNCED; with enlarged Alphabet of Forty Letters, a letter for each distinct Element in the Language. A Plea for a simple, consistent, and uniform Method of Spelling. By George Withers. London; 1874.

We have taken great satisfaction in the examination of this pamphlet. The unanswerable arguments for a reform in English orthography are well presented, and enforced by practical illustrations; but we are especially pleased to find this reform led by men of wide-world reputation, like Alexander J. Ellis, F.R.S., President of the British Philological Society, and Max Müller, the distinguished Sanskritist. The subject has hitherto failed to receive the attention and investigation which its importance demands, chiefly because its advocates have been men not generally recognized as scholars of high attainments and sound judgment. They have unfortunately been looked upon by the comparatively few whose attention they have attracted as visionary enthusiasts who were attempting an impracticable and undesirable change. Dr. Whitney, and the late lamented Hadley, in their papers on the subject, while setting in its true light our present preposterous and indefensible mode of spelling, have done so mainly in the tone of those who regard with amused and somewhat indifferent contempt an error, a reform of which they are willing to advocate, but are not disposed to turn from more congenial paths to lead. But now that Prof. March, in our own country, has made it the subject of his address as President of the Philological Association, and Müller and Ellis are its advocates in England, we can but hope that the attention of teachers will be aroused, and the progress of the needed reform be hastened. We are depriving ourselves of the advantages of our alphabet by making our words mere ideographs, each of which, as in the Chinese language, must be learned independently, the only reason for spelling any given word with certain letters being that those letters represent sounds belonging to the word as it was pronounced years ago, or in another language. We find in this pamphlet a well-supported statement that the superior attainments, *e. g.*, in music and art, of the German artizan are attributable less to his superior capacity for such attainments than to the additional time he has for acquiring them, as, his language being nearly phonetic, he learns to read and spell in less than half the time required by us. Here perhaps may be found the solution of the difficulty recognized on every hand of finding time for all the branches of study acquired in our primary schools. If spelling and reading were virtually acquired by simply learning the alphabet, there would be ample time for acquiring many branches of useful knowledge, time now spent in toiling over stultifying spelling-lessons. Obvious practical difficulties will of course present themselves in the way of a change. The proposed phonetic alphabet may require revision before it is finally adopted, and the necessity of a corresponding modification in our own manuscript characters must receive careful attention. The reform in our spelling proposed in the pamphlet before us is a gradual one, at present to be used chiefly as an auxiliary in learning the ordinary spelling. We commend to the superintendents and teachers of our schools an unprejudiced consideration of the subject; and we know of no more interesting and important topic for discussion by our teachers' associations and institutes. We hope that room may be found in the columns of the JOURNAL for some extended extracts from this pamphlet, as the limits of this notice preclude us from doing more than call attention to the subject.

ANDERSON'S COMMON-SCHOOL HISTORY.—In a late issue of the NEW ENGLAND JOURNAL OF EDUCATION the editor of the Vermont department, in the State column, severely criticised Anderson's Common School History. While, as editor-in-chief, we accord to each State editor the largest freedom in his department work, we cannot allow so severe a criticism to pass unchallenged when its spirit and statements do not at all agree with our own views concerning this text-book, and more especially noticeable as the statements were not in their proper place in the book-review column. Our own examination of Anderson's Series of School Histories has led us to appreciate their merits very highly, and the results of their introduction into the schools with which we have been acquainted have been entirely satisfactory, while the almost unprecedented sale of these histories throughout the country is a srrong testimonial to their intrinsic merits, as well as the popular appreciation of them.—[EDITOR.

Publisher's Notes.

The well-known "Grove Hall" Seminary for young ladies, at New Haven, Conn., has passed into the hands of Miss Maria P. Monfort, of Astoria, L. I. Miss M. was formerly connected with Morris Institute, New Jersey, and the French School of Madame Clement, Germantown, Penn. The high reputation of this old and well-established seminary will be well-sustained under its new management. No more beautiful location for a school can be found than this "University City" of America.

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Washington.

BY JAMES RUSSELL LOWELL.

What figure more immovably august
Than that grave strength so patient and so pure,
Calm in good fortune, when it wavered, sure,
That soul serene, impenetrably just,
Modeled on classic lines so simple they endure?
That soul so softly radiant and so white
The track it left seems less of fire than light,
Cold but to such as love distemperature?
And if pure light, as some deem, be the force
That drives rejoicing planets on their course,
Why for his power benign seek an impurer source?
His was the true enthusiasm that burns long,
Domestically bright,
Fed from itself and shy of human sight,
The hidden force that makes a lifetime strong,
And not the short-lived fuel of a song.
Passionless, say you? What is passion for
But to sublime our natures and control
To front heroic toils with late return,
Or none, or such as shames the conqueror?
That fire was fed with substance of the soul
And not with holiday stubble that could burn
Through seven slow years of unadvancing war,
Equal when fields were lost or fields were won,
With breath of popular applause or blame,
Nor fanned nor damped, unquenchably the same,
Too inward to be reached by flaws of idle fame.

Soldier and statesman, rarest unison;
High-poised example of great duties done
Simply as breathing, a world's honors worn
As life's indifferent gifts to all men born;
Dumb for himself, unless it were to God,
But for his barefoot soldiers eloquent,
Tramping the snow to coral where they trod,
Held by his awe in hollow-eyed content;
Modest, yet firm as Nature's self; unblamed
Save by the men his nobler temper shamed;
Not honored then or now because he wooed
The popular voice, but that he still withstood;
Broad-minded, higher-souled, there is but one
Who was all this, and ours, and all men's—Washington.

—Atlantic, for August.

— The physical as well as the moral and intellectual nature of a child should receive special attention. That a vigorous mind can be developed only in a vigorous body, is one of the most obvious truths; yet how often is it entirely disregarded. To educate the mind when the body is in a nervous, feeble condition is a fruitless and useless task. The first thing to be sought is a sound body with physical vigor. This should take precedence of every thing else; without this no acquisition can be of but little avail.—*Supt. Leach, Providence.*

Swimming.

BY G. E. CHANNING.

Swimming should form a part of every one's education; the many sad accidents, continually happening, which a slight knowledge of that useful art would prevent, tell us that. Not only as a means of preserving life is it serviceable, says a recent writer—"its effects in developing, invigorating, and giving health to the body are so great, and it is so easily learned, that it is of the highest consequence, particularly in climates where the heat of the summer prevents active exercise on the land. To all the advantages of cold bathing, it adds many others; it enables the bather to remain much longer in the water, on account of the exercise it affords, and thus—in salt water at least—gives more opportunity to invigorate the skin—one of the greatest benefits of frequent salt-water bathing, as a large number of diseases spring from a debilitated state of the skin, which is very frequent in changeable climates, producing colds, inflammations, rheumatism, etc. The exercise greatly strengthens the lower extremities, the abdominal muscles, the muscles of the chest, and the organs of respiration, the spine, neck, and arms. It increases courage, and furnishes an agreeable excitement—the usual attendant of manly and brisk exercise—but peculiarly so of swimming, on account of the mastery which it gives us over an element for which the human structure is but partially fitted.

The globe contains about three times as much water as land. Unless able to swim, with what danger is every venture upon this water attended, since a slippery board, a crank boat, a misstep, and a thousand and one trifles besides, may be the means of our drowning? Can any one imagine a more agonizing sight than a drowning person; some loved one, perhaps, that those close at hand are unable, through ignorance, to save? Some say, "Pooh! Pooh! you can't frighten *us*. What need to learn? Think of the ignorant numbers constantly bathing, and how few are drowned. Look at the sailors who cannot swim." Poor logic, and the ones that talk thus are the ones most frequently—apart from shipwrecks and the like—drowned. They are willing to run needless risks, saying: "others have done so before." Cases of this kind are to be met with. How many brave deeds have been consummated through the agency of swimming? Their record belongs not alone to the days gone by, for by reading our daily paper we find them an almost every-day occurrence.

A history of celebrated swimmers, of both ancient and modern times, would be alike entertaining and instructive. The story of Leander, related by Ovid and Musaeus, is one of the many noteworthy that will bear repetition. Leander was captivated by the charms of Hero, a young priestess, who lived at Sestos, on the coast of Thrace, he himself dwelling at Abydos, on the opposite shore of the Hellespont. To visit his love he swam the Hellespont every evening, guided by a beacon-light, kindled by her at the top of her tower, remained sometime, and swam back again to Abydos. All went well until one fatal night when Hero either neglected to light the beacon, or Leander's strength failed him. The next morning disclosed to Hero's distracted sight, his body, lying motionless in death, upon the beach where the sea had cast it. In her despair and grief she threw herself into the sea to share his fate. The distance from Abydos to Sestos was thirty stades, or three miles, six furlongs. Much discussion has arisen regarding the practicability of this feat. It is difficult to believe that Leander swam this distance twice in every day, especially as the Hellespont abounds in currents more or less swift. As for swimming every evening, say for a month consecutively, or nearly so, allowing for storms, it is doubtful if a man's physique, be he never so toughened, would allow the strain.

Some believers show that by walking along the shore to a point opposite Hero's tower, where the width of the Hellespont is considerably diminished, Leander would have shortened the distance to seven stades or 1,300 yards. The best way to prove its truth seems that taken by Lord Byron. On May 3d, 1810, Byron crossed the Hellespont in company with a friend, Lieut. Ekenhead, time one hour, distance 2,130 yards; although the strength of the currents, by forcing the swimmers to the right and left, made the feat equal to a passage of twice the length. Byron contracted a fever by the achievement. Mr. Turner, an Englishman, attempted to cross but failed, after being in the water twenty-five minutes. He afterwards, as if jealous of Byron, pointed out the fact that his lordship swam but one way, while Leander made the double passage.

Of all feats of swimming let us place first that of the brave Florida Indians. In a deadly quarrel with Ferdinand de Soto and his band of 300 Spaniards, 900 Floridians were driven by their pursuers into a lake, about a mile in width, and much longer. The Spaniards formed in a line around the lake, and discharged their arrows and muskets from its banks at the Floridians, that, despite the disadvantage of being in deep water, continued to fight bravely, but few surrendering. Often several swam abreast, bearing on their shoulders a comrade, who defiantly discharged at the enemy their few remaining shafts. Night fell, and morning dawned, but it was not until late in the day that, overcome with fatigue and hunger, they all, save seven, gave in their submission. Some had been in the lake twenty-four hours, swimming all the time. The seven yet remaining in the water, were bound to resist to the last. The Spanish captain at length sent a detachment of twelve picked men to drag them out, which command they literally obeyed. The historian of the period, Garcillaso di Vega, says, "Their appearance was most pitiful. They fell upon the ground more dead than alive, and in a state in which one might imagine men to be in who had fought swimming, for thirty consecutive hours. The Spaniards, somewhat pitying their sad condition, and admiring their pluck, carried them into the town, where they brought them round, doing the poor savages more good by kindness than by their medicine."

Abbe Amilhon, says in his "Researches on the exercise of swimming among the Ancients:" "The exercise of swimming has not only preserved the lives of many famous personages, but it has enabled not a few to perform successfully acts which, had they been unable to swim well, they would never have dreamed of attempting." For an instance, he gives Horatius Cocles, who, he says, would never have had the hardihood to meet the Etruscans on the bridge leading into Rome, without full confidence in his swimming powers. The bridge, being cut down, he plunged into "Father Tiber," and swam ashore.

Caesar, at the seige of Alexandria, saved his life by swimming away from his enemies, carrying with him his tablets and military equipage. The tablets he held over the water, in one hand, to keep them dry, using the other to swim with. The baggage he pushed before him, holding it with his teeth.

The Romans practised the art from an early age.

After the exercises at the Campus Martius were finished for the day, they invigorated themselves by a plunge into the Tiber. This custom, like many other useful ones, came to be discontinued by them. It was also in good repute with the Gallo-Romans, Franks, and many other nations, not forgetting the Jews in the time of the historian, Flavius Josephus. Josephus, according to his own account, suffered shipwreck in the Adriatic, from a vessel containing 600 passengers. Not at all discouraged he swam all night, and next day was picked up by a vessel he fell in with, together with 80 companions.

Remarkable modern swimmers there are, as the achievements of Gurr, popularly called the "man-fish," and others, show. Recently an Englishman attempted to cross the channel between France and England. His strength did not fail, but in the chill water he grew colder and colder until his circulation was endangered, and so was taken on board an accompanying boat, though not at all wearied.

Of the different methods of swimming, the most important are the chest and side strokes. Swimming on the back is also useful, when a rest or change of position is desired. The chest, or ordinary stroke, is the most natural one for man, and will always be the most popular — not for speed so much as ease. This is the stroke for beginners. Select for your lessons a spot some five feet deep, with little or no shelve to the bottom, and sound it well to know your ground, that your confidence may be firm; wear as little clothing as possible, having watched a swimmer previously, to gain some knowledge of how to strike out; start off slowly, keeping the head pretty well out of the water; use the arms freely, but do not, at first, lift both feet from off the ground; take the stroke with one leg, and push yourself along with the other. A great mistake people frequently make in first attempts, is to bring the legs, particularly the feet, close to the surface of the water. This has a tendency to push the head under, and gives them that damper to confidence, a "ducking." If you do not learn in the first lessons, or in the first dozen, keep at it, and some day you will slide gracefully into the "knack" — perhaps when least expected.

"The chest stroke," says a writer, in a popular monthly, "is better performed, as a rule, than all the other strokes together, as it is the first acquired by the aspirant." Should you despair of ever learning under your own tuition, find some person competent to teach.

The following method will be found an excellent one; one which, if carried out rightly, will most likely crown your efforts with success. Seek a quiet place for your lessons, abreast of some pier, bank, or other standing-place, where the water is not less than eight feet deep. Your apparatus consists of a broad belt, attached securely by a stout cord to a pole, say from eight to ten feet in length. Fasten the belt around the chest so that it cannot slip, give the handle end of the pole to your teacher, and plunge confidently in, taking the chest stroke. That part of the belt to which the cord is attached is of course on your back. As you launch out, the teacher on the bank, with a slight effort, raises the pole enough for your support, and walks along by your side as you progress; he is thus in an excellent position to criticize your every movement; as you get more and more proficient in the lessons, let him slack the cord accordingly.

For a full description of a similar system, introduced into the German swimming-schools, consult the treatise on swimming of Gen. Von Pfuet, published in Berlin, 1817. Also an article in Lieber's "Encyclopædia Americana," under head of "Swimming." The chest stroke mastered, we turn attention to swimming on the back; as before stated, chiefly valuable for the rest it gives. This is easily learned; turn over on the back and give spasmodic kicks, either alternate or simultaneous, with the legs, using the arms more as paddles. Floating on the back is easy, especially in salt water. Keep the body stiff and straight, hands at side, and take long breaths, that the lungs may be well filled, consequently more buoyant, breathing through the nose. Side-swimming is used much for speed; also for stemming currents and tides. As the name indicates, it is swimming on the side, part of the head under water, striking out with one arm while the other describes a semi-circle. There are other ways, but these are the most important.

The above directions will, I think, apply for both old and young. Begin at once. Many have learned past forty. "What man has done, man can do."

Diving is of great importance in the swimming education. It of course requires almost unlimited confidence to dive down from a height into cool, dark depths; but no confidence, no swimmer. Before diving, it is well to wet both head and ears, the latter slightly on the inside, that the shock may not be too great at the first plunge. Some put a little cotton-wool into each ear-opening. Before each dive, inhale and respire long breaths, that the lungs may be well aired, and carry a sufficient supply of air under water with you. Place the hands at arms' length, palm to palm, above the head, give a vigorous jump into the air, and strike the water head downwards, at a sharp angle. If the body is not kept well straightened out, a smart slap will be the result as you hit the water, which will make the flesh tingle. To facilitate your progress downward it may be necessary to use the limbs much as if swimming on the surface, and the eyes may be opened more or less. Diving is a valuable adjunct in saving life, as the drowning person possibly may have sunk for the third and last time. To save the drowning, use caution. An hysterical person will sometimes drown the would-be rescuer. In terror he catches at him, resolved to hold on to the last. Diving with such a one may release his clutch; should it not, strangulation, as a last resource, must serve the purpose. Try always to quiet him as you approach; if you cannot, seize from behind by the hair, and push before you, or sustain till aid arrives. If self-possessed, seize under the arm-pits, or by an arm, and let him work his legs to aid. An excellent plan is to swim in front, his hands clasping your shoulders. You will thus be able to make more progress Combining with these three strokes a knowledge of diving, understanding thoroughly the rules of the Humane Society for restoring partially drowned persons to life, an education in the swimming department is sufficiently complete.

The divers of antiquity were, many of them, much celebrated. To them an hour or two at a time under water was but child's play. If the traditions could but be believed, Plutarch, in his life of Antony, gives the following amusing anecdote: "He (Antony) went one day to angle with Cleopatra, and being so unfortunate as to catch nothing in the presence of his mistress, he gave secret orders to the fishermen to dive under water, and put fishes, that had been already taken upon his hooks; and these he drew so fast that the Egyptian perceived it. But, feigning great admiration, she told everybody how dexterous Antony was, and invited them next day to come and see him again. So, when a number of them had come on board the fishing boats, as soon as he had let down his hook, one of her servants was beforehand with his divers, and fixed upon his hook a salted fish from Pontus. Antony, feeling his line give, drew up the prey, and when, as may be imagined, general laughter ensued, "Leave," said Cleopatra, "the fishing-rod, general, to us poor sovereigns of Pharos and Canopus; your game is cities, provinces, and kingdoms."

— Hardly anything is more conducive to health and comfort at this season thon the habit of daily bathing. It not only promotes cleanliness, which is all-important both to moral and physical well-being, but it gives a cheery vigor which is of great service in warding off the attacks of disease and keeping up the tone of the whole system.

Teaching the Languages.

BY FRANCIS H. KIRMAYER.

I wrote several articles for the *Massachusetts Teacher* last year on teaching languages. One was on teaching Greek, and I then showed, from the case of a private pupil under my instruction, that after twelve lessons a pupil of ordinary capability can begin to read Xenophon's Anabasis with profit, if he studies earnestly and faithfully. Recitations one hour; study on part of pupil three hours per lesson. Upon this a very strong article appeared against such proceeding in teaching. The writer, who signed himself "F.," claimed that all the lessons I imposed were too long, and backed his statements with a ten years' experience in teaching. He analyzed especially the first lesson on the Alphabet. This, he thought, could not be learned in six hours,— double the time which I had allotted.

I should have replied to that article long before this, if there had not been a prospect for introducing Greek at this school. This, I thought, would be a good opportunity for showing what could be done with a class. As Greek is now introduced at this school, I wish to show, if you give me space, how to teach the Greek Alphabet so that the pupils shall know it after two hours of study on their part. I have a class of six young men. Two of these six young men performed the task of learning the Greek Alphabet in two hours; the other four had a little knowledge of Greek, and knew the Alphabet. I will now describe the manner in which the Greek Alphabet was taught and learned.

After some preliminary instruction about language generally, Greek language especially, dialects of Greek language, literature, etc., I asked the pupils to open their grammars at the Alphabet. Looking at the alphabet as a whole, we found the number of the letters less than in the English Alphabet. We found also that in Greek, *c, f, h, g, u, v, w* are wanting: there are two *o* and two *e* vowels; there are four consonants, *Θ, Φ, X, Ψ*, which are represented in English by two letters each. Then I took the crayon and stepped to the blackboard, asking the pupils to make all the letters after me, and to tell me which letters they found like the corresponding English letters, and how they might most easily recognize those which they found unlike. They knew twelve capitals, and five small letters, already. One capital and five other small letters they could always tell, when they should see them, after this first lesson. The remaining eleven capitals and fourteen small letters had to be learned. Some can be associated as Greek *P* and *H*; others cannot be associated. I asked the pupils to mark those letters which they found to be different from the English, and showed them in what manner to learn them.

As we had no Greek Reader just then, we took Xenophon's Anabasis to drill the alphabet and pronunciation at the same time. In order not to pronounce anything unknown, I translated about ten lines at the beginning of the first book; then pronounced, and caused the pupils to imitate. Topic of first lesson, as guide for pupils' home-work, was: 1. Learn Greek letters not known already. 2. Learn the order of the letters in the Greek Alphabet. 3. Practice the letters on the first ten lines of Xenophon's Anabasis, and try to pronounce those ten lines. Besides this, I asked them to read the Introduction to Crosby's Greek Grammar. The next day I pronounced the ten lines in Xenophon once more, for imitation; then I asked the pupils to give me the letters of each word. This was readily done. Now I translated ten lines more in advance, and without pronouncing, asked for the letters of the words. This was done very well. Then I pronounced, for imitation. At last I read again — now the twenty lines, with the proper inflection.

Topic for second lesson's home-work was the same as for the first lesson, with the ten lines in addition as above mentioned. When the pupils came to the class-room for the third time, they had the Alphabet and the

main facts of the pronunciation. Their home study was one hour each day. After this we received Crosby's Greek Lessons; then we practiced in them, besides beginning also the inflection of nouns.

My pupils studied the common forms of inflection, read nearly all of Crosby's Greek Lessons, and after the forty-fifth lesson they began Xenophon's Anabasis, which they read with ease.

STATE NORMAL SCHOOL, BRIDGEWATER, MASS., July 18, 1875.

Identical Education and Co-education.

BY JAMES S. KENNEDY.

The JOURNAL OF EDUCATION seems to be entering vigorously upon its destined work. A recent paper contains a calm and rather searching criticism of Dr. Clarke's "Sex in Education," reflecting, perhaps, the views of the JOURNAL itself on this somewhat "vexed question." The subject is also engaging the attention of Southern educators, and a note from this remote point in the South may not be unwelcome.

Having been engaged in the work of female education for the past ten years, I have cherished a profound interest in all the problems appertaining to the higher forms of female education. And yet in spite of the experiments at Oberlin and Michigan in *co-education*, and at Vassar and Mt. Holyoke in *identical education* so-called, I have not been able to reach the conclusion that either is the wisest or best method for compassing the grand ultimate ends of a true Christian education.

If *not true* —according to truth in all its aspects and relations—education is necessarily *false and pernicious;* and if *not Christian* in a high and comprehensive sense, it is for the same reason *rationalistic* and one-sided in its development, unfit for man or woman, and incapable of exalting humanity to its destined goal. It is obvious to all competent to judge, that many of the most deplorable evils—social, intellectual, and moral — have arisen directly or indirectly from *false and radically wrong methods of education.* History abounds in sad illustrations of this truth. They need not be recounted.

To the writer it seems self-evident, that the proposition that the *education of boys and girls*, of young men and women, should be *identical* in the *quality, quantity*, and *methods of study*, is not only questionable on its very face, but is untenable in reason, and unsupported by the facts of the case. A wise and correct solution of this question will settle at once a great many other problems of vital moment. It is fundamental to the question of co-education.

If, then, the grand ultimate aim and end of education be the true and proper development of the nobler humanity, the *identifying* of male and female education in quality, quantity, and method will certainly defeat that end, or materially obstruct it. Let us examine.

Education *per se*, whatever its kinds or methods, can not obliterate the essential distinctions of sex, physiologically, morally, or metaphysically. If it could, it would blight forever the brightest hopes of humanity, and reduce the *genus homa* to a contemptible mongrelism of imbecility and bestiality—Darwin's aboriginal idea. A distinction, therefore, without a difference is an absurdity.

If boys and girls are themselves *identical;* if they are designed for the *same vocations* in life; if they have been predestined to move and toil, think and suffer, in the *same spheres of personal and relative duty;* and if in their physiological, intellectual, and moral structure, they are *equally* adapted to the multiform pursuits of human life, by all means, *cæteris paribus*, let their education be *identical* as well *in kind and degree* as *in method.*

Why not? What has woman done that she should be put under the ban in this respect? Is she not really the "better half" of humanity, and therefore entitled to pre-eminence over man in dignity and prerogative?

But that is not the question! Woman was certainly never designed by her Creator to occupy *identically the same* sphere of duty and responsibility with man. (Does *identically the same* infringe upon Prof. Greene's Grammar?) *Proof.* — The history of the race from Adam till now. Her delicate and peculiar bodily structure. Her relations to the family and home circle. This is an ordination of heaven. Man may not transgress it with impunity, and woman ought not to attempt to evade it by affecting *masculinity* either in character or habits of life. It is abnormal, and therefore wrong

What has this to do with her education? "Much every way." If her instincts, intellections, and sensibilities are unlike those of man in any important sense, it follows inevitably that her education—if wise and true —must be and ought to be unlike that of man. Not that her educational advantages should be *inferior* to those of man. By no means. But *unlike in kind*, and *degree*, and *methods*, it may be, when she has passed up through the common elementary studies, and is now ready by age and previous educational discipline to enter upon and complete, a thorough and comprehensive course of instruction, more particularly suited to her nature, her duties, and her divinely-appointed destiny.

Why should Vassar College, therefore, aspire to teach young women, at great cost, how to construct railroads and ocean steamers; or to indoctrinate them in all the learned categories of Aristotle, and in the profound mysteries and obliquities of civil and international law, and in the shoreless, hypercritical explorations of German transcendentalists; or, in a word, to show them how in all things to play the *rolé* of a man, and forget and ignore their womanly destiny? To this it may be said, the age demands it as a necessity of republican civilization. American institutions require it; and nothing else or less can realize the American *idea* of *female education.*

Reply.—The age, then, demands that which is wrong *per se*, and what will prove disastrous in the concrete. Its civilization, like other civilizations, needs reconstructing. American institutions have, perhaps, very deliberately manufactured the sentiment and idea of the *identicality* (pardon the word) *of the sexes*, so that it is difficult to enforce a recognition of the fundamental differences. So much the worse, because self-originated and self-imposed. It is radicalism in philosophy "gone to seed." A true educational conservatism must antagonize it till it expires of itself.

If not countervailed, it will bring our country to grief. Aye, it will bring countless woes upon woman, for whose very behoof the new departure claims to be struggling to overturn and explode the errors of the dead past.

"*A fair chance for girls;*" yes, forever, I say, to *be and continue girls*—until they grow up into a pure and noble womanhood, "polished after the similitude of a palace," and not unsexed by donning the clothes of a man, and aspiring to be what they were never designed to be, lawyers, politicians, and major-generals. I must conclude, for the present, with this corollary: If the education of boys and girls, of young men and women, *should not be identical in quality, quantity, and method*, is not the *co-education* of the sexes *unwise, impracticable, and pernicious?*

— When early and careful attention is given to the development of every muscle and function of the body —when food, exercise, and rest in their due proportions and proper quantity are furnished with the most assiduous care—when the brain is not exhausted by the continual whirl of excitement caused by sensational reading and the round of evening amusements and festivities—when active labor, and even toil, are not considered derogatory or unfashionable—when pure air and sunshine are regarded as essential to animal as to vegetable growth, the instances of weak and disordered nerves and broken constitutions are exceedingly rare. Let the laws of health be obeyed in all their rigid demands, and the amount of study in our schools may even be increased without any injury.—*Supt. Leach, Providence.*

Modern Olympic Games at Athens.

The present King of Greece some years since caused the stadium to be cleared out, and soon after, a rich gentleman named Zappa left a considerable sum of money to support an exhibition of athletic sports every four years, to represent as closely as could be the contests which took place in the glorious days of old Greece. The third of these revived Olympiads was celebrated Sunday, and it was a strange sight to see towards five o'clock in the afternoon the whole population—men, women, and children, on foot and in carriages—hurrying past the palace, over the site of the old Athenian gardens, and across the Ilyssus towards the stadium. Few more glorious sights could be witnessed than that which this place—usually so solitary and silent—presented when filled with eager crowds Sunday evening. The long horseshoe-shaped hollow, partly natural, partly artificial, at the foot of Hymettus, with its interminable rows of seats sweeping round the vast extent, and capable of accommodating all Athens, looked brilliant and gay indeed with forty thousand patient sitters, and at the first glance at the old place peopled with this vast crowd, there was something that recalled its ancient glory. It was simply splendid. When, however, we have said this there is not much to add. The Greeks of to-day are not an athletic people. The young Greek values his French attire and manners, his easy saunter and quiet gossip, far more than anything to be gained by severe bodily exertion, and the time has gone by when the laurel crown possesses any charm for him, for the only gymnasium in which he cares to exercise his energies is the school where he acquires that educational varnish which will enable him to eschew manual labor, or the mart where he can develop to the utmost that finesse and cunning that frequently lead to fortune.

The exhibition of last Sunday is proudly designated by the Greek newspapers as the "Third Olympiad." According to all accounts the first Olympiad was extremely ridiculous, the second after four years was but little better, and this third not anything to boast of. To one accustomed to the athletic sports of a good English school the whole affair appeared childish enough, but from the excited applause at every feat it was evident that the spectators regarded the affair as a perfect success. About twenty athletes contested. There were foot races, throwing the discus, jumping with the pole, hurling the javelin, climbing, etc., but neither wrestling nor boxing. None of the old forms, ceremonies, or costumes were observed. The King and Queen were not present, and the wreaths were distributed by a venerable old gentleman. To say that stout old ladies and gentlemen leisurely promenaded the arena during all the excitement of the foot race, and compelled the racers to wind in and out to avoid knocking them over, that dogs were roaming about just as they pleased and getting in everybody's way, that the poles of the jumpers often stuck in the ground, and required the dead weight of the owners to carry them over, that the javelins never went near the target unless the thrower ran almost close to it, and the discus instead of being metal was simply a wooden platter with which the dogs often ran off — would be but saying little, for the whole affair was most ridiculously absurd as being supposed to resemble in the faintest degree the glorious contests of ancient Greece. The only feat at all "worthy of speech" was that of climbing the pole, and two fellows certainly achieved that in rather fine style. But notwithstanding all its shortcomings, we must hail with gratitude anything which every four years brings the whole population of Athens to people the long-deserted seats of its magnificent Stadium.

—The Academy.

— Kansas teacher—"Where does all our grain product go to?" Boy—"It goes into the hopper." "Hopper! What hopper?" "Grasshopper!" triumphantly shouted the lad.

SCIENTIFIC.

Fossils for Central Park.

The trustees of the American Museum of Natural History have resolved to make an effort to secure for their institution Professor Hall's collection of fossils This collection is the result of the labors of Prof. James Hall in this department for more than forty years. He was connected with the geological survey of New York at its organization in 1836, was appointed palæontologist in 1843, and for thirty years has been the State Geologist of New York. His position has, therefore, been such as to give him rare facilities for the collection of fossils, and no man has improved such opportunities to better advantage.

As every student of geology knows, the palæozoic rocks are very fully represented in New York State and its immediate vicinity; in fact, the rocks of that State have, to a great extent, given names to the Silurian and Devonian strata for the whole continent. As might be expected, the Hall collection is especially rich in crinoids, graptolites, trilobites, brachiopods, cephalopods, and other palæozoic fossils; but it is not confined to New York fossils, nor is it deficient in representatives of later geological periods. The carboniferous rocks of Massachusetts, Rhode Island, Pennsylvania, Ohio, and other Western and Southern States; the Triassic, Jurassic, and cretaceous rocks of Connecticut, New Jersey, Alabama, and England; and the tertiary rocks of our Western territories, all have furnished choice specimens for Professor Hall's cabinet.

The New York *Tribune*, in a late issue, devoted more than four columns to a description of this collection, illustrated by cuts of some of the most prominent of the hundreds of thousands of fossils it contains. From it we make the following extracts:—

"Whoever gets Hall's collection," said Prof. Agassiz, "will have the geological museum of America." No man ever took a deeper interest in gathering the treasures of science, and none was better qualified to pass an opinion concerning them, than the great naturalist who founded the Museum of Comparative Zoology at Cambridge. It was in connection with his anxiety to obtain the Hall collection for Massachusetts that he so expressed himself. To the people of Albany, in a speech at the dedication of the Dudley Observatory, he declared that the fame of Prof. Hall's labors was so widely extended in Europe, that whenever a geologist crossed the Atlantic to America, his first steps in the New World would be toward the capital of New York, in search of the fossils there collected.

* * * * * * Many of the opportunities of which Prof. Hall enjoyed the advantage can never be repeated: such, for instance, as the cutting of the Erie and other canals. For forty years, exchanges and purchases have gone hand in hand with collecting, in person and by proxy, from untrodden fields. A three-volume essay would be required to record the history of all the expeditions whose results are here; and even to give the names of the explorers associated in some of them would be slighting to the many who would have to be omitted for the sake of brevity; this letter will not attempt the task. In the great abundance of the Hall collection there is the material for future exchanges with the museums of Europe, whereby specimens can be obtained for America that no money can buy. This is part of the programme laid down for the Albany fossils after they shall have been removed to Central Park, and already a foreign correspondence has been opened, based upon this prospect. M. Barande, tutor of the Count de Paris, years ago made Bohemia the classic ground of European geology figuring every species of fossil discovered in that country. He is to have the first offer of exchange with the Hall collection. The geological survey of Great Britain and Ireland has been very thoroughly performed. Sir Henry de la Bache and Sir Rhoderick Murchison were its earlier directors. The late Prince Consort took great interest in that survey, and under his influence the specimens obtained during its progress were brought together in the Museum of Practical Geology. The second offer of exchanges from the Hall collection will be with that Museum.

It will be seen that the removal of the Hall collection to the new fire-proof building of the American Museum of Natural History is an event of high importance to geological science. The preservation of these fossils from the danger of fire may save us such regrets as those which have followed the destruction of scientific treasures at Chicago. Especially would the loss of type specimens be irreparable—and of these the collection contains an unusually large proportion—specimens to which the student must from time to time refer, as he wishes to ascertain more particularly the specific differences by which organisms are characterized and classified. The collection, after removal to Central Park, will doubtless be placed in charge of a competent curator, whose business will be to put these treasures in the light of day, where they will be accessible to the student. When the system of exchanges projected shall have been carried out, a long step may be made toward realizing the dream, the hope of geologists—a thorough comparison of the respective fossils of similar strata from both hemispheres, whereby we may learn something definite about the whole earth's past history.

What to Observe.

BY W. W. BAILEY.

Those who have classes in Natural Science should take them into the field. Young students often prove to be good observers, if they are only told what to observe. Many an untrained, illiterate farmer has noticed phenomena of nature, no doubt, that have escaped more educated eyes. But the trained student has this advantage, that he knows what is important; he is informed of the course of modern research, and can direct his attention at once to points which require clearing. The poor farmer might only accumulate a mass of facts, important and interesting, but requiring a master to set them in order, and to display them in harmonious relations. It is with the hope of calling attention to a few problems that I write this article. Now, in the summer months, is the time to watch, wait, and study in the field.

I need not mention that the relations between plants and insects are very close and very peculiar. In some cases, there can be little doubt that they are mutually dependent upon each other. A flower is adapted to the purposes of the insect; on the other hand, the insect is constructed in such a way, and is impelled by such instincts, as to make him essential to the plant. Either would die, after a while, in the absence of the coworker. It is, then, important not only to study the flowers as to their classification and practical uses, but to learn their structure in reference to their own life and their intimate connection with insect visitors. We must note what insects frequent them, their construction, and their habits. For protective or other purposes, do they mimic each other? Do they ever conceal themselves, by long-inherited resemblances to the surfaces or surroundings where found?

Again, attention has been much called of late to the carnivorous habits of various plants. The Sarracenias and Droseras we have all about us, and the whole of their history is by no means written. For instance, in the Sarracenias of the South, there is a liquid secreted for special purposes; it must be secreted, because the mouth of the pitcher is covered. Is the liquid we find in our species, which is unprovided with an overarching hood, ever other than rain-water? Is there any perceptible lure up the side, as in *Sarracenia variolaris*? What insects are most caught? How do these plants which are deprived of animal food compare in vigor with those which are normally fed? Are there any insects capable of extricating themselves when once within the pitcher? Mr. Riley has proved that in *S. variolaris* an insect breeds and thrives. These are a few of the questions suggesting themselves—which any one, by patience, might have an opportunity to answer. It is as pleasant to make such a discovery as it is to bring out a new planet from a nebulous haze. Then, too, Mrs. Treat has shown, that we have not yet exhausted the catalogue of flesh-eating plants. The student should be on the alert for new ones. Let him not be in a hurry, but observe calmly, unbiased by his hopes or his reading. If the fact is present, it will keep, and will bear pondering. Bring it into relation with other facts, and compare them.

There are plants which are normally fertilized by insects—say by humble-bees. These flowers are tubular, often long, and more or less obstructed in the throat, say. Mr. Bee concludes that it is a sad waste of time ringing at the front door, when he can climb in the kitchen window. He cuts a neat hole through the tube of the corolla and steals his honey—the thief—without carrying off the pollen needed by the next flower he visits. Make a list of plants so perforated—observe how the insects work, the result upon fertilization, and whether, in these cases, other less ingenious visitors discharge the duty abandoned by the burglars.

Various plants are affected by blights, mildews, or some other fungoid forms. See if these injure other plants of near relation; also, if in another form, they exist for a while on quite different plants. The orange-fungus of the dew-berry vine I have found on other *Rosaceæ*, even on the wild rose itself. Suppose it becomes epidemic, and spreads to our cultivated species? Herein is the importance of knowing about the habits of such things—that we may be able to check or destroy when the time comes. Thousands of dollars might often be saved by a little preliminary caution.

Natural History is not a study for the text-books alone, nor *greatly*. We must go where nature is, and note her untrammeled operations. We will see then that there is a practical bearing to science. Even if there were not, however, I should still say, go! The late Dr. John Torrey, the venerable botanist, once told me of a botanical friend of his who was sailing up the North River on a steamer. He had his portfolio of plants with him, and was turning it over. The ubiquitous practical man, of course, attacked him. "My dear Sir," said he, "what is the use of all these plants I see you have here?" The indignant botanist replied, "If I supposed they were of *any* use, I should pitch them all overboard!"

— At the British Social Science Congress in Brighton, Eng., next October, three or four American essays will be read,—one on "American Education," by Mr. Doty, of Detroit; one on "American Finance," by Mr. Bradford, of Boston, and one on "Homes for the People in American Cities," by a committee of which Messrs. E. Wright, R. T. Paine, and John Ayres are mombers.

— Sir William Armstrong, K.C.B., director-general of the medical department of the navy, who has had some experience of Arctic service, has prepared a set of regulations and directions for the maintenance of health among the crews of the *Alert* and *Discovery*, and especially for those engaged in the sledging, who will be out of reach of medical aid.

EXAMINATIONS.

Leominster High School, July, 1875.

Topics in BOTANY *given to a class of eight girls in the Leominster (Mass.) High School. They had studied the subject a little more than one term. The highest credit obtained was* 95 *per cent., and the average* 83⅜ *percent:* 100 *per cent. perfect.*

1. Subjects of Natural History.
2. Characteristics of organized beings.
3. General and particular means of distinguishing animals from plants.
4. Definition of Botany, and an account of its departments.
5. Growth of plants from seeds and source of nourishment during germination.
6. Different parts of the embryo and how are they developed?
7. How do the root and stem differ in their manner of growth?
8. Amount of food deposited in the embryo of different seeds.
9. Name seeds in which the food is deposited outside of the embryo, and explain the process by which the food is appropriated.
10. Nature, position, and structure of buds.
11. Explain the rapidity of spring vegetation.
12. How are the branches arranged on the trees.
13. Difference between definite and indefinite annual growth.
14. Name and define different kinds of buds.
15. Upon what three parts, or organs, does all vegetation depend.
16. Offices of roots.
17. Simple and multiple roots.
18. Forms of stems above ground, and nature of tendrils.
19. Rhizoma, Tuber, Corm, and Bulb.
20. Structure and offices of leaves.
21. Veining of leaves.
22. Forms of leaves as to their general outline.
23. In what ways may the leaves be arranged on the stem.
24. Do two leaves ever arise from the same place? If not, explain *clustered* or fascicled leaves.
25. Principal modes in which leaves are arranged in the bud.
26. Inflorescence.
27. Interminate and determinate inflorescence.
28. Mention and define different kinds of indeterminate inflorescence.
29. Different kinds of determinate inflorescence.
30. Parts of a flower.
31. What is a typical flower.?
32. Different forms of corollas.
33. Meaning of the terms Monadelphous, Diadelphous and Triadelphous, as applied to stamens.
34. Characteristics of the genus Viola.
35. Characteristics of Filices.
36. Characteristics of Compositæ.
27. What eatable plants belong to the Rosaceæ.
38. To the Leguminosæ.
39. Mention any genus in which Medicinal plants are found.
40. Give the Botanical and common name of six flowers.

MATHEMATICS.

Equation of Payments.

Many of our readers will recollect a problem, published not long since in the Boston *Journal*, relating to the purchase of quarterly and annual Railroad tickets, about which there was much controversy. The substance of the problem, as we remember it, was this: "If a railroad company sells a quarterly ticket over a certain route for—say $20, in advance, what should be the charge in advance for an annual ticket, the money to be supposed to earn ten per cent. per annum?" There are several different ways of looking at such a problem, each of which seems to be, and in fact is, in a sense, right, but they give different results. The principle involved is the same, as that which leads often to different results in finding the amount of a single payment at a particular time, which shall equitably cancel a number of payments due at different times. The whole difficulty arises from our method of compounding interest by finite periods, as by the year or month. When we once recognize the principal that the lender is entitled to interest upon interest, the question at once arises, how often shall the accrued interest be added to the principal and begin to draw interest? To make a rule that will lead to no inconsistences, we must allow the interest to draw interest as soon as it has accrued; that is, the principal must be considered as growing constantly by the constant addition of the interest to it. This would relieve us of all trouble from such problems as those mentioned, and would require a rule for computing interest compounded every instant. We will ask our readers to furnish us such a rule; to find the interest on any sum for any time, all interest to be added to the principal, and to draw interest as soon it accrues. —ED.

Problems.

PROBLEM XLI.—Find the consecutive numbers whose product is equal to fifteen times the middle number. A. Q. J.

PROBLEM XLII.—Find the number of different arrangements that can be made of bars of the seven prismatic colors, so that the blue and green bars shall never come together. A. Q. J.

PROBLEM XLIII.—It is 3 to 1 that A speaks the truth; 4 to 1 that B does; and 6 to 1 that C does. Find the probability that an event took place which A and B assert to have happened, and which C denies. A. Q. J.

PROBLEM XLIV.—A lady purchased a dish and cover for 24 dimes, one-fifth of the cost of the dish increased by the difference between the cost of the dish and cover equals the cost of the cover. What was the cost of each?

Solutions.

PROBLEM XVIII.—By the Centrobage method,

$$\text{vol.}=\pi r^2\times 2\pi r=2\pi r^3.$$

E. H. C.

Solution also from F. Parson.

PROBLEM XIX.—$\Sigma=ab+(a+d)br+(a+2d)br^2+\ldots\ldots(a+(n-1)d)r^{n-1}=b(a+ar+ar^2+\ldots\ldots ar^{n-1}+dr+2dr^2+\ldots d(n-1)r^{n-1})=b\left[\frac{ar^n-a}{r-1}+d(r+2r^2+\ldots\ldots(n-1)r^{n-1})\right]$

Let $S=r+2r^2+3r^3+\ldots\ldots(n-1)r^{n-1}$;

$\therefore rS=r^2+2r^3+3r^4+\ldots\ldots(n-1)r^n$:

$(r-1)S=(n-1)r^n-(r+r^2+r^3+\ldots\ldots r^{n-1})=$

$(n-1)r^n-\frac{r^n-r}{r-1}=\frac{(n-1)r^{n+1}-nr^n+r}{r-1}$

$S=\frac{(n-1)r^{n+1}-nr^n+r}{(r-1)^2}$. Substituting above,

$\Sigma=\frac{b(ar^n-a)}{r-1}+\frac{bd}{(r-1)^2}[(n-1)r^{n+1}-nr^n+r].$

E. H. C.

Solution also by F. Parson.

PROBLEM XX.—Let o be the center of sound;

ED=shore line on which the sound can be heard;

m=middle point of ED;

Let ol be the distance at which the gun may be heard in any direction, and n the point in which ol cuts ED. Then $nl=\frac{2}{3}(6-on)$, i. e., the sound after reaching the shore line will travel $\frac{2}{3}$ as far as it would if nl were land instead of water. $on=\frac{4}{\cos\theta}$, θ being $<mol$. $\therefore ol=r=on+(6-on)\frac{2}{3}$. $r=10-\frac{8}{3\cos\theta}$. Integrating for the area between $\theta=0$ and $\theta=mOE=48°\ 12'$, we have

$$S=\tfrac{1}{2}\int r^2d\theta=\tfrac{1}{2}\int\left(100d\theta-\frac{163d\theta}{3\cos\theta}+\frac{64d\theta}{9\cos^2\theta}\right)$$

$$S=\tfrac{1}{2}\int_0^{48°\ 12'}\left(100\theta-\frac{160}{3}\log e\ \tan\left(\frac{\theta}{2}+\frac{\pi}{4}\right)+\frac{64}{9}\tan\theta\right)$$

$2S=84.2377-51.3424+7.95328=40.8488.$

$2S-\triangle\ OED=22.9206$ sq. miles. F. PARSON.

PROBLEM XXVII.—Let r = the radius vector of the curve.

S=the length of the curve;

v=the mean velocity of travel;

Then $t=\frac{s}{v}$ must be a minimum. The velocity at any point is proportional to r $\therefore$ v is proportional to the area$=\frac{1}{2}\int r^2d\theta$. Then we have $\frac{s}{v}$, or $\frac{\int\sqrt{dn^2+r^2d\theta^2}}{\int\frac{1}{2}r^2d\theta}$ for a minimum. $\theta=l_e\ r$, the logarithmic spiral modulus being 1. But this curve will not pass through the second point two miles east. The curve having the same characteristics and properties which does pass through the required point is $\theta=\log r$ in the system whose modulus is 2.26614, found by making $\theta=\frac{\pi}{2}$, in which case $\log r$ must $=2$.

Solution also from "L. B." F. PARSON.

PROBLEM XXI.—Since $2ax+b=\pm\sqrt{b^2-4ac}$, the conditions for imaginary roots is $b^2<4ac$ . . . (1). Suppose each value of each of the quanities a, b, c, within the limits $\pm u$, to be equally probable; then we shall have dependant upon the signs of a, b, c, the eight following cases, all of which are equally likely to occur: $++-$; $+--$; $-++$; $---+$; $+++$; $+-+$; $-+-$; $---$.

The impossibility of condition (1) in each of the first four cases is evident. Let p be the probability that condition (1) holds in the fifth case; then the probability of its holding in any one of the remaining three cases being evidently p, we have $\frac{1}{2}p$=the probability of imaginary roots, and $(1-\frac{1}{2}p)$=the probability of real roots.

Now p being the probability that $b^2<4ac$, while a, b, c, are all positive, its value is really determined. Let p'= the probability that $b^2<4ac$ when b is constant and a &c. are positive. The limits of a &c. being $\frac{b^2}{4c}$ and m, $\frac{b^2}{4m}$ and m respectively.

$$p'=\int_{\frac{b^2}{4m}}^{m}dc\int_{\frac{b^2}{4c}}^{m}da\div\int_0^m dc\int_0^m da=1-\frac{b^2}{4m^2}+\frac{b^2}{2m^2}\log\frac{b}{2m}\ \ldots(2)$$

as p is the mean of all the values of p', obtained from (2) by making b vary from 0 to m, we have—

$$p=\frac{1}{m}\int_0^m\left(1-\frac{b_2}{4m^2}+\frac{b^2}{2m^2}\log\frac{b}{2m}\right)db=\frac{31}{36}+\frac{1}{6}\log\tfrac{1}{2}=\frac{31}{36}-\frac{1}{6}\log 2.$$

$\therefore (1-\frac{1}{2}p)=\frac{41}{72}+\frac{1}{12}\log 2=.6272+$ = the probability required, since it holds good when $m=\pm\infty$. A. B. E.

PROBLEM XXII.—Let the two random chords AB, CD, subtend the arcs 2θ, $2\theta'$ in a circle whose radius in unity; and let AB' subtend the arc $(2\theta+2d\theta)$. The probability that AB and eD will intersect while $\theta'>\theta$ is $\frac{2\theta}{\pi}$; for in case of intersection, either e or D must fall on the arc subtended by AB. The probability that $\theta'<\theta$ is evidently $\frac{\pi-2\theta}{\pi}=(1-\frac{2\theta}{\pi})$; the probability of intersection in respect to these cases is therefore $\frac{2\theta}{\pi}(1-\frac{2\theta}{\pi})$. The probability that any chord drawn from A subtends an arc not less than 2θ and not greater than $(2\theta+2d\theta)$ is $\frac{BB'}{\pi}=\frac{2d\theta}{\pi}$. Since the cases when $\theta>\theta'$ are merely a repetition of the same combinations as when $\theta'>\theta$, we have for the required probability of intersection,

$$p=2\int_0^{\frac{\pi}{2}}\frac{2\theta}{\pi}\left(1-\frac{2\theta}{\pi}\right)\frac{2d\theta}{\pi}=\frac{1}{3}.$$

A. B. E.

PROBLEM XXIV.—$x^x=20788$. Take the Naperian log. of each member, $x\log x=-1.5708=-\frac{\pi}{2}$, $\pi=-\sqrt{-1}\ \log(-1)$, $-\frac{\pi}{2}=\sqrt{-1}\ \log\sqrt{-1}=x\log x$; $\therefore$ one solution is $x=\sqrt{-1}$.

But there is an infinite number of other imaginary values that will satisfy the equation. L. B.

Mathematical.

If there is anything in the world that resembles the ladder which the patriarch saw in vision, along which forms of light and truth did come and go through all the night, it is Mathematics. By it we creep up, round after round, out of the dust of this great cemetery, and descend with torch-like truths that blazed around the throne; the burning lamps that light the legislative chambers of the Infinite.

Where they curb the mountain spring; where they put a nerve of thought in the bosom of the sea; where they make the gray canvass glow with the twilight sky, or fling a spidery web amid the clouds and thunders of Niagara, there you will find Mathematics.

One moment it gauges the dew-drop, that satellite of the sod, and the next, measures the star-beam that shines in it; now we find it guiding the painter's hand as he parts, with his pencil, the blank, unbroken wall, and lets in a cleft of heaven and a break of day; and now the dialect of Nature's court, wherein her laws are rendered and preserved.

If any gift of prophecy remains upon the earth, sure we are that it has passed from the poet to the mathematician. How much "at home" he walks along the centuries to come; how he foretells the shadow that shall fall on your forgotten grave and ours, and marks the wanderings of gipsey worlds amid the bright encampment of the sky.

The anatomy of mathematics is what we oftenest see, but this is to clothe it with its own wardrobe of life and beauty. BAYARD F. TAYLOR.

Can any One do it?

The following problems have been before the public for a long time, and still remain unsolved. Matthew Collins, LL.D., of Dublin, Ireland, is the proposer of the problems, and he at one time offered a large reward for correct answers to them:

QUESTION I.—(*New Arithmetical Theorem.*)—The whole numbers, a, b, m, being given, the last of which (m) is odd, prove that the whole number x (not divisible by b) can always be found such that the square of x, increased by the power m of b, shall be exactly divisible by b together with the square of a, give as quotient a square number, and find x (not divisbile by b) when m equals 9.

QUESTION II.—Required, a short rule or method for finding the remainder of the division (without the trouble of the long actual work) when a great whole number, expressed by or containing say a hundred or more arithmetical figures, is divided by 73 or 47.

Changes in the English Language,

AS SHOWN BY THE LORD'S PRAYER AT DIFFERENT PERIODS.

Few scholars even are aware of the great changes through which the English language has passed, in successive centuries. We give from an old copy of the *British Banner* specimens of the Lord's Prayer, as used at various periods in English history.

A. D. 1158.— Fader ur in heune, haleweide beith thi neune, cumin thi kuneriche, thi wille beoth idon in heune, and in errhe. The eueryeu dawe bried, gif ous thilk dawe. And vorzif ure detters as vi yorsifen ure dettoures. And lene ous nought into temtation, bot delyvor eus of evel. *Amen.*

A. D. 1300.— Fadir ure in heavene, Halewyd be thi name, thi kingdom come, thi wille be don as in hevene and in erthe — Our urche dayes bred give us to daye. And foregive us oure dettes as we foregive oure dettoures. And lead us nor in temptation, bote delyveor us of yvil. *Amen.*

A. D. 1370.— Oure fadir that art in heunes hallowid be thi name, thi kingdom come to, be thi wille done in erthe as in heune, geve to us this day oure breed *oure other substance* forgene to us oure dettis as we forgauen to oure dettouris, lede us not into temptation; but delyuer us yvel. *Amen.*

A. D. 1524. — O oure father which arte in hevon, hallowed be thy name. Let thy kingdom come. Thy wyoll be fulfilled as well in earth as it is in heven. Give us this day oure dayly brede. And forgeve us oure treaspaces even as we forgeve our treaspacers. And lede us not into temptacioun, but delyver us from evell. For thyne is the kingdome and the power and the glo rye for ever. *Amen.*

A. D. 1581. — Our father which art in heaun, sanctified be thy name. Let thy kingdom come. Thy will be done, as in heauen, in earth also. Give us to-day our superstantial bread. And forgive us our dettes as we forgive our detters. And lede us not into temptation. But delivere us from evil. *Amen.*

A. D. 1611. — Our father which art in heaun, hallowed be thy name. Thy kingdom come. Thy will be done in earth as it is in heaven. Give us this day our dayly bread. And forgive us our debts as we forgive our debtors. And lede us not into temptation, but deliver us from evil. For thyne is the kingdome, and the power, and the glory forever. *Amen.*

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☞ THE NEW-ENGLAND JOURNAL OF EDUCATION WILL NOT BE PUBLISHED DURING THE WEEKS ENDING AUGUST 7TH and 14TH.

THE HARVARD COURSE of summer study in Natural Science is a success. There are forty students, representing twelve States. Twelve are studying mineralogy, eight, Quantitative Analysis; fourteen, Qualitative Analysis, and seventeen, General Chemistry. The number of ladies attending the course is twelve; three of that number are from Philadelphia, and two are from New York. Four hours of laboratory instruction is given daily, and the laboratories are open all day, to accommodate those who wish to devote all of their time to study. Two courses of lectures are given; one on Mineralogy, in which the lectures are given daily; the other illustrating general principles and methods of experimenting in Chemistry, and given on Tuesday and Friday.

THE Board of Education of New York city, at a recent meeting, voted that all young lady teachers shall be required to attend the Saturday session of the Normal College until they shall have had two years' experience in the public schools. Mr. Wood brought forward a resolution that the age of children attending the evening school might be raised from ten to twelve years. He represented as absurd the idea of a child of ten years deriving any advantage from attending an evening school after a hard day's work. He thought, too, that the board should, so far as possible, encourage the attendance at the day schools. Another objection to the attendance of so young children at the evening schools was that it drove away the elder persons for whom the schools were intended, as they did not like to be brought into contact with children. A proposition was made by Commissioner Herring to the effect that sewing should be taught in the primary schools. Not receiving a two-thirds vote, it was rejected. Commissioner Herring then renewed his proposition that music should be made a branch of study in the common schools, and that a musical director and eight assistant musical directors should be appointed.

WE referred last week to a meeting in London, presided over by Charles Reed, M. P., to consider the propriety of raising funds to teach the art of swimming to the children throughout the elementary schools of the metropolis. Our readers will be interested in an important article in our columns this week, upon this subject, in which the writer, an expert in the art, gives most important instruction, with interesting historical facts which will attract many readers. It was stated at the London meeting that 2000 children in Board Schools bathed every Saturday morning in the lake in the Victoria Park, and it was greatly desired that facilities might be furnished to the children in other parts of the city.

For girls it was intended to make suitable arrangements for swimming lessons at some of the larger baths in London. It was clear that the ratepayer's money could not be used for this purpose, and therefore a fund was necessary. Admiral Ommanney briefly moved, as the first resolution, "That this meeting is strongly of opinion that systematic instruction in the art of swimming should be given to the scholars attending public elementary schools in the metropolis." Sir Frederick Arrow seconded the motion, which was supported by Sir Antonio Brady, and carried. Mr. J. MacGregor next proposed that a fund should be at once started to enable the Committee of the Club to carry out the former resolution. Miss Chessar, who seconded it, claimed for girls an equal right with boys to be taught so useful an art as swimming, and to derive the same benefits from cleanliness and from healthy physical exercise. She believed that the reasons why so many women were lost in the great shipping disasters and in boating accidents was that they were unable even for a minute to hold themselves up in the water until help could reach them. The resolution was adopted. The Lord Mayor expressed the deep interest he took in the project, and said he should be delighted to receive subscriptions towards the fund at the Mansion House. A list was accordingly opened then and there, the Lord Mayor heading it with ten guineas.

The *School Board Chronicle* most heartily endorses this movement, not only on account of its value as a means of saving life, but also for its health-preserving influence, and we can recommend to parents and teachers the importance of this branch of training.

AMERICAN EDUCATORS are hardly aware of the grand educational movement which has been inaugurated in France by the passage of the bill granting "Liberty of Superior Instruction." Hitherto there has been a complete monopoly of education on the part of the State. The one University of France granted all academic degrees, controlled all faculties, and regulated by its prescriptions the literary and scientific training of all Frenchmen. Shortly after the Revolution of 1848 a commission was appointed to examine the State system as far as it related to primary and secondary instruction, and through its recommendation the Government monopoly of these lower grades of education was abolished, and the liberty of teaching so far secured.

The bill which has passed the Assembly by a vote of 365, for to 284 against, has been before that body for several years, and was first proposed in 1848, by a Commission of which M. Guizot was the head, and has been opposed by the advanced Liberals, who preferred the continuance of the State monopoly of University training to the alternative of a gain of power by the Ultramontanes through the colleges which they would be sure to found. The extreme Left has always opposed it on the ground that the Catholic Church alone would profit by it, and would use it as a means of increasing her power. The first clause of the bill announces the liberty of superior instruction. The second provides that "any Frenchman enjoying civil rights, of the age of 25 years, or an association of Frenchmen formed for the purpose of education, or any department, commune, or diocese may establish classes (*cours*), or universities, or colleges (*établissemens*) for superior instruction, under the conditions of this law."

As all French life is closely supervised by the Government, and as there is a stringent law in existence in regard to public meetings, the extent of Government supervision over the teachers of higher courses of learning was discussed at great length. It was decided that persons attending the lectures of such teachers must have their names inscribed, as a guaranty of order, but that the Government surveillance should be limited to "morality, the constitution, and the laws." The question of the right to confer degrees was debated several days. M. Jules Ferry spoke strongly for the exclusive right of the State to confer degrees.

The new scheme, he said, had been first started by a society of Catholic laymen, known as the Association of the Catholic Committees of France. "At bottom it was nothing less than a claim for the monopoly of all education by the Church." Bishop Doupanloup, who has championed the bill in behalf of the Church, replied by denying as a calumny the charge that the Church wished to share and then to absorb the teaching monopoly of the State. He demanded liberty of public instruction as a means of guarding against the possible tyranny of the State. He attacked the teaching of certain university professors as atheistical, quoting from lectures in proof of his assertions. A system of mixed juries, one half the members to be appointed by the Minister of Public Instruction on behalf of the Government, and one half by the voluntary institutions, was finally accepted by both parties. These jurors will conduct the examinations for and grant degrees.

M. Laboulaye, in his reply to M. Jules Ferry, who had spoken in disparaging terms of the American system of popular education, said:

"It is true that science is only in its infancy in America, but it should be borne in mind that the nation is hardly a century old, and that it was necessary to settle the country first, and then create and accumulate wealth. But many problems have been solved in America of which we do not even dream. I will cite an instance. What in the Middle Ages was one of the most powerful reasons for the popularity and influence of the Church? It was that it was open to all; that the peasant was afforded education, and could rise to the highest dignities of the episcopacy. Here it would seem as if this matter did not concern us, for the poor man without resources is doomed to manual labor, no matter how well adapted he may be for a higher station, if afforded education. In America this problem is settled. Owing to the diffusion of public education, the establishment of colleges, and the opportunities afforded by the universities, there is no man who cannot, if he be so disposed at all, attain the highest degree of social culture. It is for this reason that we see in America lawyers who began as woodchoppers, and men who have risen from the lowest ranks of society to the highest. There is not in America a man who can say, 'If I had means, if I had not been degraded by circumstances, I would have advanced as high as I wished.' There he is compelled to say, instead: 'If I have not advanced higher, it is because I have not studied as I might.' Universities spring up in that country like mushrooms. One of the last, the Cornell University, founded by Mr. Cornell, who made his wealth as a telegraph builder, is so arranged that every man who works and has ambition to study can enter there. And in order that he may not need alms, and be able to maintain his self-pride, there are in the University itself workshops where, by working three hours a day, a carpenter, a smith may receive his board and education free. This is what is done in America; and permit me to add that perhaps the people comprehend there, as well as ourselves, higher education."

The London *Times*, in referring to the passage of the bill, says:

"Thus a change of immense importance will be made in the daily life of France. For nearly seventy years an essentially secular and often an essentially skeptical body, the State, has shaped the higher teachings of the young men who have filled the ranks of the chief professions and made the laws of the country. And now the mighty system of educational despotism is about to receive what may be a mortal blow. Free trade in teaching, and to a great extent in granting degrees, must make a vast difference to France in the long run. It is no wonder, then, that the Conservative and the Liberal, the clerical and the secular parties, look far beyond the literal provisions of the present bill. It was inevitable that the debate should be heated, when each faction knew that the result might critically affect the whole future of the nation."

RIFLE-SHOOTING bids fair to become the national game of America.

Physical Culture in College.

It is now nearly twenty years since the plan of physical education was discussed in the Board of Trustees of Amherst, and fifteen years since the erection of the gymnasium, and the establishment of the department of physical culture and hygiene. Since that time fifteen classes have entered college, and more than 300 students have engaged in the exercises. It is now quite time to test the beneficial results of this work, and an article from Dr. Hitchcock, in another column, gives most valuable evidence on this point. Dr. Nathan Allen, one of the trustees, and one of the most active in originating this department, in his address to the alumni at the recent Commencement, said that in comparing the health of the students now with their condition twenty years ago, the contrast was striking; that very few now break down in health compared with what once did; that for years there has been much less sickness and mortality in college than formerly; that the average health of each class is found to improve from year to year, so that when they come to graduate, instead of appearing with pale faces, picked features, and lean, lank forms, we see students graduating with countenances glowing with health, possessing strong muscles, and a large amount of vitality laid up in store to meet the battles of life.

He also referred to the improved discipline in the college, the higher standard of scholarship brought about, in part, by their exercises; and the great advantages that this training, and the knowledge obtained of Physiology and Hygiene, afford in preparing the student to take better care of his health in the future.

But the Amherst experiment has a wider significance than the improvement of the physique of Amherst students. Its success, even in the face of admitted failures in the institutions of Europe, proves the feasibility and the necessity of well-managed departments for physical culture in the colleges, of the country, and the placing its intructors on the same grade with the teachers of the Classics or the Mathematics. If this is a legitimate part of educational work, and if all true mental work is so thoroughly dependant upon healthy and well-disciplined bodies, it is a matter of primary concern that the oversight should be placed in the hands of first-class educated men, and their rank should equal that of the professor in any other department of the college. Under such a professorship Amherst students have enjoyed a systematic and thorough course of training during the college course, and the results show that the health-ratio has been on the increase from Freshman to Senior year. We are, however, not aware that any statistics of the kind have been furnished by any other college in the country, with which we may make comparisons as to the health-status: but all know that the ordinary influences of college life tend to physical idleness except as an occasional impulse from a boating or a base-ball excitement, leads to spasmodic efforts, and an over-trained condition of the system, bordering on intemperance. The late President Felton, of Harvard, once said, after witnessing the gymnastic exercises at Amherst, "I would give anything if I had such a department at Harvard." He evidently saw the great value of a systematic exercise which should give a healthy action to every nerve, muscle, and tissue of the body, and over such a disciplinary agency he would place an accomplished and skillful manager.

Dr. Allen has the following timely and suggestive remarks as to the comparative value of the College Gymnasium over the more popular public amusements:

"While boating and ball-playing are peculiarly calculated to awaken public interest on the subject — even to a state of enthusiasm — and improve the physical condition of great numbers, yet as a *means of health*, they are not the best adapted for the scholar, and consequently for literary institutions. They call into exercise chiefly certain muscles of the chest, the spine, and the limbs, and when long continued, they produce a predominance of muscular tissue, an abnormal development of these particular muscles, at the expense of other muscles in the body. It is *strength of muscle* that is here sought above all other things, and not a harmonious development of the whole body, upon which health so much depends. In fact, just so far as these exercises develop an excess of this tissue, it detracts from the healthy action of the brain and nervous system. Besides, the exercises of boating and ball-playing become at times so violent and protracted, as to cause such a congested state of blood in the vital organs, or strain upon the heart and lungs, as to result in serious diseases, and to endanger life. Then these exercises can be carried on only by a few individuals, in pleasant weather, and at particular seasons,— circumstances which render them unpropitious to the student.

"With gymnastics, it is very different. These can be carried on daily and systematically by all, with little loss of time or risk of injury of person or to good morals. They can be so varied as to call into exercise every muscle of the body, and if need be, strengthen the weak parts and repress those in excess. While they are calculated to improve the general health, by producing a well-balanced organization, they aim to bring all the physical forces of the system into the most favorable condition for study and mental improvement. They tend to bring about the greatest possible harmony of action in every part, especially between the physical and mental, so that the machinery of both body and mind shall work to the best advantage, and for the longest time. It is in this balance of organization, this harmony of action in the vital forces, that the secret of good health and long life consists."

The American Philologues at Newport.

Editor of New-England Journal:

Fashion and Philology have been in conjunction at Newport during these summer days, and each added the power of its attractions to the social life of this noted city. The venerable associations and the historic annals of the old town, and its fame as a retreat for scholars, make it a fitting place for learned men to congregate to discuss hard questions in philology, and to listen to learned dissertations on Greek particles, and the *homos* and *homoios* of ancient and modern literature. To those who believe that much learning is a species of human madness, the papers of these wise men will have little of the elements of sanity, and to worshippers of Mammon, they will have little of practical utility. But let us enter the convention, and see who are the leading spirits of the choice company. The president is J. Hammond Trumbull, of Hartford, LL.D., the noted scholar in the Indian tongue.

At the opening session the guests are welcomed by Hon. Samuel Powel, and no one among Newport's scholars could do this service more gracefully or eloquently. His reference to "our beautiful island Aquidneck," with the fair island of Conanicut upon the sunset side, the gray hill of Miantonomah on the southwest, Sachuest Point toward the rising sun, Naushon and Nashawena in the farther east, and Mount Hope, the royal residence of Philip, in the northern waters," would have been worthy of a descendant of Massasoit himself. Nor can we forbear a single quotation from his address which closed with the welcome words, "What cheer! what cheer! Netop." "While we know full well that your profound studies belong chiefly to the deep problems of the diversity of tongues, and to the wonderful analogies of their roots, whether or not those tongues sprang from the ban which Divine wisdom saw fit to decree against Babylonian arrogance; or whether they were pent up meanings, inborn and bursting the lips of man as he was first moulded in his great Creator's hand, in the shadowy days of oldest time, far behind the dawn of the age of stone; still, we know that a cherished part of your task is to rescue what you may of the language of our land's early people. Remembering this, I bid you again welcome to the family home of one of your most illustrious scholars in the Indian languages."

Dr. Trumbull's reply was well fitted to the compliments of Senator Powel, and opened new themes for philological research. He said; "So long as we are here, under the *genius loci*, we accept as established history all that has been told us of the visits of the Northmen to your Vinland — Leif and Thorwald Ericson, and Thorfinn Karlsefne, and of the coming of the Verragano in 1524. In the very names your Island has borne, Vinland, Monachunte, Aquidnay, Rood Eylant, the Isle of Rhodes—there is work for the philologist as well as for the historical antiquary. And the philologist has peculiar obligations to honor the memory of the founder of your State, he who directed the course of Coddington to this island. For it was Roger Williams who gave his countrymen the first 'key into the language of the natives'—'A little key,' he said, 'may open a great box'—and while he was in England, laboring for the establishment of the colony he had planted and for the promotion of civil and religious freedom in Old and New England, he found time, amid the distractions of London and the burden of many cares, to study ancient and modern languages, and in exchange for lessons in Hebrew to teach a little Dutch to John Milton."

The first paper, by Professor Haldeman, the learned Pennsylvania Dutchman, was suited to the most fastidious philologic ear and taste, on—"The Mutations of a Consonant:" as in the change from *proof* to *prove*, *cliff*, *cleave*, *gilt*, *gild*, etc., the professor citing 114 pairs of words with a similar change. The professor mentioned the curious fact that the vulgar pronunciation of "holt" for *hold* is at least as old as Chaucer, who uses *holte* for a stronghold or castle.

Professor March thought that where the verb was sonant, and the noun surd, the verb had its final consonant between the two vowels. The tendency was to change this consonant because it was easier for the vocal organs, and natural to approximate it by softening to the nearest sound on either side. The organs of speech tend to their use in the least exertion.

"How many words does a writer use?" was the theme of a paper by Prof. E. S. Holden, of the United States Naval Observatory. It discussed the question of the number of words used in speaking and writing by individuals. Professor Holden made a count of the number of words beginning with each letter of the alphabet, and noted the order of frequency of initial letters in Webster's Dictionary. He found the latter as follows: S, C, P, A, D, R, B, T, F, M, I, E, H, L, G, U, W, O, V, N, J, Q, K, Y, Z, X. He estimated that his own vocabulary was 33,456 words. A friend in the Patent Office, Mr. Farquhar, assistant librarian, tested his own writing, and concluded that he must have a still larger vocabulary. In this estimate he disagrees with Professor March, who states that an intelligent person in writing and speaking uses less than 10,000 words. The discussion on this paper was brief and interesting, calling out Professor March, Colonel Higginson, and Professor Haldeman, and of their remarks you may be inclined to make a separate article in the Journal.

Dr. Trumbull's evening address, on "The American Language," was a valuable contribution to his previous rich and almost exhaustive researches in this direction.

The second day's session opened with a paper on a comparative view of the Language of Deuteronomy and Jeremiah, by Rev. Dr. George R. Euther, of New York. The writer might interest our readers, but we cannot, with his review of the differences and paralellisms of these sacred books of the Old Testament.

Prof. A. Harkness, of Providence, discussed with his usual clearness and scholarly accuracy the difficult question of the origin of Latin reflects in *ui*, *vi*, and *i*, in a paper which is the complement of the paper read last year on the origin of the perfect in *si*. As our readers will desire the whole paper, we will not attempt to spoil it with an abstract.

Professor Richardson, of Kentucky, gave the results of his tabulation of the pronunciation of Latin in 249 American colleges. The figures obtained are essentially different from previous estimates. The Catholic institutions, as a rule, employ the European pronunciation. The percentage is as follows: 37 use the English, 32 the Continental, and 31 the Roman pronunciation.

Mr. Alonzo Williams, of Providence, a student of Sanscrit, as well as Greek and Latin, read a paper on "Verb Reduplication as a means of expressing completed action," in which he showed from the history of the rise, prosperity, and decay of the different forms in language that the reduplication of a sound or syllable is intended to give intensity to expression — the force of repetition. The primitive Aryan people used this to give emphasis. The Sanskrit recognizes this principle frequently; the Greek has a few late formations of like character. As instances of intensified and reduplicated verbs in the preseut tense, there is the Sanskrit *jajanmi*, Greek *gignomai*, Latin *gigno*.. Applied to verbs in the present tense, it gave them not only force, but the significance of completed action. The mere repetition may itself suggest that the action has been already performed. The reduplication had taken the form of the perfect before the separation of the Indo-European people, and has been inherited by the Indian, Persian, Grecian, Latin, German, and Celtic branches. The Letto-Sclavic has alone lost all traces of it. In the Rig Veda the form is still preserved, but subsequently it became a mere past narrative tense. In the classical period of Sankrit it became an aorist.

The afternoon session was opened by Mr. O'Keefe of Brooklyn, who took for his text "The First Sentence of Cæsar's Commentaries," to preach a sermon of the Puritan length of two hours, with more of Fenianism than philology, on the wrongs of Ireland.

Mr. Higginson read a paper of Mr. A. C. Merriam, of Columbia College, upon the relation of the recent discoveries of Dr. Shclieman at the site of Troy, and the Cesnola Collection. Professor March continued on "Dissimilated Germinations," which would attract our readers by its popular title; and Prof. Goodwin sandwiched a juicy reatise of "Juise," between Professor March's word-changes and "Ists that grow out of Isms," by Professor Brewer of South Carolina. Professor March followed with a paper of a more popular character, on the evidences of the "Immaturity of Shakespeare in Hamlet," and the session closed with a paper on the analysis of the old poem, the "Owl and the Nightingale," by Dr. L. A. Sherman, of New Haven.

The great movement of this meeting was the appointment of a committee on Spelling Reform, consisting of Prof. W. D. Whitney of Yale, Dr. J. H. Trumbull of Hartford, Prof. F. J. Child of Harvard University, Prof. F. A. March of Lafayette College, and Prof. S. S. Haldeman of the University of Pennsylvania. Whether they will succeed in having all the silent letters dropped from our printed language is, to say the least of it, a question of the future. There was no debate on the subject, which is certainly a strange fact. What these wise men think and will propose on so great a matter as the dropping of all silent letters from our English vocabulary, we are interested to know, and shall learn in due season.

Prof. Albert Harkness, of Providence, is honored with the presidency for the ensuing year, and the next place of meeting will be in New York, July 18, 1876. Observer.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Every so Many Blunders.*

BY M. B. C. SLADE.

SCENE:—*A Parlor.* CHARACTERS.—*Five Young Ladies.*

Carrie. (*Receiving the others.*)—Good afternoon, girls; come in; I am very happy to see you.

Nelly.—What a splendid time we shall have! What shall we do this lovely Saturday afternoon?

Carrie.—Shall we have croquet?

Jennie.—I say, let us work awhile; we shall enjoy our game the better for it, by-and-by. I've brought my knitting.

Lucy.—And I have Ned's slippers; I can work in peace, here; I want to surprise him with them on his birth-day, and it seems as though the minute I take them up, at home, he is sure to come in.

Fanny.—Behold the monotonous seam that I have to sew! My admirable aunt thinks that "a perfect woman, nobly planned," is the one who sews the nicest seam; and she is putting me through a course of sheets and pillow-cases.

Carrie. (*Drawing chairs to the table.*)—Come, let us sit around the table. Where is your work, Nell?

Nelly.—I have none. I'm so exhausted with laughing, I can't sew.

Jenny.—Laughing? What's the comic?

Nelly.—We've been talking, at dinner, to-day, about funny school blunders.

Lucy.—What were they? Let us laugh, too.

Nelly.—You see it started with Birdie telling some of her school troubles. The other day I was working away at my Latin, when Birdie, studying her geography at the same table, said, "Sister, what does *transpired* mean?" "Leaked out," said I, and then went on with my *Amaturus esse*, etc. If you will believe me, the next day when this question came to her, "For what is Syria noted?" She answered, "As being the place where most of the great events of the Bible *leaked out!*"

Carrie.—Little comic! Of course there was a laugh at her?

Nellie.—Yes; and when she told us of it, father asked her why she didn't have me explain it to her. "Oh," said the little dear, "sister was saying big, hard Latin words, and I thought p'raps she had troubles enough of her own!" What do you think Hector said?

Jenny.—Something hectoring, of course. If ever a boy was prophetically named, it is he.

Nelly.—He said that, to young ladies of my age, *Amaturus esse* is the easiest and pleasantest lesson the Latin affords!

Fanny.—Birdie's blunder reminds me of this, that a scholar in my class said of Palestine, "Here David and Solomon *resigned*," instead of reigned.

Nelly.—And do you remember one of our girls, using an old Bible printed with the long *s*, read, instead of *thirsty soul*, "As cold waters to a *thrifty fowl*, so is good news from a far country!"

Carrie.—And James Burns read, "There shall be *whipping* and *whaling* and *garnishing* of teeth," instead of "weeping and wailing," etc.

Jenny.—I remember a Scripture blunder of myown. I learned the commandments from oral dictation; and for years I said "The Lord made heaven, and earth, and sea, and all that *in the miz*"—and I had had an idea that *the miz* meant something like mist or fog!

Nelly.—How Kate Smith used to twist things. In answer to "What is the chief magistrate of the United States called?" She shouted, "He is called *stylish* president," instead of, "He is styled president."

Carrie.—But Arthur's was the best; about the burial of Napoleon. Instead of "He was buried with great pomp at St. Helena," he had it, "He was buried at St. Helena, and *great Pomp* was buried with him!" and he owned that he thought *Pomp* was a big dog of Napoleon's that must have died of grief!

Jenny.—There was that funny blunder of Johnny Maloney's. You know what a little scamp he was—Miss Jones asked him, "What is agriculture?" Instead of saying, "The cultivation of the soil," he answered, "The salvation of the soul."

Fanny.—What did Miss Jones say?

Jenny.—She told him he'd better devote himself to that as his profession.

Nelly.—Seems to me that was too satirical; mother says teachers ought never to be guilty of using satire.

Carrie.—I think it is downright nonsense for children's books to have so many long words. Why not say agriculture is farming? Then little fellows like Johnny would be spared both blunder and satire.

Jenny.—I remember quantities of such mistakes. Dickie, our little contraband, said, "Ethiopia is a region of which only a part has been exported," instead of *explored*. Miss Smith laughed, and said she guessed his ancestors belonged to the exported part.

Lucy.—Now I'll relate my experience.

All.—Hear! hear! Confessions of a blunderer.

Lucy.—When I was in primary school the committee were one day examining us in geography. We had been taught orally. My question was, "What is latitude?" to which I glibly replied, "Distance north or south from *any Quaker!*" How they all laughed, for the best of the joke was that one of the committeemen was a Quaker. But he smiled good-naturedly, and said he guessed I reckoned from Philadelphia!

Jenny.—Do you remember what queer things Mary Price used to say? "Utah is the home of a religious *scat*, called Mormons," instead of religious *sect*. And here is another of Johnny Maloney's. He said "Kentucky is noted for its great *calves*," instead of *caves*. Miss Smith was out of all patience; she asked him if he was raised there. "No, ma'am," said he, "sure I jist come over!" "I thought so," said Miss Smith.

Fanny.—A boy in our class once said, "Mammoth Cave has been *exploded* for several miles," instead of *explored*. "Hard on old Kentuck," said the teacher.

Carrie.—Stop counting stitches, Lucy, and tell us some of your experiences.

Lucy.—Yes, in a minute; (*one, two, three.*) My dear young friends, I have had an experience. In our early childhood we all learned the sublime poem, beginning,—

"The earth is round and like a ball
Seems swinging in the air."

One day the superintendent actually told our teacher that she must teach us to say, instead, "The shape of the earth is an oblate spheroid;" and he made us say *oblate spheroid* over and over again after him. The next week he came again, and his first question was, "What is the shape of the earth?" Not a chicken in the flock dared say 'twas "round and like a ball," and I alone remembered the two big words, or thought I did. Up went my hand. "Ah! one nice little girl remembers," said he; "What is it, my dear?" "Ty—ty, Typhoid Fever!" cried I, triumphantly. I thought Miss Smith would "give up," and I heard that man ask her,—what do you suppose?—if I was *quite bright!*

Nelly.—What did she answer? unless "modesty forbids you to say!"

Lucy.—She said, "*Very*," of course.

Jenny.—I remember some of Sadie Brigham's comicalities. She called polar circles *parlor squirrels*, and the white or polar bear, *whiter parlor bear;* and when asked what ornaments the Indians wore, she briskly replied, *feather beds*, instead of feathers and beads.

Carrie.—And do you remember about those islands in Polynesia, of which Dick Brown, instead of saying, "They are barely raised a few feet above the surface of the ocean," said, "There *barley* is raised," etc., and the teacher found that he thought it was like rice, that grows on wet lands.

Lucy.—And do you know Jenny's answer about the death of Columbus?

Jenny.—Dear me! Instead of saying he died "in his seventieth year at Valladolid," I made it "He died in his *seventeenth* year of *Varioloid!*"

Carrie.—A boy in my class once said, "Alexander Selkirk was a *scorched* sailor," instead of a Scotch; and his idea was that he had a hot time in his boat before reaching Juan Fernandez!

Lucy.—And who was it that said Siberia was a *dissolute* instead of *desolate* region?

Fanny.—That was our Tom; and farher said it would apply to regions less remote than Siberia.

Nelly.—O, dear! how I did feel once when I had learned by repeating it a hundred times, "Prussia consists of two *dispatched* sections," to be marked "missed," because after all, I should have said *detached*.

Jenny.—Who would have thought we could recall so many blunders! It just proves what father says, that there is room for immense improvement in school books.

Lucy.—How did he happen to discuss them?

Jenny.—You see sister has just gone into Blank's Geography. She recites very glibly, but father finds she doesn't know the meaning of half the words. She asked what *undulating* meant, and somebody told her, *gently rolling*. So she thought undulating lands were where the little hills *rolled over* sometimes. "Imaginary lines" she thought meant *very fine* lines; she thought the equator was about three times as big as our clothes lines, and that the "line gales" had something to do with the sun's getting across said line.

Fanny.—O, that dreadful Blank's Geography! Our Mary has two little scowly wrinkles over her nose that mother declares are entirely owing to what she calls that abominable Blank's Geography.

Nelly.—My mother once made a list of absurdly long words from it, and told me to ask my teacher to explain them.

Carrie.—What did she say?

Nelly.—She said, "Tell your mother when a teacher has one hundred and ten scholars to teach, she has little time to reconstruct school books."

Fanny.—I say, girls, let's make a Geography for children, as soon as we are out of school.

Several.—Yes, yes; let's!

Lucy.—Don't say one word about it; but we'll put our wits together, and make a book that shall be a perfect joy to scholars, and a perfect delight to teachers.

Fanny.—Yes! Let us avoid, alike, the Scylla of unnecessarily difficult expressions, and the Charybdis of exaggerated simplicity, and we will produce a work that shall consign Blank's Geography, with its lumbering load of high-sounding sentences, and lengthening lines of ponderous polysyllables, to the limitless limbo of oblivion. (*She sinks back as though exhausted.*)

All.—Let's take her into the air before she quite faints! (*All hurry off the stage, singing*)—

Are you coming, coming, gaily coming?
Who with us will play?
For we're going, going, gaily going,
Going to play croquet.
—Croquet Song in "Golden Robin."

* All the blunders in this article are given, literally, as they actually occurred in the school experience of a single city.

The Eleventh Hour.

Whist, sir! Would ye plase to speak aisy,
And sit ye down there by the dure?
She sleeps, sir, so light and so restless,
She hears ivery step on the flure.
"What ails her!" God knows! She's been weakly
For months, and the heat dhrives her wild;
The summer has wasted and worn her,
Till she's only the ghost of a child.

"All I have?" Yes, she is; and God help me!
I'd three little darlints beside,
As purty as ever you see, sir;
That wan by wan dhrooped like, and died.
"What was it that tuk them?" ye're asking?
Why, poverty, sure, and no doubt!
They perished for food and fresh air, sir,
Like flowers dried up in drought.

"It was dreadful to lose them?" Ah, was it!
It seemed like my heart-strings would break.
But there's days whin, wid want and wid sorrow,
I'm thankful they're gone, for their sake!
"Their father?" Well, sir, saints forgive me!
It's a foul tongue lowers its own!
But what wi' the strikes and the liquor,
I'd better be struggling alone.

"Do I want to keep this wan?" The darlint,
The last and the dearest of all!
Sure you're niver a father, yourself, sir,
Or you wouldn't be askin' at all!
What is that?—"Milk and food for the baby?"
"A docther and medicine free!"
You're "huntin' out all the sick children,
An' poor toilin' mithers, loike me!"

God bless you! an' thim that have sent you!
A new life ye've given me, so.
Shure, sir, won't you look in the cradle
At the colleen you've saved, 'fore you go?
Oh! Mother o' mercies! have pity!
Oh! darlint! why couldn't ye wait?
Dead! dead! an' the help in the dureway!
Too late! Oh! my baby! too late!

Queer Mistakes.*

A poor simple foreigner, not long ago,
Whose knowledge of English was simply so-so,
At a shop-window reading, "Good pickles sold here,"
To the shopwoman said, "Vat is pickles, my dear?"

"Why, pickles," says she, "is a sort of a name
Like preserves, and the meaning is nearly the same;
For pickling preserves, though not quite the same way,—
Yet 'tis much the same thing, as a body may say."

The foreigner bowed, and gave thanks for his lesson,
Which, the next day at dinner, he made a fine mess on:
For a loud clap of thunder made Miss Kitty nervous,
To start from her chair, and cry, "Mercy preserve us!"
While he, keeping closely his lesson in view,
Cried "Mercy *preserve* us and *pickle* us, too!"

* From *Zachos' High-School Speaker*, published by Geo. E. Stevens, Cincinnati, Ohio; price $1.25. Send to the editor of this department.

— Mr. Charles L. Clay, principal Grafton (Mass.) High School, sends us the following good suggestion:

CHARACTERS.—The teacher gives to each pupil a name, such as John Milton, Gregory VII., George Stevenson, Frederic Douglas, &c. The pupil learns every thing of interest he can find in books or elsewhere concerning these; writes it, and commits it to memory—thus having it in readiness for future use. Let the characters be occasionally given in classes, as painters, inventors, poets, and their works, with their comparative merits, be discussed.

— Many teachers thank us for the suggestions hitherto printed in our department, and ask for more. We shall be very glad to present more, when we shall have received them. We appeal to the generosity of the teachers. If one knows *a good thing, and how to do it*, will he not tell all the rest, through Dialogue Department?—[ED.

CORRESPONDENCE.

On the Prairies.

MR. EDITOR:—You little thought what a sacrifice you were making when you consented to substitute the pen of a primary school teacher for the more classic sentences of our esteemed friend, Mr. Lambert; but if we fail in our attempt to portray in glowing terms the beauty of the Alleghanies, or falter in our portrayal of the desolation of the water-soaked lowlands of nothern Indiana, or prove unequal to the description of the vast plains of exhaustless fertility, we may still hope that our experience in breaking knowledge to the youthful minds in a New-England school-room may be some preparation for making this sight-seeing journey serviceable to my associate teachers in their attempts to impress the children with a just conception of the resources of our American country.

CHICAGO

is the great commercial city of the northwest, with a population of 450,000; thus much we teach, and little more. How much more vivid would be their idea if we would tarry upon the subject for a moment, picturing to them a beautiful lake, whose shore of gentle indentations made inroads upon a lowland prairie of limitless extent reaching out to the far west; line the shore-streets with numberless railroads centering here from every section of the broad country; fill the dock-yards with masts and spars which represent a maritime commerce equal in tonnage to New York city; make the shore checkered with grain elevators, within whose walls are stored the wealth of the west; parallel with the lake describe broad streets threaded with horse-cars, reaching from the manufacturing section in the south to beautified parks in the north; at right angles with these business streets, describe other broad, shaded avenues, reaching out upon the western prairie, lined with residences vieing with Fifth avenue, or Beacon street, in beauty and comfort. Get such a view as was ours from the lofty water-tower, drinking in at one view the massive walls of brick and stone, which literally cover the level plains for miles to the north, the south, and the east of us; then teach as best you can with words the youthfulness, activity, and vastness of commercial interests of this giant city of the west, and our boys and girls will find fresh interest in our exercises.

IOWA

is a large grain-producing State, is about all that we find in the geographies; but as we looked out upon the broad acres of rolling prairies, through which we were whirled for eighteen hours, we gazed upon land rich to excess, out of which are raised more corn and better wheat than in almost any other State in the Union, having more untilled acres than would make three such States as Massachusetts. Yes, there is more unclaimed land of exhaustless resource of soil than would be required to make a State as large as Massachusetts, New Hampshire, and Vermont; richer in every part than our own fertile Connecticut valley.

OMAHA

is only mentioned in the latest editions of the geographies. Twenty years ago it was literally a wilderness, untrodden by the foot of civilized man, and to-day there stands upon its hillside a school building, which for beauty, size, and convenience is a rival of the best high school buildings in the Bay State; having teachers thoroughly qualified in every department of languages, sciences, and literature, equipped with abundance of apparatus and reference-books. This city, that has not yet reached majority, has a system of education that is ahead of most of the New-England cities in method of supervision, in convenience of buildings, and supply of aids for illustration.

This is a feature of the entire west: every township in these prairie States has a nice school house. No matter what the population or wealth may be, school houses are built before there are pupils to be taught, or teachers to be found. B. A. Barrows, Esq., editor of the *Republican*, is responsible for the statement that there is in Nebraska a township with a $35,000 school house with but one pupil within walking distance, consequently no school has as yet been opened. These houses are paid for by land grants and non-resident tax-payers.

THE ROCKY-MOUNTAIN RANGE

surprised us greatly; we had seen it represented upon the map, and supposed we were to wind our way up steep declivities, or wend our way through deep gorges; imagine then our surprise, beginning at Omaha at an elevation of less than a thousand feet, and passing over an apparant plain, without evidence of rising in the least, for almost six hundred miles, until we reach Sherman, and find that we have risen to an elevation of 8,235 feet, standing upon the highest railroad point of the American continent, having seen no immediate signs of mountains: the entire distance as devoid of mountain scenery, except in the distance, as Cape Cod. In all this distance of near six hundred miles there was next to no grading required in reaching the summit of the range.

The next four hundred miles is a continued table-land, varying from 8000 to 7000 feet in elevation, which gives little evidence of its elevation other than the chilly wind that searches you at a time when you are wilting in the oppressive heat of the Editorial room. But this monotonous plain that has surrounded us, with little to break the sameness aside from the bare buttes that rise at no great distance, and the occasional glimpses of Black Hills and Wasatach range, is at last passed after a ride of 1000 miles, and we are suddenly ushered into scenes of wild, rough beauty, and majestic grandeur. Our descent from Evanston to Ogden, a descent of 3000 feet in about 60 miles, was exciting in the extreme.

At Echo Cañon we stopped for a half hour, scaling the rough, ragged cliffs which towered above us, while the masculine bravos discharged their revolvers that we might hear the report echoed and re-echoed from cliff to cliff in that cold, damp gorge. Through Webber's Cañon we passed slowly, drinking in the beauty and grandeur of the ever-shifting scenes presented as we wound our serpentine course along the mountain's base. Through the Devil's Gate the waters roared until froth made their face white as the snow, that lay upon the summit of the over-hanging rocks. Wild, rough, boisterous, and dark was the passage through which winds whistled, and waters roared in their passage through deep, narrow gorges, and over rough and ragged rocks.

But at length the scene changed, and we were moving along the shore of

GREAT SALT LAKE,

beholding a most lovely sunset. Between us and the water lay a charming plain, made luxuriant by streams led down from their mountain courses; upon this plain the cattle were feeding on their homeward way, while before them an emigrant team raised a cloud of dust as it moved wearily along. Beyond the plain the dark shaded waters of the lake lay upon the shore, shading into lighter hues in the distance, until a band of white skirted the mountain islands; a light haze gave a delicate, mellow tint to the mountains that lay against the sky; while above, the clouds, like snow-capped mountains, presented their shadowy outline.

In the east there were the most charming views as the lights and shades played upon the mountain-peaks and valleys, making the sides dark and sombre, while upon the summits were beautiful tints of mellow pink, caused by rays of the descending sun falling upon snow and rock.

In the west a dark cloud rested its threatening form upon the horizon, while its upper edge was made gorgeous with the fiery orb that made the whole western heavens luminous with lurid light; while upon the perimeter of the more distant clouds the light rested as though the lightning had paused while flashing through the heavens.

We gazed upon this scene, in which meadow, lake, mountain, clouds, and sun seemed to vie with each other in their welcome to the home of the prophets, apostles, idlers, and saints of this Mormon city;—of which city you shall hear when we have seen and learned more of the peculiar institutions of this strange people.

SALT LAKE CITY, July 12, 1875. LAWRENCE.

The Cambridge Entomological Club.

MR. EDITOR:—The Cambridge Entomological Club have now been in camp over a week. We are all in good health and spirits. Nothing occurred to mar the enjoyment of the trip. The night sail on the steamer to Portland was not particularly enjoyed, perhaps, by some of the party; but the sea was smooth, and no one was sick. Leaving Portland at 7.00 A. M., by the Grand Trunk, we arrive at Gorham at 11:30.

The changes of the landscape from Portland to Gorham were noticed with considerable interest by the teachers of our party. Market-gardens soon gave place to hillside farms. An hour more, and sawmills were the order of the day. But these were replaced by clearings and stump fences, and a very backwoods style of architecture, until just before we came to Gorham we found ourselves dashing along through the "forest primeval," and by lakes which smiled back at the rocky crags that frowned above them.

Packing our baggage and ourselves into three large four-horse teams, we enjoyed a ride over the picturesque mountain road from Gorham to the Glen, where we left our team, as most of the party preferred to walk up the mountain to our camp, a distance of three and one-half miles. We found we could easily outwalk the heavily-loaded wagons; but only one or two did so, the rest preferring to botanize on the way. At the base we found the wild strawberries ripe and delicious, but after walking a mile they began to be green and sour, and some two miles up the road they were just beginning to blossom. Here they are scarcely budded yet. The same phenomenon can of course be observed with regard to all the plants which extend through any considerable height on the side of the mountain; such as the raspberry, laurel, and oxalis.

Most of the party are, of course, enthusiastic entomologists; but I have so far confined my observations to the birds. I have found a great many of our spring and fall migrants here, evidently breeding, and several of our winter visitors. Among the former are the hermit thrush, white-throated sparrow, fox-colored sparrow, and the pine-creeping, chestnut-sided, and Nashville warblers. These are all within the limit of trees. In this section of the mountain I have also seen Wilson's thrush, song sparrow, wood pewee, chickadee, Canada jay, and log cock. Above the trees, among the low shrubs and rock, are the snow-bird and perhaps the snow red-poll, and pine grosbeak.

In observing the birds I have been obliged to depend entirely on the spy-glass, there being no gun in camp. The song of many of the most common birds is very different here on their breeding-ground than it is with us, and I can never tell, when I hear an unfamiliar song, whether I am to make a new acquaintance or meet an old friend. This is particularly true of the warblers and the snow-bird. The young of the latter I thought for several days was a species of sparrow with which I was not acquainted; but yesterday I saw the old birds feeding the young, which dispelled the illusion. Some other time I will say more about some of these birds, and also of the flowers and insects.

Yours truly, WALTER HOXIE.

MT. WASHINGTON, N. H., July 17, 1875.

Botany at Harvard University.

The summer course of botany at Harvard University began on the 8th inst. At this season the garden is in all its beauty, and a wealth of material is displayed which it was thought by the authorities should be made

available to the public. Acting upon this generous impulse, these summer classes were inaugurated a few years ago, and advanced students invited to avail themselves of an opportunity which had not before been offered. The class generally consists of teachers, or of those desirous to become such. A large proportion, and by no means the least active part, are ladies. There are, at present, perhaps thirty persons in attendance. Prof. G. L. Goodale has charge of the class, and is assisted by Mr. Wilson. Both give us their unremitting attention. In fact, nothing is left undone to make us feel at home.

Dr. Goodale, in his opening lecture, hoped we would find it "vacation work;" and so we have. The term of hours is long, but we all wish it were longer. Saturday is given us as a play-day; but there are many who would rather work. Still, it is only fair to the instructors, that after their hard winter's work they should have an occasional rest. The gardens and hot-houses are always open to us, and many a rare or curious plant may be seen or studied. Our laboratory is delightfully cool, and each one has plenty of room. We are furnished with microscope and material, and the books of the botanical library are always at our service. Dr. Gray does not give us his personal superintendence, but we somehow feel his influence. Occasionally he passes through the room, with a sunny smile and cheery word for those with whom he is acquainted.

A few words as to the scope of our work. The first lecture introduced the subject of "Stem and Leaves," and we have passed on through "Leaf Arrangement and Inflorescence," "The Flower," "The Floral Envelopes," the "Essential Organs," "The Ovary and Ovules," to the "Fruit and Seed." The lecture is given every day at twelve o'clock, and introduces us to the work of that day and the next. A very useful synopsis is placed upon the blackboard, which each one copies. It is a skeleton, as it were, of the lecture, and serves to recall its salient points. Every morning, at eight o'clock, we have an informal reading of Sach's Text-Book, with explanations by the professor or discussions among ourselves. This is a very enjoyable feature of the course. And here, it should be stated, that Sach's Text-Book, and the System of Botany of Le Maout and Decaisne are constantly referred to as authoritative. If one desires a botanical library, but is limited in resources, he should at least possess these two works, which are the complements of each other. They do not supersede the text-books of Dr. Gray in any sense, but are, as we might say, dictionaries of the subjects of which they respectively treat—the one of Physiology and Morphology, the other more particularly of Systematic Botany.

We are surprised that there are not more students availing themselves of this valuable course. The terms are reasonable, the work delightful, and the teachers experienced and courteous. The course will end on the 19th of August, and each one of us will regret that the time was not longer. W. W. BAILEY.

CAMBRIDGE, Mass., July 17, 1875.

THE CLASSICS.—For culture, for instruction in art, in language, in political economy, for the luxury of scholarship, the study of classics will always be indispensable. Of what use is it to trace the course of ancient rivers and dig with pick and spade among the ruins of buried cities, if we are to shut the pages of Herodotus, and cease to wander with Homer on the banks of the Seamander and the Simois, among the gods and goddesses, who fought, and loved, and erred with the heroes and heroines of whom he sung. It is a good thing to unearth the relics of extinct species, and from a single shattered bone, perhaps, to reconstruct and reclothe the skeleton in which it grew. It is a better and a greater thing to dissect language after language until the original gems alone are left, and from a root, a breathing, an inflection even, to be able to mark the nations, and the races in their order, as they move out from the darkness of prehistoric times, and take place among the seats of early empire.—*Hon. W. H. Rice.*

STATE DEPARTMENTS.

New Hampshire.

CORRECTION. — Between writer and printer this column, two weeks, ago was sufficiently mortifying. We will stop, however, to correct only one clause, which should have read thus: "The dividing line between the Alleghanian and Canadian floras and faunas passes through the *southern* part of the State."

NEW HAMPSHIRE COURT RULE.—Several answers have been received (July 17), to the note given two weeks ago, and *all are wrong*, as we expected. Gentlemen teachers, lawyers, bankers of New Hampshire, can't you cast so simple a note as that by the laws of your own State? We hope to receive answers from a good many more. Remember that we are not talking of the rule in the arithmetics, but the rule as laid down by the courts.

KIMBALL UNION ACADEMY.—The anniversary exercises passed off finely, showing the same thorough scholarship for which the institution has always been noted. The address before the graduating class by Rev. Mr. Abbott was clearly thought out, simply expressed, and rich in quotations from rare old authors. At the close, on Thursday, Rev. Mr. Downe, for the trustees, announced that the school will be continued on its *present* plan, and that Mr. Cummings, who is greatly loved and esteemed by students and residents, will be the future principal. A school that for more than half a century has ranked first among New-England schools, which is retired and healthy in location, and where board, tuition, and room-rent for a school year ranges from $130 to $160, must and will continue helping and helped until it rounds its full centennial.—*Congregationalist.*

STATE NORMAL SCHOOL.—Professor Ladd starts out grandly for next year's campaign. Assistants engaged: Misses Viola M. White and Mary K. Cady, of Rhode Island Normal School; Mary I. Spaulding, of Salem Normal School; and Esther J. Rhodes of Tilden Seminary. Misses Alice F. Hinckley, of the New Hampshire Normal School, and Jennie M. Park, have charge of the Model school. Fall term begins September 8.

By act of Legislature, June, 1875, tuition is made free to all who shall complete either the first or second course of study, and agree to teach within the State an equal time with that which requires them to complete the course. The geological specimens collected by the State survey of New Hampshire, have been placed in the cabinet of the school, and $1,000 have also been specially appropriated to increase the library and apparatus.

MCCULLOM INSTITUTE.—The twenty-fifth anniversary of the founding of this institution was celebrated July 20th. Orator of the day, Col. F. W. Parker, superintendent of schools, Quincy, Mass.; subject, "Culture in New England, and its Influences." Poem by E. E. Parker, Nashua. Of the ten principals who have conducted the school since its opening twenty-five years ago, nearly all were present, among them being Professor Berry, Professor Anderson of New Jersey, Prof. E. Hunt, of Falmouth, Mass., Professor Bancroft of Phillips (Andover) Academy, and Professor Todd, the present principal, each of whom were listened to with marked attention. Some four hundred of the alumni sat down to dinner. The graduating class last term numbered ten, of whom one has entered Williams and two Dartmouth, each of the two latter receiving an unsolicited $70.00 scholarship.

CAPTAIN ANDREW MCCLARY HEATH, master of the Piscatoquag Grammar School, Manchester, died suddenly at Epsom, July 17. He had only been in the school a few months, but had already won a high reputation as a teacher and was much esteemed by all who knew him. Captain Heath was of Revolutionary stock, and is said to have resembled his namesake and great-grand-father, Major Andrew McClary, of historic fame at Bunker Hill. His war record was a bright one. He enlisted from Loudon for three years in the Twelfth Regiment, being commissioned January 14, 1863, as sergeant-major. In twelve days he was promoted to be second-lieutenant, on the 12th of May to first-lieutenant, on the 1st of June to adjutant. He was raised to captain January 10, 1865, having been slightly wounded in the previous July. He obtained especial distinction by his bravery at Gettysburg, where he carried both colors after the color-bearers had fallen under the rebel fire.

FRANCESTOWN.—The academy is undergoing extensive repairs and improvements. Professor Vose, the principal, has resigned to take the department of Mathematics and Physics in the new Cushing Academy, Ashburnham, Mass.

— Rev. D. P. Morgan, Jamaica Plains, Mass., declines the principalship at New London.

— The State Normal School at Randolph, Vt., is to have an endowment, $10,000 having already been secured, and a beginning made for $10,000 more. Why is not an effort made to secure an endowment for our own State Normal School, instead of asking the State to "Give! give!" Try it.—*Nashua Telegraph.*

— The heaviest paper machine ever built is in operation at the Winnepisaukee Paper Mills, at Franklin. It is worth while to stop over a train to see it. It runs a sheet of paper ninety inches wide about one hundred feet a minute, splits it into two sheets, and rolls it into rolls about five miles long. The New York dailies are printed from these rolls, sheets being cut off by machinery after they are printed.

— When men were tearing down a part of the old Treadwell house, near Newmarket Junction, they came across an old Grammar Book in the chimney, which was probably plastered in on purpose when it was built. The book was published by Brickley & Langman in London, and consisted of the Latin, Greek, and English. The date, MDCCXXXVI. The house has been built one hundred and thirty years.

— Lyman B. Fiske, of Charlestown, Mass., a graduate of Harvard, who has had two years experience in teaching, has been selected as teacher for the Keene High School, and Miss Hattie E. Lyman, of Winchester, as assistant. The next term of the school will be held in Warren's block, on Washington street. Work on the new building is progressing finely.

— Mr. Edward A. Kingsley, of New Haven, Conn., has been elected principal of the Nashua High School, at a salary of $1,750. He is a graduate of Amherst College, and has had ten years experience as a teacher.

— Dr. Charles A. Tufts, of Dover, is said to own the finest private collection of minerals in the State. It contains more than 3,000 specimens, being nearly all the known minerals.

— The new History of New Hampshire, by Prof. E. D. Sanborn of Dartmouth, is now rapidly passing through the press. J. B. Clarke, of the *Mirror*, is the publisher.

— All the scholars but one attending school in one district in New Durham are the children of Samuel Langley, who has a family of fourteen, the eldest being eighteen years of age.

— In the contest in oratory at Williams College, to determine who shall represent that institution at the next inter-collegiate literary contest, Clarence B. Root, of Francestown, was the second person selected.

— Hon. J. G. Edgerly, of Manchester, is about closing out the few remaining copies of his excellent "Examination Papers." Those wanting should apply at once. They have been introduced as auxiliaries in test-work in the Normal School and other leading schools in the State.

— Mr. L. C. Cornish, of Winslow, Maine (Colby University, '75), is chosen master of Peterboro' High School.

— Of the late Senior class of Phillips Academy, Exeter, 23 applied for admission to Harvard College. As far as heard from, of this number 5 passed the examinations clear, 9 with "honors," and 3 were "conditioned."

— Portsmouth High School graduates a class of 16. Miss Mary E. Stewart has not been absent, tardy, or dismissed during the four years' course, although living nearly a mile and a half from the school!

Massachusetts.

GLOUCESTER.—At the late meeting of the school committee the standard for admission to the High School was fixed at seventy per cent. John. W. Allard, Esq., was re-elected superintendent of schools, and on being notified of his election said he should perform the duties of the office to the best of his ability. Miss Carrie H. Sawyer was re-elected teacher of Drawing. Mr. C. R. Bill was re-elected Music teacher. The teachers in the High School were severally re-elected. The teachers in the Collins, Sawyer, Point, Riggs, Leonard, Bradstreet, and Lane Grammar Schools were re-elected. The teachers in the several mixed schools were re-elected, leaving a vacancy of assistant in the Haskall Schools. The teachers of the primary schools were re-elected, with few exceptions.

CUSHING ACADEMY.—This institution, situated in Ashburnham, was founded by one of her prosperous sons, Mr. Thomas Cushing, late of Boston, and takes his name. Mr. Cushing was son of Rev. Dr. Cushing, for about fifty years the minister of Ashburnham. He was a merchant in Boston, and accumulated quite a handsome property, which, after providing for his family, he devoted to the founding of an academy for both sexes. The trustees under his will were Rev. Dr. Wayland, Hon. Charles G. Loring, and Hon. Heman Lincoln. These gentlemen procured a charter from the Massachusetts Legislature, incorporating certain gentlemen as trustees for the government of the institution. Dr. Wayland was the first president of the board; since his decease the Hon. A. H. Bullock has held that position. Mr. Cushing left more than $80,000 in various stocks for the endowment of the academy, with the stipulation that none of this sum should be used in erecting buildings. It was to remain drawing interest until enough had accrued to defray the expense of building. The trustees voted to make their cash capital $100,000, and build as soon as their income would warrant. The academy building is now finished, and is one of the finest specimens of school architecture in the State. It is complete in all respects, with apparatus for heating, lighting, and supplying with water to the top story. The cost of the building, with necessary furniture, was about $90,000.

The site of the academy is beautiful and commanding. It consists of several acres, and was the gift of George C. Winchester, Esq., the widely known manufacturer of chairs, of Ashburnham. By vote of the board, the grounds are named Winchester Square. The capital of the academy has lately been increased by a legacy of $25,000, making $125,000. By the will of Mr. Cushing this sum was to come on the decease of his wife. Arrangements have

been made for the opening of the academy on the second Wednesday of September next. The intention of the trustees is to make it a first-class academy in every respect. It is designed for both sexes, and will have a principal and a preceptress, with competent assistants in all branches. For such an institution it is believed there is room, since every year brings forward an increased number of youth who desire a higher education. Students will be fitted for technical schools, for the higher female seminaries, and for colleges. Facilities will be furnished to those wishing to pursue an extended course in Chemistry and the Natural Sciences generally. Information in reference to the academy can be obtained by application to Rev. J. D. Crosby, of Ashburnham, secretary of the board of trustees.

— Massachusetts still has a law which provides that "whoever travels on the Lord's day, except from necessity or charity, shall be punished by a fine not exceeding $10.00 for every offence."

Connecticut.

NAUGATUCK.—The Center district has purchased the old Episcopal church, which is to be removed to a new location and fitted up for a school-house. This thriving manufacturing town provides liberally for the support of its public schools.

EAST HADDAM.—Maplewood Institute closed its summer term on the 14th inst. Special attention is given to music, and the concerts, in which the pupils are principally engaged, are always attractive. The scenery of the town, with its high hills and its beautiful prospects up and down the Connecticut Valley, is well worthy of a visit. The famous theologians, Dr. Emmons, and President Griffin of Williams College, were natives of this town.

NEW HAVEN.—Mr. William C. Wood, recently tutor in Yale College, terminated his life at the Tremont House, in New Haven, on Thursday, July 15th. He was a graduate of 1868, and though one of the youngest of his class, was foremost in scholarship till Senior year, when impaired health obliged him to study less earnestly, so that he received the second honor, the salutatory. For some time past he had been studying in the graduate department. Continued ill-health and accompanying despondency at length brought him to his sad end. He was a brilliant scholar and a refined Christian gentleman.

WEST HAVEN.—Oak Hill Seminary, an excellent school for young ladies, celebrated its anniversary July 14th. Nine graduates read their dissertations, after which came an address by Rev. W. E. Brooks at the Congregational church, and the presentation of diplomas. The musical entertainment in the evening was very successful.

SCHOOL FUND COMMISSIONER.—The General Assembly has elected Hon. Henry C. Miles, of Milford, school fund commissioner for the term of three years from July 1, 1875. Mr. Miles is a prominent member of the Assembly, and will undoubtedly make a good commissioner.

NEW STUDENTS AT YALE.—The total number of applications for admission this year was 262, viz.: 179 for the Academic, and 83 for the Scientific department. About 60 were admitted without conditions, a large number with conditions, and many were rejected. The applications at the beginning of the fall term will, no doubt, be numerous. Formerly about one-third of the whole number deferred their examination till that time.

GROVE HALL. — This well-known institution, formerly Miss Dutton's School, and afterward in charge of Prof. and Mrs. O. P. Hubbard, has passed into the care of Miss Maria P. Monfort, for the last five years vice-principal of Morris Female Institute, Morristown, N. J. She comes well recommended.

SCHOOL LEGISLATION.—Proposed charges in the school laws find little favor with our law-makers this year. The careful revision which those laws received in 1871–2 left little occasion for changes at present. Some slight modifications have been made, which will be announced in due time. The changes suggested by the board of education in their last report have not been adopted.

MINORITY REPRESENTATION.—Under our present school law, the minority in any town can secure the election of some of their own number upon the school board. While this is generally a satisfactory arrangement, some communities are opposed to it, because a thoroughly organized minority can sometimes gain undue advantage over an unorganized majority.

— The teachers and alumni of the Maine State Normal School at Castine, will go into encampment on one of the beautiful islands of the Penobscot Bay, for a week, during the first of August. A good time is anticipated.

— The Committee on Public Instruction which sits at St. Petersburg, has decided, says a St. Petersburg letter, to devote a considerable sum to the compilation of an exhaustive catalogue of popular Russian literature. The primary object of the undertaking is to provide the schools and other educational associations with the means of ascertaining the existing works in the Russian language suitable for their purposes. As was recently pointed out by a local association, a similar work is a desideratum in this country.

Colleges.

AMHERST COLLEGE.

Some statistical items relating to the graduates and present members:—The number of graduates is 2,172; of these there have died, 512; their average age at death was (in years), 41.330. The number of names on the annual catalogue from 1861–2, to 1874–5, inclusive, is 3,488. During this period, the sick list, or those who have been kept from all college exercises two or more consecutive days, for disability, is about one-fifth, or 709; the most prevalent causes to produce these interruptions to college duties have been: Colds and pneumonia, 33.208 per cent.; physical injury, boils, typhoid fever, general inability, mumps, common fever, diptheria, indigestion, etc., weak eyes, sore throat, bilious fever, bilious attacks, intermittant fever, measles, diarrhea, and teeth, meningitis, dysentery, from 1 to 9 per cent. each. The amount of time lost, if averaged to each sick man during this period, is 11.390 days; if averaged to all college, is 2.428.

Of the 3,488 students connected with college during the past fourteen years, the proportion of Seniors has been, 21.366 per cent.; of Juniors, 23.154 per cent.; of Sophomores, 26.867 per cent.; of Freshmen, 28.710 per cent. The 709 who have made up the sick list during the same time have belonged to classes as follows: Seniors, 16.320 per cent.; Juniors, 23.272 per cent.; Sophomores, 27.875 per cent.; Freshmen, 33.722 per cent.

The rate of decrease in numbers between the Freshmen and Sophomore classes is 6 per cent., and the decrease in sickness 15 per cent.; and between the Sophomore and Juniors the numerical decrease is 14 per cent., and the sickness decrease 17 per cent. The falling off in numbers of Junior to Senior year is 8 per cent., while the sickness decreases to the amount of 30 per cent.

— Harvard never had so many applications for admission as this year. More than 250 candidates have presented themselves. The policy of the faculty is to increase the age of students before entering. The average age of applicants this year is 19, which was about the age at which many graduated during the earlier rule at Cambridge. The increasing popularity of the college is becoming almost an embarrassment, and from the lack of facilities for the board of so many students, the expense of a course is reported to be considerably increased.

— The Hon. George P. Marsh, U. S. Minister to Italy, has been made the agent through whom the University of Vermont has received a valuable collection of manuscripts of the thirteenth, fourteenth, and fifteenth centuries. These consist of one quarto volume of 28 folios, transcribed in 1458, containing the original Latin text of the statutes of the commune of Carpeneto in Piedmont, and portions of seventeen other documents on parchment. A part of the MSS. are handsomely rubricated. In his note to the librarian, Mr. Marsh says: "Some of these writing possess historical interest, and in a country where all MSS. are so rare as in the United States, they are valuable as illustrative of the official language and the chirography of the centuries in question."

Foreign Notes.

BELGIUM.—*Primary Instruction.*—The basis of the present system of primary instruction is the law of September 23, 1842. The inspection of primary schools, as regards instruction and administration, is in the hands of the communal authorities and of inspectors, and, as regards religion and morals, in the hands of men appointed by the heads of the different denominations. The law provides that every commune must support at least one primary school, where gratuitous instruction to all children belonging to the commune whose parents cannot afford to pay anything, is given in religion, reading, writing, elements of French, Flemish, or German language (according to the different localities), Arithmetic, and legal system of weights and measures. The communal council appoints the teacher and has the right to suspend him for three months, during which time the government decides whether the suepension is to be definite or not. The school age is between 7 and 14.

EGYPT.—The number of children receiving public instruction has increased from 3,000, in the time of Mehemet Ali, to 60,000 in the first years of the period 1863–72. The number of scholars in the primary and preparatory schools is now 89,893, independent of higher and special instruction. This number of 89,893, in a population of 5,250,000, represents 173 scholars for every 10,000 inhabitants. This proportion is less than in most of the European States, except in Russia, where the proportion is 150 to every 10,000. The obstacles in the way of public education are, however, great and exceptional in Egypt. Among the 89,893 scholars in the primary schools there are only 3,018 girls, all or most of whom are of non-Mussulam families; thus one-half of the population of Egypt is, or has been until now, beyond the influence of education, it being one of the dogmas of the East that women are not worthy of the blessings of education.

CONSTANTINOPLE. — All the different Christian sects have schools of their own, which each supports without aid from the porte; and the same is true all through the empire. The first impulses were given to education by foreigners, Protestant and Romish missionaries taking the leading. This has provoked the natives to improve their own system, but the schools under foreign patronage still serve to raise the standard of education. Robert College, founded by C. R. Robert, Esq., of New York, stands upon a height overlooking the Bosphorus, a site not equaled for beauty by any in the world. It was founded in 1861 and has 16 teachers and some 200 pupils, commands the confidence of all Christian communities and the respect of the Mohammedans, and promises great intellectual blessings to the Ottoman empire.

SERVIA.—The primary schools of Servia are grouped in two classes: Village schools having three classes (courses of instruction three years) and one teacher; city schools having four classes (courses of instruction four years) and four teachers. The number of primary schools in 1870–71 was 484, with 605 teachers, and 25,270 scholars. Among this number there were 47 schools for girls, with 64 (female) teachers and 2,882 scholars. There are thus 22 scholars to every 1,000 of the population. Education is not compulsory. There are no separate schools for the poor and the rich, but all citizens send their children to the same school. Since 1869, libraries have been established in connection with every primaay school. At the end of the first two years the number of volumes in these libraries was 18,000. A teachers' seminary was opened in 1871 with 25 students. At present there are 62 students in three classes. All these students are supported entirely by the State and are obliged to serve at least six years as teachers in the primary schools.

RUSSIA.—*Education of Women.*—There is one branch of education in which Russia does more than many a western country, viz., the education of the daughters of the wealthy classes. With us (in Belgium) lyceums and colleges are opened for young men, but the girls receive their education in the convents. The result of this is frequently a very serious difference between husband and wife, the former being thoroughly imbued with modern, liberal ideas, the latter blindly subject to ultramontane influences. In Russia the government, the provincial and municipal authorities, have established gymnasia und progymnasia for young ladies, where a very high standard of education is aimed at, and in most cases successfully, to judge from the knowledge and general superiority of the higher class who have been educated in these schools. At Moscow there is one school, the Fisher Gymnasium, where the course of studies is exactly the same as in a gymnasium for boys. A professor of the Moscow University has established higher courses of study for ladies, thus enabling them to acquire an iuversity education; this is carrying out M. Duruy's idea, and would have succeeded in France had it not been for the desperate opposition of the bishops. In Russia, as in the United States, ladies have facilities for acquiring a high degree of historic, scientific, or philologic knowledge, without running the risk of being excommunicated. The government has increased the annual appropriation for the higher schools for young ladies, in 1873, from 50,000 roubles ($40,000) to 100,000 roubles ($80,000), and in 1874 to 150,000 roubles ($120,000). At the end of 1871 there were 186 secondary schools for females, with 23,404 scholars, supported at an annual expense of $500,000. The total number of schools of all grades, in January, 1872, was 1,081. with 38,430 scholars, viz., 16,641 boys, and 21,789 girls; thus, strange to say, more girls than boys. Nearly all the private schools are at St. Petersburg and at Moscow; 835 of them were primary schools.

ENGLAND.—*Religion in the Schools.*—The *League* says that the letter of J. L. Porter to the Birmingham school board is of very great importance, as indicating the beginning of the end of the religious difficulty in that and other places. Mr. Porter is one of the most influential clergymen in Birmingham, and has been hitherto a determined upholder of the denominational system of education. He now accepts the League scheme of voluntary religious teaching in board schools, and has applied to the board for the use of two of the board schools for the purpose of giving religious instruction out of school hours. The significance of this action cannot be mistaken, and we accept it as a presage of a reconciliation between the educational parties of the town. We understand that Mr. Porter is not acting alone in this matter, but that other Church of England clergymen will be associated in his work. We hope that the clergymen of other denominations will shortly avail themselves of the facilities which the regulations of the board afford them; but whether they do or not, the ultimate success of the scheme is assured. And not only in Birmingham will this course be the final solution of the difficulty. The transfer of voluntary schools to school boards is continually taking place throughout the country. In nearly all such cases the schools are reserved by the managers for religious instruction and other voluntary uses. This is the League scheme. For secular education the schools are subject to school boards—for religious purposes they are under voluntary control. The separation between religious and secular teaching—already partially effected by the time-table conscience clause—is made more comple, and while the conscientious scruples of all sects are recognized, the church is relieved from the cost of secular education. The wonder is that the voluntary schools have not embraced more eagerly such advantageous terms.

LONDON.—*A Martyr to the Compulsory Law.*—A vagabond was parading Aldersgate street, the other day, with a label hung round his neck, as follows: "Imprisoned by the school board, being unable to pay the fine, I came out on Friday. One of my children, earning 4s. a week, has been taken away. Please help me by buying a book." Numbers of poor people were buying the man's pamplets, led away, no doubt, to some extent by the outcry against school board tyranny, so called.

New Publications.

NEW HISTORY OF THE BATTLE OF BUNKER HILL, June 17, 1775. Its Purpose, Conduct, and Results. By William W. Wheilden. Boston: Lee & Shepard; 1875.

The author proposes to show the connection of this battle with the 19th of April, and the evacuation of Boston; and his work will add something new to the centennial history of Bunker Hill.

AN interesting lecture by Dr. Brown-Sequard, on some new views concerning the localization of the functions of the brain, will appear in an early number of the *Boston Medical and Surgical Journal*. Other important articles are announced, including one on the treatment of typhoid fever by cold water, by Prof. R. T. Edes, and one on the non-restraint method adopted for the treatment of the insane at D. Fraser's Asylum in England. Prof. Henry J. Bigelow will shortly publish an interesting paper on exstrophy of the bladder; and Prof. R. H. Fitz will contribute some original investigations on the pathology of nymphoangeioma.

THE AMERICAN NEWS CO., New York, and the Central News Co., Philadelphia, publish a dime edition of *Arabian Nights Entertainments* well worth the money, and cheap enough for hard times.

AUGUST MAGAZINES.

The Sanitarian contains articles on School Hygiene, from Drs. Lincoln, Putnam, Agnew, and Bowditch; Homes for Laboring Classes, with other articles of value to teachers.

Scribner contains Col. Waring's article on A Farmer's Vacation, and tells a great deal that is of interest about the famous so-called Alderney cow. A Middy in Manila is a rollicking little illustrated sketch, which reads very like a familiar letter to some old "chum" at home. Albert Rhode's paper, Along the Seine, is timely through its summer quality. George W. Cable, of New Orleans, has a story entitled Madame Délicieuse, which is thought by some to be his best work. Dr. Holland, in this number of Sevenoaks, celebrates a wedding in that rural neighborhood. Then there is a solid essay by G. F. Magoun, on Education and Free Thought; also, A Word of Encouragement for Timid Linguists, The Stone Period of the Antilles (containing some matters not hitherto made public), An Eaglewood Mystery, etc.

Lippincott's Magazine, handsomely illustrated, contains Two Weeks in the Carlist Country, by Cecil Buckland, illustrated; Quaint Craft, by W. L. D. O'Grady, illustrated; Why Mr. Morrison got a bad Servant, by the author of "Blindpits"; Scenes in the Wood, by Emma Lazarus; The Modern Constitutions of France, by E. C. Grenville Murray; Frau Sommer's Pleasure Trip, by Elizabeth E. Evans; A Daimio's Life, by Wm. E. Griffis; Camp-fire Lyrics, IV.—Nipigon Lake, by Edward Kearsley; The Vigilant's Mistake, by J. Thornbury; Maine de Biran, by T. S. Perry; Satyrs and Sylvan Boys, by Mary Dean; An Artist's Love (conclusion), by F. Asheton; A Year Ago, by Mary B. Dodge; Ancient Italian Jewelry, by T. A. Trollope. Our Monthly Gossip:—Tercentenary of the University of Leyden; Mr. Hooker's Picture; God's Acres; The Flowers of Paris. Literature of the Day.

The Scientific Farmer.—The first appearance of this new monthly in our sanctum was unfavorable. What is your *raison d'etre*, we thought, half scornfully. An examination of the first two numbers satisfied us that it had a reason for its existence. Farming in the years to come is not to be good guess-work in regard to the fertilizers to be used and the amount that an acre will produce. The particular fertilizer needed to secure the best crop of any grain or cereal is to be known with certainty. Chemistry under Liebig and Johnson has already done wonders for agriculture. Entomologists are doing, and have yet to do, great things for the farmer. Every tree, every grain, every vegetable, has its insect-destroyer. The tobacco-worm was not known in the Connecticut valley until the farmers commenced growing this crop. The potato-bug now threatens fearful ravages at the East. The devastation of the locust in the West has brought poverty and starvation to thousands. All these pests are to be made subjects of study. Whence they come, and whither they go, and how they are to be destroyed, is the work of the man of science to find out and tell us. The *Scientific Farmer* enters this new field. Its original articles by professors of the Massachusetts Agricultural College, and other men of science, giving the results of actual experiments, make it a paper of real intrinsic value. We would advise any person interested in the science of farming to send one dollar to the publishers, at Amherst, Mass., and secure it for one year.

The Boston Journal of Chemistry, for July, commences Vol. X. We rejoice with the editors and publishers in the success which has attended it, having secured in nine years a circulation equal to all other journals of its class in the United States, and all this has been secured by pure merit. But few papers can say with the *Journal*, that "a subscriber once secured has been rarely lost," for the long tenure of the subscription list is a most infallible test of a valuable paper. The instruction of the *Journal of Chemistry* has been made practical to the family as well as to the school, and if our word could work the result, we would double its usefulness by a doubled subscription list this year. Price, $1.00 per year. The *Journal of Chemistry* also clubs with the JOURNAL OF EDUCATION.

The Pen and Plow is one of our best exchanges. It is practical, instructive, and interesting for farm and fireside.

Littell's Living Age, July 10, contains William Blake, and Miss Angell, from *Cornhill Magazine*; The Convent of San Marco, *Macmillan's*; The Dilemma, *Blackwood's*; German-Hun Life, *Fraser's*; The King in England, *Pall Mall Gazette*; A Geographical Day-Dream, *Spectator*, with poetical selections and miscellany. *Littell* is a valuable magazine for every educator, for it contains a weekly compend of the best essays, reviews, criticisms, tales, sketches of travel, poetry, scientific and biographical information, to be found in American and foreign periodical literature.

The Journal of Education, edited by John Y. Cuyler of Brooklyn, is published monthly, and is devoted to educational interests, science, literature, and art; and, so far as we have examined it, it has a proper right to the character it assumes. We are anxious to see school journalism take rank with the best literature of the country. It needs to be cultivated to meet the tastes of the great body of our teachers. It should also be progressive, talented, and independent in its thought. These elements are found in the *Journal*, and its departments are sustained with freshness and vigor. The paper, typography, the make-up, and the general appearance of the *Journal* are almost faultless, and we wish for our contemporary not only length of days, but its pleasant accompaniments of riches and honor.

WELCOME Vol. I., No. 1, of the *Utah Educational Journal*. It reads well, and evidently means business. The editor and publisher have a wide range of influence, not over ten cities only, but over ten territories; and we wish them the success which so large a field may warrant. The enterprise of the management is shown in the issue of 12,000 copies at the outset, only 8,000 less than our initial issue, and 13,000 less than our Centennial issue of July 10.

The School Bulletin, formerly published at Albany, N. Y., but now at Syracuse, has passed into new hands, with a new corps of editors. Mr. C. W. Bardeen, a graduate of Yale, is now the publisher, and Jonathan Tenney, Deputy State Superintendent of New-York Schools, D. J. Pratt, Secretary of the Board of Regents, and some four or five others among the first educators in the Empire State, make up the board of editors. It is now *the* educational paper of New-York State.

The New-York School Journal has nominally passed into the hands of the Teachers' Publishing Co. The *Brooklyn Journal of Education* gives a little gratuitous advice to the teachers of New York, admonishing them against taking stock in this new venture. Three journals devoted to education, even in so large a State as New York, are two too many. The union of the three would make one strong journal in the place of three weak ones.

The Michigan Teacher for July is a valuable number. Editor Ford knows how to make a good school magazine, and we hope the Michigan teachers appreciate the fact. Kalamazoo is now the headquarters of the *Teacher*.

Williams' Lecture Bureau Magazine, for next season is just out. The list contains some very eminent names. Among them we notice our own distinguished statesman, Carl Schurz, with a new lecture; Charles Bradlaugh, of London, with lecture on "An Englishman's View of American Politics," and "Five Dead Men I Have Known;" Prof. Richard A. Proctor, of London, the eminent astronomer, on "The Transit of Venus and Celestial Measurements," "The Infinities about Us," etc.; Daniel Dougherty and Henry Armitt Brown, orators of whom Philadelphia is always proud; Wendell Phillips, Boston's great orator; Rev. Dr. Tiffany on "The First Great American;" Rev. Dr. Chapin, one of the great pulpit orators of America; Prof. W. H. Niles, with a new lecture on "Holland and its People," illustrated; DeCordova with his inimitable fun; Dr. Lorimer on the "Lost Virtues," and "What I Know about Boys;" H. G. Spaulding on the "Antiquities of Rome," illustrated with the steropticon; Dr. Villers, with his lecture on "Funny People we Meet," with his mirth-provoking imitations, and many others. Among the editorial craft, we notice the name of W. A. Hovey, editor of the Boston *Transcript*. Among readers, Prof. Churchill, Prof. Brown, Miss Cayvan and Wyzeman Marshall are prominent. The Opera of Maritana for lyceums is furnished, together with a great variety of musical talent for lyceums. By addressing simply Williams' Lecture Bureau, Boston, the magazine will be sent to any address gratuitously.

— These "architectural Atoms." O! 'tis fine
To see humanity so sadly dwindle!
Let Michael Angelo and Wren resign;
Atoms can build cathedrals, so says Tyndall.

Architect Atom raises a metropolis,
And never lets the shrewd contractor dwindle;
He thus erected Athen's Acropolis
Amid the violent ether, so says Tyndall.

Has Nature any being, anything,
That can a higher kind of fancy kindle?
Chance makes the roses bloom, the thrushes sing,
The pretty girls grow prettier, so says Tyndall.

Shallow Professor! the eternal Fates
Sit silently and turn the fearful spindle;
And that great wheel of doom the moment waits
To crush the sceptic silliness of Tyndall!

—*Punch.*

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Lady Franklin.

BY JEAN INGELOW.

When sparrows build and the leaves break forth,
My old sorrow wakes and cries,
For I know there is dawn in the far, far north,
And a scarlet sun doth rise:
Like a scarlet fleece the snow-field spreads,
And the icy founts run free,
And the bergs begin to bow their heads,
And plunge, and sail in the sea.

O, my lost love, and my own, own love,
And my love that loved me so!
In there never a chink in the world above
Where they listen for words from below?
Nay, I spoke once, and I grieved thee sore;
I remember all that I said,
And now thou wilt hear me no more—no more
Till the sea gives up her dead.

Thou didst set thy foot on the ship, and sail
To the ice-fields and the snow;
Thou wert sad, for thy love did not avail,
And the end I could not know;
How could I tell I should love thee to-day,
Whom that day I held not dear?
How could I know I should love thee away
Whom I did not love anear?

We shall walk no more through the sodden plain,
With the faded bents o'erspread,
We shall stand no more by the seething main
While the dark wrack drives o'erhead;
We shall part no more in the wind and the rain,
Where thy last farewell was said;
But perhaps I shall meet thee and know thee again
When the sea gives up her dead.

— A French school-paper gives the following details on the educational condition of Saxony, which country is generally held to come next to Prussia in educational estimation. The entire kingdom, with a population of two millions and a half, possesses 2,143 public schools, in which establishment 430,000 scholars are instructed by 5,000 teachers. To these must be added 124 private schools with 8,200 pupils and 711 masters. Saxony, in addition to these, has 91 infant schools on the Froebel system, and these institutions are yearly increasing in numbers. Elementary education is compulsory from the sixth to the fourteenth year, and attendance at the supplementary (evening) schools from the fourteenth to the seventh year for the male population. In most elementary schools one of the modern languages is generally taught. The expenses of elementary instruction fall upon the municipalities assisted by the State. In the normal training college for teachers, of which there are fifteen Protestant and one Catholic, the curriculum of studies extends over six years. These colleges are all "internates," and attached to all of them is an application or practice-school.

Doctors and Teachers.

THE RELATION OF THE MEDICAL AND EDUCATIONAL PROFESSIONS.

BY MISS ANNA C. BRACKETT, NEW YORK.

[Read before the American Institute of Instruction, at Providence, July 9th.]

As the word "profession," once representing only theology, law, and medicine, has come now to signify "any business not merely mechanical which one professes to understand and to follow for subsistence," it is not necessary here to vindicate the claim of teaching to that title. We claim no more and no less than this—to earn our own subsistence by using our special gifts, training, and experience for the benefit of those who have not the same, receiving from them in return the power to purchase the benefit of their peculiar gifts, training, and experience by means of the universal solvent, money. That the profession of teaching, as well as any other, has an actual existence, is owing to the principle of division of labor which forms the condition of modern civilization. But as all persons of whatever profession must be educated, it follows that education is the widest of all professions. It is sufficient for the physician that he be a physician, but the professor in the medical school must be not only physician, but teacher, if he would do any good. The educational profession claims him, if successful, as one of its number, and, in so doing, confers upon him a higher honor. In fact, any successful physician may be considered as already on the lower steps which lead to the educational profession, for he is almost sure to come up to our ranks sooner or later. The clergymen, as a rule, belong to us already, and the lawyers, if very brilliant in their own profession, do also sometimes climb to our level, though in fewer numbers than the physicians. From our higher summit, with our wider range of vision, we note their progress encouragingly. We send them a word of cheer. They may succeed in time in becoming teachers, though we may safely assert that many a theological, legal, or medical professor might, in our peculiar work, profit by an hour's observation in the workshop of almost any of the best of our professional school-teachers. When the clergyman clearly and distinctly expounds the meaning of a text, and forcibly makes living, in our minds, the truth that was before only his; when he skillfully touches the chords of veneration and love, we recognize in him one of our profession. When the lawyer, chasing his unwilling witness around every possible evasion, finally hunts him to his last corner, and wrings from him the skulking truth, we behold before us a possible teacher of promise. When the physician, carefully noting temperature, rapidity, and force of circulation, and duration and character of pain, makes his diagnosis, prescribes remedies, and restores the body to its normal condition, we behold him only following our own path in a different line.

Education is so broad a theme that it includes everything. It concerns itself with every department, and it is in this broadest sense that I have hitherto spoken of it. The true educator has in view all the powers of the pupil—of body, mind, and soul, if we are to use that old division to express the man. But if I speak of his work as generally looked upon, I would state the difference between the medical and the educational professions as this: The educational profession is that profession which regards the body as the servant of the mind, while the medical is that profession which looks upon the mind as the servant of the body. I am aware that this sounds like an extreme statement. I do not mean it in any sense derogatory to that medical profession for many of whose members individually, and for all of whom ideally, I have the most profound respect. Leaving out the hosts of medical graduates who have no call or genius for the work, who enter the profession simply as a means of living and who, consequently, ought not to be counted in it, the name of physician is a merited title to respect. Assuming its duties with its privileges, the worthy physician, fully recognizing his responsibility, works cautiously, faithfully, and yet tenderly on his way. He does not desert his post in days of danger; he does not spare himself. His routine of duty is elevated by his devotion to science into a study of absorbing interest, and the self-control and conscientiousness that steady his eye and hand in critical seconds are not born of hardness of heart, but of the highest qualities of the noblest educated humanity. And when I say that the members of this profession look upon the mind as the servant of the body, I mean that, from the very nature of their special work, they are forced to do so. Mental states are to them of no consequence, except so far as they act upon the bodily functions. Nay, more: in the eagerness of their special study the mind, chased from cell to cell, becomes in itself only a vanishing phantom, only a manifestation of chemical forces, a something evolved from cell-life, which must logically vanish with the final decomposition of the cells. To fortify my statement I quote from an address recently delivered in New York by one of the most prominent physicians there, before a society of which he is the president. I refer to Dr. William A. Hammond, of New York. He says: "Every fact in our possession goes to prove that where there is no nervous system there is no mind." And again, "By the term mind, I understand a force developed by nervous action."

I pause here one moment to observe that when our medical friends assert, as in the address above referred to, that "all the manifestations of which the mind is capable are embraced in four groups—perception, the intellect, the emotions, and the will—and that either one of these may be exercised independently of the others," we are somewhat puzzled; we can account for the want of clearness in our perception of his meaning only by recalling to mind his previous statement, that mind itself is only a manifestation, and, as perceptions are only manifestations of this manifestation, we cannot expect them to be anything but the merest shadows. We confess to our inability to comprehend how, as he says, it is possible for an individual to "have a perception without any intellectual, emotional, or volitional manifestation," or how "his will can be exercised without any intellectual, perceptional, or emotional manifestation." One thing we do most clearly perceive, and that is, that the physician in question is using mental terms in a very unusual significance. This is accounted for, however, by the fact which I have before stated, that, from the very nature of his work, and in order to perform it properly, he must look upon the mind as merely a dependent of the body.

I quote also to the same purpose from an address delivered in Detroit, last year, before the National Teachers' Association, by one of the acknowledged leaders of the medical profession, Dr. E. H. Clarke, of Boston. He says: "The quantity and quality of the brain determine for us the quantity and quality of the mind. The development of the soul, of mind, of the Ego, resolves itself into the development of the brain;" and again: "Build the brain aright, and the divine Spirit will inhabit

it and use it. Build it wrongly, and the devil will employ it." These, especially the last, are attractive sentences, likely to win applause from those who do not follow them out to their logical conclusion. But if we do—if we strip them of all their rhetorical drapery—we find that their content is only this: First, the mind is only a force evolved from nerve-cells, a result of nerve-action; and, second, what we call truth and falsehood, right and wrong, are only the results of the harmonious action of these nerve-cells. In other words, if a man be healthy, he will be good; if he be unhealthy, he will be bad. Virtue and vice, then, are only necessary evolutions of gray nerve-matter, and all moral responsibility must necessarily cease. Many other quotations from medical authorities might be adduced, but they all tend in the same direction, namely,—to show that the mind is somehow entirely dependent on the body, and therefore I think I am justified in stating that physicians look upon the mind only as the servant of the body.

Now, from the very necessity of the case, we teachers carry on our whole work on the exactly opposite supposition. Is it any more unreasonable to hold that mind may evolve matter, than that matter may evolve mind? Why is it absurd to assert that body is only a manifestation of mind, and gray nerve-matter a product of mental action? To us, in our special work, the body is only the servant of the mind. We guard our pupils against draughts, we supply them bountifully with pure air, we flood the room with light, we arrange desks of proper hight and slope, we provide for frequent changes of posture, we caution them against damp feet and wet garments, we enjoin upon them plenty of sleep, because we are looking out for the mind, and we want the body healthy and vigorous, that it may offer no impediment to the action of the mind. We assume that there is such a thing as the mind, and we bend everything to its necessities. Thus the professions stand, seemingly, opposed, and yet capable of working in the most perfect harmony.

I have said that these two professions should work in the most perfect harmony. That this harmony should be the relation subsisting between them is the proposition which I maintain, and the means to which I shall endeavor to show. That the relation is not harmonious, must, however, be first demonstrated, and the blame laid where it properly belongs. Here are the two professions working side by side for the good of the human race, one, as much as the other, dependent for its own subsistence on the apparent success of its work, one as much as the other educated, one as much as the other working on a scientific basis, one as much as the other qualified by years of observation and practice. I protest here against the injustice which habitually compares the poorest teachers with the best physicians. I have in mind, and intend to keep before your minds, the best and most successful of each.

When the good time in the future shall come, and it shall be the acknowledged business of the medical profession to prevent people from becoming sick, when they shall cease to represent nothing but the pound of cure, leaving us, as they do now, to be the only ounce of prevention, they will grow into a still stronger resemblance to us than they have at present. But the resemblances are still very striking. If the children are sent to us at six years old, our treatment is simply hygienic; but when they come to us at eight or ten, it often must be pathological; and in the cases put into our hands at seventeen or eighteen, we often find ourselves in the position of the head of a home for chronic invalids. As the physician has in his hands a complex organic structure, one department of which cannot be studied independently, and no one department of which can be over or under active without producing disorder in all the others, so have we.

Mechanical, Repairing, Nervous, Reproductive systems are represented, in our work, by a no less complicated and interwoven machinery of Will, Understanding, Reason, Imagination. To develop and balance the first set is his work, and ours to adjust the second. Then in our pathological practice we have, as he, to deal with every form of disease—inflammation of the imagination and paralysis of the will, anæmic states of the understanding, intermittent fevers of the memory—and as in his practice the seat of disease may be periosteum, stomach, ganglion, or ovary, so in ours it may lie in the domain of Natural Sciences, Mathematics, History, Art, or Philosophy. As his treatment is sometimes local, sometimes constitutional, so is and must be ours. And when we see a settled dislike to Arithmetic in a bright girl of nine or ten, slowly but surely yielding to our treatment, and transformed into delight, we experience the same professional gratification and pride that the physician feels, who, after a hard fight, sees the patches of diphtheritic growth slowly but surely at last giving place to the normal structure of the affected membrane.

So much for the similarity of the work of the two professions. And for the material, though one deals with the body and one with the mind, are not these two, in the light of modern science, becoming to our eyes more and more inextricably involved? How long will it be before we shall comprehend that materialist and metaphysician are, like the two images in a stereoscopic picture, if looked at from the right point, blending into one? What seems separation is really union, just as the longitude of the pole is as much all longitude as no longitude—or as in Thomas Benton's prophecy, when pointing to the setting sun, he exclaimed: "There is the east! there is India!" "*Mens sana in corpore sano*" will read backward as well as forward. So quick and close is the reciprocal action of body and soul that we cannot touch one without affecting the other. Disordered physical machinery may at once occasion the greatest mental depression or the most brilliant flashes of inspiration, while imaginations over-excited, and wills weakened by the trashy literature of the period, make of too many of our young girls the anxiety, nay, the despair of the physicians.

Is it not evident, then, to secure the highest results, the medical and the educational professions should be working hand in hand, and in the most perfect coöperation? How build a house if mason works in opposition to carpenter, and plasterer to painter? Is it not enough for us to have often manfully to fight against antagonistic forces, in the homes, in the streets, but the medical profession, who should be our intelligent fellow-workers, must also array themselves against us both openly and covertly, both directly and indirectly? We have quite long enough submitted tacitly to the injustice. It is time we should protest against it. The physician had to endure his measure of ridicule in the time of Chaucer and Molière,—we ours from the time of Aristophanes to that of Irving and Dickens. We know that we must always expect to live in an atmosphere of blame and criticism, and that we must with every dawning day expect to wonder with a curious interest, not, "Will any one find fault to-day?" but, "Who will find fault to-day?" This we expect, but we do not expect that the blame will come from a profession that ought to know us better, and whose members, we cannot help feeling, take no great pains better to inform themselves. We may forgive them, but we cannot help grudging the impediments which they thus place in our way, and the increased friction which they thus add to the machinery of our daily work.

Am I unjust? A child is sick or ailing. The anxious parent sends for the physician, and the case is laid before him. I challenge the contradiction of all parents who have employed physicians, to the statement that in nine cases out of ten—nay, in ninety-nine cases out of one hundred—the physician will at once recommend that the child be withdrawn from school, either permanently or temporarily; and this he does without any knowledge whatever of the character of the school to which the child goes, without any inquiry as to the means of ventilation, the length of recitation-hours, the number of recesses, the ability or wisdom of the teacher. He also does it without exact knowledge as to the habitual clothing, the amount of sleep, the regularity and kind of food of the child who is weak and sickly. Nor does he know how many parties she has attended, in how many private theatricals she has taken part, how many hours she has sat before her piano or bent over her sewing, or how few hours she has spent in active exercise in the sunlight and fresh air. He does not ask for how many days in the cold of winter or the damp of spring her careful mother has sent her to school with her head and face carefully protected, while her feet were clad in the most delicate of cotton stockings and the thinnest of kid boots. Does he know of the rich cake and pastry, and the jars of sweet jelly which the kind mother provides for lunch? Does he institute any inquiry into the kind of books and papers which the child habitually reads? But these are just the inquiries which the educator of to-day knows to be a part of her business to make; the facts elicited are just the facts which she does know, against which she earnestly protests to parents and guardians, and against which she often invokes, by letter and by personal request, the aid of the family physician. It would be easy to gather, by a few hours' inquiry of the teachers of larger girls' schools in the city of New York alone, facts as to these particulars which would astound the readers, even were some of them physicians. Each of us who are engaged in the work finds her own sad experience but fortified and certified in any conversation with another teacher. And, in the name of the women alone who have been for so many years engaged in this business, I protest against the injustice which lays the whole burden of the ill-health of the children upon our shoulders. I protest against the thoughtlessness which would assume that, even for our own interest, we do not anxiously and studiously seek to secure and retain the most vigorous health for those under our charge. And I protest against the injustice which assumes that our only guiding motive in our professional work is our own interest.

Those of us who have girls boarding in our houses, and who are brought thus into still more intimate knowledge of their home-acquired habits and customs, know that the girls come to us sick and go away well. We know that they gain flesh and color while they are at school, and lose it often in the holidays. These things we state as facts well known to all of us. We know that we often find them insufficiently provided with warm under-clothing, and utterly unprovided with shoes thick enough to wear upon the street. We know their habits of eating, dressing, and sleeping when at home. And we claim that the health they enjoy under our care is the result of the simple hygienic measures of nutritious and well-cooked food, served at regular hours and eaten at no others; of an abundance of sleep, in well-ventilated rooms, of loosened clothes and thickened soles to boots. But, above all this, and yet working in harmony with it, we claim, and we rest our claim on the undisputed facts of physiological science in modern times, that their health is the result of regular and persistent mental activity, judiciously stimulated and controlled, and of a pure and healthful mental atmosphere, undisturbed by the study of the exciting and trashy stories with which the press is flooding all our homes.

This is our claim, and we stand ready to substantiate it by multitudes of facts, the collection of the experience of long years in our profession. We ask of the medical profession the courtesy of examination into these facts before they imply by their universal action that it is the teachers and the schools, and not the parents and the grandparents, and the homes, that are to blame for the sickness of the children. We do not desire the issue; but the medical profession are forcing it upon us day by day. We ask them to carry their investigations into the details of the homes and the schools. All of the former, and some, at least, of the latter are open to

their fullest examination. Will they not consider some of these things worthy of inquiry, and pause before they aid in extending any further the idea that all mental effort is evil in its tendency as to physical health, and that it is the schools and the teachers who are the great, though ignorant, promoters of weakness and disease?

It is doubtless easier to tell a mother, when her child is sick, that the child has been overworked at school, than to tell her, what is often the simple truth, that she, and she alone, through her weak indulgence, and often criminal ignorance of what her child has been eating, wearing, reading, talking, is the responsible party. It requires a high degree of moral courage in a physician, when called, not to prescribe one particle of medicine, but to insist upon the observation of the simplest sanitary laws. I sometimes think, in this view, that if the medical and educational professions could only be induced to work together, with an intelligent appreciation and understanding of each other's procedure, the two might reform the world. If I were sure that my hygienic prescriptions would be enforced by the family physician, I should be reasonably sure of the physical and intellectual development of many a girl whom I now look upon as a very doubtful case.

As far as the moral character of our profession goes, I think we may safely challenge comparison with any other. We are not all alike deserving of confidence, but neither are the physicians. I do not mean to say that we do not need a more close and well-defined union among ourselves, though I would be far from advocating the close-corporation system, and the rigid, exclusive following of technical rules and regulations, which characterize some of the medical associations, and which belong more to the spirit of the past than to that of the widening present.

As in the medical profession, so in ours again, we own that we have the quack, who, without training, and simply to make money out of the credulity of an ignorant public, assumes to himself our honorable title, and slays his thousands and tens of thousands. We have, also, as in the medical profession, the specialist, who, in his enthusiasm for his particular work, often forgets the whole in the part. But we have, also, as well as the medical profession, the general practitioner, who, by birth, training, and long, varied, and successful practice has grown shrewd and discerning, sure of touch and wise of judgment, who has a just claim to the three qualifications of a good surgeon—"an eagle's eye, a lion's heart, a lady's hand," and

> "Who, also, through long days of labor,
> And nights devoid of ease,
> Still hears in his soul the music
> Of wonderful melodies."

Of such, living and dead, our profession can justly boast, and it is of these I speak when I ask, whether, in view of the acknowledged fact that body and mind are so closely interwoven, it be not possible, as it is most certainly desirable, to treat our school children physically and mentally in conjunction. The two professions should work in concert when they work on school children. Can the physician successfully treat the child pathologically when he knows nothing of its psychological state? Ought the teacher to attempt her psychological work with a child who is at all peculiar, or, indeed, with any child, without knowing the pathological condition, which may baffle her wisest efforts? While we work apart, we are both working blindly. Half of the conditions of the problem are unknown to each of us, and many a problem must remain unsolved, while, if we would only unite our two branches of knowledge of the school-children under our care, the whole would at once appear clear.

To the experienced teacher, each mind in her whole school stands out as distinctly from every other as each face. She knows how to touch each one, and she plays upon the different minds at need as surely as the skillful pianist touches the keys of his instrument. She knows her children in sunshine and in shade, in work and in play, in success and failure, in all the different phases which the different studies of school-life call forth in them. She knows also their daily physical habits often as accurately as the mother. Has the physician nothing to gain in profiting by her keen professional tact? Has the teacher nothing to gain by knowing the physical condition of the pupil whom she is to guide and fashion?

This is not possible? Let me give you an instance where it has been tried: A school-girl of twelve, who had long been near-sighted, was sent to one of our most distinguished oculists for examination. Her teacher, soon after, was requested by the mother to call, and was informed that in all probability the girl would have to give up all school-work. The eyes were to be treated with atropine for spasm of accommodation, and it would probably produce a state of dilatation which would admit of no study.

These were the physical facts: now for the mental, which only the teacher could thoroughly know. The girl was a successful and interested student, with a mind just beginning to develop, as minds often do at that age, into a wondering first appreciation of its own power, and the marvel and beauty before it. She was a very ambitious girl, absorbed in her work—for its own sake, and not with any idea of excelling others—fairly in love with her school and its duties, always in her place, always faithful. Specially, she was just beginning her Latin translation, and just beginning fully to realize the use of all the forms and rules which the last two years had been accumulating. The teacher knew her well enough to know that taking her out of her school, and away from her work, would be like taking the mainspring out of a watch. And she also knew that in that case the bodily health could not fail to be affected so that medical treatment of any organ must fail of some of its results.

She, determined to test the possibility of united action of the two professions, asked and obtained from the mother permission to consult the physician. She sent up her card to the oculist, stating that she wished to see him about the child whose eyes he had examined on such a day. Once in the office, to which she was most cordially welcomed, though it was at the close of a long and wearying professional day, she stated her case, expressing her belief that the psychological side was of immense importance even in a pathological view. The oculist, with the same frankness and absence of formality that one physician is accustomed to show to another, recognized at once the truth of the statement, and, immediately turning to his note-book, gave her in full the result of his examination as there recorded. Then, taking up the chalk and rapidly sketching upon the blackboard cornea and sclerotica, ciliary muscles and iris, crystalline lens and retina, showed the teacher, who, also accustomed to such professional work, as rapidly followed, the exact condition of the eyes in question. He then stated how he proposed to treat the case, and what the child would and would not be able to do. "Could she practice on her arithmetic examples, provided she could have the use of a blackboard and make her figures six inches long?" queried the teacher. "Certainly, and she need not make them quite so long," responded the physician. "Then the work can be arranged without her losing anything but writing and drawing, which, of course, must be given up," was the answer. The thing was settled. Her class examples were set for her every day on a well-lighted blackboard; her Latin and French she learned, and her Latin and French exercises she wrote by means of one of the older pupils, who acted simply as eyes and hands for her, and in so doing gained a valuable review for herself; her physiology she learned by listening while one of her own class studied her lesson aloud.

The physician took pains to do all his examination and administer all his direct treatment on Saturdays, or before 9 a. m., and thus working in closest harmony, the teacher carrying out the physician's plans as the treatment progressed, and the physician not interfering with her work, and the result was this: The girl went through the whole atropine treatment for many weeks, and is now using her eyes again, very much improved. During that whole time, she never lost one single moment of her regular school-work or one of her lessons. The delight and relief which she felt when she found she need not be cut off from her work made her radiant with life. She learned more accurately with her ears alone than most of her companions with ears and eyes, developed her powers of close attention and memory in a most wonderful degree, and through all the treatment, and now stands unquestionably among the very foremost in her class in accuracy, thoroughness, and clearness of thought, as well as in bodily health. Such is the result of one experiment in cooperative work.

It is my earnest conviction and profound hope that the time will be when it will not stand alone, for, when the time shall come when, in the treatment of school children, the physician shall seek and receive the information which the teacher alone possesses, and the aid which she alone is able to give; when the teacher shall seek and receive the information, and gain the aid, which only the physician can impart; when there shall be a more mutual and well-deserved respect, because a more intimate knowledge—we shall hear less about the sickness and ailments of school children, because there will be fewer of them. We shall also hear less about the failure of our school-work; first, because we shall have better material; second, because the blame will be laid where it belongs.

It is time that we, as a body, should assert and maintain by our words what we are always asserting and maintaining by the very nature of our daily work—that there is a science of the mind as well of the body, and that the students of natural phenomena have long enough unjustly arrogated to themselves the terms science and scientific. These belong as much more of right to the students of mind than to students of the body, as the thinking, choosing, self-conscious soul is above and beyond its dependent, though, at present, necessary instrument.

A Teacher's Lamentation.

It has been remarked that civilization, with all the arts, tastes, and fashions pertaining thereto progresses after the manner of the spiral; whether the assertion has ever been made so specifically as to embrace education or not is of small consideration, since education is civilization, and since in either case we propose to take it for a text, and in expounding our text cry out against existing circumstances. Not that we believe the crying out will be of any particular value to any one concerned, for we have heard lamentations arising from pulpits and newspapers ever since we had a being—we would like to express it—but there is no abatement of the circumstances. In fact, people rather delight in these appeals and revilings. It tickles their fancy; it excites in them the idea of self-importance; it gives them the appearance of forming a large element in the thought-world. We do not flatter ourselves with any such expectation. We cry out merely to relieve our own indignation. Probably the truly stoic principle would be to hold our patience and swing round another cycle.

This is just what we are desirous of doing, and in reality leads us to our text. We find comfort therein and cordially recommend its perusal to all educators similarly afflicted. Now we would not have the conceit to affirm that all the knowledge of the young is acquired in the schoolroom. They are educated in a thousand ways and under a thousand circumstances. But these various ways are all tributaries to the particular work of the class-room and to the amount obtained from text-books and instructors. In school is brought to a focus, and firmly attached, all general knowledge. The tend-

ency of opinion is, however, to the reverse of this. We are too much inclined to say that it is in every day's experience, that it is in making ends meet, that we focalize whatever of theory we may possess. This is all true enough, if we regard the facts studied as capable of producing so many dollars and cents. But we have read somewhere of somebody who were made better men, whose minds became stronger, broader, and nobler, and who were considered as men of might in the land, from the simple reason that their minds were crammed with matter which, in the business of the world, would not have earned them a farthing. Perhaps this statement may sound new and strange to many, and, indeed, so much like a dream does it seem to ourselves, that it may have been a fable we read in youth. If this kind of learning is worth anything, then the school is the place for its attainment; and how important the source of all those tributaries which find an outlet there!

Far would it be from us to revile the age. It is as good as we shall probably see, and for that reason it is far more becoming to be moderate, and charge it all to existing circumstances. Our fathers, and, perhaps, not so far back as that, have had considerable to do with these existing circumstances, too. We can well appreciate their motives as they founded libraries in every city and village, and we rejoice in the existence of these libraries; what sources of information and culture they have been to the public mind! All praise to their founders. But it is the selection of books to be found in most of them that is the cause of our discontent. It is not too much to say that over half the books in our libraries are novels. This is no great evil; for a good novel is a good book to *peruse;* but when we reflect that the majority of these novels are cheap ones, and will not bear a perusal—simply designed to please the imagination and to gratify the passions of a certain mental sensuality, we find an element producing lasting evils.

We are now speaking particularly of libraries as associations, in whose management is exercised the best talent of the village or city. But there are libraries of a different class—libraries owned by private individuals as their only stock or partial stock in trade, and they do a thriving business. At one cent, or two cents, per day, they supply the young folks, and old ones, too, of the whole community with current literature. Did a person ever know of any other book than a novel to be found on their shelves? If we are mistaken in our assertion it is because the other books are always in some out-of-the-way place, and never called for.

Well, what of all this? for surely we do not condemn novels. Let one stand at the counter of one of these libraries, and take notice of the comers and goers. Young persons of all ages are bringing in books, standing before the bookcases, or passing out with some new selection—novels, every one of them—histories, books of travel, or anything scientific, entirely disregarded. Now nearly all, or a good many, of these persons belong to some grade in our public schools. They visit the library almost daily, and the books they have in their hands, on their way to and from school, are not school books but story books. We do not here complain so much of lost time as we do of the way in which their minds are growing. Can you expect these scholars to bring their thoughts down from the world of enchantment and illusion to which they have been raised, to the comprehension of realities? But they are not the ones to be blamed for it. The time was when a person at the age of twenty years knew considerable of history and the facts of the world about him. Can it be now safely said that more than a few of our high-school scholars would find more profit and pleasure in the life of some world's benefactor, than in discovering whom the hero in the story married? If such is the taste of our school-population, where can we find a limit, or when comes a change? Surely not among those who have graduated from our high schools during these days of so much light literature. When they graduate from school, they graduate into license.

It is always easy to say that such things and such things were different in former times, and we think that in this case we can refer to a previous and more healthful literary taste. Our remark finds a proof in the fact that middle-aged gentlemen and ladies—especially the latter—frequently evince a knowledge of history and science that should bring a blush to the faces of their daughters. They learned it when young from the books they read. And why aren't their daughters following them in their acquirements? Simply because in these later days, "To the making of books there has been no end"; because every garrulous, disappointed maiden has written her story; and these books—cheap books—of Tom, Dick, and Harry (please excuse the gender) library committees are placing in the hands of our young people; parents are allowing their children to dream over them, and at the same time their minds are becoming vitiated, and our scholars are shuddering at the prospect of three or four years of real contact with facts, or with anything else that is not agreeable to their dainty conceits.

Our schools are our educators, and so are our libraries; but how sadly the latter supplements the former! Our text, however, will throw an effulgent light over the gloomy prospect. Another turn of the spiral, and we shall see these two more beautifully blended; but we must pass through our present condition to reach that condition. If, then, we take this view of the matter, why need we have any idea of perfection in our present school attainments? They may be perfect for the present time and present circumstances—perfect for the reason that they could have been no better, or that the turning of the spiral has made these attainments and the present time synchronous (if we may not be accused of redundancy). But they are not perfect for the future. We have faith, however, that every future time shall find its satiety of educational facilities, although it does seem that communities and States can and do withhold much from every present. We all are tugging away at the lever of the spiral, but, alas! what slight curvature has the spiral. This is the cause of our outcry; this is the great *existing circumstance.* We make the charge against those who are polluting the minds of our scholars, and against those who are allowing them to be polluted.

O ye that work with us, turn the faster; or if it be that the spiral is stationary, and we are the ones in motion, push as hard as you can, that we may ascend the faster.

THE HOME AND THE SCHOOL.—The relation of family training to school culture is so intimate and so closely related, that there is needed no apology of making it the topic of a brief discussion. While it is not within the province of this committee to invade the privacy or the sanctity of the family circle, it is both fitting and proper to show how the value and efficiency of our schools may be greatly enhanced by the judicious discipline and the active coöperation of the family. It is in the nursery and at the fireside that are seen the first buddings of intellectual and moral life. There dawn the first faint glimmerings of an immortal spirit. To quicken the opening mind, to supply every needed element of growth, is one of the first and most imperative duties of parents. The conflict and antagonism between the moral and animal instincts of children are very early manifest. The impulses of the lower nature, which have, by far, the greater force, come first into play. These are to be checked and controlled. If they are allowed to gain strength by indulgence and gratification—if every wish of a child is a law which a parent feels bound to obey, if a misguided and tender affection usurp the place of a wise and judicious discipline, the sad consequences may be readily foreseen, but seldom can they be remedied in after life. The affectionate promptings of the paternal heart are too often blinded to the future consequences of an inconsiderate choice. Mistaken kindness and affection are often followed by the bitterest sorrows.—*Supt. Leach, Providence.*

LANGUAGE.

Parts of Speech.—The Word "It."

Dr. Blair says of the word *it*, "this is the most general term that can possibly be conceived of, as it may stand for any one thing in the universe, of which we speak." And such, indeed, is the fact. It is in some respects one of the most remarkable words in our language. As a part of speech, therefore, it requires some special study. Let us notice some of its most important current uses in discourse, passing for the present its etymological history.

1. It is first used as a *Pronoun of the neuter gender-form.* This we may call its first and normal use. "The mind loves uniformity, *it* seeks to systematize everything."

2. It is used as a Substantive to indicate some idea, which is suggested by the context. We do not call it a pronoun in these cases, because it refers to no noun, previously expressed or implied. Its use has nothing in common with the regular pronoun use. As, therefore, it has its own independent way of indicating an object or an idea, we must call it here a substantive. The following examples illustrate this use: "*It* was not Israel that provoked the war."—*Dr. Pepper.* That is, "the party was not Israel." So, "*It* was John that came" (= the person). "*It* is truth that we seek" (= the thing), etc.

It should be noted, that in this use, it may refer to many objects, as well as to a single individual. Thus: "*It* is these examples that trouble me" (*it* = the examples). "*It* is only the striking proofs that he wishes to represent"—*Dr. Pepper* (*it* = the proofs). *It* is only advocates that are afflicted in this way"—*Chadwick* (*it* = the *persons*).

This use of *it* as a kind of *collective* noun is quite modern. Thus, in our translation of the New Testament, we find *they* used instead: "Search the Scriptures, for in them ye think ye have eternal life, and *they* are they which testify of me" (= *it* is they, etc.) So in Dr. Blair's lectures on Rhetoric—"*They* are the wretched attempts towards an art of this kind which have so often disgraced oratory" (= *it* is the wretched attempt, etc.); "*They* are the ardent sentiments of honor, virtue, magnanimity, and public spirit that can kindle that fire of genius and call up into the mind those high ideas which attract the admiration of ages" (= *it* is the ardent sentiments of honor, etc.)

Indeed this idiomatic use of *it* in the singular, likewise seems, even in the time of Dr. Blair, to have been not fully adopted. We think no writer at the present time would think of saying, "Egypt was the country where this sort of writing was most studied."—*Blair's "Rise and Progress of Writing."* Everybody would write now, "*It was in Egypt that* this sort of writing was most studied," which is quite as good English, and certainly much more elegant in point of phraseology.

So, "Lady Thanet was the person who had first remarked this to him."—*Thomas Moore.* We should say now, "*It* was Lady Thanet that had first remarked this to him."

3. It is used again Substantively as in the above cases, but always in a different construction, the complement term following the copula being in this case invariably either an *adjunct*, or a *word equivalent to an adjunct;*—that is, a preposition and its noun. Thus: "*It* is *to you* that I speak" (*it* = the *person*); "*It* is *for him* that I labor" (*it* = the *person*); "*It* was *on Science* that he lectured" (*it* = the *theme*); "*It* was *there* (= in that place) that I found him"; "*It* was then (= at that time) that he came"; "*When* (= at what time) was *it* that he came?" "*How* (= in what way) was *it* that you did it?" "*Why* (= for what reason) was *it* that you left town?"

This use of the word *it* is exceedingly common. We find it on almost every page of our best writers. It is a most excellent lingual contrivance for bringing into

prominence any term which the writer may desire to especially emphasize. Thus: "*It* is *to the intercourse of thought* that we are chiefly indebted for the improvement of thought"—*Dr. Blair* (*it* = the *thing*); "*It* is *among the most ancient authors* that we are to look for the most striking instances of the sublime"—*Ibid* (*it* = the *place*); "*It* is *from this class* that the ranks of fanaticism are filled"—*Dr. Hopkins* (*it* = the *class* of persons); "*It* is not by *his will* directly, that man has any control over his thoughts"—*Dr. Hopkins* (*it* = the *means*).

4. This word is used as the representative of a following infinitive or *clause*. It is usually called an *expletive* in this use. Thus: "*It* is manifest *that he is in fault*;" "*It* is just *that he should rule*."

The clause in these cases may be either a demonstrative clause, as in the above cases, or it may be an Infinitive or a Relative clause: "*It* is uncertain *who will undertake the enterprise*." "*It* is unusual *for him to be absent*."

5. *It* is used with words expressive of the state of the weather, as a *part of the verb*. In this use it is not really an expletive, as it is sometimes considered, but an organic part of the predicate, and not to be separated from it in analysis or in parsing, as it is not separable in sense. Thus, "*It* rains," "*it* snows," "*it* hails," etc.

6. *It* is used, finally, with nouns to give them a *predicative force*. This use is comparatively rare, but is perfectly good English. We find it more frequently in poetry than in prose. Thus: "He farms *it*;" "He is coasting *it*" (for traffic along the coast); "I will foot *it* hence."

Occasionally we find this predicative case of *it* with a *verb*. Thus: "I take *it* you are right;" "Come fairies, trip *it* on the grass." This use of *it* occurs quite frequently in Shakespeare. Thus:

"Lewis of France is sending over maskers to revel *it* with him and his new bride."—*Shakespeare, Henry VI.*

"Poor Tom's a-cold. [Aside.] I cannot daub *it* farther"—*Shakespeare's Lear* (*i. e.* continue my dissembling.)

"'Tis strange: a three-pence bowed would hire me, old as I am, to queen *it*."—*Henry VIII.*

"Lord Angelo dukes *it* well in his absence."—*Measure for Measure.*

"Whether the charmer sinner *it* or saint *it*,
If folly grows romantic I must paint *it*."
Pope's Moral Essays.

From the above it is manifest, that this little word is one of the most useful in our language. We can scarcely write a sentence without calling in its aid. In some one of these six uses, it is constantly occurring. Note the following paragraph from Dr. Hopkins' lectures on the Evidences of Christianity:

"We admit that belief is in no case directly dependent upon the will; that in some cases *it* is entirely independent of *it*; but he must be exceedingly bigoted who should affirm that the will has no influence. The influence of the will here is analogous to *its* influence in many other cases. *It* is as great as *it* is over the objects which we see. *It* does not depend upon the will of any man, if he turns his eyes in a particular direction, whether he shall see a tree there. If the tree be there he must see *it*, and is compelled to believe in *its* existence, but *it* was entirely within his power not to turn his eyes in that direction and thus to remain unconvinced. *It* is not by his will directly that a man has any control over his thoughts. *It* is not by willing a thought into the mind that we can call *it* there."

In this short paragraph the word *it* is used twelve times; and performs *three* of its six regular functions. How important that the pupil should be able instantly to detect these different uses, and explain them.

Compare, again, the different uses of *it* in the following:

It was true that he spoke to you.
It was there that he spoke to you.
It was this that he spoke to you.
It was thus that he spoke to you.
It was you that he spoke *it* to.
It was to you that he spoke *it*.

Are there not many teachers who would fail to distinguish the different uses of this word in the above How, then, when neither text-book nor teacher instruct correctly, is the pupil to master his own language?

It may be interesting to note that in the second and third cases, as given above, it corresponds precisely to one of the uses of *ce* in French;—in the fourth use it has an equivalent in one use of the French *il*, one use of the Latin *hoc*, *illud*, and *id*, and one use of the Greek αὐτο η τούτο; for these pronouns have precisely the same *expletive* use in the three languages respectively.

SCIENTIFIC.

The Form of Lightning-Rods.

BY PROF. JOHN PHIN.

The season when the attention of the public will be directed to protection from lightning is now approaching, and it is of the utmost importance that correct views in regard to the construction and erection of lightning-rods should prevail. We have in this country a class of men who have devoted themselves to the business of making money out of the fears which thunder and lightning inspire, and it unfortunately happens that the majority of these men care more for the money which they obtain than for the actual protection which they afford to their customers. To them, complicated arrangements, that can be defended with any show of reason, are a most important matter, for, on the ground of greater cost and efficiency, a more liberal harvest is obtained. In this connection there has been no more fertile source of imposition than the fallacy that lightning travels only on the surface of metallic conductors, for it has led to the construction of lightning-rods of which the cross-sections are stars, tubes, and all sorts of complicated devices. A recent note in *The Popular Science Monthly*, translated from the *Comptes Rendus*, indorses this view, and, as no editorial protest has been added, it may have a tendency to mislead many. Let us, therefore, consider the facts in this case.

In looking up the history of this subject, the first mistake that we meet is the confounding of *static* with *dynamic** electricity, or rather an utter ignorance of what static electricity is. The author of the note to which we have referred evidently supposes that all electricity produced by the ordinary frictional machine is *static*—which most assuredly is not the case. In making this mistake, however, he is not by any means alone. Dozens of writers have committed the same error, and it is not long since a medical man wrote a book on the curative powers of static, as distinguished from dynamic, electricity, while any physicist would have told him that in the entire volume there was not a single case described in which static electricity was used! Whenever electricity is in motion, that is to say, when it is flowing along a conductor, it is *dynamic*, no matter from what source it may be obtained. When at rest — that is, when it is in equilibrium—it is *static*. Dynamic electricity may be produced by the ordinary plate or cylinder machine; static electricity may have its origin in a voltaic battery.

Knowing that electricity at rest always tends to diffuse itself on the surface, in fact, that it always *confines* itself to the surface, it became, at an early period, a question whether electricity in motion did not follow the same law. Pouillet determined the question in a very ingenious manner. He took a cylindrical wire of a certain size and measured the resistance which it offered to a current of electricity. He then rolled the wire out flat and measured the resistance again; it was found to be the same, although it is evident that the extent of the surface of the conductor was by this means greatly increased. Other experimenters have determined the question by different methods, but always with the same result. The committee of the French Academy, which included Becquerel, De la Rive, Pouillet, and others, adopted a solid square bar as the best form for lightning-rods; and Sir William Snow Harris, though often quoted as favoring rods which present a large surface, says: "Provided the *quantity* of metal be present, the form under which we place it is evidently of no consequence to its conducting powers, since it would be absurd to suppose that a mass of metal, under any form, did not conduct electricity in all its particles; indeed, we know that it does so."

In attempting to determine this question, Pouillet and others seem always to have used electricity produced by a voltaic battery; and although, to the mind of every scientific physicist, such experiments are conclusive, the objection has been raised that they do not fairly determine the case for electricity of such high tension as lightning. To meet such objections, the writer of this article, many years ago, instituted the following experiments:

Take a strip of gold-leaf half an inch wide, and two or three inches long; pass through it a moderate charge from a six-jar electrical battery, and it will be entirely burned up. The circumference of the gold in this case is one inch, and this, of course, is the measure of the surface. Now, take a gold wire one-sixteenth of inch in diameter, and pass through it the most powerful charge that can be obtained from the same battery; the wire will remain unaffected, although it presents but one-fifth the surface.

The difference between the action of static electricity and electricity in motion is very well shown by the following simple experiment: Take a large Leyden jar, one of say two gallons measurement, having the usual knob and other arrangements. In the wooden cover insert a glass tube, carrying at its upper extremity a wire lying horizontally across it, the wire having a good-sized ball at each end, so that the discharge may take the form of a spark or an explosion, and not pass off silently. Between the horizontal wire and the knob of the jar stretch a strip of gold-leaf, and charge the jar in the usual manner. So long as the electricity does not flow *through* the gold-leaf, the latter will remain uninjured, although it is evidently charged as intensely as the machine can charge it. But, if we discharge the jar by laying one ball of the discharger on the outer coating of the jar, and the other knob at the extremity of the horizontal wire, the gold-leaf will be destroyed. If for the strip of gold-leaf, a wire the one-thirtieth of an inch in diameter be substituted, the charge will be carried off without its doing any damage. Here we see that, while the electricity was at rest (*static*), the gold-leaf was quite capable of receiving as heavy a charge as the most powerful machine could impart; but, the moment the electricity began to flow (became *dynamic*), the gold-leaf was destroyed, notwithstanding its great surface, while a wire of far less surface afforded a perfect way for the charge to pass off.

Experiments in this direction might be multiplied *ad infinitum*, and, when properly conducted, they all lead to the same conclusion, which is, that, when made of the same metal, the efficiency of any rod is in direct proportion to its weight per foot. It may be round, square, tubular, ribbon-like, or in the form of a rope consisting of several strands; it makes no difference. For ourselves, we give the preference to simple flat ribbon as being most easily applied and less obtrusive, but wire and wire ropes are very convenient, more easily procured, and quite as good.

That M. Nouel has neither experimented upon the subject nor given deep thought to it, is evident from the fact that he advises us to substitute hollow pipes for the present solid rods. As the interior surface of a pipe is incapable of receiving a charge of static electricity, it is evident that, if this law applies to lightning-conductors, the capacity of a pipe or tube would be just doubled by slitting it and spreading it out flat.

—Popular Science Monthly.

* We give to the terms *static* and *dynamic* the old meanings, as evidently does the writer under review. According to the new definitions suggested and advocated by Professors Thomson and Tait, dynamics includes statics. The point is one which does not affect the main question, however.

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☞ *To save many of our subscribers from writing to us, we will state again that we only publish* FIFTY NUMBERS A YEAR. *August 7th and August 14th no papers were issued. From this time until August, 1876, our subscribers may expect the paper regularly, with no break.*

WHATEVER may be the future destiny of France, recent debates in the Assembly have shown to demonstration that even the higher instruction is to remain, virtually, in the hands of the Catholic clergy. Every facility is to be given for the granting of clerical diplomas; and thereby hangs the tale that all idle, ignorant, and incompetent teachers shall be put on a par with hard-working and learned students of the universities, provided the former be willing to obey the dictates of the Catholic clergy. It has already been pointed out that the bulk of the lower classes in France are (quasi) instructed by the so-called "brothers" and "sisters," and that thirty-three per-cent of the French people are totally illiterate.

APROPOS of these poor illiterates — *analfabelici* the Italians say—has it ever struck our educationists how extremely difficult it is to get at the truth of such matters? A German school-paper imagines it has settled the point by simply recording, from fortnight to fortnight, the precise number of couples that have inscribed their sign-manual on the Berlin hymeneal altar. But what is more natural than that people wholly illiterate should yet practice their signature before proceeding to the marriage ceremony? Statistics must be worth a good deal before they are worth anything.

BY authorization of the Prussian Minister of Worship (and Education), a most important work has just been published by Dr. Schneider, Privy Councillor and official adviser to the education department. Those who are in the habit of looking to Prussia for one of the earliest States in the field of education do seldom realize the fact that it is only during the last three or four years that the educational reforms have found their way, seriously, into the Prussian kingdom. The old regulations of ex-Minister von Mühler were almost mediæval in their narrowness of spirit: the teachers were clergy—enthralled; at the normal training colleges the future teachers of Prussia were brought up in pedantry, bigotry, and total ignorance of the world, which training (?) rendered them precisely and totally unfit for the educative functions of their profession. Dr. Schneider's publication, "*Volksschulwesen und Lehrerbildung in Preussen,*" which might be called *the history of the educational era of new Prussia.* The volume deals with the constitution, scope, and objects of the public school, with a scheme for the secondary schools, with a new plan for the examination of elementary teachers, with the act for the inspection of schools (Sept., 1872), in a word, with the entire internal education-system of the country. The work is published at 4 marks by by Wiegand & Grieben, Berlin.

A New Art in Education.

Normal schools have their place in our education system. They do a work which is indispensable. The only pity is that they cannot do more of it. All good teachers are not normal graduates; but all teachers would be the better for having had normal-school training. There are, however, very many teachers in our schools, and there will continue to be many, who have not had such training. These need better information touching the principles and method of their art. These, and many who have had a normal-school education, need such instruction and incitement, from time to time, as shall correct the narrowing tendencies and stagnating influences of the daily school routine. They need, from time to time, to be lifted out of their own limited field of vision, and to be raised above their own stereotyped views and modes. We have substantially only two agencies that can at all reach this end,—the journal of education and the teacher's institute. The former is the more quiet and constant: the latter may be the more general in its reach, and the more vivifying in its immediate effects. Indeed, so much may be done by properly conducted teachers' institutes, that it is to be regretted that more pains is not taken to systematize their method of operating, and to secure for them a higher grade of professional art in instruction.

The need of this last suggests the want of a new art in education,—that of giving institute instruction. A somewhat extended observation and experience satisfies us that the power of giving proper institute instruction is really a specialty in art. It is not merely a matter of scholastic learning, nor of experience and success in school-teaching. It requires peculiar gifts, attainments, and experience, and those directly in the line of public teaching and speaking. Not the mere school teacher, lecturer, or preacher, is the man to succeed in the work; a combination of all these in their better qualities is more nearly the thing required.

The reasons are not far to seek. In the first place, you cannot get together any considerable body of school-teachers without the presence of conflicting grades of condition and qualification. Some need absolutely rudimental instruction; others will become disgusted if you give no other. Some will be most benefited by the presentation of simple primary methods; others have either got beyond those, or have no fellow-feeling for them. Some are all alive with interest in one branch; others are eagerly curious in some opposite direction. All seem to need simply "what they can take back to their schools;" and yet there are but few who do not crave something higher for their own want and sustenance. The general and growing feeling is, "We want methods;" and yet a method is nothing without its principles, and hardly more without special shaping to individual capacity. Lastly, "there is so much to be done"—so many branches, so many methods, so many special difficulties, so many pressing wants to be considered, that the time in most institute sessions—in all under two weeks—is wholly inadequate.

Now, it must be seen at once that the institute instructor has to undertake the reconciling of the almost irreconcilable. Shrewd selection of main points and pitiless rejection of avoidable side-issues and details; sharp delineation of leading methods in brief, to the avoiding of confusing variety and mere dogmatic tabulation; vigorous practical presentation of fundamental principles in logical order, but without degenerating into dry pedagogic argumentation; clear compacting of all matter into a few leading topics, and in terse Saxon style, freshened and vivified with apt illustrations, verbal and graphic, and yet steering clear of mere skeleton outlines and formulas; an easy colloquial address, enlivened with pertinent occasional questions, clear replies, and ready terms and repartees, but without descending to mere anecdotal digressions and platitudinous class style interrogation; a drawing out of the views and experience of teachers themselves, without being led astray and controlled by the discussions thus excited;—these are the ends to be secured. Let any one carefully consider them, and he will see that it is no matter of surprise that institute instruction is so often a sheer failure; and that until it is regarded as a severe specialty, and more care is exercised in the choice of institute instructors, it must continue to be a failure.

Moral Instruction in the Schools.

In touching upon the subject "The Bible in the Schools," we alluded to that of *Moral Instruction.* While neither the higher nor more comprehensive theme, the latter does appear to us the more pressing one. However the religious world may be divided upon the question of combining positive Christian teaching with the ordinary school instruction, on that of moral instruction there is no need of disagreement. Doubtless the truest education of the mind, and the highest good of the citizen and the State, require a training of the reason and the religious affections, absolutely parallel with the education of the sense and the understanding. In theory, that education of the human soul which does not ingrain into the whole substance of its knowledge and thought the fundamental principles of virtue and piety, is false and dangerous. And practically to restrict that education to the home and the Sunday-school, on any other than the ground of a hard political necessity, is simply absurd; for the religious instruction thus given is occasional and fragmentary, and is, even at that, brought within reach of only the merest fraction of the great mass.

But if, for the reason of our own discord and infidelity, we cannot have this steady, growing, and decisive Christian instruction in the school, it is only the more important that we secure that of a positively moral nature. Especially is it wise policy now, when the former is attacked, to seize upon the opportunity of putting the latter bodily in its place, as its proper and unobjectional substitute. It is folly to surrender upon compulsion an ancient right and not to seize upon the only remaining compensation. Only a fool will let go the having what he can, because he can not have what he ought.

Now, as we have said, in the simple field of fundamental morality or natural religion, there is a broad and common ground upon which all may stand, and stand agreed. The simple duty of cultivating *activity*, for example, how necessary to the life and health of all the powers of the human being! The necessity to general health and well-being of the man of frugal and *regular habits*, — this belongs not less to the domain of morality than to that of hygiene. There can also be no dispute as to the claims of useful *industry:* not only society, but the man himself, is interested in the matter of vigorous self-support and economic productiveness. Absolute *honesty* in all dealing with others

has certainly a claim upon a place in the school instruction, commensurate with the prominence given it in the statutes. Nor need we go far to find as just a ground for the steady and effective inculcation of *truthfulness*. What quarrel need there be with regard to the duty of *self-control* in the exercise of the violent passions? As to the obligation to *respect the common rights*, too much can hardly, in this lawless age, be said upon that. Less higher arithmetic and more *duty to law* would be a clear gain in the school course. Closely allied to this is the duty of *fitting behavior* toward others, whether above or below us, with its whole catalogue of specific virtues. *Purity of speech* and *chasteness* in conduct, in these times of growing laxity, might well have a conceded place, where their principles could be daily enforced. To these, how well, and without objection, might be added, *charity* to all the needy; *loyalty* to government and law; *patriotic* zeal for the national conservation and advancement; and *general piety* or reverence for the All-Wise and Beneficent Creator, with its whole galaxy of related virtues. In fact, there is field and room enough for a systematic instruction here; certainly great and pressing need in our times for attention to it. Shall we continue to over-look and neglect it, while at the same time we clamor for the other matter so involved in dispute?

Artistic Gestures.

In the August number of that unique and sprightly educational journal the *School Bulletin*, there is a notice of Dr. H. B. Sprague's paper on the "Teaching of Gesture," read before the New York University Convocation, and a sharp critique upon both his theory and its illustrations.

The strictures passed upon both were in our judgment no less just than sharp. The truth is, there are vital principles in the art of delivery that are almost universally overlooked by elocutionists and gesture-masters. That the hand may deliver a truth in gesture, which the voice is enunciating, is most true. But it is just as true that the hand is, so to speak, the mere handmaid of the voice, and should never ambitiously aspire to a parallel importance. It is the work of the hand in gesture, not to duplicate the whole work of the voice, but only *at necessary points to re-enforce* the vocal utterance. Now, as not every point which is susceptible of gesture is *necessary*, to seek to add force by gesture, is simply to weaken the effect of all necessary gesture. Gesture, like all high appliances of force, must be charily used or it becomes powerless from mere commonness.

In the next place, a large part of the tendency to excess in gesture lies wholly within the field of *descriptive gesture*. In every instance of the kind cited, where gesture in declamation exceeds so largely the real practice of the original speaker; in which gesture is clearly, though according to rule-elegance, overdone, it will be found on examination that the transgressor is *descriptive gesture*. In oratory, description is never for itself, but solely for the sake of the thought, for the reception of which it is to prepare the mind. Its place is properly in *excitation*, and it can not, therefore, be itself the force-field: it is only the unavoidable avenue to it. The main gesture, the great gesture, province lies just beyond it; it is where the fact or the thought, which has all along been burning before the glance of the orator, is to be squarely brought out and driven home. It is false elocution, then, to anticipate or overshadow emphatic gesture, by any noticeable display of that which is purely subordinate, descriptive gesture. It is poor tactics to weaken the main battle by a too lavish development of the skirmishing lines.

And once more, all gesture is but an outward, and at best imperfect, symboling of the inward emotion. Almost any gesture, opposed to rule though it be, is truthful and effective, if it only be *spontaneously shot forth by the uncontrollable inward energy*. No gesture, however artistically fashioned, and with whatever nice exactness overlaid upon the vocal delivery, has in it any truth, beauty, or power, if it be merely the studied product of the art, and not the natural outburst of the inward force. And precisely here is the great difficulty in making good speaking of ordinary declamation. The subject is not native to the school orator; the style is alien to his mind's action; the feeling is either wanting or is forced; and hence, there is not the inward ground for any true gesture; it has to be artificial. Hence, it has to be laid aside as soon as the boy comes to be the man; or if it be retained in the after public speaking, it both stifles the delivery in mere mannerism, and stamps the speaker as no orator, as no really honest thinker. Hence, we do not think it extravagant to say, that no true elocution for any person can be taught except upon the basis of simple, direct, earnest *composition*. Teach the pupil, first, to write something he really thinks and feels, and to write it *as he thinks and feels it*, and then teach him its natural and effective delivery, as thus thought and felt, and you will hit upon an enunciation and gesture that know how to do an honest work, and, still better, know how to keep their proper place. Aside from this, ordinary instruction in either can be useful, not as teaching the pupil what he is actually to use, or just where he is to use it, but as a means of habituating him, in a general way, to an easier and more natural use of his organs and powers, so that, whenever the true impulse comes, and either bursts out into action, what is spontaneous and earnest may not be crude, angular, and ill-fitted.

Normal Schools in South America.

The first normal school in South America was kept in Chili for three years, by Don Domingo F. Sarmiento, late president of the Argentine Republic. It was opened three years previously to the first normal school in North America, at Lexington, Mass., and continued three years, when Mr. Sarmiento was sent by the Chilian government on an educational tour to Europe and the United States.

During Mr. Sarmiento's occupancy of the presidential chair he established a noble institution of the same character in the old government house at Pararia. Its aims and curriculum were of much larger scope than those of the normal schools of North America. It was furnished with fine apparatus of every description, and gave a bounty to its students (who were chosen from the respective provinces according to the amount of their representation in their House of Representatives) of twenty dollars per month in gold, and all their books and materials of study. It was placed under the charge of Mr. George L. Stearnes, a Harvard graduate, highly recommended for the post by the Rev. A. P. Peabody, of Harvard. Mr. Stearnes has done a great work in the school, and was able to gather it again after it was broken up and scattered by the late civil war.

Another normal school, as we learn from *La Union Argentina* of last April, just received, has been opened in Taceeman, the southern province of the republic, under the charge of Mr. George Stearnes' brother. Its character is on a par with that of the school at Pararia, its only defect being, in the estimation of Mr. George Stearnes, that, like its predecessor, it gives too extended an education for the common-school teaching, but prepares its pupils for higher education, thus leaving a minus of supply to the lower schools. But Taceeman was not willing to be outdone by the province of Buenos Ayres. Model schools are appended to both institutions.

It is now proposed to have a normal school in the city of Buenos Ayres for *women*, and as the present president of the Republic, Avellenada, is the former minister of instruction and in sympathy with ex-President Sarmiento in educational matters, it will probably be done.

The republic has made long strides in improvement under the six years presidency of Mr. Sarmiento, and as the policy of the present administration is the same, that of peace and education, great hopes are entertained of farther progress still.

— A new German work, entitled "The Brazilian Empire in 1873," devotes eight pages to the "educational condition" of the rising empire. From these we learn, *inter alia*, that the qualifications for a teacher are: Twenty-five years of age to be a school manager, twenty-one years to be a teacher at all, a certificate of moral conduct and of competency. Women, it would appear, require no diploma of any kind; but foreigners, on the other hand, must show qualifications from their own respective countries. The teachers' places are disposed of by competitive examinations (even as in Holland up to the present day); there are no mixed schools anywhere, but several evening schools for adults. The whole empire had, in 1873, seven establishments for higher instruction, and 6,653 elementary schools, public and private. These were attended by 155,000 pupils of both sexes, a figure suspected to be far behind the actual facts.

— In the year 1874 there were in Moravia (Austria-Hungary) 37 school districts with 1897 public elementary schools, 17 private schools (though optionally public) and 52 strictly private schools. The public schools were attended by 284,000 children between the age of 6 and 12, and by 56,000 children, of both sexes, between 12 and 14. During the current year three *Kindergärten* have been established, and there is a fair prospect of further institutions of the kind. Technical or trade schools are spoken of as being, as yet, "sporadic," but the number of government training colleges for teachers is set down as five.

— The enormous sum of $65,000, which had been recently subscribed for the erection of a monument to the Viceroy of Egypt, will be used in a somewhat different direction. By the Khedive's own desire and instructions, the whole sum will be devoted to the establishment at Alexandria of a great public school, open to children of all nationalities and every parental denomination.

— The town of Naples possesses now a German Protestant school answering as nearly as possible the German real-school of the second class where no Latin is taught. The study of two living languages is compulsory in the curriculum, and two more foreign languages may be selected by the parents. By Easter last the school numbered 155 pupils, viz.: 99 boys and 56 girls, who were instructed by six professors.

— In the Norway Storthing it has been decided by 61 against 50 votes, to draw an additional sum equivalent to $280,000 for improvements in the educational system of the country, more especially by raising the salaries of the teachers of the elementary schools.

— A country is nothing without men, men are nothing without mind, and mind is little without culture. It follows that cultivated mind is the most important product of a nation. The products of the farm, the shop, the mill, the mine, are of incomparably less value than the products of the schools. If the schools of a people are well taught all else will prosper. Wherever schools are neglected it is a sure sign of national degradation and decay. The central point of every wisely administered government is its system of education. The education of youth well cared for by a nation, out of it will grow science, art, wealth, strength, and all else that is esteemed great in the judgment of men.

— No man ever stood lower in my estimation for having a patch on his clothes; yet I am sure there is greater anxiety to have fashionable, or at least clean, unpatched clothes, than to have a sound conscience. I sometimes try my acquaintances by some such test as this; who could wear a patch, or two extra seams only, over the knee.—*Thoreau.*

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

Vacation Plays.

Nannie, Louie, and Alfred are never at a loss for amusement in vacation, for when the old games become tiresome they invent new ones which are more interesting than any they have learned, because they are their own. They play in pleasant weather about a quiet, shady yard and garden by Nannie's house, or in the sand-box in Louie's yard, where they can think themselves at the sea-shore; for the wind among the pine and fir trees around the enclosure makes the very sound of waves dashing along the shore, and the sand was really brought from the beach in the spring.

In dull weather, when they are obliged to keep in doors, they resort to Alfred's games—"The Crocodile" and "The Whale." Alfred puts on his papa's dressing-gown that has large, gay patterns, over a dark ground, and crawls slowly about the floor, quite prone, up stairs and down, opening his mouth very wide and uttering dreadful sounds, while Nannie and Louie run before him and get wild with fright and excitement at his horrible appearance; he pursues them over the stairs and even to the attic, where they hide, or he lies in ambush by the door-way and drags them down as they run through. "It is great fun," they say, "but very hot for the crocodile."

"The Whale" is more funny but less exciting, as they stay in one room to play it, and that is the parlor. The whale stands in the front parlor and has the great sliding doors for his jaws, and when Nannie and Louie, who are spread out on the floor of the back parlor, try to swim through, he opens and shuts his monstrous jaws upon them, if they are not nimble little fishes, and does anything he choses by way of devouring them, or casting them out again as the whale did Jonah after three days' trial of him as a tenant of his ribs. All this is extremely delightful, but now that mamma has a new carpet in the parlor they cannot play it there, and are longing for the shabby, old carpets again, whereon the whale can disport himself and the little fishes swim.

However, the pleasant days are best, of course, and the out-of-doors games, which they have invented to the number of forty-five, and of which they have a list in Nannie's own hand-writings. Nannie is three years older than Alfred and Louie, and rather superintends all the plays and is the originator of most of them. They have very odd names, such as "The Crust of Bread"; "Fairy of the Flowers"; "The Wicked Queen"; "Lion"; "Hunters"; "Old Woman and Young Man"; "Peter"; "The Old Cuspidor"; "The Underground Palace," and "Witches."

"The Wicked Queen" is of Nannie's devising, and can be but imperfectly described, as it is susceptible of as many changes as Nannie's restless imagination can suggest; but the ground-work of it is this: Pearl, Coral, and Nautilus are children of a sea king and queen, and live on the bottom of the ocean. The air serves them for the ocean and the clean shady streets for the paved floor of the cool seas. So they chase each other around the corners, and imagine that a wicked queen is after them, who can transform herself into any shape and pounce upon them to torment them. Their mother only can rescue or protect them, as she is somewhat of a fairy. These two queens are both pure ideals without a thread of visible representation, and this gives immense room for invention as to when and how they shall appear, and what they shall do; so, as all three of these children, Pearl, Coral, and Nautilus, are quite at home in the realms of fancy they are constantly arousing each other by such calls as, 'O here comes the wicked queen in the shape of a porpoise; move quickly!" and away they all dart along the pavements, or hide within the friendly, open gates, or cuddle nestling together in the corners with greater zest. Then another call excites them: "Mother is coming, with her arms open to save us, and hide us in a great clump of sea-weed!" and then how they scamper, with cries of joy, clinging together as if in one embrace! There is a witch in the game, who ends it by cutting the little sea-children up and boiling them in a pot, that they may live a hundred years; and you know that it is very easy to play at being cut up and boiled, and much more amusing than the reality would be, and that they are just as sure of living a hundred years as if the witch were a true one. Louie says, "This game is just like telling a story and acting it, and you can play it forever by always thinking of new things for the imaginary people to do."

Louie's own game is "The Fairy of the Flowers," and is played by "Sweet Pea," "Moss Rose," and "Sweet William," a very nice characterization of the little actors. They run to and fro in the garden, playing they are very small and that they ride in poppy-seed chariots or on butterflies' backs. Sweet Pea climbs the ladder and blooms out from the cherry-tree's foliage or trails up the steps and perches on the high piazza, while Moss Rose lives in the arbor, which her fancy has converted into a rose bush, and looks out, with her rosy cheeks and her thick, clustering brown locks, as much at home as you please, while Sweet William, who is engaged to Pansy, lingers about her part of the garden, in a great state of delight. Then they all visit each other and talk as if they were flower-fairies, and bring each other presents of their own perfumes done up in pretty petals, till by-and-by a great wind comes and bears them on its wings hither and thither, tossing them about like spray from a breaking wave.

So the happy vacation days escape like hounds from the leash and the game is hunted down at last, when the visitors of the chase come back with rosy cheeks and glowing eyes at the welcome sound of the school-bell.

The Golden Rod.

BY ANNA PEACE HAZARD.

[Let the one who recites, hold a handful of Golden-rod blossoms.]

When Summer wanes, beside the roads
A little fairy stands;
And clasps around its head and face
Soft, tiny, green-gloved hands.

But when the Autumn comes it brings
A change exceeding fair;
Down drops the veil and out there floats
Bright, gleaming golden hair.

The insects gather round about,
And all buzz merrily;
The butterflies are charmed with it,
And cannot pass it by.

But now her diffidence is gone,
And like a queen for pride,
She floats about her golden locks,
And sways from side to side.

And could the little flower speak
Up from the dewy sod,
The tiny thing would cry, "I am
The fairy 'Golden-Rod'!"

After Vacation.*

BY M. B. C. SLADE.

We have come from the mountains, where, from white summits gushing,
All the cool, hidden fountains down their bright streamlets fling;
And from mountain beauty, to our daily duty,
Through our spirits rushing, fresher life and strength we bring.
Climbing Learning's mountains, tasting Wisdom's fountains,
In our happy school-room, like the mountain streams we sing.

We have come from the ocean, where the blue billows dashing,
With a wild, merry motion, cast the foam on the shore;
And from ocean beauty, to our daily duty,
Through our spirits flashing, shines its light forevermore.
Wisdom's boundless ocean, with a new devotion,
In our happy school-room we again will now explore.

We have come from the meadows, where the sweet flowers are growing,
Where the sunshine and shadows fly so gaily and fleet;
And from Nature's beauty, to our daily duty,
With our spirits glowing, now we turn our willing feet.
For in Learning's meadows, there are lights and shadows;
In our happy school-room, we will hasten them to meet.

We have come from Vacation, happy time full of pleasure—
From its sweet recreation, pleasant pastime so gay,
And its hours of beauty to our daily duty,
Send their richest treasure, as we gaily come to-day.
But, though dear, Vacation, with its recreation,
In our happy school-room we rejoice again to stay.

* This song, with music, is in "Merry Chimes;" O. Ditson & Co., Boston.

By the Surf at Hampton Beach.

BY LOUISA P. HOPKINS.

In every line of breaking beauty seen,
In every foamy crest or concave green,
O'er the expanse where sky and ocean meet,
The tender love of God is brooding sweet.

Told in the wavy tracery on the sand,
Spoke by the rugged rocks' encircling band,
Breathed in the pure and healing winds that fly,
The tender love of God is hovering nigh.

Written on every fair and pearly cloud,
Sung by the sea's grand monotone aloud,
Whispered within each convoluted shell,
The tender love of God so close doth dwell.

In quickened pulse by His own finger stirred,
In grateful heart responsive to His word,
In burning soul that worships at His feet,
The tender love of God abides most sweet.

August.

[Recitation for a little girl personating August.]

BY M. B. C. SLADE.

I come! I come! and the waving field
Its wealth of golden grain shall yield.
In the hush and heat of glowing noon,
The insects' hum is the only tune;
For the merriest birds forget to sing,
And sit in the shade with drooping wing.

But see! how the purpling grapes hang high,
And ripen beneath my sunny sky!
And see! how the fruits of the bending tree
Turn blushing and rosy cheeks to me!
And soon shall your garners be over-full,
With gifts from the August bountiful.

Alphabet Game for very small Children.

BY M. B. C. SLADE.

(*Twenty six children in a row. Each holds, in his right hand, a letter of cardboard, large enough to be seen by the whole school.*)

In concert.—We are very little things all standing in our places,
And now we raise our names high up, above our little faces.
Another little one.—I think if I were you,
I'd show what I could do.
C, A, and T.—We three will show you that
We spell c-a-t, *cat.*
*W, E, L, and L.**—Now you can see us spell
W-e-l-l, *well.*
D, I, and N.—We, now, you see, begin
To make d-i-n, *din.*
F, U, R.—And now we show you, sir,
We spell f-u-r, *fur.*
First group.—The *cat* says mew, and catches mice,
My cat is Kitty, and she is nice.
Fourth group.—A *boy* is big, can reach *so high,*
A boy will be a man by-and-by.
Second group.—Now we will tell you, Ding, dong, bell;
A *boy* put the *cat* down in the *well.*
Fifth group.—It was a sad, dark place for her;
It bumped her nose, and wet her *fur.*
Third group.—She made a *din* when she went in;
Then good Jack Stout, he took her out.
A, E, I, O, and U.—We are the little vowels;
If us you do not borrow
You cannot spell another word,
If you stand there till to morrow.
*K, and S.**—Come over, I, your face we miss;
Come help make k-i-s-s, *kiss.* (*They kiss.*)
V and X.—Come, E, join us two little specks,
And help us spell v-e-x, *vex.*
Q and Z.—Come, U, and I, your place here is
To show the people how to *quiz.* (*Put up hands like opera-glasses.*
H, and P.—Come over, O, and with us stop,
And pretty soon we'll have a *hop.*
J, and M.—Come, A, run over where I am,
And help us make a little *jam.*
G.—I'm all alone, dear brother O,
Come over here and make me *go.*

All.—So now we've tried to show to you,
What little things like us can do.
And if you come again, some day,
We'll try some longer words to say.
It tires us, if we talk too long;
So now we sing our little song:
"A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P;
Q, R, S, and T, U, V; W, and X, Y, Z;
Now youv'e heard my a, b, c,
Tell me what you think of me?"

* When a letter is doubled, the child holds the duplicate letter in his left hand.

Preserving.

BY M. B. C. SLADE.

Dame Margery stands by the red-ripe piles
Of fruit of the summer clime;
She fills up the crystal jars, and smiles
As she thinks of the winter time.
The snowy sugar she measures and weighs,
With a care that never swerves.
"When summer fruits are all gone," she says,
"You shall taste my winter preserves."

Maid Maggie leans out in the shade and light
The sun and the woodbine throw.
She watches a white cloud's upward flight,
And the bloom and the green below;
The brook's brown waters as on they haste,
And the still, swift swallow's curves;
When summer beauty is gone, may we taste,
Maid Maggie, of *your preserves?*

CORRESPONDENCE.

A Letter from Prof. W. D. Whitney.

[We take pleasure in giving space in our columns for the correction of an error, concerning which Prof. Whitney writes us. Although the letter was not written for publication, yet we think it will be gratifying to our readers, and not exceeding the bounds of propriety, to publish it in our columns; the more so as it expresses most clearly, and in better words than we could choose, just the facts of the case.]

TUBINGEN, GERMANY, July 23, 1875.

MY DEAR SIR:—I have been quite too busy in Germany to be able to accept your proposal of a correspondence, or indeed to send anything of that character back across the ocean. At present, however, I have one little literary item, by taking some note of which you would oblige me and some people on this side who are quite worth obliging. Prof. J. M. Hart, in his book on "German Universities" (p. 245), speaks of Jena as "the only university in Germany which degrades itself by selling its degrees to foreign applicants." This, though doubtless said in good faith, is an entire mistake; no such thing is done at Jena, any more than elsewhere in Germany; all the universities are a little less exacting, perhaps, in the case of foreigners than of Germans; but Jena is no special exception, and is very far from being guilty of the mercenary meanness here attributed to it. The passage has come to the notice of some of the professors at Jena, and they feel quite hurt, and one of them, a friend of mine, has requested me to use my influence to obtain some correction of the misstatement before the American public. I am sure that you have some column of items in which you could insert a brief and simple correction of the error.

I hope that your new undertaking is proving as successful as you anticipated and wish. Faithfully yours,

C. C. Chatfield, Esq. W. D. WHITNEY.

Education in Iowa.

MARSHALLTOWN, IOWA, August 14th, 1875.

Editor New-England Journal of Education:

DEAR SIR,—Thinking that perhaps a few words from one of your Iowa subscribers would not come amiss, I take the present time to say that of all the journals that I have seen THE NEW-ENGLAND bears the palm.

Education in Iowa is at the present time engaging a full share of public attention, and in some parts of the State it seems as if the people had arrived at the conclusion that it is the one thing needful above all others. The old system of Teachers' Institutes has, in most counties of Iowa, given place to the County Normal Schools, and only by being seen in session can they be appreciated. Last year, at the Normal in this (Marshall) county, there was an attendance of about one hundred and fifty; this year there will be about the same. There are about two hundred public schools, and about two hundred and seventy teachers in the county, also two flourishing academies, and yet the call is for better school facilities.

Marshall county, in company with eight other counties of the State, is at present under the supervision of a lady county superintendent, and right well has she performed the duties of the office during the last two years; and to show that she is appreciated, the people at the primary election, held over a month ago, elected her to serve another term of two years by a majority of six hundred out of a vote of about two thousand.

Iowa to-day is in as prosperous a condition as any State in the Union, and the spirit of enterprise seems to have taken a firm hold of every branch of business, and both schools and teachers seem to have partaken of the good feeling and are striving to reach the highest attainment on the progressive road.

Wishing you the best of success with the JOURNAL OF EDUCATION, for certainly it deserves a full share, I remain a friend of the schools. C. P. B.

"Identical Education and Co-Education."

EDITOR JOURNAL:—Please permit in your valuable paper a brief review of some of the points in an article in your last issue, under the above caption.

We are told, indirectly, that the grand ultimate end and aim of education is the true and proper development of the nobler humanity. But in discussing the subject the writer forgets the development of nobler humanity and falls to discussing, "*vocations in life*," and "*spheres of personal and relative duty*." He talks about *female* education as though there were any sex to the development of humanity; tells us "that education *per se* whatever its kinds or methods, cannot obliterate the distinctions of sex"; and yet seems to be in great fear that co-education will somehow accomplish this impossibility; objects to the course of education at Vassar, on the ground that girls are taught what they will make no practical use of in after life;—forgets that the same objection, if it be an objection, is good against three-fourths of the college courses, not for girls only, but for boys as well. The statement that closes the article does not fairly state the question as it is argued by the advocates of co-education.

The tendency in most American colleges is to multiply courses more or less parallel, and to give boys a large number of optional studies to give scope to diverse views and capacities. There are girls, as there are boys, who wish to take, and will be benefited by, the regular course. There are others, both boys and girls, who do not wish and, perhaps, cannot take the regular course, but prefer some other. All that the advocates of co-education contend for is that, so far as their courses run parallel and contain the same studies, both boys and girls should be in the same schools and classes, and that they are not unsexed by such proximity, but only properly educated in respect to sex: a part of education more or less wanting in those who have been separated as soon as they become conscious of difference of sex and educated after the fashion of the cloister and the nunnery. That such defect in sex-education is, in both sexes, in after life a prolific source of unhappiness and failure.

They believe that, as the life-work of men and women is to be side by side, their paths blending and all their activities most intimately associated, the preparation for such life-work ought, on general principles, to be such as best to fit them for such intimate association. Hence such preparation, whether the end sought be the "development of the nobler humanity," or preparation to fill properly one's "vocation in life," or "*sphere of personal duty*," ought to be identical, if not in quality and quantity necessarily, although they believed it may properly be in both these, at least in method and place of attainment. But the advocates of co-education base their conclusions not on mere speculations as to the results of imagined causes, but upon well-defined and carefully observed facts. O. F. LUMRY,

A twenty years observer of co-education in Wheaton College.

The Cambridge Entomological Club.

CAMP OF THE CAMBRIDGE ENTOMOLOGICAL CLUB,
MT. WASHINGTON, July, 1875.

MR. EDITOR:—This is the first uncomfortable day we have had. The clouds rise from the valley and descend from the summit by turns, driven by the shifting currents of air, and we get more of the fog and drizzly showers here on the middle of the mountain than they have either above or below us. Once in a while we catch a glimpse of Mt. Carter, with half a dozen little clouds playing a stately game of tag among his green ravines, or of the Glen House in the sunny valley, but it is only for an instant, and though we can hear the stage rattling along half a mile overhead, we have not seen the road above the trees since sunrise.

Yesterday was clear and still. The festive black-fly held high revel in camp, but most of the party went upward. The younger members stopped a few minutes at the Half-way House to purchase some gingerbread, at which act of effeminacy one of the old folks was heard to exclaim derisively, "How can you stop to indulge in gross pleasure now." Accordingly "gross pleasure" has become a synonym with us for gingerbread. Just beyond the Half-Way House we bid adieu to the trees. For a little way the road follows a deep ravine known as the Great Gulf, in the bottom of which we could hear the waters of the west branch of the Peabody river dashing along their rocky bed, and by leaving the road and exploring little jutting plateaus that overhang the gulf, we could catch glimpses of white cascades and waterfalls among the green trees far below us. Across the gulf, high up on the north side of Mt. Jefferson, is a big field of snow, and several smaller patches can be seen, all feeding the West Branch. Among the Labrador tea and blueberry vines on one of these little plateaus I found a large toad. He seemed to be of a peculiar species, but I neglected to make a sketch of him, and can only say from memory that he was of a dark rusty-brown color with very distinct markings of a darker shade, and seemed to have all four limbs more evenly developed than his lowland brothers. Perhaps so much climbing lengthens the arms and so little hopping shortens the legs. How is that, Mr. Darwin?

After making one or two very abrupt turns and looking down upon itself every rod or two, the road is moderately straight for half a mile. Several grotesque pieces of foliated gneiss can be seen between the four, and five mile posts, and the whole road is thickly strewn with mica. Some pieces an inch square were found by our mineralogists, who also obtained excellent specimens of hornblende, tourmaline, garnets, aurogonite, and smoky and rose quartz.

After passing the five-mile post an extensive view is opened toward Conway, taking in several very picturesque mountains and lakes, the summit of Mt. Washington tower on the right, and in the middle distance the rugged sides of the south wall of Tuckerman's ravine. Here is the beginning of the habitat of the Mountain Butterfly, a species peculiar to this locality and eagerly sought by nearly all our party. They have the curious habit of flattening their wings down upon the ground or rock when they alight to avoid the wind, but such is the force of habit that they do so when it is a calm also, raising them slowly afterwards as if it were a second thought. The caterpillars live on a coarse kind of sedge which grows here.

Beyond the six-mile post we came in sight of the railroad, and directly between us and it was a patch of snow several rods in extent. This was not reached without a rough scramble, and though it was too icy for pelting each other, much to the disappointment of the ladies, enough soft spots were found to wash several faces. The vicinity of the snow showed us one interesting phenomenon. The transition stages of the willow, from bare winter branches to summer verdure, could all be observed within a distance of a few rods, and the branch with the buds scarcely swollen could be tossed over the silky catkins to the little stunted shrubs in full leaf. The same thing was observed of the violets, laurel, and azalea.

Proceeding to the summit we arrived in season to witness the ascent of the singular looking little engine and car. The engine being built for up-hill work seems, as one of the party aptly expressed it, to "tip down" as soon as it comes on the piece of level track in part of the platform. Most of us, after a rapid glance at three States and a hundred lakes and rivers, devoted our time to hunting Alpine beetles which abound under the rocks. Nearly all these are species peculiar to high mountains, but on fair days many butterflies, flies, and wasps wander up from the valleys. Returning by moonlight, we did ample justice to the fried hominy and syrup which the stay-at-homes had provided, and at ten o'clock when the rain came splashing down in torrents, most of us were too drowsy to think that the morrow's projected trip to Tuckerman's ravine must be abandoned.

Now a mild lunatic nudges my elbow and desires my attendance at a spelling match in the big tent. It is dangerous to deny such persons anything, so I shall have to go.

Yours truly, WALTER HOXIE.

A Mosaic.

[The following waif, starting from who can tell where, is one of the most ingenious mosaics ever put together by the brain of man. It is written in six different languages: English, Latin, Italian, Greek, French, and German, and is worthy of preservation as a curiosity.]

In tempus old a hero lived,
Qui loved puellas deux;
He ne pouvait pas quite to say,
Which one amabat mieux.

Dit-il lui-même un beau matin,
"Non possum both avoir,
Sed si address Amanda Ann,
Then Kate and I have war.

Amanda habet argent coin,
Sed Kate has aureas curls;
Et both sunt very ἀγαθαί,
Et quite formosae girls!"

Enflu, the youthful ἄνθρωπος,
Φιλοῦν the δύο maids,
Resolved proponere to Kate,
Avant set evening's shades.

Procedens then ad Kate's domum,
Il trouve Amanda there,
Καὶ quite forgot his late resolves,
Both sunt so goodly fair.

Sed smiling, on the new tapis,
Between puellas twain,
Coepit to tell his flame to Kate,
Dans un poetique strain.

Mais, glancing ever and anon,
At fair Amanda's eyes,
Illae non possunt dicere
Pro which he means his sighs.

Each virgo heard the demi vow,
With cheeks as rouge as wine;
And offering each a milk-white hand,
Both whispered, "*Ich bin dein.*"

What Leading Educators Say of Us.

From WM. F. PHELPS, *Prin. State Normal School, Minn.*

The establishment of the *New-England Journal of Education* as a weekly publication I regard as an event that marks an epoch in the progress of American education, and the *Journal* itself as eminently worthy of the confidence of the friends of the cause everywhere. The great ability and the practical character both of its editorial and contributed articles especially adapt it to the hearty support of the educational workers of Minnesota, and indeed of the whole country.

From L. WRIGHT, *County Supt., Minn.*

The *New-England Journal of Education* meets the needs of the teacher in his daily work. It is newsy, up with the times, full of suggestions to provoke thought, and in brief and concise articles it discusses the questions bearing upon the educational problem.

From J. C. GREENOUGH, *Prin. State Normal School, Prov., R. I.*

The *N. E. Journal of Education* is a very important aid in the work of popular instruction, and deserves the support of every teacher in New England.

From the Maine Farmer, July 17.

The *New-England Journal of Education* has entered upon its second volume, and is proving a great success. It should at least be in the hands of every teacher in the State.

From the Brooklyn Journal of Education.

The *New England Journal of Education*, Boston, Mass., is without doubt the most complete and efficient educational journal in America. The high standing, experience, and literary capacity of its writers and contributors make it possible to combine the best elements in such a paper with versatility, a most desirable thing to do.

From the Congregationalist.

It is decidedly stimulating to teachers and all interested in education to open the *New-England Journal of Education* and run the eye down its columns. One not only finds a vast amount of school and educational intelligence, but also the best thoughts of leading minds, and many suggestions of great value, not only to teachers, but to all who prefer not to grow rusty. The success of this periodical is greater than its most sanguine advocates expected, and under its able management we expect to see it advance in prosperity. The wonder is how teachers, or any body else actively interested in education, can do without it.

STATE DEPARTMENTS.

Maine.

AUGUSTA. — The Kennebec *Journal* says that, since the death of her husband, the 4th of February last, the widow of the late Thomas H. Little, of Janesville, Wis., has filled her husband's position of Superintendent of the State Institution for the Blind. At a recent meeting of the board of trustees of the institution, her services were spoken of in the highest terms, and the trustees voted that she be retained in the position of superintendent.

FARMINGTON. — The public schools in this village will commence August 23. The schoolrooms have been repaired, and are now very pleasant. By a recent vote of the trustees of the Normal school the same arrangement was made with this school district as has existed with the schools at Castine the past year. The plan is substantially as follows: "The district furnishes pupils, teachers, and schoolrooms. The State furnishes (*i. e.*, nominates), a principal, and contributes $10 per week and teaching force from Normal students." To meet the requirements of this plan, the Intermediate and Primary schools will be held in the same building, and be in charge of a principal assisted by *two permanent* teachers. The generosity of the trustees in giving the public schools the benefit of the model-school instruction will be fully appreciated by our citizens, while the school officers will do all in their power to make the schools the best we have ever had, and at the same time afford the Normal School a good practice school for illustrating the best methods of teaching. The Grammar School will be held, of course, in the Intermediate school house, which has been fitted up for its reception.

We learn from the school committee that there will be classes formed in the following studies in the Free High School, to be held at Farmington Falls this fall: Greenleaf's Practical Arithmetic, Greenleaf's Elementary Algebra, Hutchinson's Physiology, Barnes' Brief History United States, Geography (Miss Hall's, No. 2), Kerl's Common School Grammar, Natural Philosophy (14 weeks). There will also be classes in Latin, Reading, Spelling, etc., adapted to the wants of the pupils.

BRUNSWICK.—It is rumored that the professorship of Latin at Bowdoin College, made vacant by the non-acceptance of Professor Paine, is to be offered to Prof. C. H. Moore, and that C. C. Springer, Esq., who has recently returned from a two years' sojourn in Europe, where he has been studying, is to be elected to the professorship of Modern Languages, now occupied by Professor Moore.

Mr. F. K. Smyth, who has so acceptably filled the place of principal in the Bath High School, has been elected tutor in Mathematics and instructor in Gymnastics in Bowdoin College.

PORTLAND. — The school committee are looking about for a second assistant-master of the High school. The duties of this position involve instruction in the natural sciences, and a good teacher of Chemistry, Botany, and the rest, is wanted, and hard to find.

SKOWHEGAN. — The friends of the Skowhegan Library Association have succeeded in raising $300 for the purchase of new books; $250 will be expended for that purpose very soon, and the remainder reserved until some time next winter. Governor Coburn very generously contributed $150 of the above, thereby doubling the amount raised by individual subscriptions.

WOLO. — Miss Susan M. Hallowell, who received the honorary degree of M.A. at Waterville, the other day, is a Bangor lady, and occupies the chair of Natural History in Wellesley College, Massachusetts, with a salary of $1,800.

KENT'S HILL. — The Maine Wesleyan Seminary has property to the amount of $157,000. It has established a normal and theological department.

WATERVILLE. — During the past year 840 volumes were added to the library of Colby University. The whole number is 10,740.

ELLSWORTH. — Mr. E. P. Sampson, a graduate of Bates, has been engaged as principal of the Ellsworth High School.

New Hampshire.

GOLD MINES in New Hampshire are sufficiently rare to be well worth a visit. The polite superintendent of the Dublin mine showed us through his works, the other day, and gave us a good idea of the "transmutation" of quartz into gold. The "chunks" of quartz, as they come from the mine are first thrown into a "crusher," which closes its ponderous jaws upon them and reduces them to coarse grains. These fall upon the top of a furnace, where they are thoroughly dried. They are then thrown into the "stamps," each weighing 650 pounds, and dropping ninety-five times a minute, which reduces the mass to very fine flour. This is passed through a screen and "bolted," after the manner of an ordinary flouring mill, the coarser part being returned to the stamps and the rest passed into the hoppers of the amalgamating barrels. These hoppers hold just a ton of the powdered quartz; the barrels are cylinders, of the size of a small hogshead. When all is ready the ton of powder is dropped into the cylinder, with 30 or 40 pounds of mercury and some other chemicals, and a sort of galvanic battery, and water is let in till the whole is reduced to a very thin pudding. The cylinder revolves, and the mercury proceeds at once to digest the pudding by taking out the particles of gold in it. When the cylinder is stopped the mercury sinks to the bottom and is let out. The residue is passed over certain galvanized surfaces, copper plates, etc., which retain any stray particles of gold that may have eluded the mercury. The amalgam from the cylinder is placed in black-lead retorts and placed in the furnace, where the mercury distills over, leaving the gold in the retort.

The Union is still of the opinion that New Hampshire is at the head of the universe in educational matters, and that, having abolished the institutes, if we could only abolish sundry other evils, such as Music and Drawing, Latin, Greek, and other costly nonsense, that our schools give to the rich but not to the poor, there would be little more to desire in the way of "taxes" or anything else in our State. It never seems to have occurred to the *Union* that furnishing this higher education to the *poor* as freely as to the rich is the very reason, the only possible means, which has enabled so many ten-thousand of our poor boys to rise to the very highest positions in the country. That some of our leading newspapers in these centennial times continue to talk such superlative nonsense, seems perfectly preposterous to our outside friends. But the consolation is that such petty demagoguism, though very potent here in times past, has very little effect now, even on the few ignorant and bigoted people whom it is intended to influence.

WEST POINT CADETSHIP. — Col. Henry W. Blair, representative from the Third Congressional District, gives notice that the nomination to which he is entitled will be made by a competitive examination, at West Lebanon, probably in September. Committee: Francis A. Faulkner, Esq., Keene; Prof. E. W. Dimond, Hanover; Col. Charles H. Long, Claremont; William Child, M.D., Bath; Hon. Nathan Weeks, Plymouth; Chester B. Jordan, Esq., Lancaster; Lieut. Frank W. Russell, of Plymouth. In a sensible letter, which some of our worthy representatives who have nominated their own sons without any competition might read with profit, Colonel Blair says: "As the nomination is the right of the district rather than the member of Congress who happens to represent it, and being personally desirous that every boy in the district who is eligible should have a fair chance to get it, I will nominate the one who shall be selected after a competitive examination. I hope there may be hearty competition for the nomination by all who would like to receive it. It will not be a political nomination. Failure will be no disgrace, and I hope the best boy may win."

TEACHERS ELECT.—*Concord* High School, John L. Stanley, of the Bradford, (Mass.,) High School, salary $1,800. *Dover* High School, Edward D. Mason, (Dartmouth, '72), salary $2,000. *Nashua* High School, Edward A. Kinsley, New Haven, salary $1,750; sub-master, Fred W. Eveleth, Fitchburg, salary $1,000. *Francestown* Academy, C. W. Savage, of Derry. *Weare*, Pine Grove Academy, Henry S. Cowell (Bates, '75). *New London*, Rev. A. L. Lane, Biddeford, Me., principal; J. J. Holbrook, Keene, teacher of Mathematics and Sciences; Rev. J. F. Morton, Boston, teacher of Languages; the late president, Warren, goes to Colby University as professor of Mathematics. *Warner*, Miss E. E. Phelps, assistant. *Claremont*, Miss Hamilton (Univ. of Vt., '75), first-assistant.

— The lately appointed trustees of State Normal School, mostly reappointments, are: Prof. H. Orcutt, W. Lebanon; King S. Hall, Gilford; George A. Bingham, Littleton; Clinton Averill, Milford; S. B. Page, Concord; W. H. H. Allen, Claremont; D. W. Buckminster, Keene; W. A. Hurd, Sandwich.

— A board of Education has been elected in Laconia, in accordance with an act of the last legislature, made up as follows: E. A. Hubbard, president; George L. Mead, secretary; Charles F. Stone, W. L. Melcher, A. J. Thompson, and John T. Busiel.

— At the third annual meeting of the N. H. Antiquarian Society, lately held, the curator reported 978 additions to the museum; about 1,100 volumes, 3,700 pamphlets, and many newspapers and manuscripts to the library during the past year. The Society's collections contain now 550 articles of domestic antiquities; 166 Indian relics; 761 coins and medals; 1,500 specimens in geology and mineralogy; 1,226 specimens in natural history; 328 foreign curiosities; 2,028 volumes of books; 4,300 pamphlets; 6,696 newspapers; 1,512 manuscripts, and many hundred engravings and pictures.

Massachusetts.

TAUNTON.—Mr. George C. Wilson, of the Cohannet Grammar School, having resigned after twenty years faithful service as a teacher in this city, the following was unanimously adopted by the school committee, at their last meeting: "*Resolved*, That we cannot accept the resignation of Mr. George C. Wilson, as principal of the Cohannet Grammar School, without taking occasion to acknowledge the very great obligations we and all friends of education are under to him for his long and faithful service among us, and to express our sincere regard for him as a man and citizen, as well as a teacher and guide of our youth. It is rare, indeed, that one can be found who has had charge of so large a number of pupils for so many years in the same place, who has given such uniform and entire satisfaction to scholars, teachers, parents, school committee, and all others interested in the cause of education, morality, and religion."

Mr. Edwin S. Thayer, who has had charge of the Weir Grammar School several years, has been chosen to succeed Mr. Wilson as principal of the Cohannet School; Mr. Clarence F. Boyden succeeds Mr. Thayer at the Weir; and Mr. William T. Leonard, recently principal of Pierce Academy at Middleborough, has been elected sub-master in the high school, in place of Mr. Boyden.

MICHIGAN. — The carefully prepared report of Superintendent Jones, of Pontiac, shows that the schools under his care have thorough personal supervision. We judge thus not only from his statements of what the schools are doing, but from his knowledge of their wants. We are glad to see that he presses upon the attention of the people the subject of Music and Drawing. He says: "Our schools are sadly in need of some proper instruction in Music. With each public exercise is made more emphatic this crying want. There is no systematic instruction given; may not something be done? The majority of the schools of like character with ours in the State — in the United States — afford such instruction.

I want once more to urge upon you the adoption of Drawing as a necessary part of our course of study. We cannot much longer afford to be so far behind our neighbors on all sides. Its necessity and utility but few can question. The mechanical industries of the country must and will have such primary instruction as our schools should afford in Drawing. Its advantage in an æsthetical point of view need not be considered, although it is immeasurable, but its practical advantage is very great. We cannot wait much longer. I urge you to adopt some system of Drawing, and let us make a beginning soon. Make it a requirement like writing."

Colleges.

UNIVERSITY OF VERMONT. — The seventy-first annual commencement of this institution occurred somewhat later in the season than the anniversaries of most of our colleges, yet was of more than ordinary interest: first, in respect to the number of the alumni present; secondly, on account of the graduation of two young ladies from the academic course; and thirdly, by reason of the high character of the public addresses of the occasion. President Buckham, who always has something worth saying, and who this year has elsewhere given expression to timely and thoughtful, as well as eloquent utterances, discussed in his baccalaureate "The disadvantages of intellectual men in respect to religion." Prof. Edgert C. Smyth, of Andover, before the Society for Religious Inquiry, spoke upon "The adaptation of the higher truths of the Gospel to develop maturity of mind;" Prof. H. B. Buckham, of Buffalo, N. Y., addressed the Delta Psi Society, with "Native-American Despots," as his theme; Rev. G. F. Hunting, of Kilbourn City, Mo., read a poem to the same society; "The relation of educated men to American politics" was the subject of the oration to the alumni, by Hon. Wm. P. Wells, of Detroit, and Rev. E. E. Herrick made "Modern doubt and Christian faith" the theme of the poem read before the same body.

The exercises of both the Junior Exhibition and the graduating class were very creditable, five young ladies participating in the former and two in the latter. At the meeting of the Phi Beta Kappa there was some discussion as to whether women should be admitted to membership, but finally opposition to such action was withdrawn, and the two female graduates were voted in. The Park Gallery of Art was open to commencement visitors for the first time, though but few pictures or pieces of sculpture have yet obtained permanent occupancy in it. The library of the college has received considerable accessions during the year, and the college grounds have been improved. The library has urgent need of funds for shelving, classifying, cataloguing, and for new books.

The coming Freshman class will probably number thirty, including six young ladies.

In the Medical department four special professorships have been established and filled as follows: Dr. D. B. St. John Rosa, of New York, diseases of the eye and ear; Dr. S. M. Roberts, of New York, diseases of children; Dr. R. W. Taylor, of New York, diseases of the skin; Dr. A. P. Grinnell, of Burlington, diseases of the heart and lungs.

— The Brunswick *Telegraph* says that Messrs. Sewall, Wheeler, and Merrill, of the Senior engineering class in Bowdoin College, and Messrs. Perry and Sewall of the Junior class, are engaged in making a complete plan and profile of the railroad from Brunswick to Lewiston, for the M. C. R. R. Co. The same corps is also to make a survey for the new cemetery at Bath. Jameson of the Senior class, is engaged during the vacation as an assistant-engineer upon the Bangor water-works. So thoroughly practical is the engineering instruction in Bowdoin College that the students are able to enter at once upon active service, even before finishing the four years' course. The theory and practice are thus made to go along hand in hand, each aiding the other, the result being a thorough knowledge of practical engineering based upon sound principles.

Effects of Study on the Nervous System.

1. School work, if performed in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.

2. By "unsuitable" is chiefly meant "close" air; or air that is hot enough to flush the face, or cold enough to chill the feet; or that is "burnt," or infested with noxious fumes of sulphur or carbonic oxide.

3. Very few schools are quite free from these faults.

4. Anxiety and stress of mind, dependent mostly upon needless formalities in discipline, or unwise appeals to ambition, are capable of doing vast harm. It is hard to say how much is actually done; but a strong sentiment against such injudicious methods is observed to be springing up in the minds of teachers.

5. The amount of study required has not often been so great as would harm scholars whose health was otherwise well cared for.

6. Teachers who neglect exercise and the rules of health seem to be almost certain to become sickly or to "break down."

7. Gymnastics are peculiarly needed by girls in large cities, but with the present fashion of dress-gymnastics are impracticable for larger girls.

8. The health of girls at the period of the development of the menstrual function ought to be watched over with *unusual* care by persons possessed with tact, good judgment, and a personal knowledge of their characters.

9. One of the greatest sources of harm is found in circumstances lying outside of school life. The social habits of many older children are equally inconsistent with good health and good education.

It is proper also, to add, in an exact form as the nature of the case admits, a summary account of the process pursued in the inquiry. Of my correspondents thirty were physicians, and forty principals of public schools and superintendents of public instruction in various places. —Dr. Lincoln.

Assistant Teachers in Girls' Schools, London. — The Girls' Public Day School Company has issued the following memorandum on the subject of the appointment of assistant teachers in its schools. Ladies desirous of becoming teachers in the schools of the company are requested to observe the following regulations:

All appointments of assistant teachers are made by the council, usually on the recommendation of the committee of education. Candidates and their testimonials are, in the first instance, referred to the head mistress of the school concerned, who examines the testimonials and makes inquiry as to the qualifications, where necessary, at personal interview. The head mistress then lays the several testimonals before the education committee with a report upon them. The education committee make such further inquiries and hold such interviews with any of the candidates as they may deem fit, and then submit candidates for the approval of the council. All appointments of assistant teachers are made on probation for the first two terms, that is to say, are determinable by the head mistress at the end of the first or second term, without reference to the council and without more than a month's notice. When the council have approved a provisional appointment after the probationary period, an assistant teacher is removable by the council after notice of at least three months. The council pay second-class railway fare for those candidates with whom a personal interview is desired. The emoluments of an assistant teacher vary with her position and experience. They average about £80 per annum. Board and residence are not provided by the council. All capitation fees or payments other than sums payable as fixed salaries to assistant teachers on the regular staff are payable only at Christmas in each year, except in the case of the removal or retirement of an assistant teacher at an earlier period in accordance with the above regulations, in which case a proportionate part is paid at the time of the vacation of the post. The qualifications required vary with each special case. A knowledge of English Grammar and Literature, Arithmetic, and one or more languages besides English, together with some experience in teaching, are usual requisites. Ability to assist in the instruction in drawing is also desirable. Music is always taught by special teachers. It is a great recommendation if candidates have passed in the higher Cambridge examinations, the London University examination for women, or other examinations of the like kind. All applications should be made by letter, stating age, qualifications, and experience, and accompanied by copies of testimonals (not originals).

— Among the New-England applicants for admission to West Point, who have passed all the required examinations, is Alexander Campbell, of Maine.

How to Save the Drowning.—The following directions for saving the lives of persons rescued from the water are published at the request of the Massachusetts Humane Society:

1. Lose no time. Carry out these directions on the spot.
2. Remove the froth and mucus from the mouth and nostrils.
3. Hold the body for a few seconds only, with the head hanging down, so that the water may run out of the lungs and windpipe.
4. Loosen all tight articles of clothing about the neck and chest.
5. See that the tongue is pulled forward if it falls back into the throat. By taking hold of it with a handkerchief it will not slip.
6. If the breathing has ceased, or nearly so, it must be stimulated by pressure of the chest with the hands, in imitation of the natural breathing; forcibly expelling the air from the lungs, and allowing it to reenter and expand them by the elasticity of the ribs. Remember that this is the most important step of all. To do it readily, lay the person on his back, with a cushion, pillow, or some firm substance under his shoulders; then press with the flat of the hands over the lower part of the breast-bone and the upper part of the abdomen, keeping up a regular repetition and relaxation of pressure twenty or thirty times a minute. A pressure of thirty pounds may be applied with safety to a grown person.
7. Rub the limbs with the hands, or with dry cloths constantly, to aid the circulation and keep the body warm.
8. As soon as the person can swallow, give a tablespoonful of spirits in hot water, or some warm coffee or tea.
9. Work deliberately. Do not give up too quickly. Success has rewarded the efforts of hours.

— Bates College has a fund of $178,412, invested as follows: $85,300 in railroad and other bonds, and bank stock; five-sixths of Lisbon Block, and lots on Lisbon street, $45,000; outstanding notes, about $47,000. If the additional $30,000 wanting to make up the conditions of Mr. Bates' last subscription, can be secured, the fund will then reach about $300,000.

— At devotions, a few days ago, I was asking my scholars a few questions about Samuel. Among others, "Do any of you know anything more about Samuel?" A little black-eyed five-year-old boy raised his hand. "Well, Wallie, what is it?" I said. "There used to be a nigger black man work down to Mr. G——'s, and his name was Samuel, and he used to *pray awfully*."

— A bronze statue of Dr. Horace Welles, the discoverer of anæsthesia, was recently placed upon the park in Hartford. It was executed by T. H. Bartlett, sculptor, by the orders of the State of Connecticut and city of Hartford.

— Miss Julia P. Smith, one of the Smith sisters of Glastonbury, whose resistance to taxation has made them famous, it is said has completed, unaided, a translation of the Bible from the original tongues, which is soon to be published.

— Switzerland has subscribed 250,000 francs to defray the expenses of the Swiss exhibition at the Centennial. The Turkish minister has been furnished with a plan of the Turkish bazaar and coffee-house to be erected on the Centennial grounds.

— An elderly married man reading in the *Transcript* that "land has been bought for the new woman's State prison," says he only wishes they would build a State prison to hold the old woman.

— What requires more philosophy than taking things as they come? Parting with them as they go.

— The latest anecdote brought to light by the Centennial is rather amusing. While the British troops were marching through old Cambridge, one of them said jestingly to a farmer sowing seed: "You may sow, but we shall reap." "Well, perhaps you may," was the reply, "for I am sowing hemp."

— To be proud of knowledge is to be blind with the light; to be proud of virtue is to be poisoned with the antidote; to be proud of authority, is to make one's rise his downfall.—*Rowland Hill.*

— "Where can I get the biggest puff?" writes a mud-headed aspirant for journalistic honors. At a rough guess, without figuring on it, we would recommend the top of a locomotive smoke-stack.

— At a school where words were "given out" for subjects in composition, a "mute inglorious Milton" produced at sight this sentence on the word "panegyric:" "A few drops of panegyric, given on a large lump of sugar, is often best for an infant with the stomach-ache."

— At a circus, while the rope-walker was going through his performance, a boy about twelve years old turned to an acquaintance of the same age, and remarked: "Tom, don't you wish you could do that?" "Yes, I do," sadly replied Tom, "but my folks make me go to school, and are determined that I shan't never be nobody!"

— A lady in Halifax having occasion to enter a milliner's shop, had her attention attracted by a beautiful and very expensive French bonnet, and inquired the price. She was told it was sold. "Oh, I had no idea of buying such an expensive bonnet," said the lady; upon which the milliner said, "It is a joint stock bonnet—that is, it belongs to three factory girls, who wear it by turns on Sunday."

— A Chicago girl just one month married, upon meeting an old schoolmate in the street, put on a very wise look, and remarked: "You cannot imagine the labor and anxiety incident to the care of a family."

— An Irish couple, a few evenings since, at about nine o'clock, rang the door-bell of one of the protestant parsons of our city. The door was opened by the clergyman, who, on inquiring what they wanted, was informed by Michael that he and Bridget came to be married. "But why," asked the parson, "don't you go to the priest?" "And sure we did," said Michael, "and he tould us to go to the divil."

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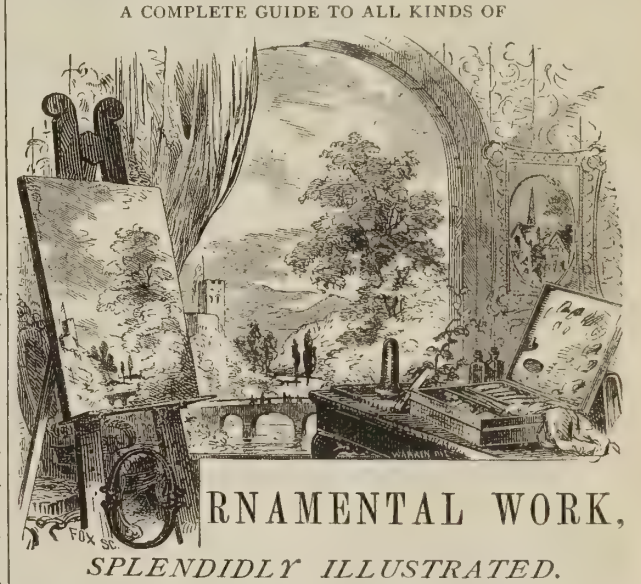

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The Fairy Shell.

One day, when wandering on the shore
That once was owned by Marinell,
I found within a clefted rock
A strangely twisted, curious shell
With spiral whorls of pearly white,
And hollows tinged with roseate light.

This shell possessed a wondrous power,
For, placed against the listener's ear,
He heard, though gentle, faint, and low,
The tones of those he held most dear;
Though parted far by land or wave,
The faithful shell an echo gave.

"Oh, happy gift to man," said I;
"More precious than the painter's art;
How oft shalt thou, in distant climes,
Console the ever-faithful heart,
Bring back the cherished voice again,
And take from absence half its pain."

"Vain are thy thoughts," a nymph replied;
"For those who own it will lament
That never, through its echoes faint,
Can tidings from the loved be sent;
The distant sound is only caught,
But never word or message brought.

"'Twill only waken yearnings vain;
'Twill only pierce the heart anew,
And bring to mind with tenfold pain
The anguish of the last adieu.
When all is lost beyond recall,
'Tis better far a veil should fall."

She ceased. I turned, and threw the shell
Beneath the tossing, foaming tide;
Too well can memory waken grief,
That man should seek for aught beside.
Love needs it not; for love can last
When all the things of time are past.

—Chambers' Journal.

— What is wanted is conscience in the common school—conscience properly developed and instructed. It is not necessary to tell a teacher capable of instructing young children and worthy of being entrusted with such a serious responsibility, how to secure this object. If ordinary teachers are not sufficiently rich in resources, why not make this, of all branches, a specialty? Every teacher enjoys a constant and rare opportunity, if he will prepare himself for it and seek wise occasions to profit his pupils.—*Zion's Herald.*

— To have a well-furnished mind, read much; to have a well-disciplined, study much. For fluency of speech, converse much; for accuracy, write much. For mental acumen, compare and discriminate; for moral force, pray and act.

The Place and Work of Academies in our System of Education.

BY SAMUEL S. GREENE, LL.D., PROVIDENCE, R. I.

[Read before the American Institute of Instruction, at Providence, July 9th.]

The term Academy had its origin in the time of Plato. It was first applied to the school of philosophy of which he was the head. He and his followers held their conferences in the garden or grove of one Academus—and hence the name.

Since that time the term has been used with a wide range of application; yet, during the mediæval period, it denoted almost without exception, an association of ripe scholars who combined for the purpose of promoting the interests of some art or science. It was not a school for the discipline and instruction of untutored boys, like our high schools, private schools, or technical schools. It was an association of learned men, proficients in some favorite art or science. Their gatherings were for the advancement of opinions and views which ripe scholarship alone could put forth. These academies were established sometimes by government, sometimes by voluntary association. In ancient times the chief exercises were oral discussions or conferences; in later times they consisted of papers upon some selected or appointed topic, to be read and published in the transactions of the association. In this sense, the American Institute of Instruction is an Academy, and as such has done invaluable work in the advancement of the theory and practice of education. Long may it continue to receive contributions from men such as Wayland, Pierpont, Mann, Bailey, Carter, Page, and hosts of others whose examples and inspiring thoughts remain, though their voices will be heard no more among us.

From the time of Plato to the present we have had Academies of Science, Academies of the Fine Arts, and Academies for the promotion of almost every particular science or art that has received a name.

When or by what means the term began to waver from its original application is not clear. It seems that the Academies at Paris, Stockholm, and Berlin, at sometime became, in part, institutions for instruction. It is certain that the Dissenters in England, at an early period, employed the term for their schools or seminaries of learning. But the Academies of the Dissenters were schools for higher as well as secondary instruction. John Milton seems first to have given this name to his ideal of a seminary. In his famous Tractate on Education, he says: "The first thing is to find out a spacious house and ground about it fit for an *Academy*, and big enough to lodge one hundred and fifty persons." He goes on to say,—"This place should be at once both school and university, not needing a remove to any other house of scholarship." His idea was that the boy should enter the Academy at twelve, and complete his whole course of instruction at twenty-one, unless he was to enter upon some special calling.

The term Academy as used in New England was adopted near the close of the Revolutionary War to designate a school of a humbler character,—one whose office should be to prepare students for higher institutions of learning. It is this idea of the Academy which I propose to present in this paper.

First, then, let us seek for the *place* of the Academy as here understood.

Dividing all instruction into primary, secondary, and superior, I place the Academy as a school for secondary instruction; it is a middle school, and answers, in part, to the Gymnasium of Germany, or to the great public schools of England, such as Rugby, Harrow, Eton, and Westminster. It answers to the New-England Grammar School, as were the highest of the schools thus named before the Revolution. That at Boston still retains the name of the Latin Grammar School. Its place is *above* those schools which give instruction in the common branches, such as are now called primary, intermediate, and grammar schools, and *below* the college or university, as it is falsely called in this country. In respect to the first class, it is a school for promotion; in respect to the second, a school for preparation. It has appropriate limits on both sides.

But the Academy is not the only school which imparts secondary instruction. The private school, the normal school, the technical school, and the public high school,—all belong to this class In order, then, to find the exact place of the Academy it will be necessary to examine the organization, character, aim, and spirit of these different schools.

Of all the above-named schools, the private school has the widest range in every respect. It is sometimes a sub-primary school—an infant school, to relieve mothers of the care of their young children. It is sometimes a primary school, having simply the characteristic and aim of a primary school, and nothing more. It is sometimes a school for secondary instruction exclusively, sometimes for primary and secondary combined. It is sometimes a school for higher instruction, or for all kinds of instruction combined. It comes into existence, not by any act of incorporation, not by municipal or State authority, but by the voluntary act of its teacher or teachers. It has no public recognition, as have Academies, high schools, normal schools, or technical schools. Yet, it may be made as public as its principal chooses to make it. It may be exclusive or not at the will of the teacher. Its courses of study may be limited or extended to suit the fancy of its founder, or the tastes of its supporters. It controls its own terms, determines its own hours of study, makes its own classifications, establishes its own rules, and may have everything its own way, provided it can find patronage enough to sustain it. We have many excellent private schools doing precisely the same work as our Academies, and doing it well, as several eminent examples in this city abundantly prove. But private schools are not Academies. They lack many elements necessary to the latter. The Academy is a public school; the private school, as its name indicates, is not. The Academy is under a board of control, to which the teachers are responsible; the private school has no such control. The Academy is limited in its range of studies; the private school has no such limits except as circumstances impose them. The Academy, or that Academy which this paper advocates, has an endowment, and is thereby able to place its advantages within the reach of all deserving students, however indigent; the private school has no endowment, and must from the necessities of the case depend upon tuition-bills for its support. The Academy may be, and often is established in some small town to accommodate an extended rural district; the private school, to prosper, must be established in some populous town or city, and thus becomes practically a local school. The *spirit* of the Academy is in a high degree *classical*, whereas that of the average private school is *scientific*, in order to meet the wants of its patrons. The *aim* of the Academy is mainly to prepare the student for college—that of the

private school, with the exceptions already mentioned, is to meet the wants of the citizens who patronize them. The one is calculated to mould public sentiment, while the other adapts itself to the sentiments of those who support it.

The normal school imparts secondary instruction; and taking the best types of these schools, I am convinced that few middle schools can be found which do it better. They are public schools, exist mainly by appropriations from the State, are free to any residing in the State, and are usually open to any out of the State, who will comply with certain reasonable conditions. Why should not these displace Academies altogether? This question is readily answered when we consider the character and aim of the instruction given. Secondary instruction may be divided into *classical* and *scientific*, or *English*. As has already been intimated, the classical instruction is limited to that which is necessary to prepare for college. It is the chief aim of the Academy to give this kind of secondary instruction. On the other hand, it is not the aim of the normal school to give classical instruction at all. It may be done, and is done in some instances. Neither is it the chief aim of the normal school to give instruction in the higher English branches. It must do this whenever there is need of it. The grand idea of a normal school is to unfold the art of teaching, and to develop in its students the power to teach. But to do this, the subjects to be taught and subjects lying beyond them must be so thoroughly mastered as to become perfectly familiar. Hence the necessity of secondary instruction. It is worthy of note that instruction in normal schools is styled *Academic* when it aims merely to unfold the principles of the subject in hand, and *Normal* when it aims to show in what order, and by what methods they should be presented in the act of teaching. Normal school instruction, then, differs from Academic not merely in its subjects, but in its main purpose. Normal schools are not Academies, and never should be. They cannot take the place of Academies.

But what of technical schools? Do they supply the place of Academies? They are public schools; they are usually open to all; they are furnished with the best facilities—facilities far exceeding, in their peculiar line, those of the most thoroughly equipped Academies. They are in most cases well-endowed, and scarcely without exception, impart a kind of instruction that cannot be equalled in the Academy. Indeed, from the fact, that the student is made to *work out* the principles involved by a resort to the battery, the retort, or the anvil, the instruction well deserves the appellation which it has already received—that of *laboratory teaching*. That which the learner acquires by the mere study of abstract principles is often only half his own; that which he sees displayed before his eyes by the teacher's own skillful experiments impresses him profoundly; that which his own hands work out, by experiments conducted by himself, is thoroughly wrought into the fibres of his being. This last, to a great extent, is the teaching in our technical schools. But the aim of this instruction is to prepare the student immediately for some useful calling—not for a higher course of instruction. Our technical schools can but furnish many practical hints to the scientific department of our Academies. But they could not, without a loss of name and character, devote four years of the student's time to the study of Latin and Greek. It would be a palpable abuse of the plan and design of such institutions.

I have now to consider the high school; and, since there are not a few who claim for it the power to supply secondary instruction to all, of whatever condition or circumstance, its claims deserve careful attention. Like the Academy, the high school is a public school; but, unlike the Academy, it is made so by municipal and not State enactment. It is a *local* school, whereas the Academy is a *public* school open to all of every State, city, village, or hamlet throughout the entire country. Both are *free* schools—*free* because they give that kind of instruction which tends to liberalize the mind, setting it free from the bonds of prejudice and ignorance; *free* because they are open to all who comply with the conditions of admission. And yet there is a difference. So far as the pupil is concerned, the high school is free to all within the city limits who can pass the requisite examination. Rich or poor, high or low, he can enjoy its privileges without money and without price. The expense of his education is paid by a tax laid upon all the citizens, whether they have children to educate or not. The Academy is open to all in the city or out of it who can pass the requisite examinations, and are able themselves, through their parents or guardians, or by means of a foundation to meet the necessary expenses. In the one case there is a tax bill, in the other a tuition bill. In the case of the high school, the whole property of the city is laid under contribution for its support, and as I believe justly—though, I am aware, many think otherwise. In case of the properly endowed Academy, the *funds* are first laid under contribution to lower the price of tuition to *all*, and to make it entirely free to the *necessities*, and then whatever remains to defray necessary expenses must take the form of tuition bills. Be it remembered also that he who pays the tuition bill to the Academy, located, it may be, in another State, is not exempt from the tax bill in his own town or city. In this respect he is in the same condition as he who patronizes a private school, college, or professional school.

Thus constituted and thus limited, can the high school furnish to the entire community that scientific and classical instruction which our first-class Academies are now giving? By no means. It is impossible for the average high school to awaken that enthusiasm for classical learning which the future college course demands. It is impossible for it to give that attention to the details of classical study, which is required to prepare a young man for college. Originating, as it does, from the people, it is but right and just that it should furnish that *kind* of education which the people most need; and that is not classical, but scientific, mercantile, and practical. It is but here and there a boy develops the taste or aptitude for an extended classical course. When such an instance occurs it is doing great injustice to the boy himself to keep hlm in a school where there is little or no inspiration, and an uncertain guidance in his peculiar line of study. A school whose spirit is eminently classical is needed for him. Such a school is the Academy, or the private school established for the explicit purpose of doing the work of the Academy.

True it is that in our large cities there may be two high schools,—one for a scientific or mercantile education, and one for a classical. And when public sentiment is equal to it, these two kinds of school, separate and distinct, actually exist; as in Boston, for example, where the English High School and the Latin Grammar School stand side by side. But these instances are rare. In cities of smaller size, as in Providence, for example, the one high school maintains two departments: the Classical and the English. In such cases boys can be well prepared for college; the appropriate work of the Academy is well done. But in cities like Worcester, Springfield, Lowell, Concord, and hosts of others, the one high school is not divided into departments, but may have classes in Latin and Greek, mingled with classes in the various higher English studies; and here, in what may be called the true type of the high school, arises the objection named above. Some of them give excellent classical instruction; but in most of them there is a radical defect.

But what is to be done for the rural portions of our wide country? Are they to have no provisions for secondary instruction? Surely they cannot have such from high schools. It is but vain talk to urge the plan of uniting some four or more townships under a kind of confederate muncipality for the purpose of maintaining a high school. You all know enough of the jealousies of such townships to see an insurmountable obstacle to any such arrangement. Even in towns containing large villages, it has been found next to impossible to establish a high school, owing to the conflicting claims set up by these subordinate communities.

The only practical way to furnish the needed instruction is to establish at some accessible point a first-class Academy. And here arises the question: How many such institutions are needed to supply the general want? At the period when public high schools were unknown, some seventy-five or eighty years ago, Academies, so called, sprang up in great numbers in the more flourishing towns of New England. They came into existence chiefly by contributions from the more wealthy citizens. Sometimes they were incorporated, and sometimes they were not. Frequently they were a kind of private school, established in the center of some flourishing village, and were often kept up only two or three terms in a year. They seldom had any funds, and consequently were unable to stand the severe trials to which such schools, sooner or later, must be subjected. Fortunately, in the improvement of the public school they have been swept away, or converted into local high schools. But the permanently endowed Academies still remain, nay, are really elevated by the change. Not far from the close of the last century it became very much the fashion for these Academies in Massachusetts to apply to the General Court for State aid. In a discriminating report made by the Legislature in 1797, by a committee, of which Nathan Dane, of Beverly, was chairman, it was urged that State aid should be withheld unless an Academy had an unoccupied territory of at least 30,000 inhabitants. If that was the lowest limit before high schools, normal schools, and technical schools were established, the number of inhabitants warranting an Academy should now be greatly increased. Perhaps no rule better than the law of supply and demand can now be given. One thing seems to be well settled. No Academy can flourish for any length of time unless, in its periods of adversity, it can fall back upon its endowment. Those institutions which have had funds at their command have survived and flourished, notwithstanding the many changes which have come over our educational systems.

The *place* of Academies in our system of education can, then, be clearly stated. They are secondary schools of the highest order, established at convenient positions to accommodate all classes, whether in city or country, with the highest type of classical instruction. Very few academies, however, can afford to wholly set aside the scientific or English department. I know of but one which, from the pressure of classical students, has been able to expend its whole force in preparing boys for college, and that is Phillips Academy, at Exeter, N. H. Within a few years the trustees of that school voted to abandon the English department altogether.*

The classical is, and should be, the predominant department; yet the scientific in most of these schools is a necessity, and should be vigorously maintained. It supplies a real want to many who never go beyond, and not unfrequently creates in others who originally intended to go no farther, a thirst for knowledge which nothing but the full classical course can satisfy.

I will now speak briefly of the *work* of the Academy. It is primarily the work of awakening to intellectual activity and self-reliance the minds of those who are just emerging from the period of unquestioning trust. It is the work of setting the mind free from the whims and fancies of early life. It is the work of creating and stimulating the spirit of research. It is the work of lifting the mind to a higher plane of thought

* After making this statement at the meeting of the Institute, I was informed that the Adams Academy, at Quincy, Mass., is a school for the exclusive preparation of boys for college. I was also informed by the principal of the Exeter Academy, Mr. Perkins, that the trustees have restored the scientific department of that school.

and sentiment. Primary instruction is adapted to the mind before it reaches the period of independent thought. There is in the life of every one a time when the opening vision extends beyond the horizon of home-life and looks with an uncertain gaze upon scenes as new as they are bewildering. The sensibilities are awakened, sometimes thrilled; old notions fade; cherished prejudices crumble; opinions once entertained with a kind of superstitious reverence, give way, and in its distraction the mind looks up for some one to direct. It is the work of the Academy to give direction and guidance to the mind thus aroused. Who is sufficient for these things? Not the novice; not the politician; not the worshipper of mammon, — but the experienced educator, — the high-toned, Christian gentleman, like the late Dr. Taylor, of Andover, or the far-famed Dr. Arnold, of Rugby. It has been the grand error in the management of too many of our Academies that inexperienced teachers have been placed at the head of them. It requires the highest order of talent to teach the student just entering upon a higher course of study how to use his mind, how to master the problems in science or language which will confront him from day to day. It requires judgment and a high degree of discernment so far to predict the future of a boy as to put him upon the right course of study. Many a boy sent to the Academy for the purpose of acquiring a higher knowledge of English studies should be encouraged to enter the classical department, and not unfrequently a boy sent directly to the classical department should be dissuaded from continuing in it because of his incapacity for a high order of culture.

The work of the Academy is eminently the work of preparation for college.

If possible, a more vigorous and thorough training is needed in the preparatory than in the college course. He who does not get a complete drill in the elements of Latin and Greek in his preparatory course, will never get it. The work is drill-work on the earliest steps in the acquisition of these languages.

If one who is engaged in another department may be permitted to make a suggestion, as to what these early steps are, or should be, I should say that there is need of associating *thought* and *form* by processes far more vigorous and effective than those which have prevailed in most of our preparatory schools. In all my early experience I did not translate Latin or Greek. I first destroyed the proposed Latin or Greek sentences by rearranging the words and phrases and clauses, often feeling amazed that so distinguished an orator as Cicero did not know better than indulge in combinations so odd and vexatious, — and then I did my best to give English words for the foreign words. Of course, the result was neither Latin nor English. Even the verbal forms had but little power to suggest the shades of thought. There was no instinctive and spontaneous apprehension of an unfinished past act when my eyes met *Scribebat, monebat, ambulabat,*—or of a finished act when it glanced at *Scripsit, monuit,* or *ambulavit.* I could say, in answer to a question, that the one form indicated a progressive act, and the other a finished act; but I did not *feel* the difference when I met the forms. Drill exercises had given me no power over these forms. I made little or no progress toward that *mastery* of the Latin forms which makes them instantaneously suggestive of the thought. As to Latin idiom, so far as I knew anything of it, I abhorred it. What was my experience must be the experience of any one who was taught as I was. Let a reasonable portion of the time of each class be given to oral or black-board exercises, in which a thought shall be given, — the whole class, if possible, being at the black-board, — and each pupil shall do his best to express it in Latin words and Latin idioms. Then let the order be reversed; let the Latin idiom be given, and let the class, with the utmost promptness, give a good English expression for it. Then let the thought be varied in respect to tense, mood, person, number, case, or in any of its essential parts. The student in this way must learn to discriminate as he looks at Latin forms. The same is true of Greek, or of any other language. One set of appliances is utterly insufficient; a great variety of method is needed. In reading a Latin author, how much might be gained by drawing attention to his peculiarities of expression; how much by giving English equivalents of his sentences, or parts of sentences, or peculiar expressions, and by requiring Latin equivalents given in his style for every proposed thought. In this way *thought* and *form* may become instantaneously suggestive of each other. We need in our Academies men to whom this kind of work is pastime. We need this kind of work, and must have it to give our Academies their true rank.

So in the scientific department the work is the teaching of *principles*, not *books*,—yet principles with or without books, as may be most convenient. Within the recollection of some of us, the thought of reaching a truth in Geometry by steps varying from those of Euclid, or of arranging the propositions in an order different from him, would have been regarded as an unwarrantable innovation, if not an impossibility. Yet no student can become well acquainted with the principles of Geometry or Algebra except by constant application of them in new combinations, and in the solution of new problems. The entire fabric of a demonstratlon should be taken in pieces and exhibited in detail. The student will acquire very little real power who follows the steps of an author with unquestioning trust.

Precisely so it is in Chemistry, in Physics, and in all the studies worthy of the student's attention in the Academy. Its work in these respects is not different from that of any other Middle School. Its distinctive work has already been pointed out.

One word respecting the relation which ought to exist between the different kinds of secondary schools. The time was when it was supposed that the Academy could make teachers, engineers, book-keepers, manufacturers, business men, and could prepare the young for any department of human industry. It has now been found not only best, but possible, to divide this labor, assigning one part to the normal school, another to the technical school, or the high school, and reserving the classical instruction for the Academy. Let these several schools, then, work harmoniously together, each rejoicing in the prosperity of the others, and all generously vying with one another to produce in its own peculiar way the best possible results

Recitations vs. Lectures.

BY ANNA C. BRACKETT.

It must be acknowledged that what is known as the European method of teaching, as contrasted with what Europeans term our mechanism of hearing recitations, has at least the recommendation of consistency and common sense. The teacher in a European school is certainly a teacher. He comes before his class—it may be a class of children in arithmetic, or it may be a class of students in a university—having in his mind in full possession certain facts which the class are not supposed to know. He proceeds by means of spoken language to put them in possession of these ideas. They listen, note down important statements, write out what the professor has said after the lesson is over, read other authorities, and it may be all tested by oral or written examination at some future time. All this is thoroughly consistent. It, moreover, produces thorough and painstaking students. Nowhere else in the world, it may be said, do we find research, in whatever department, so thoroughly carried out as in Germany, the home of this method of teaching. It makes no difference at what time, or how suddenly, a country hitherto unimportant may loom up in the horizon of active modern thought, through some new discovery of possible use to the world. Instantly upon its mention, there shall appear upon the bookseller's shelves in Leipsic or Dresden, one or more books upon this very country, in which its natural capacities and its geographical peculiarities are fully discussed; and this book is the matured result of years of profound investigation of this very country hitherto unknown to fame, by some patiently-delving German.

As far as results go, the German system of lectures, as it is called, seems to be very successful. We Americans taking our cue primarily from the English, as was natural, and altering it to suit our own ideas, proceed as follows: The pupils being all supplied with books containing the information which they are supposed not to have, the teacher assigns a certain lesson to be committed to memory. The child proceeds to read and re-read this lesson, till by successive repetitions the facts are mechanically fixed in his memory, at least for a time. As he has the book at his command, he does not find it necessary to read at the first time with close attention. He can read it again and again, producing quite a different result on his powers of attention and concentration from that produced with the German child, from the fact that he must hear and remember at the instant when his teacher is speaking. The facts and statements being thus mechanically drilled into the child's mind, he is called up to recite, it may be in the course of an hour, and the teacher proceeds to ask him categorical questions on the text of the book. In this exercise he is generally aided by the author of the book, who bountifully supplies him at the foot of the page with copious questions, which, for greater convenience, are numbered and paragraphed to correspond to the text. These, in most cases, run as follows, taking for illustration our school histories: "How many cannon were captured in this battle? Where did the army go next? What happened on the way? Who was killed by the accident at the powder-mill? Relate the incident. What was the result? What happened then? What is the subject of the next paragraph?" One could write such questions forever, and be none the more fatigued. One could learn the answers to them forever and stand at the head of one's class, and be none the wiser—nay, be much the more stupid, and grow like an exogen, to have a thicker skull of indurated mental hide with every one.

I am not exaggerating the truth. Those pupils who do not fail to remember these bits of historical gossip are commended. The class are told that they may learn some few paragraphs more for the next lesson, and the farce is over for the day.

Is it any wonder that foreigners comment upon the mechanism of our schools? Is it any wonder that we rear a race of children greedily anxious for gossip and for exciting details of crime in our newspapers? Is it any wonder that the largest number of books taken from our libraries are novels, of the poorest and most dissipating kind?

And Harvard University only follows in the wake of our schools in its examinations for women, in that it gives them no assistance, no instruction, opens to them no laboratory, no cabinet—only says: "There are your books; go buy them, learn your lessons, and when you have satisfied yourselves and your teachers, when you know that you understand your work, come to me and I will say so, too. Truly, after the work has been done, and well done, of what avail is it to the student to be told so by a university that has refused to help in the work? There is no farce more amusing in its mock solemnity than these Harvard examinations. They are only paralleled by the famous scene of Dickens, where the father who, has nothing to give, magnificently bestows his paternal benediction on his children, as if that would make it any easier for them to support him, as they had been doing for years.

I do not mean to say that the recitation system should be abandoned, and the lecture system adopted. I think there is a more excellent way of hearing recita-

tions, however, than by examining on the contents of text-books; and of that, and of the capabilities of the recitation plan, I will speak hereafter.

Public Schools in Italy.

The great interest in Italy which has been awakened by her recent efforts for freedom, unity, and education, has given occasion for many interesting articles in the English magazines. Among these we have seen nothing more interesting than an article on "Elementary Education in Italy," from *Macmillan's Magazine*, and republished in No. 1624 of *Littell's Living Age*. In a little more than twelve years it seems there has been established a well-devised plan of public school instruction, in many of its features much like the New-England system, and there are at this time in the limited kingdom of Italy and its islands of Sardinia and Sicily, 34,200 day-schools, of which 18,243 are for boys, and 12,732 for girls. The remainder are mixed schools. Besides these there are 9,000 private schools, in which about one hundred thousand children are taught. Out of four millions of children, about one million and three-quarters are under instruction. The schools are mainly primary schools, and two-thirds of the children are under twelve years of age. Thirty-six normal schools have been established for masters, and seventy-nine training schools for mistresses. Attendance upon the schools is made compulsory under penalty of fine, and to support the laws by the force of enlightened self-interest, it is now proposed that inability to read and write shall disqualify persons for holding even the smallest offices under government. A more severe penalty concerning ignorance is now apparently about to become law, which dooms the ignoramus to conscription, while it exempts his more enlightened brother.

No one is admitted as a teacher in the Italian schools who has not attained the age of eighteen years, and no single class may contain above fifty pupils. The schools keep one session only, of six hours a day, of which one hour is taken for recess. Besides the reading, spelling, and writing, which in all schools must form the basis for every thing else, these little Italians are not only taught elementary geography, grammar, and geometry, but drawing, and especially the use of language by the "dictation exercise," precisely as this is done in our best schools. And this in Florence, where the school system only dates back ten years. Scripture history is taught, and the parents of any ten children of one religious sect, whether Catholic, Protestant, or Jewish, may claim religious teaching of their own faith for their children.

One item of especial interest to retiring teachers is the payment of pensions, which are provided one-third by the State and two-thirds by local taxation.

We hope the brief outline here given of this highly interesting article will induce all teachers who have not already done so, to seek it at once and read it. It well repays careful perusal. H. W.

— An amusing and instructive school drama, in four acts, has been recently produced in Westphalia. A lady of high birth pesters the painstaking rector of a higher school for girls with notes and letters innumerable, each and all reflecting upon the rector's incompetency as an educator; in the end, even a schoolmaster's patience is exhausted, and the last letter from the lady is returned unopened; forthwith the rector is called upon by a third party either to apologize to the lady or to fight a duel with her husband, a military man; the schoolmaster, however, takes neither course, but lays an information against the officer and his cartel-bearer; the former gets one day's "fortress," and the latter has a fine of three marks imposed upon him, which, on his own appeal, is slightly altered to twenty-five marks. Tableau!

— Girard College, Philadelphia, is educating five hundred and fifty orphans.

"Straws tell which way the wind blows."

We know not who is the author of this statement, but we honor the mind that put in condensed and suggestive form so important a truth. We hope it was some teacher, and that he knew the financial value of his saying, in the school-room. That term *financial* is advisedly used. The relation of finance to teaching is universally allowed to be intimate.

Laying aside the question of authorship, we would that all the teachers of our country had fathomed, in their experience, the depth of this proverb. But sometimes, in despondency, we are led to question whether they ever saw it. Hereby it is recommended that all the readers of the JOURNAL give it an hour's careful study. It is further desired that examining boards adopt as one of their first questions in theory of teaching (of course most examine in didactics) this: Can you repeat understandingly the wise saying about straws? Or, if topics are preferred, it will be easy to announce school straws. We should have implicit confidence in the teacher who could grapple with that topic successfully. A satisfactory answer would argue long and valuable experience in the schoolroom; for years are often necessary to educate the senses so that they are possessed of quick and keen discrimination. Many teachers, after years of experience, are unable to tell the direction of the wind in the schoolroom, even by the coarse straws of position, manner, quality of voice, and inflection.

Let us go into the schoolroom a few minutes, and pick up some straws, and holding them up, see which way they tend. There is a large straw beneath that desk, where the books are so carefully thrown together. It is hardly necessary to raise that. It can go in but one direction. The wind sets strong from the quarter of carelessness. These strips of paper on the floor indicate the same breeze. Take a pen from the front desk. It has evidently been used, but the untarnished look is suggestive of the pen-wiper. That pen contradicts the other straws, or at least tells of counter-currents meeting carelessness. Take also the lead pencils. They are fine straws, but good indicators. That one, with its exact, even point, shows neatness in character. Let the teacher question the value of his instruction in morals and manners, if all the other straws here do not point in the same direction. But look at this other pencil, with two inches of its length tapering to a point; this moves to the wind of recklessness. The boy that made that point is a daring fellow You would better have a care over him, teacher! Yet, gently. He may be an M. C. some day.

What does that pencil which you hold in your hand indicate? Sufficiency. No well-trained scholar ever cut the wood from the lead so far as is done there. The other pencil, with its point of less than a quarter of an inch, is moved by a strong current of the air of miserliness.

Why multiply illustrations? You only smile at our fine points. Perhaps some of them are fine, but that is no sign of their insignificance. Insignificant should have no place in the teacher's vocabulary of words. There is nothing in school, done or undone, said or unsaid, that is not a straw which may be used. Did we say may? *Should* is the proper auxiliary in this connection.

Plainly, to be successful in school teaching, one must learn to treat those given him to instruct as individuals. Hence he must know the value of the slightest things that show qualities of mind. The idea of individual dealing is opposed to the frequent changing of teachers, to large classes, and not to enumerate farther, to a hundred other evils of our present school system. It is the ground-principle of successful training. But a word more about school straws. The teacher raises them to be most carefully watched of his pupils. I wonder if their vision is not microscopic sometimes, they note so exactly. This is a prolific topic. Some people wonder how a preacher or lecturer can allow himself to pen a long discourse. We wonder how they ever stop when they have selected a subject and started its thousand suggestions. KATAHDIN.

A Chinese Academy.

THE METHOD OF TEACHING THE JUVENILE HEATHEN, AND EXTENT OF THE COMMON SCHOOL COURSE IN CHINATOWN.

It is a well-known fact, that nearly all the Chinese in San Francisco are to a certain degree educated, at least to the extent of reading and writing in the Chinese characters.

There is a Chinese school on the west side of Dupont street, which gives one a fair idea of the manner in which learning is obtained on the Chinese road to knowledge. Like nearly all of the schools in China, this one is private, and supported by the parents of the pupils. The school-room is on the first floor below the roof, and is about fifteen feet square. It is literally packed with young heathens—as full as a sardine-box. The boys sit on hard benches, which extend around the rooms, while the instructor, a dry and dignified old professor, occupies the chair. The pupils, about thirty-five in number, study from their books aloud, and the effect is deafening. The reason is said to be this: The book-language differs entirely from the vernacular—as much so as Latin from English—and the boys without knowing the meaning of what they read, are obliged to commit it to memory; in order so to do, using the ear as well as the eye. The sound of the written words has no significance, merely conveying a meaning to the eye, although passages from the Chinese classics are often quoted in the book-language and understood, in the same manner that one understands *E Pluribus Unum*, from having already learned its meaning in the vernacular.

In the book-language the syllable *pah* means a dozen entirely different things, but from the peculiar form of the character its particular meaning is gleaned. In the vernacular there is always something added to a syllable which makes its meaning definite.

The boys are compelled to memorize whole chapters and even volumes before the teacher enlightens them as to the meaning. There is never any quarrel in Chinatown over a change in text-books. The same books are used to-day that were used two thousand years ago. The pupils always commence with the sayings of Confucius, and thus learn Chinese morality at the same time they are learning to read and write. This is as far as their education reaches here, although in China the government offers great inducements to scholars. The higher government officers are selected entirely from the students of the second and third degrees. The examiners for candidates, for all three degrees, are appointed by the government. The examinations are very rigorous, and out of the four hundred millions of Mongolians, but about three hundred annually attain to the highest degree. Fortunately, while education in China has everything to do with morality, it has nothing to do with religious superstition. In the classics the students learn political economy, ethics, poetry, history, and moral philosophy. Although the gods of the masses are as various as their superstitious imaginations, the literati hold them in as much contempt as we. They are all atheists or pantheists, and concern themselves, like Confucius, very little about the next world.

To be sure the Kitchen god is tolerated by the educated men; but it is more from a dislike to innovation than reverence to the idol. This god is always represented by an engraving instead of a carved figure, and is found in every house in the Chinese quarter. It is usually hung upon the chimney where the cooking is done. This god is supposed to occupy the picture and to keep watch over the actions and control the destinies of the household. Every New Year's he is supposed to go away to a place which corresponds to our heaven,

and give an account of the household to the supreme god. The picture is then taken down and burned, with great cermony. The next day a new picture is put up, and the god returns to tarry for a year.

It is generally thought that all Chinamen speak the same dialect and can understand one another in conversation, but this is a mistake. Those in California are, without exception, from the coast cities, and speak alike; but as a whole China contains a Babel of dialects, and it would be as impossible for a Chinaman from the mountainous regions to make himself understood in Peking as it would for a green Hollander to be intelligible in Paris. However, the book-language is the same everywhere, and by writing in it there is no trouble in being understood. Chinese education being wholly classical, is readily seen to afford no room for progress in any of the walks of science, literature, or art.

The student studies merely to obtain as much knowledge as his fathers had, while we ask for more. However, the great demand which is made of the memory is beneficial in strengthening it. A partially educated China boy will learn the English alphabet in a tenth part of the time which an average white child requires, owing entirely to former frequent exercises in memorizing. The average China boy attends school about three years, and comes out with the ability to read and write to a limited extent. The Imperial dictionary contains about 40,000 different characters. A scholar of the first degree ordinarily makes use of about 10,000 of them, while a boy in three years would probably not master over 1,000.

The business English used in the seaport towns of China, in the intercourse of Britons with the natives, is picked up with surprising rapidity by the Celestials, who call it Pigeon-English, and mistake it for the pure tongue. It is simply the English language impoverished and shorn of every word but such as can be generally applied. "My name is Norval: on the Grampian Hills my father feeds his flock," translated into Pigeon-English, reads: "My name b'long Norval. Top side Keh-lam-pian hill my fader chow-chow he sheep." The next sentence: "A frugal swain, whose constant care is to increase his store," reads: "My fader vely small heartee man—too much likee dat piecie dolla."

The Chinese scholars in this city are usually employed in their leisure hours in making up for the time spent in learning to read, helping in the laundries, cigar factories, and shoe shops, so that, all things considered, the school-room can have very little attraction for them.

—San Francisco Bulletin.

Alone.

[The following verses, never before published, were written in the album of a Baltimore lady by Edgar A. Poe, at the age of 19, shortly after he left West Point in 1829. They are given in facsimile in *Scribner* for September.]

From childhood's hour I have not been
As others were—I have not seen
As others saw—I could not bring
My passions from a common spring.
From the same source I have not taken
My sorrow—I could not awaken
My heart to joy at the same tone;
And all I loved—I loved alone.
Then—in my childhood—in the dawn
Of a most stormy life—was drawn
From every depth of good and ill
The mystery which binds me still.
From the torrent of the fountain—
From the red cliff or the mountain—
From the sun that round me roll'd
In its autumn tint of gold:
From the lightning in the sky
As it pass'd me flying by—
From the thunder and the storm—
And the cloud that took the form
(When the rest of heaven was blue)
Of a demon in my view.

— Every unpleasant feeling is a sign that I have become untrue to my resolutions.—*Richter.*

SCIENTIFIC.

The Duplex Telegraph.

The invention of the Duplex Telegraph allows operators to send messages in opposite directions, over the same wire, at the same time. It will be seen that it doubles the working capacity of each wire, and thereby materially reduces the expenses of a line of telegraph over which much business is done. It possesses the advantage of being applicable not only to Morse's apparatus, but to other forms of the telegraph.

Its inventor, Mr. Joseph B. Stearns, was born on a small farm in the State of Maine, where he received only such a common-school education as that region afforded. While yet in his teens, he removed to Newburyport, Mass. There he worked for a short time in the Globe cotton-mills, and afterwards supported himself for a brief period by the art of shoe-making, learned while yet on his father's farm. About 1850 he entered a telegraph office, and since that time he has devoted himself so fully to the study of telegraphy that his name will be linked with that of Morse—another American—as one of the greatest inventors of the age. For the last two years he has been introducing the duplex telegraph into various parts of Europe; and it is now used not only in America, but in England, France, and Italy. It is well known that in England the telegraphs are owned by the State, and operated in connection with the post-office department. The expense was found to be so great that it was feared that cheap telegraphy would have to be abandoned; but Sir F. I. Scudamore, director of the British telegraphs, is reported to have said that Mr. Stearns "had saved the postal telegraphs of Great Britain."

A correspondent of the *Watchman and Reflector*, who recently met Mr. Stearns in Europe, gives in a late number of that journal an interesting account of the duplex telegraph and its inventor, which closes as follows:—

"It is an interesting fact that in 1844 the first message ever sent over the Morse telegraph from Washington to Baltimore was from the Bible: 'What hath God wrought!' and it is equally interesting that for one of the first critical tests of the Duplex by Sir Frank I. Scudamore, he being at Brighton and Mr. Stearns in London, the metrical version of the grand old hundredth Psalm was selected. Mr. Stearns telegraphed the first line, while at the same time and over the same wire Sir Frank was telegraphing the second line, and so on to the end. And no one can rightly contemplate the benefit to mankind conferred by these inventions without thanksgiving, and reverently exclaiming, 'Praise God from whom all blessings flow.'"

The Spectroscope in Weather Predictions.

Piazzi Smyth, Astronomer Royal for Scotland, communicates to *Nature* certain observations made by him in Paris, London, York, and Edinburgh, from the 7th to the 19th of last July, which seem to show that the spectroscope may predict the approach of a storm, even when the barometer gives no indication of it. On the date first mentioned, M. Leverrier attempted to explain in the French Academy of Sciences, how it happened that the official predictor of the weather "had announced a fine dry period just before the destructive inundations in the south of France, with all their train of frightful national calamities, began." Leverrier ended by asserting that all the bad symptoms had then passed away, the barometer was high in England, and "all the probabilities united pointed to a fine time coming." Yet every day for a week the weather only grew "worse and worse, darker and wetter, in the usually gay city of Paris." In London the weather was, if possible, still worse. The barometer failed to indicate the true character of the weather, even in the hands of the ablest men.

During all this dark and wet weather in London a pocket spectroscope in the hands of Mr. Smyth showed "from every part of the sky a broad dark band on the less refrangible side of D, and partly in the place of it." The band was so intense as to be "the chief feature of the whole spectrum." When he reached York, the weather was fine, and the dark band had disappeared. In Edinburgh, on the 17th of July, the weather was remarkably fine, and the clear sky gave only the usual Fraunhofer lines; but some low, white clouds near the northern horizon gave a spectrum in which the D line appeared "in seven times its usual strength, and with the London smoky band, too, beginning on its less refrangible side." Before midnight, after that fine day, a settled rain began, and the storm still continued on the 19th. All this took place with the barometer "nearly uninfluenced in its serene height and steadiness;" but in the spectroscope, on the 19th, most of the lines had disappeared in dull bands which occupied their places, very nearly. We shall await with interest further observations, which will determine how far we may rely upon the spectroscope in cases where the barometer fails to give indications of a coming storm.

Science among the Siamese.

Our readers will remember that the King of Siam extended a generous invitation to English scientific men to observe in his dominions the April total eclipse of the sun. It seems that the eclipse was viewed by the Siamese with much interest. The King of Siam himself made observations of the protuberances and corona through a telescope, and one of his princes secured two photographs of the corona. The original negatives have been sent to the Royal Society in England, as a present from the King of Siam. They are pronounced not inferior to those taken by the European observers. An observatory is to be erected in Siam, for taking regular meteorological observations; and it is expected that a chemical laboratory will be built in the palace. The "second king" is a mineralogist, and has a large collection of minerals, with a chemical laboratory for analyses.

Recent Discoveries in Pompeii.—One of the most interesting features of the excavations in this buried city is the discovery of many homely domestic articles, of which we have counterparts. It is astonishing how many things in use now were in use then. Here you will see almost every kitchen utensil, portable cooking stoves, jelly cake and butter molds in the imitation of birds and bowers, pots, kettles, crocks, dishes, cups and saucers, spoons, knives and forks, dippers, skimmers, saucepans, fryingpans, lamps, lamp-stands, flesh-hooks, braziers for charcoal. In a word, pretty much every kitchen, dining-room, or chamber article found in modern use entered into the economy of the daily life of Roman antiquity. All the articles of a lady's toilet, including jewelry of all kinds, gold and silver ornaments, corals, and precious stones, were found in the houses of Pompeii. Taken from the retail shops were steelyards, balances, weights, and measures. From a doctor's office were recovered a full set of surgical instruments, including "pulikins" for extracting teeth, and trepans for drilling holes in the skull. There is any number of shoemaker, tailor, carpenter, and blacksmith tools, and, indeed, implements of almost every present mechanical operation. Taken altogether, the collection of articles obtained from the dead city is a surprising revelation to every one, showing that the ancients invented and perfected ten thousand implements and articles of common life which we still use with little improvement thereon, and without giving them credit for.

— In manly hours we feel that duty is our place, and that the merrymen of circumstance should follow as they may.—*Emerson.*

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Boston, Mass., August 28, 1875.

☞ *To save many of our subscribers from writing to us, we will state again that we only publish* FIFTY NUMBERS A YEAR. *August 7th and August 14th no papers were issued. From this time until August,* 1876, *our subscribers may expect the paper regularly, with no break.*

A RECENT article in the Boston *Daily Globe*, enlarges upon the necessity for "hurry" which the programme in most of our schools now renders imperative. Too much importance cannot be attached to this subject, and if it could be agitated until committee-men, and others who lay out work for young pupils, could be shown the fallacy of it—the loss of time, and the mental stultification of slow-reasoning pupils which are an inevitable consequence—we might hope for the dawn of a better state of things.

AN encouraging feature in school work, and perhaps the most important so far as it affects the schools, is the increasing permanency of the teacher's position. The fewer annual changes in school management indicate a better quality of teachers and a more satisfactory condition of the schools. So far as we are informed, we believe that the record of removals to new situations, or from the work, the present season among teachers, is a smaller one than will show among business men, or the members of any other profession. We are surely advancing toward President Eliot's standard of school prosperity, in securing the elements of stability in place.

MANY hearty welcomes will greet our teachers as they return from their vacation wanderings. Friends at home will speak them, associates will gladly meet and talk over the events of the vacation tour, and the wearisome school-days of two months ago will be forgotten by school-boys and girls, as well as by teachers, when the "Glad to see you back again" will come out of happy hearts, and from fresh, new faces. The old work will be new again, and each will wonder why it ever seemed monotonous and trying to nerve and soul to teach, and to learn. A vacation is an evangel of new life, of invigorated purpose, and of fresh hope to all school-workers; and we expect the new year will open with fresh resolutions as to care of mind, body, and estate.

THE NEW-ENGLAND extends its cordial "Welcome home again," to all the newly-recruited ones who have by mountain, sea, shore, or prairie, or at the old hearthstone, sought and found freshness to cheek and newness for work. It was good to send you a word of advice at parting and now we welcome you with a word of cheer. It is the more hearty, in that we have been welcomed by so many teachers throughout the country, and that our work is so strongly sustained by their intelligent support, and our purpose is to be made welcome to all true workers in the educational field. Welcome, thrice welcome, fellow teachers; and may the new school-year be full of excellent labor and promising results. Thus wishes THE NEW-ENGLAND.

REFERENCE to our advertising columns will show an array of colleges and schools of the first grade, to which the patronage of those seeking the best educational advantages for sons and daughters are invited. We need not speak the merits of each, for they are too well known to need repetition. As an index of the popular character of these various institutions, and the value of their courses of study, the number of applicants for admission has never been greater, and the prospects for our primary and higher schools are certainly promising. The Normal School work has an increasing claim upon the students who propose to teach, and this comes from the success which has attended the labors of the Normal graduates, and the more intelligent understanding of the demands for thoroughly educated instructors. All our patrons will find it a pleasure to consult our columns for the information they seek, as to the instruction and management of our best schools. Presidents of colleges and principals of schools will gladly furnish any added information needed.

A Practical Education.

A practical education for the child of a savage would not be a practical education for the child of intelligent parents, living in a civilized community. The first lessons of each might be the same, but very soon the latter would outstrip the former: and when the one might be in readiness to receive the higher branches of knowledge, the other would very probably be plodding along in the rudiments, unable to appreciate the truths of science or the beauties of language.

When we seek for a system of practical education, we must consider first whom we are to educate. No theory formed to educate any *class* in distinction from *all* the children of the country, can be successful. Under our Republican government the public school system should be for the benefit of *all*, and its primary object the welfare of the State. If you ask me for all the details of a system of practical education, I cannot satisfy you. Its perfection must be the result of years of experience; but the foundation upon which it is to be built can be found now, and with little difficulty.

First, we must throw aside any disposition to copy any European system, as a system. We need an education of our own,—one which will develop independent thought and self-reliant character. Republican institutions require Republican education.

We must aim to give our children, first, nobility of mind; second, a knowledge of affairs; third, a love of study.

Nobility of mind means much, but it includes public spirit, a love of truth, of honor, of liberty; and hand in hand with this ought to be taught a knowledge of men, of nature, and of the practical affairs of life. Finally, there should be carefully fostered in the pupil a love of study, so that when he leaves school he will be drawn on, of his own desire, to endeavor to discover the secrets of Nature, and to solve the problems of humanity; while his soul, conscious of a higher motive than selfishness, urges him to give others the benefit of his labors, and to take a deep interest in the public welfare.

But chiefly we desire of education that it may make *men* rather than scholars. We have not enough of the old Greek and Roman heroism of characfer and independence of thought. We must ask our classical instructors to endow their pupils with something of the strength of the Greek and Roman mind and character, though it be at a loss of some proficiency in their languages. Nobility of mind and heart is better than learning, and he who gains it shall "find all things added unto him."

The Bible in the Schools.

How many who eagerly discuss the question of "The Bible in the Schools," have critically examined it,—simmered it down until they have got its solid residuum?

No one can really wish the Bible kept in the schools as a mere religious figure-head—as a voiceless religious symbol even. The desire is, of course, that it should be a source and living fount of truth, from which, in some effective degree, both teacher and pupil shall draw the higher wisdom which alone inspires science and perfects education. Something more than a rudely mouthed and uncomprehended reading lesson; something more than an ill-assorted and impassively read chapter, the formal prelude to a still more formal and ill-considered prayer; something more than this is demanded, if anything be demanded at all.

But what is the difficulty in the way of making this book of books an intellectual as well as moral power in the school-room? First of all, the ever-present incapacity of teachers, both as to the spirit and the understanding, to handle the word skilfully and with proper devoutness. Secondly, and with not less damaging force, the position of Protestant Christendom with regard to the cardinal truths of the Bible, which make it impossible to present an unbroken front to the enemy.

What that position is may be seen thus. Hostility to the Bible in the schools, is hostility to it as an avowed and effective symbol of truth. But not the truth of natural religion or fundamental morality. Both are recognized by the great mass; they even have a fixed place in the statute law. There is no difficulty in fixing the proper boundaries of these, and no occasion for conflict with regard to their presence in the public schools. To fight against them, is simply to be a fool or an outlaw. But the Bible, while recognizing and enforcing with higher sanctions both national religion and fundamental morality, stands out before the world, as the symbol of revealed religion, and the basis of its positive institutions. Here, however, there is conflict at once; for the Bible is two-fold, Jewish and Christian. The Jew accepts the Old Testament, but he must oppose the New Testament scriptures. Suppose, however, the Jew were to waive his national prejudices. We are yet no better off. Christendom, though accepting the entire Scriptures, is either Romanist or Protestant, and that is irreconcilably hostile; and hostile, as each assumes, on the very basis of the Scriptures themselves. Here, then, there is worse conflict than before.

But suppose that we could get rid of the opposition of the Romanist, and confine ourselves to the adjustment of the question on a purely Protestant basis; how much better off are we? Protestants, who, as one, might stand out against half the world beside, are not one: their divisions are legion, and jealousy, if not positive jar and conflict, are inevitable, so soon as the great question is pressed home with any real effect. The Bible in the schools, as the basis of any effective

instruction in revealed religion, would not signify Catholic Christianity, but one or another of the manifold and conflicting isms. Here, then, there is the fatal difficulty—in our own internal divisions, and internicine strife. And the *great cause*,—for such the cause of religious instruction in our schools is,—suffers because of our own sad departure from the primitive unity.

It seems, then, that there is but the alternative, no Bible or instruction in the Christian religion in the public schools; or if the Bible, through any local usage or prevailing Protestantism, be retained, so formal, vague, and indecisive a use of it, as trenches upon no points of denominational divergence, and touches even the cardinal truths of Christianity, with no sharp delineation, or aggressive effect. Truly we pay a heavy price for our spirit of universal protest, and our demand for individual liberty.

Foreign Notes.

— Hitherto the French, as a nation, had never yet received honorable mention for their extensive knowledge of Geography. It was, indeed, wittily suggested, during the late disastrous war, that France had been napping while Germany was mapping. *Mais nous avous changé tout cela.* In the Geographical Exhibition now open in Paris, is shown a map drawn in the eighth century, upon which are shown not only the Garden of Eden, but the land upon which will be poured out the Seven Vials mentioned in the Apocalypse. Such exhibitions are eminently calculated to revive (or to ridicule?) the study of Geography in France.

— Terskewitz, a village in Pomerania, shares the fate of many more villages and hamlets in Prussia; Terskewitz has no schoolmaster. Recently, however, the functions of a teacher have been performed in the unfortunate village of Terskewitz by the principal landed proprietor in the neighborhood, Herr von Teromski, who, even on Sundays, is engaged in the instruction of the children of his tenants.

— *Der Bildungs-Verein*, the official organ of the "German Association for the diffusion of National Culture," has a series of articles on "Johann Peter Zenger—the German champion of the liberty of the press in the United States of America."

— The National Education Society, of Lyons, will award a prize of 500 francs to the best hitherto unpublished essay on the following subject: "Describe what the elementary school-teacher can and must do in the matter of the education (éducation) of his scholars. Point out by what means he will best perform that part of his profession." The essays need not be written in French; they should be forwarded to the society before November next, and simply bear a motto, which motto has to be repeated under envelope, with the name and address of the writer.

— The *Société des Agriculteurs* of France announces that a sum of 1,000 francs will be devoted by them to prizes in various sums, to be distributed among those teachers who have been most successful in creating a taste for agriculture among their pupils. The awards will be made next year.

— The recent elections in Holland have shown a decided preference for the present undenominal school system among the bulk of the Dutch electors. Only one out of forty candidates returned, belongs to the so-called Christian national, or "anti-revolutionary" faction. The elementary education act of the Netherlands was promulgated in the year 1857; it recognized the complete severance of secular educational and dogmatic teaching; it leaves the quantity of instruction a matter for municipal discretion, but it countenances no legal compulsion. Strenuous efforts, meanwhile, are made in this direction by the younger and more enlightened of Dutch educationists—notably by the teachers' organs.

— From Hanover we learn some curious news. The school teacher of a little township, having taught his pupils to sing the beautiful patriotic hymn of the late Hoffman von Fallersleben, beginning: *Deutschland, Deutschland über alles*, the clergyman thought fit to denounce "the impious chant as tending to idolatry." When the sermon had no immediate effect upon the schoolmaster a sharp personal remonstrance, in the presence of the children, seems to have been the sequel.

Walks among Trees.—No. II.

BY L. W. RUSSELL.

As we stroll among the trees, we gather leaves from them at this season, for they are now in perfection, having reached full growth and firmness of texture. They should not be allowed to wither or curl in the least before pressing, so we will take a portfolio, or an old atlas, to keep them flat till we arrive home.

How delightfnl the morning! The sun-bath gives us new life, as we trudge towards the woods, and the lovely landscape wears a smile as it dries its face from yesterday's showers; or perhaps it is our hearts that smile and are so glad, and nature about us knows nothing of it. Well, no matter; we will fancy what we like.

Yes, we will rest beneath this wide-spreading tree. You know it is an oak, of the *red* oak division, by its bristly, pointed leaves. I see you begin already to recognize your "friends." It is a grand old tree, and we well might admonish the "woodman" to "spare" it. The bark is deeply furrowed and ridged on the body, and very dark, even on the smaller limbs. No, it is not so much so on the real red oak. Now take your jack-knife and scrape off a little of the outer bark from a branch, and tell me what you notice about the inner layer. "Yellowish in color, and very bitter to the taste." You are a correct observer, and you may note the fact that the color and the taste of the bark are distinguishing characteristics of this oak, called *black* oak, from the color of the outer bark, and *quercitron* oak, from the hue of the inner bark. Yes; it is used for coloring, giving, with some other ingredients, many shades of the much-admired "quercitron." Formerly large quantities of this kind of bark were exported to Europe for coloring, but other substances are now substituted for it.

You have found some of last year's acorns, and notice they are much smaller than those of the red oak. By taking these that are newly ripened, dark stripes from base to apex will be observed, not seen on other acorns. The meat of the acorn, too, is, like the inner bark, yellowish, and occasionally bitter. The leaves might readily be mistaken for those of the red oak, and the form of the tree is much like it, although more spreading in open ground; but the bark and acorns will form a sufficient test. The leaves, too, in autumn, tell the kind, for they, instead of turning red, take on various hues of buff or yellow, but sometimes streaked with red. The black oak flourishes well on sandy, light soils, and would be valuable to plant on such ground. They like the climate of the Middle States, but flourish well in southern New England. Some beautiful specimens are found on the light lands around Providence, R. I., and a majestic old patriarch of this kind is near the ancient house, the "Betsy Williams" residence, in Roger Williams Park, of that city.

On we go to the edge of the wood, where you find another oak which puzzles you. There is one in the open ground very symmetrical and beautiful. You should, forgetting the true characteristics of most trees, observe those growing in open grounds, where they have plenty of room to develop. This tree has not the ruggedness and strength of the others we have observed. I thought you would not fail to notice and admire the leaves. Very deeply cut with a shining upper surface, as though the fairies had varnished them. They quiver and shake so merrily on their long stems with every breeze, that they seem very much alive. And so they are, for they drink in from the air and call up from the earth, and work over and elaborate the food they get to nourish the graceful branches and sturdy trunk, which bear them aloft into the bright sunshine and morning mists. Take a good lot of these leaves to ornament your parlor in winter, and we will come again in autumn, when they will seem ablaze with bright scarlet. Their color in autumn is scarcely less intense than those of the tupelo and red-maple, and, indeed, gives the name *scarlet* oak to this variety.

You want to know about the *white*-oak group? Well, your curiosity and interest are awake, I see, and you shall be gratified. You may be looking, gathering specimens of leaves, acorns, bark, etc., but don't try to remember all at once. Fix something well, then go on. But what have you found on this gravelly hillside? An oak not higher than your head, full of little growing acorns. Surely, it is an oak; and here are acres of the same kind on this "starve-goat" soil, mingled with grey birches and pitch-pines, all seemingly hungry enough. You have guessed rightly. These are what the farmers call "*scrub*" oaks, and they are scrubby enough. They belie the representation of the oaks for size and grandeur, never growing more than fifteen or twenty feet high anywhere. The bristly points on the leaves and the ripening of the acorns the second season, show them to belong to the red-oak group. They will grow where nothing else of the kind will, making on the sands of Cape Cod, even, an impenetrable thicket. Deer like to hide among them, being there safe from gun and dog. Wild turkeys and other large birds feed upon the acorns which they bear prolifically. Bears, before they were driven away, ate them, whence the name *bear* oak. They are sometimes planted as "nurses" or protectors of other kinds of tenderer trees when young, and also for hedges and wood. How nature contrives to grow something everywhere, covering even the gravel banks and barren sands with verdure.

Now, down into the valley, under the beeches, by the brook, on a mossy bank, where we will rest, look over our specimens, and make a few notes for preservation.

Mem.

(*a*) Gather leaves when fully developed. Partially press them at once.

(*b*) No. 2 of the *red*-oak group recognized (the *black* or *quercitron* oak); bark black, deeply furrowed; inner bark yellowish, bitter, used for coloring.

(*c*) Acorns small, striped with dark lines from base to apex, yellowish meat, intensely bitter—like the inner bark.

(*d*) Leaves similar, while growing, to those of the red oak, but turning to shades of buff in autumn.

(*e*) Tree rugged, massive, wide-spreading, grows to large size.

(*f*) Flourishes well on light soil, likes climate of the Middle States, and further south; fine specimens on the shores of the Narragansett Bay.

(*g*) No. 3 of red-oak division (the *scarlet* oak); graceful, airy in form, fine tree in open grounds.

(*h*) Leaves very deeply cut, long, bristly points from the lobes, very shining on upper surface; intense scarlet in autumn, whence the name "scarlet" oak.

(*i*) Acorns small, ripen the second year.

(*k*) Bark not excessively rough.

(*l*) No. 4 of red-oak group (*scrub*, or "bear oak"); small, scrubby, bears fruit abundantly, grows on the poorest soil, clothes sand-hills like those of Cape Cod; valuable as a "nurse" or hedge tree.

— A correspondent of the London *Athenæum*, in a letter in the last number of that paper, says that persons interested in ancient historical relics will be sorry to learn that the Parthenon at Athens is being shockingly wrecked and ruined. Tourists every season visit it, knock off limbs of statues, pull down portions of the frieze which Lord Elgin left, and, clambering up with hammer or stone, break off bits of the Doric capitals. These capitals, it will be remembered, are pointed with rows of leaves, which are supposed to be bent double under the weight of the architrave, and relic-hunters seem to be especially fond of chopping this portion of the masonry. "Not a fortnight ago," says the correspondent, "a tourist knocked off the finger of one of the finest statues, as he wished to add to his private collection of curiosities at New York." The Greeks have determined to protect the building as much as possible, and to store up in a safe place the most interesting and valuable of the fragments of sculpture which lie all over the place, exposed to rude winds, and men more savage still than they. They have almost completed a museum at the back of the Acropolis, but the work has come to a standstill for the lack of money.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

The Temperance Meeting at Backley.*

CHARACTERS: — *Lecturer, Squire Breeze, the chairman; Dr. Smith; Excitable Member; Deacon Towzer; Mrs. Towzer; Irrepressible Small Boy; Joe Digg, a Drunkard; Others, as audience, and Glee Club.* TIME:—*After the Lecture.*

Squire Breeze.—Having listened to the eloquent and witty, the logical and convincing arguments of our orator, on the evils and dangers of Intemperance, the meeting is now open for remarks. (*Suppressed laughter and clapping are heard near the door as* JOE DIGG *rises.*)

Various Voices.—It's a shame! Disgraceful! Put him out!

Small Boy.—Dig, Joe! Dig for the door, Joe Digg!

Chairman. (*Rapping vigorously.*)—Order, order! Mr. Digg is a citizen of Backley, and though not a member of our Temperance Society—

Small Boy.—Aint he, now? That's so, every time!

Chairman. (*To Small Boy.*)—Silence! (*To audience.*)—Still, he is entitled to a hearing. Please step forward, Mr. Digg.

Joe Digg. (*Coming forward.*)—I s'pose, Mr. Chairman, that the p'int of Temperance Meetin's is to stop intemperance; and as I'm about the only fully developed drunkard in this village, I'm the one most likely to know what this meetin' has amounted to.

Squire Breeze.—Exactly so, Mr. Digg. Let's hear your opinion.

Excitable Member.—The pledge, the pledge! Here's the pledge, Joe; sign right off.

Joe Digg. (*Taking no notice of the pledge.*)—I believe every word this gentleman has said. (*Here the Excitable Member bursts into tears.*) And he could 'a put it all a good deal stronger without stretchin' the truth. The sorrer of a drunkard's home can be talked about till the dictionary runs dry, and then ye don't know about it if ye haven't *been there!* But all this talk, DON'T AMOUNT TO NOTHIN'!

Lecturer. (*Indignantly.*)—I must ask an explanation, sir.

Joe D.—Haint none of you ever laughed 'bout "lockin' the stable door, after the horse is stole"? That's what this Temperance meetin' and all the rest of 'em amounts to, and nothin' more.

Small Boy. (*In loud whisper.*)—"Only that, and nothing more!"

Joe D.—You don't believe, but I've been a drunkard, and I'm one yet; and ye've all got sense enough to understan' I ought to know 'bout it!

Lecturer.—But *will* the gentleman have the kindness to explain.

Joe D.—Yes! yes! I'm comin' to it, if my head'll see me through; I ain't celebrated for public speakin', and I haint got my lectur' writ out same as you had.

Chairman.—Go on, Mr. Digg, in your own way; we are very much interested.

Joe D.—Thank ye, Squire. You folks all b'leive that its lovin' liquor makes a man drink it. Now 'taint no such a thing. I never had a chance to taste fancy drinks, but I know that every kind of liquor *I* ever got hold on was more like medicine than anything else.

Dr. Smith.—Then why, in goodness' name, do you drink it?

Joe D.—I'll tell ye, if ye'll have a little patience. You all know who I be; my father was a church member, and so was my mother. Father done day's work for a dollar'n a quarter a day.

Deacon Towzer.—Good wages, good wages, for those times.

Joe Digg.—Good wages! How much fire-wood, and clothes, and food, d'ye s'pose that money could pay for? We *hed* to eat what come cheapest; an' when some of the women here was sittin' comfortable o' nights, a-knittin', and a-sewin', and readin', my mother was hangin' roun' butchers' shops tryin' to beat the butcher down on scraps that wasn't good enough for you folks to eat.

Dr. Smith.—But why didn't you young folks go to work?

Joe D.—*Didn't* we! I've worked for men in this room, (*Shaking his hand at Deacon Towzer,*) twelve and fourteen hours a day.

Deacon T.—Well, didn't I and my boys work just as long ourselves?

Joe D.—Yes, yes, Deacon; I don't blame you. You didn't mean nothin' out o' the way, but you alluz had *something inside* to keep you up, and I didn't. Does anybody wonder when I was a hayin' it with men that kep' liquor in the field and found how it helped a fellow, that I took it and thought 'twas a regular God's blessin'?

Dr. Smith.—But you knew it was hurting you?

Joe D.—S'pose I did? How was I to give it up, when it stood me instead of eatables that I didn't have?

Deacon Towzer. (*Starting to his feet, while Mrs. Towzer begs him to "Sit down! sit down, Deacon."*)—You should hev prayed, Joe: prayed long and airnest.

Joe. D.—Deacon, most folks in this house have heard tell of your dyspepsy for nigh on to twenty year; did prayin' ever comfort *your* stomach?

Small Boy.—Good for Joe!

Lecturer.—But are not farm-laborers usually well fed?

Mrs. Towzer.—Nobody can say I don't feed mine well.

Joe D.—Yes, I know, Ma'am Towzer, them that eats at your table; but what o' them that boards to home, and don't get more'n half fed?

Excitable Member.—Nobody in this village means to abuse the poor.

Joe D.—No, but you *don't mean not to;* and I tell you, whisky's the best friend they've got.

Dea. Towzer.—I work my men from sunrise to sunset; I'm the first man in the field, and the last to quit, and I don't need any whisky.

Joe D.—But do you start in the mornin' with hungry little faces hauntin' ye? Do ye take the dry crust and leave the butter for the children? Do you go home at nights afeard to see a half-starved wife draggin' herself roun' among a lot o' hungry young uns? I tell ye, Deacon, you'd ought to know about *One* who broke down, hisself, *when it come to the cross*, and poor human bein's sometimes get to the p'int when they can't stan' much more; and when it's wife and children that brings it, it gets a man awful.

The Lecturer.—The man is right, I have no doubt, so far as a limited class is concerned; but of course no such argument applies in a majority of cases.

Dr. Smith.—I'm sure there are plenty of well-fed, healthy, and lazy young men, hanging about the tavern in this very village. Isn't it so, Joe?

Joe D.—Yes, *Sir!* and I want to talk 'bout them, too; on'y I don't want to take up all the time o' this meetin'.

Many Voices.—Go on, Joe; tell all you know!

Joe D.—No, I shan't tell all I know; there's folks here would'nt want to hear it, — but there's a lot o' young men a-hangin' round that tavern.

Dea. Towzer.—What need they go there for, *I* say.

Joe D. — 'Cause it's made pleasant for them, and it's the only place in this village that is!

Excitable Member.—Dear me! why don't they stay at home!

Joe D. — Well, I've been a faithful attendant on that tavern for years, an' I never knowed a hanger-on there that had a comfortable home of his own to stay to.

Dr. Smith.—I thought you said some of them were healthy and well-fed?

Joe D. — So I did; some of 'em don't go to bed hungry; but they have scoldin' or squabblin' or fractious parents; an' they can't go visitin' an' hear fine music, an' see nice things of all sorts to take their minds off, as some of you can; so they come to the tavern because they've nowhere else *to* go.

Lecturer.—But is the tavern such a remarkably fine place?

Joe D.—The tavern's alluz comfortable, an' there's somebody to sing a song, or tell a joke; and they go there more for a pleasant time than for drink, along at fust.

Dea. T.—Well, Joe, why don't you advise 'em to keep away?

Joe D.—What's the use? I tell you they've *nowhere else to go.*

Dea. T.—But they ought to flee from the appearance of evil!

Joe. D.—*Flee!* Where be they to flee *to?* Would you ask 'em to come visitin' at your house?

Dea. T.—They can come to our evening prayer-meetings; there's two a week, besides Sundays! and they're precious seasons, some of them.

Joe. D. —I tell you, Deacon, religion don't taste better'n whisky, till you get used to it, and 'taint made half so invitin', neither.

Dea. T.—Still, I think they ought to come.

Joe D.—'Taint long ago I heard you tell the Doctor, here, that scarcely any of the church members come to meetin' regular; so you can't blame the boys if they don't take to it.

Lecturer.—I want to ask Mr. Digg if he thinks most drunkards become so from justifying causes?

Joe D.—No *Sir!* But I *do* mean to say that after you leave out them that takes liquor to help 'em do overwork, and them that commence drinkin' 'cause they're at the tavern, and hev *nowhere else to go*, you've made a mighty big hole in the crowd of drinkin' men.

Lecturer.—But how are these to be "left uot"?

Joe D.—By temperance folks doin' *somethin' besides talkin'.* By temperance folks treating the drunkard as if he was a sick man that needed care, and not a sinner that needed preachin' to. And by their fixin' up a place where young men can go evenin's and have good times, same as you folks do with your pictures and pianers and sich.

Squire Breeze.—Joe, have you ever wanted to stop drinking?

Joe D.—*Yes*, I have? Good men's come to me and put their arms round me, and begged me to stop. An' I've wanted to, and tried to.

Dea. T.—Well, why didn't you?

Joe D. — 'Cause, when every bone and muscle in a fellow is beggin' for drink, and his mind's dull, an' he needs takin' care of, jest like a sick man, *talk* is jest about wasted, and I never got anything *but talk.*

Irrepressible.—Well, what would you have us do for you, now?

Joe D. — Nothin', nothin' for me; I'm past helpin'. There's been times when if I'd been ahead on flour and meat, I could 'a stopped drinkin', but when a man don't get nothin' but words he'll go back to drink *every time;* nevertheless, I want you to understand, there's been time and agin I could a' stopped short if anybody'd a gin me a lift. And what would a' saved me *will save the boys.* Now I've said all I've got to say, and I'll sit down.

Squire Breeze.—My friends, I for one have been deeply moved by our poor brother's remarks and statements. As a society, we have tried to do our duty, in many ways, in the cause of Temperance; but I begin to see that these things we should have done, and not have left the others undone.

Dr. Smith.—I propose a meeting for an appointment of a committee to look after the intemperate, and to collect funds to use for their help and aid and care; and I shall propose Mr. Digg's name as a member of that committee; and I pledge myself to do all in my power to restore him to health and temperance. I do not believe he is past help.

Lecturer.—And, Doctor, you must make a Temperance lecturer of him. I acknowledge myself fairly outdone by this his first attempt.

Small Boy.—We're "all for Joe"!

(*The Glee Club sing. Tune,* "Coming through the Rye.")

If a brother meet a brother
Fallen very low,
Should a brother leave a brother,
Farther down to go?
Everybody needs a brother,
Kindly words to say,
When a brother meets a brother,
Falling by the way.

If a brother meets a brother,
Let him understand
That a brother needs a brother
With a helping hand.
Everybody should a brother
Aid as best he may,
When a brother meets a brother
Falling by the way. M. B. C. S.

* Arranged from "Golden Age."

Blue, Bright, and Black Clouds.

BY M. B. C. SLADE.

Don't you see the blue clouds, shining over yonder?
That's the merry boys of Uncle Sam.
Don't you hear them shouting, in a voice of thunder,
I'm a Temperance Soldier, so I am!

Chorus.—Look out, there, now! we're a-going to join!
Look out, there! don't you understand?
Temperance is coming! Temperance is coming!
And we are going to get her up a band!

Don't you see the bright clouds, shining over yonder?
That's the pretty girls of Uncle Sam,
Singing through the woodland, waving branches under,
I'm a Temperance maiden, so I am!
Chorus.—Look out, etc.

Don't you see the black clouds, flying over yonder?
That's Intemperance, foe of Uncle Sam.
And the boys and maidens say they should'nt wonder
If he cried "I'm beaten! so I am!"
Chorus.—Look out, there! etc.

[This, with music, is in "Musical Fountain," published by Root & Sons, Chicago. Price 25 cents. Send to Ed. of this Dept.]

Wine and Water.

BY NETTIE MACKEY.

First Girl.—Which will you have, my boy or girl,
With the rosy cheek and golden curl,
With the sparkling eye and coral lip,—
Will you the wine or water sip?

Sec. Girl.—First let me say, if you choose the wine,
Your beaming eyes will no longer shine;
They'll soon grow faint, and dull, and dim,
And you'll wear a hat without any rim.
You'll blunder, and stagger, and tumble about;
Fall into a mud-hole, and cannot get out;
Your clothes will be ragged, and tattered, and torn,
And you will be friendless, alone, and forlorn.

Third Girl.—Next, let me say, if water you take,
Sparkling and clear from the spring or the lake,
Your eyes will be bright, your brain will be sound,
And you may yet live to be great and renowned.
Your step will be firm and your footing secure,
And if you fall down, you'll get up, I'm sure.

All.—And now, little man or maiden so fine,
Which will you take, the water or wine?

Temperance Address.

(For a very young lecturer.)

I think that every mother's son,
And every father's daughter,
Should drink, at least till twenty-one,
Just nothing but cold water.
And after that they might drink tea,
But nothing any stronger.
If all folks would agree with me
They'd live a great deal longer. M. B. S.

CORRESPONDENCE.

"Beautiful Extracts."

MR. EDITOR.—In your issue of July 17th there was published "Beautiful extracts upon the subject of death, from the works of Charles Dickens." One of the finest, I think, was overlooked. It is that touching scene of the old schoolmaster at the bedside of the little scholar:

"He was a very young boy; quite a little child. His hair still hung in curls about his face, and his eyes were very bright; but their light was of Heaven, not earth. The schoolmaster took a seat beside him, and stooping over the pillow, whispered his name. The boy sprung up, stroked his face with with his hand, and threw his wasted arms round his neck, crying out that he was his dear, kind friend. * * * The two old friends and companions—for such they were, though they were man and child—held each other in a long embrace, and then the little scholar turned his face towards the wall and fell asleep." —*Old Curiosty Shop, chapter xxv.*

The mistake of one word in another quotation despoils the sentence of its force and beauty: "It being *high* water, he went out with the tide." (*Low* should have been substituted for *high*.) "People can't die, along the coast," said Mr. Peggotty, "except when the tide's pretty nigh out." * * * "And, it being low water, he went out with the tide."—*Copperfield, chapter xxx.*

Yours, A LOVER OF "THE WORKS OF CHARLES DICKENS."

Multiplication.

MR. EDITOR: — It is not the privilege of the teacher to dodge the explanation of Multiplication, as many arithmetics do, giving instead some general remarks on its processes. Nor can she, with the majority of compilers, imagine that o is the only figure ever found in the tens' place in the multiplier. That other subterfuge of explaining the product by the hundreds' figure with the ambiguous wording which 1 in hundreds' place would allow, she cannot appropriate. What she desires is a consistent explanation, and a rational one.

As a first step toward obtaining such an one, let us remember that the multiplier must be abstract, and that number when considered as consisting of the denominations units, tens, hundreds, etc., is *not* abstract. We cannot, therefore, multiply units by *units*, units by *tens*, tens by *tens*, etc. Only two paths are open to us: either we must multiply each figure of the multiplicand by the *entire* multiplier (which, of course, is impracticable); or we must separater the multiplier into its parts, and multiply by each part separately, adding the partial products.

Let it be required to multiply 643 by 432. For convenience, under the multiplicand we write the multiplier; and separating it into its parts, 2, 30, 400, we multiply by each part separately, beginning with the smallest:

2 times 3 units, = 6 units, which we write in the units' place, and under the figure that produced it. 2 × 4 tens = 8 tens, which we write in the tens' place. 2 × 6 hundreds = 12 hundreds = 1 thousand and 2 hundreds, which we write in their respective places.

30 times 3 units = 90 units = 9 tens, which we write in the tens' place. 30 × 4 tens = 120 tens = 1 thousand and 2 hundreds; we write the 2 hundreds in the hundreds' place, and reserve the 1 thousand to unite with the thousands of the next product. 30 × 6 hundreds = 180 hundreds = 18 thousands, which + the 1 thousand = 19 thousands = 1 ten thousand and 9 thousand, which we write in their respective places.

400 times 3 units = 1,200 units = 1 thousand and 2 hundreds; we write the 2 hundreds in the hundreds' place, and reserve the 1 thousand to unite with the thousands of the next product, etc.

The sum of the several partial products, 277,776, is the whole product required.

It is hoped the above explanation will prove of value to the many teachers who have been severely tried by those "artful dodgers"—the Arithmetic compilers. F. P.

Education in Burmah, as it was and as it is.

HENTHADA, BURMAH, May 24th, 1875.

It was with real pleasure, on opening a package received from Boston not long since, that my eyes fell on several numbers of the *Rhode-Island Schoolmaster*. The familiar sight reminded me of a promise I made to send an occasional contribution to its pages. The most natural topic which just now presents itself is, "Education in Burmah, as it was and as it is."

On my arrival in Burmah, in 1851, one of the first things which attracted my attention was the Burmese system of education. It was said that almost every man among the Burmese could read. It was the duty of every priest to teach the boys, so that instruction was free to all boys whose parents chose to send them to school.

Now, come with me on a visit to one of these priestly schools. We must start early, for school will be over before the Burmese hour for breakfast. As we approach the *kyoung* (monastery), we hear the loud shouting of boys' voices. You say, "It is recess and the boys are at play." "Oh no; they are learning their lessons!" Now we are in front of the *kyoung*, but we will not offend their prejudices by ascending the steps, for some of us are women, and no women may enter a *kyoung*. But we can see without going farther, for the school is on a wide open verandah fronting the street.

The only thing that looks like a school-room is a small blackboard on which the priest has written the spelling lesson, which, to your unpracticed eyes, looks like a string of broken rings. There are no seats or desks. The priest teacher, with his shaven head and yellow robe, sits cross-legged on the floor, side of the blackboard, and the boys sit facing him. There are fourteen or fifteen boys, from eight to twelve years of age. What a deafening noise they make. But you notice that not half of them are looking at the blackboard. That is of no consequence. They may look where they please, if they will only scream loud enough. The one who can make the most noise is esteemed the best scholar.

It takes three years of such training for a boy to learn to read, and then he is graduated as "finished." If he desires to make higher attainments, he must enter the priesthood, where he will receive special instruction. But the principal part of his learning, even then, will be the Buddhist sacred books.

But what sort of readers does the three years' course produce? I wish you could hear one of them. Imagine a half-clad, dark-skinned man stretched out at full-length on the floor, or, perhaps, raised a little on his elbow, with a palm-leaf book, or, it may be, a mission tract in his hand. Of silent reading he has not the slightest idea. Neither does he ask nor care whether his noise will disturb any one or not. In a loud, tiresome, monotonous, sing-song, he drawls out the words, until he is tired enough to stop. The worst of his reading is that he continually repeats the words. For instance, if the sentence were, "The moon was shining brightly, and I went out to enjoy a sail on the river," he would render it thus: "The moon—the moon was shining brightly—the moon was shining brightly and I went out—I went out—went out to enjoy a sail—to enjoy a sail on the river—on the river."

But what of the girls? No provision is made for their education. A woman's work is to cook rice, draw water, and take care of children. What does she want of books? Until recently the mass of the Burmans have considered it disgraceful for a woman to know how to read. Yet I think there must have been a modification of this sentiment near the capital, for the women of the palace were taught to read, and the principal queen has the reputation of being a very learned lady. Even in lower Burmah a few women learned to read in spite of all obstacles and prejudices.

Customs have been so stereotyped in this Eastern world that what was true of education in Burmah in 1851, had been true for centuries before. But important changes have taken place. A beginning had been made before I left for America in 1868, but I was not prepared to expect the great advance I found on my return in 1874. Government has appointed a director of public instruction in British Burmah, with several efficient subordinates. An effort has been made to improve the indigenous schools. The priests do not like innovations, but many of them have begun to yield to pressure. Something has been done in the way of training native teachers. In the large towns there are now established government schools for both sexes, which are well conducted and largely attended. Government also encourages other schools by grants-in-aid, and by giving prizes to all pupils who will pass certain examinations. Education has become popular, and private schools for boys and girls have started up everywhere. I think the chief impulse to schools has been given by the discovery that education is the road to wealth and honorable position.

Some of the missionaries think that the influence of government is exerted in such a way as to give a great *eclat* to the Buddhist religion. If such is the case it is greatly to be regretted.

I must not omit to speak of mission-school work among the Burmese. The missionaries have from the beginning done something in the way of schools. Within a few years several boarding schools for girls have been established, and are accomplishing a good work.

What I have been saying refers only to the Burmese. Among the Karens the educational work has been wholly directed by the American missionaries. Here, indeed, there was opportunity to cultivate a virgin soil. The Karens were utterly despised by their Burmese neighbors, by whom they were termed "savages." Before schools could be opened among the Karens, it was necessary to reduce their language to writing. This task was so successfully accomplished by Rev, J. Wade that we have the great advantage of a perfectly phonetic written language. Hence learning to read is not so formidable an affair among the Karens as it is in America. It is less than fifty years since the Karen alphabet and spelling book were made. Schools were immediately established, and the work of book-making begun.

As the Karens live in little hamlets scattered throughout the jungles, it has been necessary to gather pupils into boarding schools at the mission stations, These are conducted by the missionaries, aided by native assistants, and are exerting a powerful influence in raising the natives from the degradation of ages. Year by year these schools are reaching a higher standard. There has long been a Theological Seminary connected with the Karen mission, and now we have an embryo college. There are many primary schools in the jungles and a few of higher grade, but there is room for immense improvement in this direction.

We rejoice over past progress, but we see a mighty work before us. Indeed, the work of Karen education is scarcely beyond its infancy. Will the time ever come when we shall here see such grand educational gatherings as you enjoy in America?

The educational work among the Karens is confined almost exclusively to those who have accepted the Christian religion. But as there are now over eighteen thousand Karen church members, their children are sufficiently numerous to afford an ample field for cultivation. C. B. THOMAS.

Educational Notes from Japan.

It is the intention of the Mom Bu Sho, or Department of Education, to be well represented at the Centennial Exposition in Philadelphia. Especial attention will be given to attempt to show the progress in education and knowledge from the most ancient to modern and recent times, with a full exposition of the improvements, reforms, and appliances in vogue, which have been wrought, to a great extent, by the efforts of American teachers in Japan.

A curious accident lately befell Dr. David Murray, the foreign Superintendent of Schools and Colleges in Japan, which might have terminated disastrously, but did not. While examining the old grounds and gardens of the ex-daimio of Kaga, he fell down an old well, the mouth of which was nearly overgrown with vegetation. Fortunately neither water, nephitic gas, nor any noxious creature was in the well, and no bones were broken. The doctor was soon hauled out by means of ropes, and safely landed on *terra firma*, but little the worse for the resurrectionist process. Dr. Murray was at the time selecting, in company with the officials of the Educational Department, a site for new and elegant buildings for the Imperial College, which is soon to be erected. The old edifice is to be occupied by the present School of Languages.

A change long since anticipated by those conversant with educational matters in Japan has been ordered by the government. Hitherto the studies of the College and Language School have been conducted in the three languages, English, French, and German. Hereafter, the English language only is to be taught in the College: French and German to be taught to a limited number of students, who are to be as interpreters.

A statement that has gone the rounds of the native and foreign press has been confirmed by private advices from Tokio, that twelve students, selected from the highest classes in the Imperial College, are to be sent abroad to complete (not to begin, according to the old system of 1872–'73), their studies, in the United States or England. Six students from the Naval College have already been chosen. They left Japan in the steamer sailing June 23.

The biennial examination of the Imperial College began July 7th. Dr. Murray presided. These examinations last three weeks.

It is estimated by the Department of Education that the number of children between the ages of six and thirteen, throughout the empire, now attending school, is 3,598,956. Since the excitement concerning the threatened war with China has subsided, a general revival of educational interest has taken place, and new schools have been opened lately in nearly every ken (prefect). The Kumagay ken, one of the best reporting, contains 694 public schools, attended by 32,249 male, and 7,959 female scholars.

An English teacher has been dismissed from the preparatory school of the College of Engineering, and his contract canceled, for an alleged indecent assault upon a Japanese girl. He has appealed for a new trial.

The Rev. S. R. Brown, D.D., an American missionary, has just published a work on the Japanese language. It is the Prendergast system, adapted to the study of Japanese or English. It meets a want long felt. It is the fruit of a life-long teacher, and a study of the Japanese tongue for fifteen years. It is published by F. R. Wetmore & Co., Yokohama. It was printed by Japanese printers.

Mr. Henry S. Monroe, a graduate of the Columbia School of Mines, and lately connected with the Kai Taku Shi Colonization Department, is now professor of Mining and Metallurgy in the Imperial College.

Mr. M. N. Wyckoff, Rutgers, '72, formerly in charge of the government school in Fukui, is now conducting, with great success, the Normal School at the treaty port of Nügata.

Mr. Edward Warren Clark, Rutgers, '69, formerly in charge of the government school of Shidzuōka, and late of the Imperial College in Tokio, is now in Europe, on his way home.

Mr. M. M. Scott, formerly of the San Francisco High School, after three years' engagement in Japan, who spent several months in the United States, has returned to Japan. Mr. Scott was the founder of the Tokio Normal School, the original of the six or eight now in operation in Japan, and a most successful teacher. After his work in introducing the American system of school discipline among the Japanese, and himself drilling native teachers according to the American routine, his engagement concluded, he took a trip across the Pacific, and, returning to Tokio, has accepted a position in the School of Languages.

— There is a village in New Hampshire which has produced twenty-six editors, and it was in allusion to this circumstance that a pious deacon remarked: "Yes, there were twenty-six on 'em, but as they've all left town I reckon the Lord won't lay it up agin us."

Public Schools in the District of Columbia.

To the Editor of the New-England Journal of Education:

DEAR SIR: — Having noticed in your valuable paper an article entitled "Public Schools in the District of Columbia," I employ this occasion to express my hearty and cheerful endorsement of the "suggestions" offered with reference to the permanent government of those schools. Having been a resident of the city of Washington for several years, and for a portion of that time a teacher in the colored public schools of that city, I claim to be in some measure competent to recognize the most efficient instruments to be employed in building up this branch of education to the requisite point of distinction and usefulness.

That the public schools in that section have rapidly progressed, no one can fail to observe; and, while desiring to be fully understood as instituting no invidious comparisons, I would invite attention to the position in the scale of educational advancement now occupied by the *colored schools* in the District, in particular. When the peculiar circumstances which attended the establishment of these are considered, and it is borne in mind that many in attendance are the offspring of parents whose advent into the community was one of the consequences of the "late unpleasantness," and that they recognize slightly, if at all, the necessity of vigilant home training in order to render the teacher's effort a success —when it is remembered that it is in the *last decade* that these schools have grown from a single school, with an average attendance of 40 pupils, to seventy-five schools presenting an average of 3,600; that in scholarship, discipline, and attendance they compare favorably with their competitors in this city and in the cities of the North, few will hesitate to accord to the colored schools of the District of Columbia the meed of commendation which they so richly merit.

It will be readily understood that the position of excellence and prosperity to which these schools have attained, and which cannot fail to give them prominence in the educational world, is largely owing to the efficient and judicious management exercised over them; that they have been watched over with untiring zeal — almost without an interval of relaxation — from their inception to their present stage of progress, by the present superintendent, Mr. George F. G. Cook, is a fact well attested. "Native, and to the manor born," he is thoroughly identified with the educational interests of the District; interests to him, evidently, of the first importance; gifted with a peculiar adaptation to the work, and with an enthusiasm and zeal as intense as devoted, his twenty years' experience as an educator clothes him with an eminent fitness for the prominent position of usefulness which he so worthily fills.

And, in the light of these facts, would it not seem that the continued prosperity of these schools would be more effectually secured by the continued appointment of one whose scholarly efficiency and devotion has produced such gratifying results? In making this suggestion of a means to a much-desired end, I am conscious that there can be no charge of establishing a precedent, since there remain instances on record in other sections, evidencing that the large share of educational benefits enjoyed by those communities was mainly due to the continued appointment, through a series of years, of efficient school-officers.

With reference to an additional and equally necessary element to success, I have but a word. The duty of the general government in the premises is obvious and imperative; and the call for aid should meet with a prompt and ready response; an appropriation, sufficient not only to assist in supporting the schools already established, but also to furnish adequate school accommodations for the large number who are now deprived of these advantages, should be immediately allowed. Thus strengthened and fortified, will not these attain to a still nobler distinction, daily winning to themselves knowledge which will be a power indeed for usefulness, and fitting them for the high responsibilities of citizenship and the duties of active life? S. P. V.

ALCORN UNIV., RODNEY, MISS., 1875.

HINTS.—To give information is well; to teach how to get it is better.

Estimate your teaching not by what you tell your pupils, but what they tell back to you.

Examinations should be made a test of the pupil's proficiency, not of the teacher's.

Where every answer from every pupil in every class is a complete sentence, distinctly enunciated, there you will find good readers.

The condition of grounds, outbuildings, and entries indicates the discipline of the school before one enters the room.

Those two or three "big, bad boys," if fairly won over to your side, will insure the success of your school. If you want to fail, recognize in them a permanent opposition.

Never show your class a second time ignorance or uncertainty upon a point upon which you could have informed yourself.

Many persons object to physical punishment for children; but they might as well revile God for making a child suffer when it stumbles on a stone.—*Beecher.*

— Mrs. Partington declares that she does not wish to vote, as she fears she couldn't stand the shock of the electrical franchise.

STATE DEPARTMENTS.

New Hampshire.

Communications to the editor of this column should be addressed to *Ashburnham, Mass.*, till the meeting of the State Association in October.

MERIDEN ACADEMY has been extensively repaired and improved during vacation. Professors Cummings and Barrows are devoting their whole energy to the interests of this school, with a zeal and discretion that cannot fail of success.—*Free Press.*

PORTSMOUTH primary schools are so crowded that two ward-rooms have been fitted up for new schools. The board of aldermen are unanimous in favor of a new school-building at once, costing about $20,000.

LEBANON.—The committee of the Union District have decided to employ a cheaper teacher. The school board that dismisses such a teacher as Professor Noyes on a question of money, has queer ideas of economy. There is considerable feeling in the district on the matter. The *Free Press* says: "Professor Noyes has done a good work for the schools in this village, for which we shall all have reason to remember him kindly. He has changed absolute chaos into something like system." Professor Westgate, who succeeds him, is a very superior teacher, formerly of New Ipswich Academy, and later of Montpelier High School.

HON. DANIEL G. BEEDE, late Superintendent of Public Instruction, will go to Meredith to take charge of the High School in that village, where he has been very successfully engaged during the past year.

FRANCESTOWN ACADEMY has been extensively repaired at an expense of several hundred dollars. Mr. Oliver Butterfield, of the trustees, gave $100 toward the expense, and the ladies will raise the rest by a series of levees during the Fall.

A NOVEL PREMIUM. — Oak Park Agricultural Association, Greenfield, offers a premium for the best ungraded winter school of not less than fifteen scholars, in the towns embraced in the Association. Professor Vose, of Francestown, gives the first premium, a set of *Chambers's Encyclopædia*, and D. G. Goodell, Esq., president of the Antrim Knife Works, the second, *Lippincott's Biographical Dictionary.* This is a novel premium, but are not our schools as much worthy of encouragement as our fast horses and fat cattle?—*Peterboro' Transcript.*

NEW TEACHERS.—*Keene.*—Miss Lillian R. Howe, intermediate school, Church street, West room; Miss Addie Rowell, intermediate school, East room; Miss Lizzie A. Pierce, intermediate, School street: Miss Alice Whitcomb, secondary, Main street; Miss Minnie E. Cook, secondary, Washington street; Miss Annie E. Bates, primary, Main street; Miss Lottie Crosby, primary, Washington street; Miss Annie Richardson, primary, Pearl street. The teachers in the other schools the same as last year. *Hillsboro' Bridge.* — Mr. H. E. Allison, Miss M. Isabel Ward. *Troy* High School, Mrs. L. B. Wright. *Marlboro'* High School, Mrs. M. M. Joslyn, a graduate of Tilden. *Deering* Academy, Charles H. Onthank, principal. *Sandwich Center*, George N. Dorr (Bowdoin, '75.) *Improvement.* — Our school board are doing a good thing in our high school building by enlarging the recitation rooms. The change is much needed, and will add greatly to the comfort of teachers and pupils. — *Milford Enterprise.*

— Professor Meservey's new work on book-keeping is out, and looks well.

— Bartley's *School Hymn and Tune Book* is just the thing for devotional exercises. We are glad to see a good sprinkling of the standard old tunes; our young people are in a fair way to forget them.

— A Troy man started a big smoke in his parlor, the other day, by accidentally laying a stereoscope on the table, where the sun shone through it as a burning-glass.

— Winchester people claim that the first reed organ in the country was made in that town. It is now in use in Keene. Chickering began his piano business in New Ipswich.

— We hear that an effort is to be made to abolish Music in the schools. Better abolish the abolishers.—*Telegraph.*

— No correct answer yet to that note in our centennial number. Time extended to September 15.

— Most of the public schools begin next Monday.

Vermont.

UNIVERSITY OF VERMONT.—The new general catalogue of the University of Vermont exhibits some facts which are worth noting:

The whole number of graduates in the Academical department is 859, of whom 284 are known to be dead. Of the whole number, 332 are set down as lawyers, 185 as clergymen, 51 as physicians, 30 as editors, 13 as members of Congress, 40 as college professors, and six as college presidents. The list of "profesors" does not include principals of normal schools, academies, etc. Of the clergymen, 47 are starred; of the lawyers, 129. The whole number still living, so far as known, is 575, of whom 203 are in the practice of law, and 138 are in the Christian ministry.

Of the classes from 1804 to 1808 there are no living representatives; the same is true of the classes of 1811, 1814, 1819, 1823, 1834.

In the Medical department, between the year 1823 and 1836, 116 M.D.'s were graduated. Of these 24 are starred. Since the reorganization of this department, or between 1854 and 1875, 460 have been graduated M.D. Of this last number but 15 are known to have died.

By the way, the statement in the papers that the medical class sent out this year was the largest which ever left the institution, may be corrected, by a glance at the catalogue, which shows a class of 31 in 1862, one of 32 in 1865, and one of 36 in 1866.

The roll of honorary graduates carries 341 names, of which 127 have the asterisk affixed. The total of graduates, Academic and Medical, is 1,435; or counting those, not alumni, who received honorary degrees previously to 1875, 1,766. If one insists on grammatical accuracy, however, two of these are alumnæ — a "double first."

An appendix gives the names and positions of such alumni and undergraduates as were enrolled in the army during the rebellion. In the Academical roll there are 121 names; in the Medical, 26 more. To each of these should be added two others, since ascertained, making a total of 151 who served in the army or navy. This number will probably be considerably increased when the lists are revised and made complete.

We recently referred to the collection of rare and valuable MSS. received by the university through the agency of the Hon. Geo. P. Marsh, United States minister to Italy. It is proper to add here that the college library is much richer in the matter of rare books and fine specimens of early printing, than it is generally supposed to be, even by those who are familiar with it If sold under the hammer to-day it would bring a great deal more than its original cost, and this cannot be said of many public libraries; certainly it would be true of few college libraries. Of black-letter and other early editions, and of specimens of fifteenth century printing, it has a collection which, though not large, is of considerable importance. The oldest printed book with a date was issued in 1475. There is a fine copy of the Latin Vulgate, however, not quite perfect, which evidently was struck off before this time. All attempts to fix the date, or ascertain the edition, have as yet proved fruitless. It is possible that it is unique, so far as this country is concerned. For many rare and valuable early editions, the library is indebted to the liberality of Prof. Martyn Paine, M.D., LL.D., of New York city. Some of these were procured by Professor Torrey when in Europe. Others were given by alumni and other friends of the college.

Rhode Island.

FREE PUBLIC LIBRARIES.

AN ACT IN RELATION TO FREE PUBLIC LIBRARIES, AND IN ADDITION TO CHAPTER 44, OF THE GENERAL STATUTES, "OF THE BOARD OF EDUCATION."

It is enacted by the General Assembly as follows:

SECTION 1. The board of education may cause to be paid annually to and for the use of each free public library established and maintained in this State, and to be expended in the purchase of books therefor, a sum not exceeding fifty dollars for the first five hundred volumes included in such library, and twenty-five dollars for every additional five hundred volumes therein; provided, that the annual payment for the benefit of any one such library shall not exceed the sum of five hundred dollars.

SEC. 2. The board of education shall from time to time establish rules prescribing the character of the books which shall constitue such a library as will be entitled to the benefits conferred by the foregoing section, regulating the management of such library so as to secure the free use of the same to the people of the town or city and neighborhood in which it shall be established, and directing the mode in which the sums paid in pursuance of this act shall be expended. No library shall receive any benefit under the foregoing provisions, unless such rules shall have been complied with by those in charge thereof, nor until they have furnished to said board satisfactory evidence of the number and character of the books contained in said library.

SEC. 3. Any payment herein authorized shall be made by the general treasurer upon the order of the commissioner of public schools, approved by the board of education, and payable to the librarian, or other person having charge of such library, or of the funds applied to its support designated by said board.

In accordance with the provisions of the above act, the Board of Education hereby give notice that the following "Rules and Regulations" have been adopted, and that all payments by the Board in aid of libraries will be made under these rules:

Rules and Regulations concerning Free Public Libraries.

1. The trustees or board of management of every library claiming aid under the provisions of chapter 464, of the General Statutes, shall show to the satisfaction of the Board of Education, that the free use of all the advantages of the library is granted to all citizens of suitable age and character of the town or city in which it is located, including those of the neighboring territory within a radius of three miles.

2. Every application for said aid shall be accompanied by a catalogue of the books in the possession of the library, and also a written statement by the librarian of their number and condition.

3. In the number of books reported as belonging to the library, only those shall be counted which are in good condition for use. Furthermore, in such enumeration no duplicate of Congressional

reports, State documents, or books of a similar character, shall be reckoned; but unbound magazines may be counted in their complete volumes.

4. With each application for aid following the first, there shall be filed a schedule of the books purchased with the preceding appropriation from the State.

5. Every library receiving aid from the State shall have a printed catalogue of all its books.

6. Each application for aid shall be made to the Commissioner of Public Schools, and be submitted by him to the committee on libraries, who shall report thereon at the next meeting of the Board.

7. Every library receiving aid in accordance with these provisions, shall be open at all times to the inspection of the Board of Education, or of any member thereof, or of their agent.

The following suggestions are made to those interested, for the mutual benefit of the Board of Education and the applicants for aid:

First. A complete copy of the constitution, by-laws, or articles of association, of the library should be filed with the application for aid.

Second. The librarian's statement, provided for by the second rule, should be full and explicit, and any facts relative to the demand for a library, or to character of the books read, or any similar question, will be of special value and interest.

Third. In order that the applications may receive their proper attention, and that none may be obliged to be laid over, it is desired that they should be made as soon as possible. The next meeting of the Board of Education will be during the first week in September, when action will be taken upon all applications reported at that time.

The action of the General Assembly in reference to the assistance of free libraries should be hailed with gratitude and delight by all lovers of good reading, and especially by all interested in promoting the growth of sound learning in our midst; for certainly, no more potent agent for the spread of true knowledge can be found, than good books. It will be the aim of the Board of Education, in distributing this assistance, always to secure its expenditure for that class of books which are beyond question as to worth and importance; so that, at least, one source of supply shall be pure and unquestionable.

It is earnestly hoped that, in those towns and villages where, as yet, no library exists, steps may be taken, at an early day, for the establishment of such an institution. The united efforts of a few persons will suffice to organize and place a library on a sufficiently broad basis for it to obtain aid from the State; and then, by that means, and by the future assistance of those who, seeing its good works, shall be induced to add their quota, it will soon grow into comely and vigorous proportions.

The attention of school officers and teachers is especially directed to this subject as one that affords an agency designed to supplement the work of the school-room, both directly and indirectly. It is the opinion of the board that a good library in a community cannot long exist without the effects thereof being clearly apparent in a more general interest in the cause of education, and also in the improved character of the results achieved in the school.

The opportunity is now given to the friends of education. Let us see that it is improved to its utmost extent, and that no efforts are spared to give this beneficent action of the General Assembly its widest possible range of influence.

By order of the Board of Education,

THOMAS B. STOCKWELL, *Com. of Public Schools.*

A Scholar to his Classmates.

Now the field is wide before us,
High profuse the laurels strown,
Which, by force of our own purpose,
Are attained and made our own.

Self-reliance is the secret
Of the heroes of our race;
God from heaven calls us to use it,
With reliance on his grace.

Lean not, then, for help on others;
Use the strength that God supplies;
And your talents thus increasing,
You shall self-reliant rise.

Think not in another station
You would labor, nobly do—
To improve your situation
Is the present work for you.

Passive, we are made recipients
Of no good of heart or mind;
We must labor would secure we
Value, worth of any kind.

Would attain we hights becoming,
Natures to our God allied,
All the energies of being
To their utmost must be tried.

Architects of your own fortunes,
Make them what you will: you may,
Looking up to Him who aideth,
Make advancement, day by day.

Let us follow—but not always—
Heroes foremost in the strife;
Should not we in turn lead others—
Be their guiding star of life?

Here and There.

— When does a man have to keep his word? When no one will take it.

— Eastern papers are calling Charlotte Cushman's "farewell" business "Charlotte ruse."

— An astronomer can discover more wonderful things with one eye than most men can with two.

— The Vallejo (Cal.) *Chronicle* favors the teaching of the principles of political economy in public schools.

— The Sacramento Board of Education has decided to discontinue all special studies in the public schools except German.

— *Who shall determine what Pupils shall study: Teachers and Trustees, or Parents?*—This is a question of great importance. A Wisconsin court has decided it in favor of the parent, but this does not bind other States, neither does it determine the abstract *right* in the case. Superintendent Bateman, of Illinois, gives the following conclusion after his discussion of the subject:

1. Pupils can study no branch which is not in the course prescribed by the directors (trustees).

2. Pupils can study no branch of such prescribed course for which they are not prepared, of which preparation the teachers and directors shall judge.

3. Pupils shall study the particular branches of the prescribed course which the teachers, with the consent of the directors, shall direct, unless honest objection is made by the parents.

4. If objection is made in good faith, parents shall be allowed to select from the particular branches of the prescribed course for which their children are fitted, those which they wish them to study; and for the exercise of such right of choice the children shall not be liable to suspension or expulsion.

— In a private note to the *Concord Monitor*, Prof. Hitchcock, State geologist, says: "I have just examined the coal mine in South Tamworth. When they made this country they burnt the coal so hard that nobody can persuade it to catch fire now."

— Just think of it! It costs one million two hundred and fifty thousand five hundred and eighty-nine dollars and ten cents to keep the women of this country in imported corsets for one year. What a waste!—*Exchange.* Stay! its not a waste; it is one of their means of support.

— Professor Quimby and his party have completed their observations on Croyden Mountain, and are now located on Gardner's Mountain, in Monroe, where they expect to remain until about the first of September.

— She was better up in spelling than in pronouncing and defining who remarked, after sea-bathing, that she had been taking a little *salt* atory exercise."

— A correspondent of the Baltimore *American* tells in the following paragraph how Martha's Vineyard got its name: "I said to an old gentleman whom I met this morning, who is at home here, 'Why do they call this place Martha's Vineyard? I have not seen either Martha or grapes since I have been on this island." 'I will tell you,' he replied. 'You see, a long time ago, a rich old fellow owned all this country about here. He had three daughters—Martha, Elizabeth, and Nancy. This island he gave to Martha, and as there was a large vineyard upon it he added that name. Yon island he gave to Elizabeth. Nancy said she must have one, and claimed the other one, called now Nantucket (Nancy took it).' Now, if this is not the true explanation of the nomenclature, I can only say it was as good as was received."

— Mr. Thomas Wilson, a member of the Society of Friends, has given $20,000 to the Friends' school in Baltimore, Md. The same gentleman gave $5,000 to the Manual Labor School in that city a few years ago.

— A tourist who was asked in what part of Switzerland he felt the heat the most, replied, "When I was going to Berne."

— It is not so extraordinary that Nebuchadnezzar lived on grass, We know of hundreds upon hundreds who live on the turf.

— Chinese is to be taught at a Boston normal school. The girls are determined to be no longer ignorant of what is written on firecracker packs and tea chests.—*Mail.*

— In accordance with an invitation issued under the auspices of the American Book-Trade Association, the New-England book trade met in convention at the Parker House, Boston, on Thursday, 19th inst., Mr. A. D. F. Randolph, of New York, president of the A. B. T. A., in the chair. The assembly numbered about one hundred of the most prominent New-England firms. A permanent organization was effected under the title "New-England Booksellers' Association."

— *A Lesson in Pronunciation.*—How many can pronounce the words in the following "test" correctly? It was first published by teachers of Toledo:

1. A courier from St. Louis, an Italian with italics, began an address or recitation as to the mischievous national finances.

2. His dolorous progress was demonstrated by a demonstration, and the preface to his sacerdotal profile gave his opponents an irreparable and lamentable wound.

3. He was deaf and isolated, and the envelope on the furniture at the depot was a covert for leisure and reticence from the first grasp of the dancing legislature of France.

4. The dilation of the chasm or trough made the servile satyr and virile optimist vehemently panegyrize the lenient God.

5. He was an aspirant after the vagaries of the exorcists and an inexorable coadjutor of the irrefragible yet exquisite Farrago, on the subsidence of the despicable finale and the recognition of the recognizance.

— "We all have our crosses," sighed Cardinal McClosky, as he mournfully pinned on that $20,000 diamond one the St. Vincent pupils thrust upon him.

— The Indianapolis *News* has found out how the sex of that man in Europe, who went about in woman's clothes, was discovered. "He inadvertently said 'Thank you,' when a gentleman gave up his seat in a street car."

— "Get out of the way! what are you good for?" said a cross old man to a little, bright-eyed urchin, who happened to stand in his way. The little fellow, as he stepped one side, replied very gently: "They make men of such things as we are."

— A rustic couple, newly married, marched into a drug store and called for soda water. The obliging clerk inquired what syrup they would have in it, when the swain, deliberately leaning over the counter, replied, "Stranger, money is no object to me; put sugar in it."

— *Political Parties and Education.* — Here are the resolutions adopted by the State conventions that have nominated candidates in California: Republican—"The freedom of the State from ecclesiastical control is of equal importance with the maintenance of religious freedom from State control; that the common school system is an institution of the State, established as a preventive of the crime and poverty which attend ignorance; and we will tolerate no interference with it from any quarter; and that any effort to divide the School Fund for the purpose of supporting sectarian schools with a portion thereof shall be met with all the resistance in our power. All citizens, without distinction of race or color, are entitled to equal advantages of public school education." Temperance—"Labor and education are the safeguards of American freedom, hence we are in favor of mingling labor with our common school system, so as to train the mind of youth, and thus secure a proper respect for industry and ingenuity. We demand that the State University shall be conducted so as to secure the Agricultural and Mechanic Art College as soon as possible, and as originally contemplated." Democratic—"The school system and fund of this State are under the guarantee of the Constitution inviolable, and we are opposed to any diversion of the fund to any purposes except those ordained by the Constitution."

— Prof. George P. Williams has been connected with the University of Michigan since the origin of that institution, thirty-one years ago. In grateful remembrance for his past services, the alumni have raised a fund of $25,000 for his support during the remainder of his life. At his death it is to go to the endowment of another chair.

— A promising pupil according to *Punch.*—Mistress—"How does your brother get on in New York, Parker?" Lady's Maid—"Very well, indeed, ma'am, thank you. He's only been there three months, and he is already beginning to speak the language beautifully."

— Prof. Edwin Pierce of Claremont, has been chosen principal of the Cushing Academy at Ashburnham, Mass.

— Mount Holyoke Seminary has supplied 115 wives for missionaries, who have gone as teachers to all parts of the world.

— A publishing house introducing a hymn-book, recently made inquiry of a little parish as to what hymn-book was used, and whether a change was contemplated. The following reply was received; "we kneed hymn-books, but too poor to buy them, my church kneeds more of the spirit in order to see more of Christ to be more like him, this is all we kneed, can you supply us? respectfully yours in hope, The Paster." The local agent forwarded the note to headquarters with the endorsement: "Resp. referred to New-York. Article not kept in stock at this office."—*Publisher's Weekly.*

— *Wall Street Letter to a Schoolmaster.*—Wall street, New York, Dec. 1, 1872.—Sir: Yours to h'd & cont's noted. Don't want son to study st.'n'my. 'Twon't pay. No ships run'g to stars, and no prospect of it. All bosh, 'twon't h'lp trade. Also stop Latin & Greek. Boy'll pick up such L't'n words as *petit larceny & delirium tremens, &c.*, soon 'nough he'r in Gold Bd. I'm bullish on 'rith'-m'k, and T'k some stock in gr'm'r too, but I can make money 'nough without L't'n and Greek, etc. No use. I'm memb' of St'k Exc'g, Chamb. Com', &c. Daboll's Arithm'tic is short of stock terms. Put boy thr'gh on margins, corn'rs, Dr., Cr. ct. pr. 'ct., cl'r house, Railr'ds, and Go'v'ts yourself, & go short on y'r Geek and La', &c., &c., They're best md'se for the street—always in dem'd here. I mean Dr. & Cr., etc. When term ends, please ship boy and B'ks by N. Y. C. & H, R.R., with B. L'd'g in hat. con'g'n to ——— ——— B'd Street. Draw sight d'ft for bill. Money easy—st'ks stiff and short int'st cov'rd. Shall I get you long on 100 at 67? Boy's tuition do for margin. Exch'ng easy. Y'rs, etc.

Mary's Difficulty.— Mistress—"Let you go to evening school, Mary? Why, I thought you could read!" Mary—"Well, ma'am, I does know my letters fustrate, so long's they keep all in a row; but just as soon as they gits mixed up into words, I'm beat!"

Doesn't that broker want phonography? and doesn't "Irish Mary" want phonic spelling? The idea of letters "mixed up into words" is good.—*Am. Jonr. of Phonography.*

— An educated man, with a small amount of capital, can learn of a very fine opening in a well-established business, in every way congenial to a man of culture, by addressing "School Work," Box 314, Boston.

How a Poor Boy may Obtain an Education.

Many a boy who has been too poor to take the courses of study in preparatory schools, has asked the questions, How can I prepare myself for college? How can I gain the means of paying for a college course?

Some of the most cultivated and influential men of to-day were poor boys, and earned the money to pay the cost of their own education. We propose to show briefly in this article, how a boy may follow such examples; what are the preparatory studies necessary for him to pursue at home, and what are the most promising ways of securing literary helps?

Preparing for College.—The usual course of preparation for college embraces the following studies: Arithmetic, Grammar, Geography, Algebra as far as quadratic equations, Latin Grammar, six books of Virgil, six books of Cæsar, six Orations of Cicero, Greek Grammar, and four books of Xenophon's Anabasis. For the agricultural colleges, business colleges, and schools of science, preparation in the common English branches only will be required.

A boy will need help in mastering these preparatory studies. There is, perhaps, no better way for him to pursue, than to state his case to some clergyman or teacher in the neighborhood where he lives, and to make an arrangement for private recitatios to him. Any good man stands ready to help a working boy to get an education.

The cost of the necessary text-books, with the exception of the Latin and Greek Lexicons, will be small. The young student must have a Latin Lexicon on beginning Virgil, and ought to have a Greek one on taking up the Anabasis.

In the English branches, he will need to understand the principles of things, and to be able to state them clearly in his own language, rather than to commit to memory any considerable portion of the exact language of the text-books. He will find Virgil and Xenophon hard to study at first, but not more exacting than many pastimes which boys choose as the occupation of their leisure.

Earning Money.—As soon as the young student has acquired sufficient education to teach, it will be well for him to take a country school. He can continue his preparatory studies while teaching, reciting as before to some clergyman or teacher. If he is at all successful as a teacher, he will, by teaching a part of the year, be able to meet all the expenses of his education.

This is the old method of paying for an education. Recently, poor students have found canvassing for the best books and periodicals, and acting as agents for business firms and insuranee companies, a healthful and successful way of earning money. Some of these young men have taken up at the same time both teaching and canvassing. About thirty-three and one-third per cent. is usually allowed to responsible agents for subscription books, and a book that meets a popular want will return to an active agent liberal payment for his time and trouble. Choose a book that the people want, and offer it to the people who want it—these are said to be the two principles of successful canvassing.

Free Courses of Study.—There are three kinds of schools of superior education from which the student may choose: The agricultural colleges, which especially teach science and the industrial arts; the normal schools, which prepare pupils for teaching; and the universities, which furnish the best preparation for the literary professions.

"What helps do the schools of special training and the colleges themselves offer to poor students?"

In the year 1862, Congress passed an aet to establish agricultural colleges in the different States, and made a grant of public lands of immense value for the purpose. Thirty-nine agricultural colleges have already been established, having some five hundred instructors, and six thousand or more pupils. Many of these colleges have been liberally re-endowed by the States and by individuals.

These colleges embrace in their course a classical as well as an industrial education, and especially commend themselves to students of limited means. There are in these schools two thousand seven hundred free scholarships, and in addition to these helps the students are able to reduce the very moderate price of board, by work on the farm connected with each institution.

There are in the United States some sixty normal schools. These are sustained by public appropriations, and are free to the resident pupils of each State, on condition that the pupils teach in the State for a certain period of time. These schools not only offer a good education in themselves, but furnish, in the opportunities for well-salaried teaching, one of the best means for ultimately pursuing a college course at one's own expense.

Scholarships.—Nearly all American colleges are to a greater or less extent endowed with funds for the free education of poor students. These endowments are commonly known as *scholarships.*

These funds are obtained by application, and are usually assigned to the most needy and meritorious students. They are especially accessible to poor young men preparing for the ministry. The aggregate amount of scholarship funds at Amherst is $250,000; at Williams, $85,000; at Dartmouth, $89,000; at the College of New Jersey (Princeton), $64,000; at Madison University, $20,000; at Middlebury College, $48,000; and at Brown University, $57,000. These are in part denominational colleges, but most other colleges have free scholarships, though not so richly endowed.

Let the student go in person to one of the officers of the college he wishes to attend, and frankly state his case. He will be cordially received, and the best possible advantages that the college offers to those who need help will be afforded him.

"*Board.*"—After the question of literary preparation and of tuition, comes the very practical inquiry, "How may a student live most economically?"

The price of board in most schools is very low,—in some not more than four or five dollars a week. A good teacher or canvasser will be able to meet this moderate expense.

Self-boarding has its evils, but it is one of the expedients to which many eminent students have resorted; and it is better for a student to board himself than to incur debt or to abandon his studies. Several students may hire a room, dividing the expense between them, and may provide their own meals at a very small weekly cost.

Such economy, however, should not be carried to the extent of rapidly acquiring an education, at the expense of wholesome living and proper care for health.

Advantages of Self-Reliance.—The necessity of working to pay for courses of study may prove a decided advantage to the student. It tends to give him determination and character, to school him early in human experience, and to make him self-reliant. Dr. Livingston studied Latin at the factory loom; Sir Humphrey Davy acquired his knowledge of analytical chemistry while an apprentice, and Agassiz obtained his early education in science by dint of hard labor and self-sacrafice.

Said one of the best New England instructors to us recently: "I believe it is better for any young man to teach three months each year, while in college, than to graduate with a full course without *such* experience and discipline."

We lately wrote to a very distinguished New-England teacher, and one who has had a large experience in helping poor students, asking him what advice he had to offer to a student who had neither money nor friends, but who was extremely eager to obtain a college education. In his reply he makes the following decided statements for the encouragement of such a young man:

"You enjoy good health. Continue to obey the laws of your physical being with scrupulous care, that you may preserve your vigor. You have the confidence of all who know you, as a young man of character. Maintain that integrity, as more valuable to you than silver and gold. You have energy and perseverance; and if you have all these, *you can't fail.* You say you have little or no money, and yet you are not *poor* while possessed of the treasures above enumerated.

"Many years a ago, a boy whom I will call F. came to my school for a term. He early sought advice, and made known to me his straightened circumstances. His father had a large family and was poor. He had nothing but the garments he wore, and yet he expressed a strong desire to secure an education. I told him I would advise and encourage him, and at once put him upon the regular course of study. He was scholarly and industrious. His lessons were first learned and recited, and all his leisure hours were devoted to manual labor.

"In this way he not only supported himself (in self-boarding), for two years, and replenished his scanty wardrobe, but had earned and laid by for future use *twenty-five dollars* in money. He was not very well fitted for college, but could not afford to stay out longer.

"He now took from me a letter of introduction, shouldered his little sack, and *walked* all the way (seventy miles), to Middlebury College, where he entered for a four years' course; and with the twenty-five dollars saved at the academy and what he was able to earn besides his board, he defrayed all his necessary expenses for books and clothing. F. came out of college in a regular and uninterrupted course *free of debt!*

"He now taught for a while, and then entered Andover Theological Seminary, where he graduated with special honor at the end of three years. His expenses had been paid by himself in a similar way at Andover also. And Brother W. A. F. has for more than twenty years been an honored missionary in a foreign land."

—Youth's Companion.

— Learned professors have occasionally been outwitted by the sayings of the simple. Dr. Hill, an Edinburgh professor of the last century, met in the suburbs of the city an inoffensive creature who was generally regarded as imbecile. Somewhat irritated by the creature's intrusion on the privacy of his walk, the professor said to him, "How long, Tom, may one live without brains?" "I dinna ken," said Tom; "how lang hae ye lived yersel?"

— Bishop Ames tells a story of a slave-master in Missouri, in the olden times of negro vassalage, who said to his chattel: "Pompey, I hear you are a great preacher." "Yes, massa; de Lord do help me powerful sometimes." Well, Pompey, don't you think, the negroes steal little things on the plantation?" "I'se mighty 'fraid they does, massa." "Then, Pompey, I want you to preach a sermon to the negroes against stealing." After a brief reflection, Pompey replied: "You see, massa, dat wouldn't never do; 'cause 'twould trow such a col'ness over de meetin'."

—"Can you inform me," said a student to Monte West, "whether I can find anywhere the biography of Pollok?" "Yes, I dare say you will find it in the *Course of Time*," was the reply of the urbane and courteous youth.

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Metrical Version from Horace,

BOOK I, ODE II.

BY MRS. MARY L. FERNALD.

The prodigies described at the beginning of this Ode are those which were said to have followed the death of Julius Cæsar. Horace refers to these prodigies as evidences of the divine wrath for the guilt of the civil wars. He then invokes one god after another to come down and restore the State. Apollo is invoked as the steadfast friend of Troy; Venus, as the Mother of Æneas and the Julian family; and Mars, as the father of Romulus. The poet finally fixes upon Mercury, whom he entreats to take upon himself the form of a man (i. e. Augustus Cæsar), and not to leave the earth until he has accomplished his mission and conquered the enemies of Rome.—*Rolfe.*

Now to the lands hath Jupiter, the Father,
Sent mighty storms of hail and direful tempests,
Struck with his red right hand the sacred temples,
Filled Rome with terror,
Till all the people tremble with foreboding,
Lest should return the woful age of Pyrrha,
Mourning new sorrows—when the flock of Proteus
Sought the high mountains;
When to the tree-tops clung the race of fishes,
Where once had been the wild dove's habitation,
And timid deer swam, struggling with the waters,
Earth being flooded.
Lo! we have seen the waves of yellow Tiber
From the Etruscan shores in wrath receding,
Furious, the regal palaces o'erthrowing,
And Vesta's temples;
While, unrestrained, the proud, uxorious river,
Of mournful Ilia (now too long lamenting),
Boasting itself th' avenger, floods the city,
Jove not appearing.
Thinned by their fathers' vices, shall our children
Hear of the sword for civil discord sharpened,
By which 'twere better Parthian foes should perish,
Falling in battle.
Who of the gods, invoked by all the people,
Comes to restore the swiftly falling kingdom?
Now shall the virgins gain the ear of Vesta,
Deaf to entreaty?
Who shall receive from Jupiter the office
Of expiation?—Come, at last, we pray thee,
Robed with a cloud upon thy shining shoulders,
Prophet Apollo.
Or wilt *thou* come, O smiling Erycina,
Round whose bright presence Mirth and Love are flitting?
Or Mars, regarding now thy slighted offspring,—
Our nation's founder—
With thy long pastime sated beyond measure,
Pleased with the clash of arms and burnished helmets,
And the stern visage of the Moor in conflict
'Gainst bleeding foemen.
Or, if to earth the form of man assuming,
Thou comest, wingèd son of gentle Maia,
Suff'ring the people gratefully to call thee
Cæsar's avenger,
Late mayest thou return to heaven! propitious,
Long be thy stay among the Roman people,
Nor may the swift air snatch thee from our vision,
Grieved by our vices,
But mayst thou rather here rejoice in triumph,
Pleased to be called the nation's head and father,
Nor let the Parthians ride away unpunished,
Thou leading, Cæsar.

The Organic Connection of Kindergarten and School.*

BY ADOLF DOUAI, IRVINGTON, N. J.

(Translation of a paper read before the meeting (July 30) of the German-English Teachers' Association, at Toledo, O.)

The term *organic connection* means, here as everywhere, a most intimate connection. Just as from seeds plants grow with roots, stems, branches, leaves, blossoms, fruits, and seeds, and these seeds continue the growth of their kind; just so an organic connection of kindergarten and school means this much, that the school shall grow out of the kindergarten, the latter shall grow into a new kind of school, and that school shall ultimately mature the right kind of kindergarteners, teachers, mothers, and educators in general. It is true that any kind of school can be connected with any kind of kindergarten, but with indifferent results. Only when the connection is organic can all the best results of Froebel's immortal system be reaped. If that is to be the case, the following conditions are indispensable:

1. Every pupil who is to be admitted to the school, ought to have been before a graduate of a genuine kindergarten. The difference of mental development, between kindergarten pupils and all other children who enter the lowest grades of the primaries, is very great; these two kinds of pupils will never form a class of a nearly equal average development. The former coming fully prepared for the elements of learning, eager and able to progress rapidly, and accustomed to spontaneous discipline, need very different methods of instruction from those which are now the *routine*, and a different kind of discipline. They would greatly be retarded in their progress, and would, perhaps, morally suffer through a combination of children coming from the streets or an insufficient home education. And the latter would be discouraged, seeing that they never could keep step with the former. This difference of ability remains the same through all the grades of the school. The consequence thereof is evident: either there must be a different kind of school, from the lowest to the highest grade, for kindergarten pupils on the one hand, and for all other pupils on the other; or—because this is undemocratic and inhumane—all the inmates of our public schools should begin their school education in a genuine kindergarten and stay there up to their maturity for the primary. Those who have been told that kindergartening is costly, too costly for a general introduction into our public schools, may find their fears quieted by the assurance that this is a grievous mistake. It need not cost more than any *good* primary class without impairing in the least its efficiency.

2. The kindergarten and the school ought to be in close proximity to one another, so that the pupils of the school, on their way to and from it, may lead their younger brothers and sisters, or neighbors' children, of even three or four years of age, to the kindergarten room and back. Only in this way can all the pupils be collected in the kindergarten, and at a sufficiently early age, to derive all the benefits of its training. Precaution should be taken that the noise of the kindergarten exercises cannot disturb the quiet of the school. For it is a poor kind of kindergarten which makes no noise at all, and in which even the hum of many childish voices at a time is disallowed—not to speak of the neglect of marching, singing, and gymnastic or other bodily exercises. Such an exceedingly *gentle* education of mirthful childhood was certainly none of Froebel's intentions.

3. The school exercises should be restricted to the forenoons, and all the afternoons should be devoted to Froebel's *labor school.* This term means a continuation of the kindergarten exercises on higher steps of development. What in the kindergarten was play growing into labor, is now to reappear as real labor growing into play, *i. e.* becoming playfully easy and agreeable. To the more complicated kinds of weaving, stitching, paper-folding, twining, interlacing, etc., are now to be added pasteboard-work, sewing, drawing, and modeling of a higher order, gardening of all kinds, singing, gymnastics, declamation, connected with acting, in the ascending scale of difficulty, perhaps also some manual exercise in wood and metal work, and for the girls some practical cooking and other domestic arts. As this can be only very gradually realized, it will, from the outset, be sufficient to confine these afternoon exercises to singing, declamation, light gymnastics, drawing, modeling, and, perhaps, gardening. The experiments now in the course of undertaking, in Würtemberg and Austria, with the rest of the above exercises, will lead to valuable hints about the best manner of introducing them in our country. The grammar and high schools should have exercises calculated to enable pupils to make at least part of the apparatus for instruction in physical and chemical science, and to dismiss young men able to become soon good mechanics, agriculturists, draftsmen, modelers, etc., and useful generally; the young women as good incipient housekeepers.

4. The garden plot for the kindergarten may advantageously be combined with the labor garden for the school and, as regards our cities, be located outside of the city limits. We need not enlarge upon this necessity, as it is now exceedingly difficult to have gardens connected with kindergarten schools, at least in our larger cities.

5. Every female pupil of our upper classes ought to have an opportunity to witness all the kindergarten exercises, and to help the kindergarten teacher in the same for about half a year; so that she may be enabled to become a good mother and home educator, and to gain, if necessary, a livelihood as a kindergartener.

Every kindergartener ought, however, to have an education as an elementary teacher, and of the best possible kind. Only in this way can the noble art of kindergartening be prevented from degenerating into a mechanical, spiritless *routine.*

6. Every pupil of normal schools, and especially all principals and vice-principals of public schools, ought to have a sufficient acquaintance with the purposes and practice of kindergartening, so as to be able to carry the analytico-synthetical system of education through in all the grades of the school.

7. It is self-evident that the conditions mentioned under 6 and 5 cannot be fulfilled without one or several model normal schools of the kind which you intend to found as your memorial of the Centennial celebration.* It requires a normal school such as never before existed, to do full justice to Froebel's demands upon teachers and educators; an institution in which model teaching is exemplified from the lowest stages up to the highest,

* The German-American Teachers' Association intend to found such a model normal school on the 4th of July, 1876, by means of a national subscription.

so atht it may exhibit a model for every school-organism in the country.

8. But before all the difficulties in the way of the above detailed requisites can be overcome, something may and should be done as a preparatory step to the generalization of kindergartens and to their organic connection with the school For this purpose the National Teachers' Association, at their meeting in Elmira (1873), commended, at my prompting, the conversion of every lowest grade of our public schools into a preparatory class. In these classes the beginnings of instruction are to consist of *some* kindergarten occupations, such as every good teacher, without an intimate acquaintance with the system, may carry on, as, for instance, singing, reciting of child-like poetry which is learned by hearing, gymnastic and other playful exercises, conversation in the manner of object lessons, with the addition of such of Froebel's "Gifts," as the teacher knows how to correctly apply. And these exercises are to take up about one-half of the schooling time of the preparatory class. This kind of occupation would bridge over the great gulf that now lies between home education and primary school instruction; would teach the beginners a better understanding and use of the mother-tongue; would endear the school to them, and render the public at large desirous of the complete introduction of kindergartening.

It is a pity that this suggestion has, to my knowledge, nowhere been heeded (a voice: "It has been carried out in some public schools of Cleveland"). The plan can everywhere be carried out, where the best of the several teachers of a school is (or can be) employed in the lowest primary grade. It has seemed to me worth repeating, were it only that in this way the attention of teachers at large be again called to the cause of the kindergarten and its organic connection with the school.

The Spelling Reform.

SHALL WE "ORTHOGRAPH" GRADUALLY?

BY HON. BENJAMIN F. BURNHAM.

A sketch of a recent local movement on the spelling reform, with an incidental glance at the rise and progress of the original crusade, will not be without interest, just now, to our younger educationists and philanthropists. The Boston Tachygraphic Society, a club of philologists, who practice the facile short-hand called Tachygraphy (an improved phonography), at their June monthly meeting in the Boston Commercial College, No. 74 Tremont street, adopted for use in their general correspondence, letter paper, on the left margin of which is printed a protest, headed "*No Silent Letters*," and commencing: "The reader will excuse the writer's want of leisure to insert all the redundancies of fashionable orthography, — or rather *kako*-graphy, for no spelling can be *orthos* that follows no law." After apologizing for trying to obviate a fourth of the manual labor of writing, it proposes to use script letters as follows:

Let *a*, *e*, *i*, *o*, and *u*, as ordinarily written (in script), represent only their respective 'short' sounds, these being their most frequent ones. Then for 'long *a*' use *ɑ*; for '*a* as in far,' loop the *post* of the *ɑ*; for 'long *e*' use *ℰ* (but smaller); for 'long *i*' use *ī*; for 'long *o*' use o; and for 'long *u*' use *u*. (The '*u* in unit' is an anomaly for *yu*.) *Th* (theta) might be merely a crossed loop. *Sh* (as in *-tion*, *-cian*, etc.) might be the double-looped *s*. The letter *k* occurs so rarely that the simple *c* might now usurp its place entirely. The commercial *c* might be used for *ch*. The vowel in 'could,' 'would,' etc., might be *u*. If *ph* and *gh* were never used for *f*, 'tuf' would be less 'tough' to learn. If *g* were trained to mind its own business and let *j*'s alone, 'nolej' would become more attainable than such trash as knowledghikl&c.e. There seems to be no good reason why *kw* should shirk work upon such an anomalous creature as *qu*. Hwy may not *w* and *h* be written in hwatever order is the actual order of their utterance? In short, why may not all si(gh)lent letters go and remain among the ghosts and other garret rubbish of the Past? The following will serve as an example, although the types for the 'long' vowels are not so exact as may be:

hwen yu hav past yor ī
ovr tℰ ritn lnz, plℰz tak
yor nīf (or sℰz yor sizz) and
hut tem out × tar ar hurz
for rong hustmz × be yor on
fijin, evn to in yor furst
efort at noking of tℰ exkresnℰz
ov kakografi, yu dont sav
muc fatℰg ×

The foregoing is evidently a conservative rather than a radical pronunciamento. The chairman of the executive committee, in reporting it, remarked: "Any change of an inveterate and universal wrong custom is impracticable unless made conventionally, systematically, and gradually. Only by piecemeal can a mountain like Hoosac be 'bored' through. Reforms are seldom born like Minerva. They must creep before they can walk. The mature experience and taste of Messrs. Philbrook, Lindsley, and others, will be found of great service in the premises. The initiatory step in print-matter should attempt no longer stride than the twelve categories of the 'Leaflet,' from the *Rapid Writer*, exemplified respectively in 'hed,' 'yung,' 'hav,' 'proov,' 'breef,' 'tung,' 'baut,' 'cud,' 'fantom,' 'casm,' 'shagrin.' Possibly an excessive scrupulousness against unpopular innovation is betrayed in the Eighth Category, namely, as to the treatment of *gh*, etc., in such a phrase as 'Did Wright write rite right?' In that case, why not adopt the most simple, obvious remedy?—the hyphen-dotted *ī* used in the dictionaries and spelling-books, and probably procurable at any type-founder's. The next step would naturally be the omission of *e* in 'lived,' etc.; substituting *t* for *ed* in 'released,' etc.; putting *z* for *s* in 'has,' 'as,' 'his,' 'is,' etc.; *s* for *c* in 'city,' etc.; *kw* for *qu*, and *hw* for *wh*; restricting *au*, *oi*, *ou*, and *oo* each to its own sound, and snubbing *w* into heeding its own proper business as a consonant. It seems inexpedient to attempt to introduce strange single symbols for these four double vowels until the public eye shall have become used to the foregoing changes. The '*a* as in far' could be designated by *aa*.

When further conformity to the phonetic law shall have become practicable, those alterations necessitating new symbols might be in order. The first suggested as most handy are those recommended by Dr. Franklin to Miss Stephenson, namely, by utilizing certain small caps: *e. g.* ɑ for *th*-sonant, ɑ for *th*-surd, and J for *j*'s cognate, *ch*. The 'cosmic alphabet' in which Rev. N. Brown's 'Zyx and his Fairy' [Brown & Duer: New York, 1867], was printed, failed of adoption probably less from its "ɑ" and "ɑ" than from its accent-*i* for long *e* and accent-*e* for long *a*, the 'continental' argument to the contrary notwithstanding. Further distinctive type, comporting with the Romanic, could be procured from Mr. Leigh's font: for instance, some which he borrowed from the Ellis-Pitman alphabet. Certain finical distinctions,—as that between the vowel sounds in 'pull,' 'would,' and 'pool,'—are in less pressing need of any 'new suit.' A paucity of new characters would be a safer evil than their multiplicity. The partial failure of the phonetic movement of 1843—53 may be attributed rather to the impossibility of such a *coup* as an immediate compliance by the indolent, fashion-depraved minds of the multitude with the phonetic law, than, as our radical friends believe, to Mr. Isaac Pitman's reduction in 1853, of the Ellis-Pitman phonetic alphabet from forty to thirty-two letters, and to unfortunate subsequent dissensions connected with the chancery suit of Mr. A. J. Graham against Mr. Benn Pitman.

Indeed, the Ellis-Pitman alphabet had not merely forty but eighty letters. And the old one—'twenty-six,' forsooth! Anybody who hasn't forgotten he was once a child, knows that the persecution ends only with his getting acquainted with fifty-two strangers, — if 'acquaintance' be predicable of the operation of studying the protean, treacherous forms drawn up in two files with a corporal ("&") very properly mis-stationed, to indicate that the whole squad recognizes no law. Why not substitute large lower-case letters for 'capitals' exclusively? That, at least, would be 'torturing the alphabet' to a better purpose than many abominable ones already followed out. What a 'display'—of vulgarization—in the headings of our daily papers! The head-gear of an Indian chief—but *de gustibus non disputandum est;* the successful reformer must aim to conciliate rather than offend averse tastes. As Rev. Herman Bisbee remarked in a recent sermon: 'The individual drop in the Mississippi, that pauses in an eddy to scold at some obstacle, gets caught up by the sun and perhaps carried back to its Minnesota starting-point. In its second attempt to reach its goal, it goes with the current—devious, indeed, but onward'."

The committee appears to have treated the *need* of a reform as a question quite past the stage of serious argument; merely adverting to a statement variously reiterated from *Appleton's Journal*,— that "there is an æsthetic demand for a variety of liberal barbaric proportions in word-forms, sanctioned by time-honored associations, etc., 'memorials of historic primitives,' etc., 'conserved by the attest-seal of a venerable appellate tribunal, two vigilant lexicographers and their editorial successors,"— as being "entitled to as little consideration in a business man, when determining whether or not to add 'ugh' to 'tho,' or to write for the fourth day 'Wenzda' or 'Wuotan's taeg,' as would be the citation by an Egyptian or Parisian dancing-girl of the dicta of the right watchful Mesdames Potapher and Pompadour in support of a mandate of Fashion upon the most 'tasteful cut' of a corsage, 'trend' of a trail, or 'ample breadth' of a bracelet, or other so-called essentials."

This notion of "kakographers," that silent letters are necessary for mnemonic reference to the derivation, is thus met by Mr. Russell Martineau in his report to the (English) Philological Society: "If the present system had any historical value, as indicating the source, the original pronunciation, or any other important fact about a word, we might reconcile ourselves to it. But its positive mistakes are so many that we can never place any faith in it. We write 'sovereign' from the ridiculous idea that it has something to do with the verb to reign; 'posthumus' with an *h*, from the error long since exploded by Latin scholars, that it referred to those *post humun*, after death; 'sylvan' though scholars always now write *silva* in Latin; 'island' from an imagined connection with *insula*, whereas it is Anglo-Saxon, and should be *iland* or *eyeland*. Why should we write the participles 'spread,' 'dead,' but on the other hand, 'led,' 'fled'? That some historical information may be conveyed by the present orthography cannot be denied; but where one-half of such information is demonstrably false, the other half is open to suspicion, and is practically useless. And even if this half were absolutely reliable, it is an open question still whether the retention of old orthography, or the keeping of the orthography in accordance with the times, yields more information to the historian. The orthography 'Gloucester,' 'Pontefract,' certainly tells him more clearly than 'Gloster,' 'Pomfret,' would the original form and the etymology of those names; but, on the other hand, it effaces all record of the gradual modification of pronunciation, precludes our knowing when first the present abbreviations came into use, and thus obliterates the whole history of the word except the single fact of its original form. Hence I contend that even the most plausible argument for the old spelling, the argument most likely to find favor with men of letters, who like the flavor of antiquity, works in the opposite direction."

Such, too, was the cogent reasoning of Prof. F. A.

March, president of the American Philological Association, in his address at the Hartford meeting: "A changeless orthography destroys the material for etymological study, and written records are valuable to the philologist just in proportion as they are accurate records of speech as spoken from year to year." [See more in *Rapid Writer, Extra.*] Similarly argued the late Professor Hadley, in his recently issued essays. So also the New York *Nation* lately, reviewing Prof. W. D. Whitney's "Oriental and Linguistic Studies." To the same effect, as early as 1835, wrote Dr. R. G. Latham, F.R.S., who has just issued a "Defence of Phonetic Spelling."

Indeed, ever since the inception of the phonetic crusade in 1843, there has never ceased to be a wholesome discussion both of the evil and of its remedy; in England chiefly in the *School Board Chronicle*, the Society of Arts, the Social Science Association, the Philological Society, the College of Preceptors, and the National Union of Elementary Teachers. As to the permanent fruits in our own country, we need not cite the answer of Miss Baxter to the superintendent of public schools in New York, in 1853, as to her success in teaching children phonetically; nor refer to the favorable reception of editions in 'pronouncing orthography,' by Mr. Edwin Leigh, of Hillard's Primer [Boston: Brewer & Tileston], and of Monroe's First Reader, edition of 1873, [Philadelphia: Cowperthwaite & Co.] Suffice to say that enough of the workings of that leaven is evident to assure us that the prophecy of Hon. Horace Mann as to a 'cosmoglot' was not made idly.

But a prominent worker in the radical wing deserves special mention,—Mr. George Withers, of Liverpool. In his valuable pamphlet, "The English Language Spelled as Pronounced" [London: Trubner & Co.; 1874], may be found not only the Ellis-Pitman alphabet, but an exhaustive review of the whole subject. Among conclusions of eminent English educationalists therein quoted is that of Sir C. E. Trevelyan, F.R.S.: "The English System of spelling is a labyrinth, a chaos, an absurdity, a disgrace to our age and nation, . . . causing annually increasing millions in all the four quarters of the globe, an enormous unnecessary expenditure of valuable time, and still more valuable temper." Also that of Professor Max Müller: "A corrupt and effete orthography, ... unhistorical, unsystematic, unintelligible, unteachable, but by no means unamendable." Also—after adverting to a foreigner's perplexity over "Though the rough cough and hiccough [kup] plough me through"—that of Professor Meikeljohn: "A child can put no trust in the symbol,—he cannot believe his eyes; he can put no trust in the sound,—he cannot believe his ears."

Among a variety of apt illustrations, Mr. Withers gives the following: "To take the case of *a*:—It is one thing in 'mate,' another in 'mat,' another in 'father,' another in 'fall,' another in 'any,' another in 'want,' and nothing at all in 'aisle.' On the other hand, the sound *a* is represented variously by *a, ai, ay, ao, a–e, ea, ei, ey, eig, aigh*, etc., as in 'able,' 'pain,' 'day,' 'goal,' 'ale,' 'great,' 'vein,' 'they,' 'reign,' 'straight,' etc. Well might Dr. Lyon Playfair exclaim: "Our wretched orthographic system, from the first entrance of a child in school, puzzles its perception, bewilders its reason, outrages its common sense, unduly tasks its memory, discourages its endeavor, wastes its most precious time, impedes its progress in other attainments, and virtually cheats it of all education in any degree worthy of the name."

In *Harper's Magazine* for September, 1870, is an account of the life and labors of Se-quo-yah, inventor of the Cherokee syllabic alphabet of eighty-five signs. We pretend to have an alphabet of twenty-six letters; it is in reality one of two hundred and fifty syllables. Instance the lawless use of *ei*, as burlesqued in the following paraphrase of the Dream of a Lady Learning English, the original being in the *Saturday Evening Post*: "The sh*ei*kh was a man of w*ei*ght among his n*ei*ghbors. He rec*ei*ved me *ei*ght yards from the s*ei*gniory. He d*ei*gned to make ob*ei*sance. Just then the two horses madly n*ei*ghed in th*ei*r unc*ei*led stable. I conc*ei*ved myself to be in as bad a str*ei*ght as that of the fish that fr*ei*ght a s*ei*ne. My v*ei*ns tingled. Making a f*ei*nt as by sl*ei*ght of hand, he s*ei*zed the r*ei*ns, and I was safe. I lifted my v*ei*l. To have dec*ei*ved him by f*ei*gning coolness would have been the h*ei*ght of ingratitude. . . . But waking, I renewed my effort to obey the direction of my teacher to spell and pronounce 'either' and 'neither' according to analogy." Even poor Noah Webster confessed as to *ea* in several score of words, — "head" "heaven," etc., (Spelling Book, page 137): "It is very desirable that this useless and perplexing letter *a* should be rejected." Similar lucid intervals, also, had patient old Worcester. But our German-English lexicographer Adler, it is said, had to be confined in a lunatic asylum.

In our own country, as being eminent in the conservative wing of graphy-reforms, may be mentioned Prof. D. P. Lindsley, the inventor of Tachygraphy, some of whose views and labors have been incidentally above noticed. In a leader in the *Rapid Writer* (a small but excellent quarterly, published at Andover, Mass.) headed "Cut Off the Ded Branches," he cites Elihu Burritt's estimate that England has saved £10,000 a year by dropping the *u* from "labor," "favor," etc., and very logically shows that "we pay $70,000,000 in the effort to teach a false system of spelling to 7,000,000 children,—about half the number in our schools at any given time!" Speaking of this barrier to the emancipation of the Freedmen from their mental and moral bondage, he adds: "If there ar any among us who hav too little regard for their own children to smothe for them the path on which their infant feet must stumble, we conjure them, in the name of God and humanity, to beware of the greater sin of crushing by their opposing influence the rising hopes of millions less fortunate, who hav neither money nor time to squander, but who need all the aids possible to enable them to take a position among the intelligent, virtuus, and happy citizens of our great and glorius country."

Prof. Wm. D. Whitney, of Yale College, has reasoned very cogently on this subject, both in his lectures at the Smithsonian and the Lowell, and in his learned treatises. On the main point he says: "The real etymologist, the historic student of language, is wholly independent of any such paltry assistance, and would rejoice above measure to barter every 'historical' item in our spelling during the last three hundred years for a strict phonetic picture of the language as spoken at that distance in the past. Nor do we gain a straw's weight of advantage in the occasional distinction to the eye, of words which are of different signification, though pronounced alike: our language is not so Chinese in its character as to require aid of this sort our writing needs not to guard against ambiguities which are never felt in our spoken speech; we should no more miss the graphic distinction of 'meet,' 'meat,' and 'mete,' of 'right,' 'write,' and 'rite,' than we do now that of the two 'cleave's' and 'page's,' the three or four 'found's' and 'sound's,' or the other groups of homonyms of the same class." (See his "Language and the Study of Language," page 469. New York: Scribner & Co.; 1872.)

Another phase of the question of "weight of advantage" is presented in the pertinent inquiry of Prof. G. L. Raymond: "Would it mar the literary excellence of English to let people recognize that in the original Saxon the 'holiness' of God meant really his 'wholeness,' and without the *w* at that? that 'weigh' means 'way,' and 'foreign' is the Latin *foris?* and 'numb,' 'some,' 'ghostly,' 'rhyme,' 'dough,' 'guise,' 'neighbor,' 'doubt,' 'mourn,' 'guarantee,' 'haunt,' 'plea,' 'rhythm,'—could we not find forms more sensible through which to represent the Saxon *numen, sum, gastlic, rime, doh, gise, nehbor*, the Dutch *nabuur*, the French *douter, morne, garant, hanter*, the Norman *ple*, and the Greek *ruthmos?*"

But this review has exceeded its proper limits, and adequate notice of other publications, organizations, and laborers co-operating in the reform must await some future occasion.

Modern Pronunciation of Latin.

PAPER NO. I.

My nephew at the Academy, who has been giving some attention to the defunct languages of ancient Greece and Rome, tells me that the teachers and students have adopted a new, and, it seems to me, rather barbarous style of pronouncing Latin words. The young fellow, to my amazement, grows very enthusiastic over the matter. He says the preceptor says, that in no other way than this strange way did those sturdy cubs of the famous she-wolf, the old Romans, recite their verses and pronounce their orations, and haggle with the shop-keepers of their day and generation. He insists that the way we have been so long accustomed to hear our orators on the Fourth of July and at cattle-fairs, and our lecturers in the winter, pronounce the Latin words and phrases with which they sometimes embellish their rhetoric, is all a mistake, and besides is a libel on the illustrious dead who have transmitted to us their writings, but not their voices. My nephew says that the wise professors at Harvard College have found this out, and have determined to have the mistake rectified; so they have got a reformed dialect for the Latin students.

How the learned professors have discovered the real pronunciation or brogue of those fine old Roman gentlemen, I have not quite clearly learned. Some of these professors are wicked Darwinians, I am told. I suppose they have poked the doctrines of development and natural selection into the old fossils of the Latin tongue, and by comparing this with that, and guessing at the other, they have put all together and developed a system of pronunciation.

The worst of it is, that we elderly people, who have got our ears accustomed to these borrowed words and phrases, cannot recognize them when we hear them uttered in the new style. For example, an orator at a town fair chooses to inform us that something has been said by somebody *viva voce*—"out loud"—but he calls those two familiar-looking words "wee-wah wo-kay," and it is all Greek to us. So, if he waxes eloquent and patriotic, and undertakes to quote the Latin motto which old Yankee Massachusetts years ago saw fit to place on her coat of arms—"*Ense petit placidam sub libertate quietem*," he gives us, or something very like it, "Ensay payteet plakidahm soob leebertahtay keeaytem," which detracts mightily from the old Yankee Latin flavor of this excellent sentiment concerning universal peace. I should think it would bother the orators themselves, especially those of them that are growing bald; for if they don't pronounce their Latin embellishments in the new style, the young fellows will say they are rusty; and if they do pronounce in style, the old fellows will never know what they are trying to say. But I suppose we must put up with it. Perhaps it will lead to the omission of Latin words in speeches and lectures.

I hinted to my nephew that the old languages of Greece and Rome being considerably dead, and the study of natural science being rather more fashionable, it would be about as well to drop the grammar and pick up the hammer of the geologist. But he says that *fossils* are *fossils*, whether they are the bones of dead languages, or the bones of ancient lizards; and he doesnt see why it is not as much science, and as valuable science, to discover a truth concerning a language which once lived, as it is to discover the bones of a fossil tadpole, or the functions of a bygone gasteropod, or to investigate the geometrical relations of the square root of minus nothing. He sometimes waxes warm about his classics, which he says are coming up again in the world, arguing with a pertness which is char-

acteristic of his generation, that a knowledge at least of the language in which the version of the Bible is written, that is reverenced by the Roman Catholic Church as the standard, and the original Greek of the New Testament, cannot be unimportant to a thoughtful man. He says that without knowing Latin he cannot half read the British writers of a century or two ago—such as Milton, and Newton, and Bacon, and the rest. I am not sure but the young man is right. He certainly makes respectable reasons why the flimsy counting-house education now so popular, and the pursuit of what is called natural science, are not the whole that is important to produce a broad and thoughtful manhood. From a religious point of view, I should think a critical knowledge of these ancient languages, and of Hebrew besides, would be simply invaluable. How is a man going to demolish the Darwinians, if he cannot read the Mosaic account of the creation in the original, with all the inexpressible implications of the text which are lost in a close translation, and enveloped, as it were, in the peculiar atmosphere of the language itself? Or how is a Darwinian going to demolish creation revealed, unless he understands, in the same way, what the revelation really is?

Then, there is a genial elegance about these classical studies, they tell me—and I think I comprehend it a little—which makes a relieving contrast to the bustling and utilitarian manners of this speculating, book-keeping age. It seems that a fair acquaintance with these dead yet speaking languages lead to some reverence for the fathers, some sentiment of affection for the old institutions, something of love for the ancient art, and poetry, and culture.

But these anti-classical fellows—why, all they seem to care for a thing is to eat it, or drink it, or get two mortgages on it, or see what it will bring at auction. Such men would boil up the venerable codfish that hangs up in the State House, for a chowder, or pull out the gilt feathers from the tail of the cockerel on the steeple, and sell them to the bonnet-makers, if they could. They have no reverence, no love for any but material interests. COM.

— There is no "royal road" to anything good—not even to wealth. Money that has not been paid for in life is not wealth. It goes as it comes. There is no element of permanence in it. The man who reaches his money in an elevator does not know how to enjoy it; so it is not wealth to him. To get a high position without climbing to it, to win wealth without earning it, to do fine work without the discipline necessary to its performance, to be famous, or useful, or ornamental without preliminary cost, seems to be the universal desire of the young. The children would begin where the fathers leave off.

What exactly is the secret of true success in life? It is to do, without flinching, and with utter faithfulness, the duty that stands next to one. When a man has mastered the duties around him, he is ready for those of a higher grade, and he takes naturally one step upward. When he has mastered the duties at the new grade, he goes on climbing. There are no surprises to the man who arrives at eminence legitimately. It is entirely natural that he should be there, and he is as much at home there, and is as little elated, as when he was working patiently at the foot of the stairs. There are heights above him, and he remains humble, and simple.

Preachments are of little avail, perhaps; but when one comes in contact with so many men and women who put aspiration in the place of perspiration, and yearning for earning, and longing for labor, he is tempted to say to them: "Stop looking up, and look around you! Do the work that first comes to your hands, and do it well. Take no upward step until you come to it naturally, and have won the power to hold it. The top, in this little world, is not so very high, and and patient climbing will bring you to it ere you are aware."—*Dr. J. G. Holland, in Scribner for August.*

SCIENTIFIC.

Practical Physics.

The mode of teaching Physics, and especially the manner of preparing teachers for that work, is now attracting much attention. We find the leading article in a late number of *Nature* devoted to the details of the practical instruction in Physics, which forms a part of the summer course of instruction given to science teachers by the Science and Art Department at South Kensington, England. The article is so timely that we have thought it best to reproduce the greater portion of it in our columns.

The teaching of practical Physics presents several difficulties, which have no doubt largely militated against its general introduction into the course of scientific education. It has not yet been systematized. Unlike practical Chemistry one cannot select a practical text-book on Physics and give it to the students; for such text-books do not yet exist in English. We are not forgetting the translation of Weinhold's Experimental Physics; but that book is unsuitable for most students, owing to its unwieldy size and high price.

Even if works on practical Physics were at hand, another difficulty is encountered in the costly nature of the apparatus involved in studying Physics. This, no doubt, is one of the main difficulties that the teacher has to overcome, and in this respect Physics differs widely from Chemistry, for it is out of the question to provide a complete set of physical apparatus for every two or three students. To meet this difficulty one may distribute different instruments among the students and allow them in turn thoroughly to master what is put before them. This plan might do for a small class, the members of which could use their fingers already. But it is at best an unsatisfactory method, for it leaves the student completely at sea directly he begins to communicate the instruction he has received, unless he can purchase what he has been in the habit of using, and this is not often within his means to do. Another course is first to teach the students how to make simple apparatus for themselves, and then to show them how to use it. The advantages of this plan are apparent. Students unaccustomed to manipulation find to their astonishment, when they begin, that all their fingers have turned into thumbs, and are amazed at their clumsiness and stupidity. Very soon, however, fingers begin to reappear, and the first successful piece of apparatus that is made gives them a confidence in themselves which they had thought impossible to attain. The pleasure of having made an instrument is increased a hundred-fold when it is found that by their own handiwork they may verify some of the more important laws in Physics; or make physical determinations, which before they would have considered it presumption to attempt, even with ready purchased apparatus. In order to carry out this plan successfully, minutely detailed instructions must be given to each student concerning the construction of the apparatus he has to make, and it is moreover obvious that the instruments should not take too long to make, and that the first trials should be with the simplest apparatus possible.

Let us look at the science teachers at work at South Kensington. Each one has given to him a page of printed instructions for the day's work. These instructions have grown up within the last few years under the direction of those who have been associated with Dr. Guthrie in this undertaking.

In the teaching of practical Physics perhaps no subject lends itself more readily to practical work than Electricity and Magnetism; and as nearly every science student has had some little practice in this direction, this branch of Physics commends itself as best fitted to begin with.

The first day's work on Electricity and Magnetism commences with the construction of simple electrical apparatus, as, for example, "Make a glass tube for electrical excitation"; then comes what to do in the way of cutting the tube and closing the ends. This introduces some to their first experience with the blow-pipe and the manipulation of glass, in which they rapidly gain courage and proficiency.

After this they are told to make a balanced glass tube as follows:

"Glass tube about 12 inches × ¾ inch. Clean and dry inside, close and round one end, nearly close other end. Balance on edge of triangular file, mark center with file. Soften one side of tube at center with Bunsen burner; push in side with point so as to make conical cap. Avoid having file scratch at apex of cap."

Rubbers, pith balls, proof-planes are made, and the fundamental laws of electricity are tried before the day is over. Next day a gold leaf electroscope has to be made, and some capital instruments of this kind are turned out. The insulation of these electroscopes is so high that we have seen them retain a charge for an hour or more when the body of the instrument was standing in water. The secret of the insulation consists in using clean flake shellac; a little of this substance is melted in the hole through which the wire stem of the instrument has to pass, the stem is then warmed and pushed through the shellac so as to leave about a quarter of an inch thickness of shellac all round the wire. Without attempting to follow each day's work, we notice in passing that the distribution of electricity is tried by using card-board cones and cylinders covered with gilt paper, a Leyden jar with movable coatings is constructed, an electrophorous is made and various experiments tried with it, and even a Thomson's quadrant electrometer is among the more ambitious pieces of apparatus that are attempted.

Omitting Magnetism, which is not so fully developed as the other subjects, we come to Current Electricity. One of the first things that has now to be made is an astatic galvanometer, which occupies the greater part of one day's work. This instrument works so well that for the sake of other science students we quote the following instructions for making it:

'Wind about 50 ft. of fine covered copper wire on wood block; remove wood; secure coil by tying with thread; insulate and stiffen coil by soaking with melted paraffin or shellac varnish. Make another similar coil; fix the two coils side by side on round wood block, leaving about ¼ inch space between them, and soldering two of the free ends of coils together so as to make one continuous coil. Solder other two ends of wire to binding screws fixed about ½ inch from edge of block. Lead ends of the wire also into two little hollows cut in wood block by side of binding screws, so that these depressions may serve as mercury cups; they are convenient for shuting the galvanometer. Bend stout brass wire into flat-topped arch and fix firmly in block; the straight portion of wire at top of arch having upon it a cork roller for raising or lowering needles. Magnetize two sewing needles, and fix (with opposite poles adjoining) ½ inch apart by means of twisted fine copper wire. On the same axis, ¼ inch above upper needle, fix glass thread about 4 inches long to serve as pointer. Suspend needles by silk fiber and attach fiber to cork roller. Cut card into circle 4 inches diameter and graduate circumference into degrees. Place (but do not fix) card in proper position over coil, supporting it on two corks cemented to board. Make needles as far as possible astatic. Place them in position, and cover all with glass shade."

After some preliminary work with the galvanometer, Daniell's cell and a simple form of Wheatstone's bridge are made; then a rheochord and a set of resistance coils. Then comes the following work with these instruments, in each case the necessary instructions being printed under the work to be done:

"1. Measure relative resistances of different lengths of the same copper wire by Wheatstone's Bridge. 2. Find lengths of copper wires by measuring their relative resistances, the length of one of the wires being known. 3. Ascertain relation between resistance and weight. 4. Ascertain effect of temperature on resistance. 5. Experimentally establish the laws of divided circuits. 6. Measure the external resistance of your cell. 7. Compare the electromotive force of your cell with that of a Grove's cell."

In this direction there is, of course, an almost unlim-

ited field for practical work, but other parts of the subject claim atttention, and the time that can be given to the whole is extremely limited. Our space will not allow us to detail further what is done in this subject, nor can we give more than a hasty glance to the other subjects that are taken up in successive years by the science teachers.

Sound is not a very promising branch of Physics for practical work; nevertheless, nine or ten days are usefully spent on this subject. A monochord is the *pièce de résistance* here, and when this is made the laws of the transverse vibration of strings are verified, and the following problems solved by its means: 1. "Weigh pieces of metal of unknown weight. 2. The pitch of one tuning fork being known, ascertain that of another unknown. 3. The diameter of a German silver wire being known, ascertain its specific gravity." By means of the ordinary shilling tuning forks some useful experiments are made, and finally the velocities of sound in various solid, liquid, and gaseous bodies are determined in different ways and with a satisfactory approximation to the truth. This will indicate merely the course of practical work in this subject.

Heat and light offer more facilities for practical work. In Heat, a differential air thermometer is first made, then an alcohol thermometer is made and graduated; the maximum density of water is tried by simple hydrometers; a bulb tube is made, and used for determining coefficients of expansion.

The determination of specific and latent heat follows this, and a few experiments on radiant heat conclude this part.

In Light a large range of subjects is available for practical work, but the necessary instruments are more numerous, and require rather more skill in their manufacture. Nevertheless, several experiments will occur to every teacher, which can be made with very little preparation, such, for example, as trying the law of inverse squares, comparing in various ways the illuminating powers of different sources of light, etc. Here is something rather more difficult:

"Make an instrument for measuring vertical heights by reflection." Instructions for this are given, and the instrument is then used for measuring the heights of ceilings, doors, etc., after it has been fully explained.

Silvering solutions are prepared and employed for many purposes; little concave and convex mirrors, for example, are made out of large watch-glasses silvered by this process of deposition, and the foci of these mirrors are then determined. A movable model is made to illustrate the law of sines; and the index of refraction of water is determined.

A bisulphide of carbon lens is made from two watch-glasses with ground edges, a notch being cut across to introduce the liquid. A bisulphide of carbon prism is not so easy to make; here is the method recommended:

"Cut off and grind ends of glass tube about 2 inches long × ¾ inch diameter, so that planes of ends make an angle of about 60° with each other. Drill hole about ⅛ inch diameter in middle of tube with hardened point of triangular file and turpentine. Glue pieces of thin sheet glass on ends. Fill with bisulphide of carbon, and cover hole with glued paper."

By degrees a spectroscope is entirely built up, and with it the spectra of various metallic vapors are examined till some familiarity is acquired with different spectra. Finally, a polariscope is made, and different objects for examination are devised. Our space is more than exhausted, and we cannot follow the teachers further in their work. Time will, no doubt, bring greater experience, and improve an already admirable course.

— The syenite monolith known as Cleopatra's Needle is to be transported to London by sea, by casing it in wood and rolling it overboard. It is to be covered with timbers and planks enough to float it, and will be towed by a steamer. The most riskful part of the voyage will be the launching, and rolling ashore.

MATHEMATICS.

Problems.

PROBLEM XLV.—Simplify the expression,

$$\sqrt{-1}\tan(-\sqrt{-1}\text{ Nap. log. }2).$$ L. B.

PROBLEM XLVI.—Sum the series,

$$1-\frac{1}{3}n+\frac{1}{5}\left\{\frac{n(n-1)}{2}\right\}-\frac{1}{7}\left\{\frac{n(n-1)(n-2)}{2,3}\right\}+\&c.$$ L. B.

PROBLEM XLVII.—Let $f(x)=y$, and $f(y)=5x^2+10x+4$. Find the value of x when $y=0$. L. B.

PROBLEM XLVIII.—A farmer having a field in the form of a trapezoid which contained .1875 of a square mile, divided it into two equal parts by a fence parallel to its parallel sides; the distance between those sides being 120 rods, and the length of the oblique sides respectively 5 fur. and 3 fur. 24 rd. 1 yd. 8 in. What was the length of the fence? F. P.

J. M. L. makes a proper correction of the solution of Problem XVII., p. 261, and should have been credited with a correct solution of his own.

Solutions.

PROBLEM XXIX.—(1) $y^2+2y=63$.

(2) $y^2-4xy+2x^2-3y-2x-8=0$.

From (1) $y=-1\pm\sqrt{64}=-9$ or $+7$. Putting these values separately in (2), we have, when $y=-9$,

$$x=+\frac{19}{2}\pm\sqrt{-\tfrac{1}{4}},\text{ imaginary. When } y=+7,$$

$$x=\frac{15}{2}\pm\sqrt{-\frac{138}{4}+\frac{225}{4}}=\frac{15}{2}\pm\frac{9.3273}{2}=\frac{24.3273}{2}\text{ or }\frac{5.6727}{2}$$

F. PARSON.

PROBLEM XXX.— $dy=\frac{x^2dx}{1+x^4}$. To integrate this rational fraction we must factor $1+x^4$, place $1+x^4=0$; $1+2x^2+x^4=2x^2$; $1+x^2=\pm x\sqrt{2}$.

$$\frac{x^2}{1+x^4}=\frac{Ax+B}{x^2-x\sqrt{2}+1}+\frac{Cx+D}{x^2+x\sqrt{2}+1}$$

$$x^2=\begin{array}{l|l|l|l} A & x^3+A\sqrt{2} & x^2+A & x+B \\ +C & \quad +B & \quad +B\sqrt{2} & \quad +D \\ & \quad -C\sqrt{2} & \quad +C & \\ & \quad +D & \quad -D\sqrt{2} & \end{array}$$

$A+C=0$;

$(A-C)\sqrt{2}+B+D=1$; $\qquad A-C=\frac{1}{\sqrt{2}}$

$(A+C)+(B-D)\sqrt{2}=0$; $\qquad A+C=0$

$B+D=0$; $\qquad A=\frac{1}{2\sqrt{2}}$

$B-D=0$

$B=0$; $D=0$; $\qquad C=-\frac{1}{2\sqrt{2}}$

$$y=\frac{1}{2\sqrt{2}}\int\frac{x\,dx}{x^2-x\sqrt{2}+1}-\frac{1}{2\sqrt{2}}\int\frac{x\,dx}{x^2+x\sqrt{2}+1}$$

$$y=\frac{1}{4\sqrt{2}}\int\frac{(2x-\sqrt{2})dx}{x^2-x\sqrt{2}+1}+\frac{1}{4\sqrt{2}}\int\frac{\sqrt{2}\,dx}{x^2-x\sqrt{2}+1}$$

$$-\frac{1}{4\sqrt{2}}\int\frac{(2x+\sqrt{2})dx}{x^2+x\sqrt{2}+1}+\frac{1}{4\sqrt{2}}\int\frac{\sqrt{2}\,dx}{x^2+x\sqrt{2}+1}$$

$$y=\frac{1}{4\sqrt{2}}\log_e(x^2-x\sqrt{2}+1)-\frac{1}{4\sqrt{2}}\log_e(x^2+x\sqrt{2}+1)$$

$$+\frac{1}{2\sqrt{2}}\int\frac{\sqrt{2}\,dx}{2\left\{x-\frac{1}{\sqrt{2}}\right\}^2+1}+\frac{1}{2\sqrt{2}}\int\frac{\sqrt{2}\,dx}{2\left\{x+\frac{1}{\sqrt{2}}\right\}^2+1}.$$

$$y=\frac{1}{4\sqrt{2}}\log_e\left[\frac{x^2-x\sqrt{2}+1}{x^2+x\sqrt{2}+1}\right]+\frac{1}{2\sqrt{2}}\tan^{-1}\sqrt{2}(x\sqrt{2}-1)$$

$$+\frac{1}{2\sqrt{2}}\tan^{-1}\sqrt{2}(x\sqrt{2}+1)$$

$$y=\frac{1}{4\sqrt{2}}\log_e\left[\frac{x^2-x\sqrt{2}+1}{x^2+x\sqrt{2}+1}\right]$$

$$+\frac{1}{2\sqrt{2}}\left[\tan^{-1}\sqrt{2}(x\sqrt{2}-1)+\tan^{-1}\sqrt{2}(x\sqrt{2}+1)\right]$$

F. PARSON.

PROBLEM XXXI.—As "C. C. C." gives the series, it is not true that each new term is a nearer approximation to $\frac{1}{1-x}$, except $x=1$; for the remainder grows larger with each new term of the quotient. We must write,

$$\frac{1}{1-x}=1+x+x^2\ldots+x^n+\frac{x^{n+1}}{1-x}$$

This we know is a true equation, for the sum of $(1+x\ldots x^n)=S$.

$S=\frac{x^{n+1}-1}{x-1}$. Then

$$\frac{1}{1-x}=-\frac{x^{n-1}-1}{1-x}+\frac{x^{n+1}}{1-x},\quad\text{or}\quad\frac{1}{1-x}=\frac{1}{1-x}.$$

Each new term added to the equation as written in the JOURNAL, without taking account of the remainder, causes a wider deviation from the truth. If each new term *was* a nearer approximation, then when the terms are infinite it should be perfectly correct, whereas it would really be infinitely wrong. F. PARSON.

PROBLEM XXXIII.—(1st) By construction: Through the point draw lines intersecting the nearest circumference, and from this circumference lay off on the lines the *given lengths*; through the points so found draw a curve, and with the point or points, in which the curve intersects the second circumference, connect the given point, and we shall have the required line.

(2d) By Geometry: Let the axis of X pass through the centers of the circles, and Y through the given point. Let y for the point $=b$, and x for the centers of the circles a and a'; let $d=$ given distance. Then the polar equation of one circle from the point will be, (r=radius vector, R=radius of circle,) (1) $r^2+2(a\cos v+b\sin v)r+a^2+b^2-R^2=0$, v being the angle the radius vector makes with X. For the other circumference (2), $r'^2+2(a'\cos v'+b\sin v')r'+a'^2+b^2-R'^2=0$. For the required position of r, $v=v'$, and $r'=r+d$; $\therefore$ (2) becomes $r^2+2rd+d^2+2(a'\cos v+b\sin v)r+2(a'\cos v+b\sin v)d+a'^2+b^2-R'^2=0$. Finding r from (1), $r=-(a\cos v+b\sin v)\pm\sqrt{R^2-a^2-b^2+(a\cos v+b\sin v)^2}$.) This put into (2)′ will give an equation with only v unknown, which can be found, though the operation is rather tedious. F. PARSON.

PROBLEM VI.— $x+y=11$ (1)

$x+y^2=7$ (2)

Let $x=v+w$; and $y=v-w$. Then $x+y=2v$, and $x-y=2w$; (1) and (2) give $x^2+y^2+x+y=18$. Subs. for x^2, y^2, and $x+y$, and dividing by 2, $v^2+v+w^2=9$=a complete square. Hence $v=2vw$; $w=\frac{1}{2}$; $v^2+v=\frac{35}{4}$; $v=\frac{5}{2}$; $x+y=5$; $x-y=1$; $x=3$; $y=2$.

W. J. L.

[We have received the following proof of Euclid's 4th Proposition, by F. M. Shinn, of LeRoy, Kan., which we do not remember to have seen in print.—ED.]

Let ABC be a triangle, right-angled at A. With B as a center and the radius BA, describe the circumference meeting the hypothenuse at E, and the hypothenuse produced at D. Draw the chords DA and AE. The triangles EAC and DAC have the angle C in common, and the angle $EAC=ADC$.

Hence $EC:AC=AC:DC$ (1). But $DC=BC+AB$, and $EC=BC-AB$. Substituting in (1), $BC-AB:AC=AC:BC+AB$. $\therefore\ \overline{AC}^2=\overline{BC}^2-\overline{AB}^2$, or $\overline{BC}^2=\overline{AC}^2+AB^2$. Q. E. D.

Queries.

"*S. C. G.*" quotes from a Mathematical work as follows:

"A cycloid is an elliptical arch whose span is equal to the circumference of the generating circle, and *rise* equal to the diameter of that circle; or, in other words, it is a semi-ellipse by the transverse axis when the axes are to each other as π to 2";

and asks if this is correct. *Ans.*—No; all wrong.

"*A Reader*" asks:

1. How do you reduce decimal fractions by inspection?
2. Explain addition of decimal fractions by principle of lowest terms.
3. Give a rule for reducing common fractions to the least common denominator by inspection.
4. Explain the process of finding, by inspection, a common divisor or common factor; also show how to find a common multiple by inspection.

Answers. — We do not understand that "*by inspection*" means anything except that the operations are *mental* or *without writing*. When, therefore, we have found the best process for any mathematical work, we may make use of pencil and slate, or paper, or not, as we find most convenient. Throwing out, then, the words, "by inspection," we answer:

1. Decimal fractions are reduced precisely as integers. It is unfortunate that so much is said in our text-books and by teachers tending to produce the impression that decimals must be treated by a law of their own. It would be better to seek to remove that impression as far as possible, and use one rule for integers and decimals.

2. What has been said above applies here. No explanation is needed that is not needed for integers.

3. Find the least common multiple of the denominators, and multiply both terms of each fraction by that factor which will make its denominator equal to this common multiple.

4. For a common divisor separate each of the numbers into their prime factors. Any one or more of these factors common to all the numbers gives a common divisor, and the product of all the common factors is the greatest common divisor. The least common multiple is the product of all these prime factors, each taken as many times as it is found in any one of the quantities.

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☞ *To save many of our subscribers from writing to us, we will state again that we only publish* FIFTY NUMBERS A YEAR. *August 7th and August 14th no papers were issued. From this time until August, 1876, our subscribers may expect the paper regularly, with no break.*

Vacation Schools.

A large portion of the children in city public schools are obliged, for various reasons, to remain at home during the long summer vacations; and their only opportunities for recreation are either within the heated confines of limited households and yard accommodations, or among the companions found in the streets and lanes, the wharves and public resorts of the city. The influence of such associations for two months can neither be beneficial to good health nor pure morals, and has led to the question whether, to this class of children, whose privileges as to rest and freedom are so restricted, and whose associations are so questionable, a plan could not be devised by which the advantages of school-life could be secured to them through the vacation days. It is well known that these children, when not at school, are out from parental control, and come under the watch-care of the police force, who find them exposed and subject to the temptations of petty crimes, thereby preparing them for the school of wickedness into which many of them enter. Vacation days are in no sense holidays to such, but are the direct opportunities for adepts in vice to teach the less wayward the first rudiments of wicked indulgences. Several of our cities have been made conscious of the evil tendency of this respite from school-work, and consequent throwing of the children under the influences and habits of evil associates, and have instituted vacation schools to which these children may be sent, thus affording relief of care to overtaxed parents, and giving to the children an opportunity to make the best use of the time usually limited for their school education. The city of Providence is, we believe, the only one in New England which has provided such schools, and through several successive summers these schools have been well filled by the voluntary attendance of children who must from necessity otherwise spend the weeks in the city in idleness. Special teachers are secured for schools, and the work is less severe than in the ordinary term time. It is found that the attendance is quite regular, and that the children enjoy this method of spending vacation in preference to the street-life of the city. The school exercises are of such a nature as to tax the mental energies lightly, while vocal music, school talks, oral instruction, and object-teaching, form the staple of daily work. The present season of vacation schools in that city testifies anew to their value and to their success. Supt. Leach, of Providence, says that these are increasing in value and importance every year, and are especially appreciated by those parents who, with their children, are obliged to remain in the city during the summer months. The plan is certainly worthy of consideration in other cities.

A Hindrance to High Work.

In order to give really adequate instruction, one needs,

(1) That living mastery of a subject which implies constant and careful study.

(2) A continued acquaintance with at least a few of the strong and vital thinkers of the race.

(3) That kind of provocation or liberating influence which one receives from the highest poetry.

(4) That amount of vitality which permits the mind to perform easily and with an adequate grace its highest work.

Now, the adequate mastery of a single subject—such a mastery as is essential to strong and graceful instruction—implies the expenditure of a good deal of vital force. Suppose one attempt to know somewhat searchingly several subjects? No matter how thrifty he may be of his vital capital, it must in some way pay for all his fine knowledges at last.

Again, it takes wakeful faculties to read with an adequate insight your Plato or Hegel. Reading is not worthy the name unless one follow a stream of thought as adventurously and persistently as he would a mountain torrent to its source. Such reading is only a pure, bracing delight in its performance, but, like the tides, it leaves it traces afterwards.

Even to read a fine poem in the vital way requires an inspiration akin to that that writes it. The rarest wit won't liberate a sleepy mind. You need not go to your Wordsworth, even, for liberty, unless you carry to him an already awakened imagination. A mountain air is for souls native to the mountains, or those who have fitted themselves for it by adventurous climbing. Dr. Holmes has somewhere a fine hint about the cost of writing a poem — well, it costs to read one also. But if preparation is costly, rare instruction is more so. One may or may not talk in the class-room. At any rate, he must think as finely and adequately as if he were talking. Now, the most precious words are the most costly—use in their development the most vitality. It is not drudgery, alone or mainly, that kills. Our highest and most vital thought and work draw most heavily upon us. More vital capital is used in writing a poem than in writing for the same time in a ledger.

But if precious instruction *is* costly to him who gives it, what then? Why this—simply that he must not be required to give too much of it.

The precious thing in an education is the awakening of an intelligence; but this requires an instructor of the adequate force and sanity—one who constantly refreshes himself from the highest sources. There are certain stimulating traits of intellect and character which more than anything else win and liberate the best minds. But the liberating word does not often come from the lips of the half-informed drudge; neither is such a one apt to surround himself with an atmosphere of noble provocation.

If teachers, then, are to do a juster and more precious work, let them have a juster and more adequate liberty. This plea, at any rate, we make in behalf of those teachers who would gladly give to their instruction something of worthy and quickening force.

Methods.

If there is a word in our teachers' phraseology, which is in danger of becoming a mere cant term, it is "methods." In the minds of many, methods, like "Il Barbiere" in the opera, are to do almost everything, and must be here, there, and everywhere else, omnipotent. Now it should not be forgotten that a method is only the assistant of something else: it is the mere mode of outcoming in the thought which is in the mind. As a people we have been desperately set against *forms*, yet a form is only a considerate method; and no body of a man's thought works out into action, save according to and through some method, either crude or well-considered.

Here, as in the case of forms, the question is, then, not shall we have methods in teaching, but shall we have those which are good, as opposed to the bad. With this matter of good methods, the first principle is: *There must be the well-mastered body of truth in the mind.* It is simply absurd to talk of a *good method* of presenting a subject, of which one has no *good understanding.* The mastery of a subject is the father of the method. Supplement that mastery with a master interest, and you may, in most cases, trust the truth to the spontaneous method. Hence, the second principle is: *There must be a living and excited interest in the presentation of that truth.*

A third principle to be kept in mind is: All *modes or methods are not absolute, but relative.* Absolutely there may be a certain method which alone befits the truth to be presented. But the truth has got to be presented through the teacher's agency. Hence the method is, of necessity, relative to the teacher. It must be in some effective degree adapted to his individual use. Paradox as it may seem to be, the poorer method may, for the particular teacher, be the better one. That is, a method less perfect in itself may be the one which, for various reasons, the teacher can use with the most power. David's mode of combatting with Goliah, while less warlike and complete than Saul's, was for *him* the better method. Hence, it is not simply the question what is the best method, but what method can be used best.

Out of this grows the fourth principle: *Every method must be so recast, and so thoroughly digested, that it becomes the teacher's own.* Like the truth, the method must not be passively reviewed and laid away, to be mechanically brought forth as a mere piece of embalmed lifelessness. It must be made a subject of individual thought, experiment, adaptation, and with such an amount of faithful labor as makes what was at first alien really native. As with one's food, whatever may have been the preparation, the separation, mastication, and digestion must be his own; so with these acquired methods. First make them your own, or make them a failure. More methods fail for want of this individual mastery and adaptation than from all other causes put together.

From this it will be readily seen that in all professional training of teachers, the mere method must be kept in abeyance until the subject is evidently mastered, in order that it may become the natural outgrowth of that mastery. It will be plainly seen, that for the pupil who has the mind to master the subject, there is also the mind to evoke the substance of the methods. Hence, for such persons—and they only can be true teachers—instruction in the method should only be in suggestive hints, or general outline — *never in detail.* Detail is the death of individuality, and without individuality in the class-room, the teacher is either an automaton or a mummy.

As to the plea that there are many who must teach mechanically, and who, if they have any good methods, must learn them mechanically and in detail, all that can be said is, that, if there must be padding in the system, it matters little what it is, only, as in higher things, let us not make "provision for fulfilling the lusts thereof." Teach methods substantially, or through the mastery of the truth, and let the mechanical learning of methods be the simple accident of the pupil's *incompetence.* Otherwise your mere mechanical mannerists in teaching will continue to plume themselves on their superior methods, and to pick the crests of the bolder and better class who dare to be true to their own thinking and individual capacity.

The School Question in Politics.

Education is a new element to create issues in party politics, but in Ohio it certainly occupies as important a position as the financial plank of the Democratic platform, and its decision will certainly affect the interests of the people more largely than any and all other questions at issue at the present. The demand of the Democratic party of the State is that the school fund shall be divided for the support of separate Catholic schools, and this demand finds its origin in the Roman Catholic clergy of the State in distinction from the laity, who are really friendly to, and would, without priestly control, support the public school interests. The School bill which became a law provided that the reading of the Bible and other devotional exercises should not be practiced where any objection should be made. The Supreme Court has sanctioned this law, and had the Catholics rested here it would have been well for them. But they seem determined to press the issue of separate denominational schools, with a division of the school appropriation for their support. We are glad that this question is now squarely before the people to decide, and we can have but little doubt as to the result. The dangerous elements in this demand are:

First, That any religious denomination, or any portion of it, should make a claim to rights which are not guaranteed under a Republican form of government. It is the prerogative of the people to make and to change their form of government, but not at the dictation of any church or priesthood. Especially is the demand unreasonable when it relates to the overthrow of interests upon which a free government is established. It is little else than treason for a sect or party to ask the subversion of that which has been, and must continue to be, the basis of our institutions, namely, a system of free schools. For when the division is made which shall separate the Catholic and the Protestant in secular education, in fact the division has become as multiform as the sects into which society is divided, and such a separation, in its inception emanating from a religious sect has in it the elements of a bigoted intolerance and of hostility to other interests, both secular and religious, which are of the most alarming character: by it the zealous sectarian says that his creed is not founded upon a wide-spread intelligence, nor upon the same basis as that which upholds our free institutions: we demand another method of conducting our affairs, in safety to our religion and to our ideas of what a free State should be. Judge Taft, in his celebrated speech, well says:

"But the Church cannot be permitted to interfere with the policy of the State. It cannot be permitted to set aside the civil law on the claim of superior sanctity. Nor can it be permitted to set aside any department of the State government on the ground that such department of the State government is 'godless.' No Church in our republic can claim to monopolize the favor or the attributes of the Deity, or to wield them as its peculiar power against the State, or other Churches. If the priesthood of any Church put forth a claim, they must not expect the State to recognize it, and much less can they expect it at the hands of other sects. It has been a great mistake in the Catholic priesthood to characterize the common schools as 'godless.' It comes from a source and culture foreign to our government.

There was a time when such Christians as Henry the Eighth, of England, and Philip the Second, of Spain, relying upon his divine right to rule, would have characterized a republic like ours 'godless.' Those days are gone. If there is anything divine in America, it is our Republican form of government. If there is anything divine in the republic, it is its system of common schools. It is time that we should all learn the infinite folly of attempting to fasten upon any part of God's creatures our puny condemnation, by denouncing it as 'godless.' The use of the term in reference to the schools implies an utter want of appreciation of the relative position of the schools and the Church in this country.

Another element of danger is in the demand made upon a political party to subserve the ends of any Church or sect. When the Democratic party was the organ and tool of the Southern slave-holder, it certainly had a heavy millstone about its neck, and the depths of its degradation to that power were immeasurable, but now a worse element for politics, inasmuch as it claims infallibility in its assumption of power, says to a great political organization, we demand your support of this measure, "as a consideration for the Catholic vote in the past and a condition of receiving it in the future."

The church, sacred in its character, and divine in its origin and its destiny, offers itself to the world's highest bidder for place and power, and in the polluted pools of politics sells its high birthright. The party that refuses such a paltry offer enthrones itself above its debased and debasing corrupters. In not following the example of the clergy of other denominations, said Judge Taft, I think the Roman Catholic clergy are mistaken; and that strong and well organized as they are, they are attempting an impossibility. "They have faith in the divinity of their church. But they will have to learn in America that there is a divinity in the republic as impregnable and more potent than that which any church organization can bring against it. They should reconcile themselves to the ground they have achieved —that of equality and justice as between all churches. To attempt more, and insist on a division of the school fund, or a destruction of the system, will accomplish no good, and will, as it is now doing, excite the most powerful and inflexible opposition to them and to any party which shall delude them with its proffered friendship. Nor can the church complain, when it identifies itself with a political party, that its political actions should be canvassed. They, the Democrats and the Catholic clergy, have agreed to combine against the Republicans. The Catholic clergy are supposed to have no other object in this coalition than to divide the school fund, or destroy the common-school system. Is it right to trust this vital interest of the republic to such a combination?"

Colonel Henry Clinton has just published, with Messrs. Hackette & Co. (London and Paris), a French edition of his *International Pronunciation Table.* The object of this Table is to denote the various sounds heard in the distinctly spoken languages; specimen words taken from seven living languages are used to represent the twenty vowel and sixteen consonant sounds which enter into the Colonel's scheme, while ten consonant sounds require no separate denotation. One of the features of the scheme is, that both the vowel and consonant sounds are, as far as possible, arranged in pairs; and another, that neither arbitrary symbols nor a number of diacritical marks need be used in denotation. The Table is preceded by an essay on pronunciation, likewise in French.

— The agitation of the dress-reform question among the school girls of the country has borne some fruit. The graduating class of the Minnesota State Normal School went so far, on their recent Commencement day, as to wear cheap print dresses.

Ventilation and Warming of School-Rooms.

The importance of a subject which affects the public welfare cannot always be judged of by the attention which it receives. Nor can the attention it practically receives always be determined by the amount of general talk it begets. This is singularly true in certain departments of hygiene.

Let one or two persons in a village become the victims to a mistake by a careless druggist, who should answer a prescription of calomel by putting up arsenic, and what a sensation it creates! The newspapers are clamorous, and the public are profoundly moved. But let anthracite poisons from a wrongly-managed stove or furnace steal imperceptibly through the apartments of a school-room, and sow in sixty or more bodies the seeds of disease and premature decay, and who gets excited over the fact, however well attested by medical skill? Is death by the insiduous malaria of an ill-ventilated school-room less to be feared than when he comes in ruder and more visible shapes?

The reckless tampering with human life in some of our wrongly-heated and ill-ventilated school-rooms is a subject too little thought of by the guardians of education. God never suspends the laws of nature to accommodate human ignorance. A furnace wrongly made and set, or misplaced ventilators, or a badly managed stove, will invite the fell messenger alike, whether planned and operated by a learned school committee or an ignorant janitor. There is a notion, too prevalent among the uneducated masses, that a professional man is competent for any duty assigned him by his constituents. Hence a lawyer of repute, or a learned divine, are often charged with the important duty of providing the warming and sanitary appliances for a school-house. They may have studied the subject *practically*, and so be able to meet every requirement, or they may not know even the construction of a hot-air furnace, much less how it should be set up and operated.

We once visited a schoolhouse built under the supervision of one of our ablest lawyers, where the ventilation was placed at the *top* of the room directly above the hot-air register, as far away from the children as possible. In the same building were set two expensive furnaces, provided each with a *death-dealing, back-check damper*, which were pouring stealthily into the air of the room mephitical gas in quantity sufficient to guarantee to a majority of the children "delicate" health and an early grave. This is not the only instance within our observation where official ignorance has jeopardized life in masses. There is a growing need of practical intelligence in this matter of heating and ventilation; for were the death-records carefully studied, they would reveal the sad fact that thousands have sown in their bodies fatal diseases traceable to the atmosphere of public and private apartments. Careful chemical tests have shown that in a large proportion of school-rooms the presence of carbonic acid and carbonic-oxide gases were often present, in quantity sufficient to disturb the normal functions of both the brain and the lungs.

The subject of providing warm air and *pure* air is one demanding more special study. The principles of flue-drafts and the flow of warm and cold currents, the chemistry of combustion and of respiration and the changes these effect in the air of rooms, the proper location of heaters and ventilators for effecting sanitary and economical ends — these are all subjects which everybody is supposed to understand, but in regard to which there is very little reliable knowledge. What is needed is some specific instruction, for the masses, on these vital matters.

At our teachers' institutes, it has seemed to us that a few concise remarks, properly sent home by fit ocular demonstration, would avail quite as much for the public as much of the puerile talk and experiments offered our teachers on general chemistry. The end and aim of our education should be human happiness.

A. W. Sprague.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

Revolutionary Enthusiasm.*

CAPTAIN HARDY, *who lost a leg at Yorktown.* NATHAN, *a young lad.*

Nathan.—Good morning, Captain. How do you stand this hot weather?

Captain.—Lor' bless you, boy, it's a cold bath to what we had at Monmouth. Did I ever tell you about that are battle?

N.—I have always understood that it was dreadful hot, that day.

Capt.—Bless you, boy, it makes my crutch sweat to think on't, —and if I didn't hate long stories, I'd tell you things about that are battle, sich as you wouldn't believe, you rogue, if I didn't tell you. It beats all natur' how hot it was.

N.—I wonder you did not all die of heat and fatigue.

Capt.—Why, so we should, if the reg'lars had only died first; but you see they never liked the Jarseys, and wouldn't lay their bones there. Now, if I didn't hate long stories, I'd tell you all about that business; for you see they don't do things so, now-a-days.

N.—How so? Do not people die as they used to?

Capt.—Why, bless you, no. It beats all natur to see how the reg'lars would kick after we'd killed them.

N.—What! Kick after they were killed! That does "beat all natur'," as you say.

Capt.—Come, boy, no splitting hairs with an old Continental; for, you see, if I didn't hate long stories, I'd tell you things about this battle that you'd never believe. Why—why, when Gineral Washington telled us we might give it to 'em, we gin it to 'em, I tell *you!*

N.—Gave what to them?

Capt.—Cold lead, you rogue. Why, bless you, we fired twice to their once, you see; and if I didn't hate long stories, I'd tell you how we did it. You must know the reg'lars wore their close-bodied red coats, because they thought we were afraid on 'em, but we didn't wear any coats, you see, because we hadn't any.

N.—How happened you to be without coats?

Capt.—Why, bless you, boy, they would wear out, and the States couldn't buy us any more, you see, and so we marched the lighter, and worked the freer for it. Now if I didn't hate long stories, I would tell you what the Gineral said to me next day, when I had a touch of the rheumatiz, from lying on the field, without a blanket, all night; you must know it was raining hard just then, and we were pushing on, like all natur,' arter the reg'lars.

N.—What did the General say to you?

Capt.—Not a syllable, says he, but off comes his coat, and he throws it over my shoulders.—"There, Captain," says he, "wear that, for we can't spare you yet." Now don't that beat all natur,' hey?

N.—So you wore the General's coat, did you?

Capt.—Why, bless your simple heart, no! I didn't feel sick, arter that, I tell *you.* No, General, says I, they can spare me better than they can you, just now, and so I'll take the will for the deed, says I.

N.—You will never forget his kindness, Captain?

Capt.—Not I, boy. I never feel a twinge of the rheumatiz but what I say, says I,—God bless the Gineral! Now, you see, I hate long stories, or I'd tell you how I gin it to a reg'lar that tried to shoot the Gineral at Monmouth. You know we were at close quarters, and the Gineral was right between two fires.

N.—I wonder he was not shot!

Capt.—Why, bless your ignorant soul, nobody could kill the Gineral! but, you see, a sneakin' reg'lar did'nt know this, and so he leveled his musket at him, and, you see, I seed what he was arter, and I gin the Gineral's horse a slap — and it beat all natur' how he sprung, and the Gineral all the while as straight as a gun-barrel!

N.—And so you saved the General's life?

Capt.—Did'nt I tell you nobody could kill the Gineral? But you see his horse was in the rake of my gun, and I wanted to get the start of that cowardly reg'lar.

N.—Did you hit him?

Capt.—Why, bless your simple soul, does the thunder hit when it strikes? though the fellow made me blink a little, for he carried away a part of this ear. See there? (*Showing his ear*). Now don't that beat all natur'?

N.—I think it does. But tell me how you took all these things so calmly. What made you so contented under your privations and hardships?

Capt.—Oh! bless your young soul, we got used to it. Besides, you see, the Gineral never flinched nor grumbled.

N.—Yes, but you served without being paid.

Capt.—So did the Gineral; and the States, you know, were poor as all natur'!

N.—But you had families to support?

Capt.—Ay, ay; but the Gineral always told us that God and our country would take care of them, you see. Now if I did'nt hate long stories I'd tell you how it turned out just as he said, for he beat all natur' for guessing right.

N.—Then you feel happy and satisfied with what you have done for your country and what she has done for you?

Capt.— Why, bless you, boy, if I had'nt *left one of my legs at Yorktown,* I would'nt have touched a stiver of the State's money; and as it is, I'm so old I sha'nt need it long. You must know I long to see the Gineral again, for if he don't hate long stories as bad as I do I shall tell him all about America, you see, for it beats all natur' how things have changed since he left us? Come, hand me my crutch, and let's take a bit of a march outside.

* From Zachos' "High School Speaker," published by George S. Stevens & Co., Cincinnati, O. Price $1.25. Send to the Ed. of this Dept.

Yorktown.*

[Recitation for October 19th.]

BY J. G. WHITTIER.

From Yorktown's ruins, ranked and still,
Two lines stretch far, o'er vale and hill:
Who curbs his steed at head of one?
Hark! the low murmur: Washington!
Who bends his keen, approving glance
Where down the gorgeous line of France
Shine knightly star, and plume of snow?
Thou, too, art victor, Rochambeau!

The earth which bears this calm array,
Shook with the war-charge yesterday;
Ploughed deep with hurrying hoof and wheel,
Shot-sown, and bladed thick with steel.
October's clear and noon-day sun
Paled in the breath-smoke of the gun;
And down night's double blackness fell,
Like a dropped star, the blazing shell.

Now all is hushed: the gleaming lines
Stand moveless as the neighboring pines;
While through them, sullen, grim, and slow,
The conquered hosts of England go:
O'Hara's brow belies his dress,
Gay Tarleton's troop rides bannerless:
Shout, from thy fired and wasted homes,
Thy scourge, Virginia, captive comes!

Nor thou alone; with one glad voice
Let all thy sister States rejoice;
Let Freedom, in whatever clime
She waits, with sleepless eye, her time,
Shouting, from cave and mountain-wood,
Make glad her desert solitude,
While they who hunt her quail with fear;
The New World's chain lies broken here!

* The NEW-ENGLAND JOURNAL OF EDUCATION has so far out-grown its name as to make it necessary for us to so antedate articles for special occasions that they may reach, in season, the teachers in California and other distant States.

The Seasons.

BY ANNA BOYNTON AVERILL.

SPRING.

COSTUME: *White, trimmed simply, with green vines and cedar-sprays.*

They tell you, dear children, the fairies are dead,
But I am the fairy Spring:
You have seen the world brighten beneath my tread,
You have seen the treasures I bring.
The mightiest rivers will hear and obey
When I call them down to the sea,
And the little brooks wake and wander away,
And the breezes come trooping to me.
The hills and the valleys grow green and sweet,
And the tree-tops ring with a thousand songs,
And freshness and fragrance follow my feet,
And the joy of youth in my train belongs.
But I pass as I come, full fleet and still,
While the dandelion whitens upon the hill.

SUMMER.

COSTUME: *White, with garlands of roses and other bright-hued flowers, and a basket of berries, wreathed with flowers, in her hand.*

And I am the fairy that follows thee,
I open the roses on lawn and lea,
And dream in the poppy's breast,
And brood on the wave of the warm, blue sea,
While the hot skies slumber over me,
And the wide lands lie at rest.
O sweet are the airs that wander by,
And swift my swallows that wheel and fly
With the sun-gleam on their wings.
"Come, children, come to my fragrant bowers,
Cool with white lilies, and dews and showers,"
Is the song that Summer sings.

AUTUMN.

COSTUME: *Brown, with brilliant trimmings, bright ribbons, yellow leaves, and scarlet berries, with ripe grasses or grain in her hands.*

I am the spirit, solemn and still,
That hovers o'er forest and field and hill,
When the yellow leaves are falling,
And brown nuts drop in the sunny wood,
Where the partridge hides her timid brood,
While the hunter's hounds are calling:
When apples are ripe, and the reaper's tune
Rings cheerly under the harvest moon,
And the loaded wains come home,
And the song-birds follow the southward sun,
And the trees stand tenantless, every one,
And the asters bloom alone.

WINTER.

COSTUME: *Pure white, with starred sash, and silver wand.*

I, too, am a spirit white and still:
Men call me cruel, and hard, and chill;
But the happy children know
How I touch the ponds with my magic wand,
And silver floors gleam out of the land;
How I set the North aglow,
And under the stars the skaters' song
Floats free and glad the shores along;
How the snowy hill-sides ring
With the coaster's glee in the short, bright day,
And the sleighbell's chime in the twilight's gray,
Till the heralds come for spring.

TOGETHER.—

One after another we come and go,
With buds, and blossoms, and fruit, and snow.
Each bringing beauty and blessings kind,
To the reverent heart and contented mind.
Strive little children to live so true
That your songs may ring cheery through frost or dew.

The Burial of Webster.

[Read October 24th.]

BY LIZZIE DOTEN.

Low and solemn be the requiem above the nation's dead;
Let fervent prayers be uttered, and farewell blessings said!
Close by the sheltering homestead, beneath the household tree,
Where oft his footsteps lingered, here let the parting be!
Draw near in solemn silence, with slow and measured tread;
Come, with the brow uncovered, and gaze upon the dead.
How like a fallen hero, in silent rest he lies!
The seal of death upon him, its dimness in his eyes.
Speak! but there comes no answer. That voice of power is still
Which woke the slumbering Senate as with a giant's will!—
That voice which rang so proudly back from the echoing walls,
In court and civic council, and legislative halls.
Which summoned back the spirits that long were mute and still—
The Pilgrim sires of Plymouth, the dead of Bunker Hill—
And in their silent presence gave to the past a tongue
Like that which roused the nation when Freedom's war-cry rung.
But now the roar of cannon, the thunder of the deep,
The battle-shock of earthquakes cannot wake him from his sleep,
The foot that trod so proudly upon the earth's green sod,
The manly form, created in the image of its God,
The brow where mental greatness had set her noblest seal,
The lips whence thoughts were uttered like shafts of polished steel—
All, all of these must moulder back to their parent earth,
Back to the silent bosom from whence they sprang to birth!
The *man,*—the *living Webster,*—passed with a fleeting breath!
Alas, for human greatness!—the end thereof is death!
Oh! what is earthly glory? Ask Cæsar, when he fell
At the base of Pompey's statue slain by those he loved so well;
Ask the Carthaginian hero, who kept his fearful vow;
Ask Napoleon in his exile; ask the dead before ye now;
And one answer, and one only, in the light of truth is given:
"Man's highest earthly glory is to do the will of Heaven!"
Farewell! The granite mountains, the hill-side, and the sea,
The harvest-fields, and orchards will all lament for thee!
Farewell! A mighty nation awards thee deathless fame,
And future generations shall honor WEBSTER'S name!

RAINY-DAY RECESS RECREATIONS:—How many *Geographical names* can you make from this phrase? Who will send us the greatest number?

OUR thanks are due to those friends who have sent us programmes of their late school exhibitions. It is gratifying to see that so many selections were made from our department.

— "Lizzie, aren't you going to church this morning?" "No, dear; the pews are so narrow, you know, and I couldn't think of going without my bustle," and she did—not go.

CORRESPONDENCE.

Letter from a Western Educator.

OTTUMWA, WAPELLO CO., IA., Aug. 25, 1875.

Editor of New-England Journal of Education:

Does it not seem to you a singular fact that we have teachers who constantly read *Harper's Bazar* and yet who seldom see an educational journal? If we could have such an interest awakened in our department of labor as is so manifestly seen in the so-called fashionable circles of life, concerning the latest styles of dress, results almost miraculous would come to the school. The difficulty is that we falsely educate and care for the physical at the expense of the mental. Young men are more deeply interested in their tailor than in their books. A polished and neatly-fitting boot is frequently deemed of more importance than a well-furnished and polished mind. *Harper's Weekly*, *Harper's Bazar*, and other popular publications, are more extensively read than all our educational journals combined. No one individual is entirely at fault for this deplorable condition of affairs; our previous education, in many respects, has been perversely false, so that society has come to apparently estimate the man and woman by the "cut" the tailor and dressmaker have given them. "What did she wear?" is more frequently asked than "How intelligently did she converse?" The *latest* style of doing the hair is more important than how we do the brain. There is many a half-starved and miserably clothed mind whose physical being cuts an elegant figure on our streets and at an evening party. I have often wished it possible for the *mental* life to become visible, to the eye in all its poverty-stricken conditions and utter neglect. I imagine that in such an event the saying, "I have nothing to wear," would become true indeed.

While our millinery shops are ransacked several times during the year for the "most perfect love of a bonnet," and other "taking" head-dress, our libraries, comparatively, are but poorly patronized. Mind *was* created *king*, while the body was intended to be its obedient servant. How absurd it is that we should allow this servant to sit at the first table, and to do all the honors on every occasion. In spite, however, of all adverse influences, mind is bound to finally triumph over matter. One of the most promising signs of the future that we have to-day is, in my opinion, the fact that there are so many well-defined and sharp controversies engaging the attention of the public; controversies that are begotten and largely nourished by our best minds, and which are intimately related to all essential belief and action, and which are so extended and vital that they touch humanity at every point.

Who doubts, for instance, that the religious world is to be made better by its having a Patton, a Swing, a Beecher, and a Collyer, and others who are aiming to reach the same results by somewhat different methods? for the one is a modification of the other, and the compound is better than either *alone*. No one individual, however wise, is likely to be altogether right, neither are we likely to find any one individual altogether wrong; but we do find more or less of that which is good in all. Now, by uniting the good, and modifying that which is partially such, and entirely discarding the wrong, we shall greatly increase the efficiency of that which is excellent in each. We are living in an age that anxiously seeks for new truths in order that its past education prejudices and experience may either be confirmed or convicted. This spirit of earnest inquiry is to be commended, for at the worst, "Truth crushed to earth will rise again," so we are thus assured from the beginning that nothing but good can come from it. New times demand new measures and new men. The clothing that gracefully fits the boy can *never become* the man. Meat must take the place of milk as life develops through the years. The child that is naturally satisfied with the *alphabet* of a language will as naturally seek in mature life to know something of the *origin* of that language, its constant growth and more liberal use from its first narrow literal meaning.

The teachers must *bestir* themselves, and manifest the same progressive spirit that we see so thoroughly alive elsewhere, or rest content to live in a realm wholly our own, and in an age long since past. I am heartily glad that we have now a *weekly* publication, the NEW-ENGLAND JOURNAL OF EDUCATION, devoted especially to the interests of our profession. May it cry aloud and spare not. I do not doubt that your journal will prove itself largely instrumental in creating such a public opinion that better results will be demanded of our schools, and, consequently more accurate teaching be required of those who would instruct our children. May its circulation so increase that every school district in the country shall read its pages.

WILSON PALMER, *Supt. of Schools.*

One Word More.

MR. EDITOR:—A late number of the JOURNAL contained an article headed "The Girls Again," and signed "Experience." To the influence of that article—its cautious beginning and logical conclusions—you must ascribe the infliction of 'one word more.'

Were the mind independent of the body, one might question whether "a journal devoted to educational matters is a suitable place to discuss either dress or hygiene," but since the relation between the two is so intimate that any injury done the latter inevitably impairs the former, I see no reason for doubts on the subject.

To expect, even with the best teaching, brilliant intellectual operations from brains whose physical conditions are such that they cannot work vigorously, is as absurd as it would be for a farmer to throw his seed into an unplowed field and expect a bountiful harvest, or for a manufacturer to attempt to run his machinery without sufficient motive-power.

If the brain—the mind's organ—be not constantly supplied with its necessary amount of pure, rich blood the mental operations become dull, sluggish, feeble, and books and teachers well-nigh useless.

How to secure to the brain health and activity, is a question not unworthy the attention of any teacher. No one will doubt that "suitable exercise, diet, and care for the general health," are what is needed. But what kind of attention to the general health is that which compresses the lungs into one-half their natural compass, excluding from them the life-giving oxygen, and sending a current of unpurified blood to poison every tissue of the body? What kind of "diet" shall be given that will obviate the necessity of the *unrestrained* action of the digestive organs? And *how much exercise*, O Experience, will be needed to preserve a bloom on the cheek of her who is only half breathing, and, consequently, only half living?

And now, lest I should again be accused of giving "*sly* hints," please allow me, Mr. Editor, to express my *unreserved* opinion of "that pretty little vice which is employed to give tenuity to the figure—yclept the corset." I regard it as a diabolical instrument of torture—evil, and only evil—a disgrace to the civilization of the nineteenth century. Mothers — silly ones — "may enforce it," "young lady friends advise it," "society favor it," and—now we may learn why it has such a hold on the feminine heart—gentlemen encourage it. God is wiser than all. When he looked upon the wonderful human body he had made, he pronounced it good, though it certainly was not like the "fine figures of the fashion books." Fine figures, forsooth! Let us not be more impious than the heathen, who only attempt to remodel "feet," and do not presume to mutilate God's handiwork in so wicked and fatal a manner as does the wearer of tight corsets.

M. C. F.

Women as Teachers.

MR. EDITOR:—An interested reader of the JOURNAL congratulates the "female teachers" that have entered such hearty protests against Dr. Eliot's sweeping assertions with regard to the fitness of women, physically and mentally, for the responsible duties of the school-room. One of them asks a very pertinent question, which we hope we shall soon see correctly and honestly answered, viz., "whether the reverend gentleman himself ever taught school before entering the ministry." We confess to being somewhat weary of the constant reiteration of the stepping-stone business, and are happy to be able to present a different aspect of "temporary resorts" and "stepping stones" in giving the ideas of a recent writer. In speaking of the grists of preachers annually ground out from the theological mills, he asserted that the reason of their being such poor preachers was because they had to unlearn all the methods of preaching there taught in consequence of not being instructed by live men; and that, as a rule, the professors and presidents of such institutions were men who not being acceptable to churches, on account of heaviness or mediocrity of talent, had been pushed into divinity chairs in order to provide a place for them." This is a stepping backwards. Could not succeed in the ministry, and so made that profession a "temporary resort, on the way to another mode of life." Let our lady teachers take heart, for when the day comes that our female colleges shall cultivate muscle instead of brain, and that a lady student shall gain more celebrity at rowing than at studying, we shall have women-teachers physically able to endure the nervous wear and tear of the schoolroom.

N. C. W.

Education in Italy.

[From a private letter, from a gentleman now traveling in Italy, himself a fine scholar and statistician, we gather the following facts.]

"Schools are increasing enormously. Italy is ahead of England, and fast gaining on the United States. In 1873 fifty millions of francs were spent for education, and a franc goes nearly as far here as a dollar in the States. Florence spent one million two hundred thousand francs last year, and only thirty thousand in 1859, in the 'good old days' of the grand Duke. About one in ten of the population of Italy is at school. There were in 1860 technical schools at Turin, Milan, Geneva, Piazenca, Farli, and Florence, with eighty-two professors altogether, supported entirely by the State. In six years thereafter they had more than five times as many professors, and ten times as many pupils in such schools, now forty-three in number. There are seventy-nine royal lyceums, high academies. In 1869 there were in all the province of Venice but ten girls' schools; now fifty-six. In all there are more than a thousand high schools, seventeen universities, with professors receiving from three thousand to eight thousand francs a year. And they are universities with full courses, including faculties of Law, of Medicine, of Physical Science, and of Philosophy, — all except Theology, which the government does not undertake to teach. And how many students? Bologna, 565; Naples, 2,500; Pavia, 700; Pisa, 520; Turin, 1,270; Genoa, 415; Padua, 1,072; Rome, 809; are among the largest, some of them with libraries larger than the Astor. Italy has more books in public libraries than France, five millions to four. Normal schools abound and flourish. The programme of the course on the History of Pedagogy in the Normal Schools here (in Florence) is something which would make our Normal School folks open their eyes."

[It is evident that our educators must keep themselves awake if they would hold their own in the race.]

Present or Present.

Editor of New-England Journal of Education:

One of your correspondents was inquiring in regard to the meaning and pronunciation of the word "Present," so often seen in the superscription of letters, and especially in notes of invitation. I must confess that I, at the time, was as much at a loss for the explanation. But, on looking over an old favorite of mine, the other evening, "Parker's Aids to English Composition," in which I have often found answers to the most perplexing questions which tax the student in his college life—wandering, as he does, amid metaphors and similes, and even among alliteration's art,—I think I may give him a sufficient answer to his enquiries. As the passage I quote is not long, permit me to give it in full:

"It the address on the outside of a letter, note, etc., when the residence of the person addressed is unknown, but it is known that he is an inhabitant of the town or city in which we write, the word '*Present*' is frequently introduced to supply the place of the *residence*."—(1847, *Ed. V*, *Page* 192, *note*.)

Thus the old signification of the word cannot but be perfectly apparent — its pronunciation obvious — whatever it may mean to-day.

But before I leave the subject allow me to recommend the book, can it be but obtained. It was first published in 1844, by Harper & Brothers, went through five editions in three years, and was highly recommended in those days. For the general student and reader I have as yet found no superior. It is a compendium of useful knowledge in small space.

F. C. C.

Convenshon ov Speling Revizers.

Mr. E. Jones, ov Liverpool, Eng., one ov the most zelus laborerz for a revized orthografy, and ov the most judishus, writes under date ov August 3:

"Wud it not be possibel to get a convenshon ov speling reformerz ov aul English speeking peepel at the Philadelfia Centenial? It wud be a glorius thing to doo, or even to attempt, so az to hav an interchaing ov ideas. This iz certainly a favorabel time, and a grand opportunity. No insuperabel obstacle stands in the way ov carrying out this propozishon. If thoze interested wil moov at once, it can eazily be dun. Wh do our frends say?"

Shal we accept this offer from England? I for one say, Yes!

Yours truly, D. P. L.

— What simple work is there on the phenomena of nature which would be of interest to a class in Physical Geography, and of assistance to a teacher in the same?

— Some animals have a *dew-lap*. Of what use is it to them?

A Few Good Words.

EAST OAKLAND, CAL., August 16, 1875.

Editor N.-E. Journal of Education:

DEAR SIR:—I have read the practical and suggestive articles of the N.-E. JOURNAL OF EDUCATION during the past six months, and I wish to acknowledge the pleasure and profit that I have derived from its columns. Be assured that there are many on this coast that are proud to claim New England as their alma mater, and who appreciate your efforts to sustain and elevate the standard of mental culture and refinement among teachers.

Yours truly, J. H. SUMNER,
Principal of Franklin Grammar School.

SPRINGFIELD, OHIO, July 27th, 1875.

I am one of the readers of the NEW-ENGLAND JOURNAL OF EDUCATION, to whom it is a source of delight and profit, and I would that every teacher in our land subscribed for it, for it is what every teacher needs to keep her wide-awake and interested in all educational problems and reformations.

HORTENSE G. SNYDER.

I am pleased to see that, while giving due attention to topics purely professional, the JOURNAL does not forget the fact that in the highest kind of education, the claims of literary culture and general information cannot be ignored.

USHER W. CUTTS,
Principal of Orange High School, New Jersey.

HAWLEYVILLE, CONN., Aug. 27th, 1876.

I find the JOURNAL a continual source of inspiration for my work, and hardly know what I should do without it.

ELIZABETH MCARTHUR.

"Your JOURNAL is the best."

AARON GOVE,
Supt. of Schools, Denver, Colorado.

STATE DEPARTMENTS.

Maine.

— One hundred students were present during the opening week of the Fall term of the Castine Normal School, and more are coming.

— The Dover district Republican Class Convention will be held at Parkman, Saturday, September 4th.

— A Fall term of the Farmington Normal School commenced Tuesday, August 24th. The prospects are good for a large attendance.

— W. H. Ham, A.B., a graduate of Bates College, has accepted the position of principal of the Princeton High school.

— Mr. O. L. Billings, late of St. Augustine School, Topsham, has accepted a call to Burlington College, Burlington, N. J., to instruct in the department of Mathematics.

— A high school will open at Rumford Center, September 7th, under the charge of Mr. E. W. Bartlett, a student in Colby University.

— The Fall term of the Abbott Family School commences Monday, September 6th. This school is prospering finely under its popular principal, Prof. A. P. Kelsey.

— The schools in the village district at Augusta will recommence next week. The young people have had a long rest and recreation, and ought to take hold of their work with renewed vigor. A primary department for children under 10 years of age is to be opened at St. Catherine's Hall, Friday.

— Mr. F. L. Bartlett has tendered his resignation as assistant principal of Westbrook Seminary.

— A Nebraska journal invitingly says: "Who says farmers cannot get rich in this State? Fifteen years ago a young man came to the State without a dollar in the world. Last week he went out of the State carrying with him one dollar and thirty-eight cents, the savings of fifteen years of frugal life. Come West, young man; come West."

— Professor Fowler, of Hillsdale College, Mich., died in Saco, Me., Saturday last. He came East for his health some months since, but the change did not prove beneficial. His disease was consumption of the blood. He was 51 years of age.

— The teachers and alumni of the Eastern Normal School met at Islesboro, for a week's encampment, August 9th. Every class was represented, three teachers and about one-third of the graduates being present.

— The Oak Grove Seminary, Vassalboro', will be re-opened on Tuesday, August 31st, by Rev. O. M. Cousens as principal, and will be continued as a school of the well-known character upon which it has been for many years established. The Normal department is to be fully sustained. Miss Fannie A. Davis, of Chelsea, an accomplished teacher and thoroughly qualified for the position, has been engaged as assistant teacher, having charge of the French and German departments. Mr. Cousens will introduce into the school the study of Phonography, according to the Graham system.

— The corps of teachers in the Normal School at Castine has been filled by the election of Mr. L. Arnott, of Boston, Miss Isa Cate and Mrs. E. E. Philbrook, of Castine.

— Professor Sewall of Bowdoin College is seriously ill with typhoid fever at Brunswick.

— Josh Billings remarks: "The only way to git thru this world and eskape censure and abuse iz to take sum back road. You kant travel the main turnpike and do it."

— Common and ordinary boys are bad enough to get along with, but our soul is sore at reading of a boy in Bangor, Me., who is said to have "wonderful magnetic powers." If he simply touches with his fingers a chair in which a person is seated, that person is projected quite across the room. Fancy the most stalwart pedagogue trying to fustigate the magnetic boy!

— The small town of Burnham has now a free high school.

New Hampshire.

ANNUAL INTEREST. — I. A number of teachers have desired something in this column on New Hampshire modes of computing interest. We can only present an outline of our own class-room methods, and must be brief and suggestive rather than at all exhaustive. Class work comes under two divisions: *First*, General Principles, where there are no endorsements, which will be the subject of the present article; *second*, the Court Rule, which will be treated of in a week or two.

I. General Principles.—The pupil is supposed to understand the computation of simple and compound interest. Then the matter of annual interest may be made plain. The principle is that all interest draws interest from the time it is due till it is paid, but the *interest of that interest* does not draw. In other words, *interest never is incorporated with the principal*, otherwise a compound interest of some sort would result. (The United States Court Rule is often taught under *simple* interest, whereas it often is the worst sort of *compound*.) To illustrate, find the annual interest of $500 for 4 y. 6 mo. 12 d.

(*A*) A first method, the most strictly accurate, perhaps, but hardly the best, should be made clear, as it is the basis of the Court Rule for endorsements. There will be due interest on $500 for the whole time. At the end of the first year there was due $30 of interest, which was all the *interest* drawing interest for the second year; at the end of the second year there is $60 of interest to draw for the third year; at the end of the third, $90, and so on.

Operation.—Interest of $500 for 4y. 6m. 12d.,		$136.00
Interest of $30 for 1 year, . .	$1.80	
Interest of $60 for 1 year, . .	3.60	
Interest of $90 for 1 year, . .	5.40	
Interest of $120 for 1 year 6m. 12d.,	3.84	14.64
Total, ...		$150.64

(*B*) The more common method, slightly shorter, is to find the interest due at *the end of the time*, on the principal and on each year's interest, thus:

(1.) Int. on $500 for 4 y. 6 m. 12 d., . . .		$136.00
Int. on first $30 for 3 y. 6 m. 12 d.,	$6.36	
Int. on second $30 for 2 y. 6 m., 12 d.,	4.56	
Int. on third $30 for 1 y. 6 m. 12 d.,	2.76	
Int. on fourth $30 for 6 m. 12d., . .	.96	14.64
Total, ...		$150.64

Or, if preferred, thus:

(2). First, $30 × 1.212 (amount of $1.00.)	
Second, $30 × 11.52	
Third, $30 × 1.092	
Fourth, $30 × 1.032 ($30 × 4.488) . .	$134.64
$500 ×.032 (for 6 m. 12 d.) . . .	16.00
Total, ...	$150.64

Contractions.—Such is the general outline which the student should thoroughly understand. With advanced students the process may be very much shortened. Thus, in (B. 1.) the times for which $30 draws interest form an arithmetical series, of which 3 y. 6 m. 12 d. and 6 m. 12 d. are the extremes, 1 y. the common difference, 4 the number of terms, and 8 y. 1 m. 18 d. the sum. Int. of $30 for 8 y. 1 m. 18 d., $14.64, as before. If we remember, this is the method taught by Professor Barrows, of Meriden, in his admirable institute-work. Or the column of *interests* of $30 may be made the series, or in (2) the column of amounts of $1.00. The operation under (A) may be similarly though not quite so much contracted. Other ways of contraction will readily occur. Teachers who have not examined these modes before are respectfully invited to *master* them before discarding them.

Notice the practical brevity of this so-often-tortured annual interest method:

Operation.—(B 1.)—(3 y. 6 m. 12 d. + 6 m. 12 d.) × 2 = 8 y. 1 m. 18 d. $500 × .272 (for whole time) + ($30 ×. 488 for 8 y., etc.) = $150.64.

Operation.—(B. 2.)—[(1.212 + 1.032) × 2 × 30] + (500 × .032 = $150.64.

When the student can readily find the annual interest of any sum for any time he is ready for the Court Rule.

[QUERY.—Will some one in the Mathematical Department please tell us whether such expressions as "$500 ×.272," above, are right? Is interest *percentage*? A loss of .06 of $500 is *a part* of the $500, what is 6 per cent interest on $500?]

NASHUA.—At a meeting of the school board, August 27th, Frank N. Parsons, a graduate of Dartmouth College, class of 1874, was unanimously elected sub-master of the high school.

John H. Goodale has been elected superintendent of schools.

Dr. Edward Spaulding, of Nashua, and Rev. Dr. Davis, of Amherst, have been appointed agents by the trustees of Dartmouth College, to attend to the property in Lowell left by the late Tappan Wentworth to the college. The income of the estate, which was estimated at $175,000, cannot be used till the property has accumulated to the value of $500,000.

The course of study at the high school has been materially modified, providing for a Classical and English course of four years, and a business course of two years. At some future time we may give these courses in full, for the benefit of many of our towns about establishing high schools.

FISHERVILLE.—Pennacook Normal Academy has a strong board of instruction for the coming year, viz.:—Rev. A. C. Hardy, principal; Hon. Amos Hadley, of Concord, teacher of Languages and Belles Lettres; L. M. Hardy, of National Normal School, teacher of Natural Sciences; Laura B. Tilden, of Keene, teacher of Mathematics and History; Etta Hayes, of Dover, Preparatory Department; Carrie M. Little, of St. Mary's College, P. Q., French; Minnie C. Gordon, Swanzy, Instrumental Music; Prof. John Jackman, of Concord, Vocal Music; Orin Jones, Boston School of Art, Painting and Penciling; Mrs. H. B. B. Lord, Boston School of Oratory, Elocutionist.

PERSONAL.—Three of the daughters of Moses B. Goodwin, Esq., of Franklin, have been selected for responsible positions as teachers in the following places: Alice P. goes to Wilton and takes charge of a select school; Ellen F., to Macomb, Ill., as teacher in a graded school; Sarah B. to an institution of high grade at Long Gueil, near Montreal, where she will teach, and pursue her studies in French. They are graduates of Meriden—Miss Ellen also of the State Normal School—and are thoroughly educated and talented teachers.

W. H. Cotton, of Northwood, a graduate of Dartmouth, becomes principal of the Methuen High School, at a salary of $1,400.

Mr. George I. Aldrich declines the position of sub-master in the Manchester High School, to take the mastership of the Adams Grammar School, Quincy, Mass.; salary, $1,200.

MARLBORO'.—The high school has 40 scholars. The school in Number 6 has not so many; the one pupil in attendance the first day was sick the next, and the committee had to take the teacher home.

HANCOCK.—Will M. Stevens, late master of the high school, has been elected master of Piscataquog Grammar School, Manchester. C. C. Messer, a late graduate of New London Institute, has been elected to fill the vacancy.

DUNBARTON.—Wm. H. Burnham, a graduate of the Manchester High School, opens a high school at the Center, September 6th.

GREENFIELD.—A free high school has been opened at the Center this fall under the care of Clifton S. Deane, of the Junior class, Dartmouth College.

— The supreme court has decided that the pauper children at the county farm at Brentwood have a right to attend the common school in that district, though they have no legal residence in Brentwood, and are merely temporary inhabitants there.

— The number of students in the Peterborough High School is 53; Union District, First department, 43; Second department 46; Third department, 41.

— Colby Academy (New London) has secured the services of Mademoiselle Bertha Pasche, of Grande Ligne, Canada, as teacher of French.

— The competitive examination for the West Point cadetship in the Third Congressional district will commence at Nash's Hotel, West Lebanon, on Tuesday, the 5th day of October next, at 2.00 o'clock p. m.

— In the death of the Hon. Daniel Blaisdell—for the last forty years treasurer of Dartmouth College—a great loss has been sustained by all the various public interests with which he was connected, and especially by the institution of learning to which he had such important relations. During the whole long period of his official connection with the college—a period embracing divers seasons of general financial embarrassment—the wisdom, diligence, carefulness, and scrupulous integrity which have marked his administration, as well as his deep interest in whatever has concerned the welfare of the institution, have gained for him the confidence and esteem of all its friends, and will be held by them in grateful remembrance.

Frederick Chase, Esq., class of 1860, son of Prof. Stephen Chase, has been appointed by the executive committee as acting treasurer, and has entered upon his duties.

— Keene has just adopted Monroe's Series of Readers.

Massachusetts.

— The business community and book trade will learn with regret of the failure of Lee & Shepard, the enterprising and popular book publishers, of Boston, and in connection with their suspension occurs that of Lee, Shepard & Dillingham, of New York. The industry, energy, and business integrity of the two houses is well known throughout the country, and only the severe losses of the great fire and the general depression in business could produce such a result to so active and honorable business firms. It is reported that the house will be able to pay at least fifty cents on the dollar, while Mr. Miller, the assignee of the New York house, estimates that the concern will be able to pay its debts in full.

— Fowle, of the Cummings School, Woburn, has resigned the principalship and proposes to study theology at Andover, and A. R. Linscott, of the Central Grammar School, has been elected to fill the vacancy. Frank A. Hosmer, of the class of 1875 (Amherst College), has been elected master of the Central Grammar. E. P. Fitts, of the Normal School at Bridgewater, has been re-elected master of the Rumford School, North Woburn. With the exception of Mr. Hosmer, the teachers have been re-elected.

— W. L. Eaton, of Woburn, late of the Uxbridge High School, has been elected master of the Concord High School. Mr. Eaton is a graduate of Harvard, 1872, and is a successful teacher.

— An Indiana boy has written his name high up on the roll of fame this time. His teacher wanted to know the number of zones, "Four," was the reply; "the horrid, the frigid, the temperate, and the intemperate." He will enter the lecture field this fall.

— The school committee of Berkley (Mass.) figures in this way: "Three thousand one hundred and fifty days lost last year through absence. Supposing each child in the school gets one new idea in the day, there is a loss to the town of 3,150 ideas."

— H. H. Hart, of Methuen, has been elected sub-master in the Haverhill High School.

— The Rev. F. H. Lyford has been elected a member of the Haverhill school board, vice J. A. Abbott, resigned.

— Mr. J. D. Bartly, formerly of Newburyport, has been engaged as principal of the high school at Burlington.

— The school for the idiotic will begin its session on the 14th of September, when five or six new pupils will be admitted. The Perkins Institution will also re-open on the same date. The building has been repainted, and the halls have a very fresh appearance. The reception-room has been repapered with wood paper of bird's-eye maple design, and the waiting-room in cherry. The wood-work in these halls has been newly painted, while the school rooms have been varnished. The lower parts of the four cottages have been repainted, and a new piazza added to the west wing of the main building.

— A farmer in New Jersey has removed his son from the public

school because the teacher insisted that the boy should spell potatoes with a *p*—the farmer declaring that "taters" was the word he learned to spell, and that what was good for him was good for his son, and that the teacher was a "stuck-up body who wanted a husband mor nor she did a scule."

— The Lowell school committee held a regular monthly meeting last night. It was brought out that in 1872 the sum of $570.69 was expended for books gratuitously furnished public scholars, while in 1874 it amounted to over $4,000. A vote was therefore passed to provide no more at the city's expense, except to really indigent children. The superintendent was instructed to buy books in Boston, if Lowell dealers would not come to acceptable rates.

— The Stoughton school committee have engaged the services of Mr. P. B. Clarke, of Fitchburg, as principal of the high school. The Fall term of this school commences August 30; the other schools in town one week later.

— Prof. E. P. Smith, professor of Modern Languages at the Free Institute, in Worcester, has been elected to the professorship of Latin and Modern Literature at Oberlin, O., but has not as yet concluded to accept it. He is spending his vacation in Middlefield, his native town.

— Cushing Academy, Ashburnham, as may be seen by its advertisement, will open September 8th, with Mr. Edwin Price as principal; and Prof. J. E. Vose, of Francestown, N. H., instead of going to Auburndale, is to be the teacher of Mathematics and Natural Science in this academy. The new and beautiful building, which is to be dedicated Sept. 7th, has cost, with its furnishing, $90,000.

— Miss Ellen Hyde, the senior assistant teacher of the Framingham State Normal School, is to be acting-principal until a successor shall be chosen to Miss Johnson, resigned. Miss Johnson will enter upon her duties as the new principal of the Ladies' Seminary, at Bradford, next week.

— The first meeting following the vacation of fhe Newton school committee occurred last night, Dr. Bradford K. Pierce presiding, and Mr. W. F. Slocum acting as secretary, in the absence of the superintendent, H. M. Willard. Only ten members were present. A long discussion about a misunderstanding in ordering text-books resulted in the passage of a vote that no further steps be taken to purchase arithmetics until after a full meeting of the board.

— Mr. John Anderson, the founder of the Scientific School at Penikese Island, is so ill at Tarrytown, N. Y., that he is not expected to recover.

— The public schools in Foxborough will open Sept. 6th. The list of teachers, so far as arranged, is as follows: High school, W. E. Horton, principal; Miss Sarah B. Cary, assistant; Everett school, Miss Ella A. Blake; Paine school, Miss M. Ella Guild; Pratt school, Miss Lizzie N. Brayton; Centre school, grammar department, Miss E. R. Johnson; first intermediate, Miss Isabel E. Johnson; second intermediate, Miss E. J. Carleton; primary, Miss Mary E. Anthony; Cary School, Miss Mercy B. Nickerson.

— Miss Carver, late one of the assistant teachers in the Westfield Normal School, succeeds to the position of sub-master in the Fall River High Schools made vacant by the resignation of Ray G. Huling, at a salary of $1,350 per year.

— Miss Sarah Tobie, the classical teacher in the Westfield Normal School, has been elected as an additional teacher in the Fall River High School at a salary of $1,000 per year.

Rhode Island.

SUPERINTENDENTS OF SCHOOLS—1875-76.

Town.	*Superintendent.*	*P. O. Address.*	*Salary.*
Providence,	Rev. Daniel Leach,	Providence,	$2,500
Newport,	Thomas H. Clarke,	Newport,	2,000
Barrington,	Isaac F. Cady,	Barrington Center,	20
Bristol,	Robert S. Andrews,	Bristol,	400
Burrillville,	Rev. William Fitz,	Burrillville,	200
Charlestown,	William F. Tucker,	Shannock Mills,	47
Coventry,	E. K. Parker,	Summit,	
Cranston,	James W. Bullock,	Cranston,	175
Cumberland,	Francis S. Weeks,	Woonsocket,	3.00 per day.
E. Greenwich,	Peleg G. Kenyon,	East Greenwich,	30
E. Providence,	Rev. R. H. Paine,	Watchemoket,	150
Exeter,	Willet H. Arnold,	Exeter,	Not fixed.
Foster,	G. S. Tillinghast,	Foster Center,	
Gloucester,	Rev. Mowry Phillips,	Harmony,	100
Hopkinton,	Rev. S. S. Griswold,	Hopkinton,	2.50 per day.
Jamestown,	Wm. H. Gardner,	Jamestown,	5
Johnston,	Wm. A. Phillips,	Olneyville,	300
Lincoln,	Rev. J. H. Lyon,	Central Falls,	100
Little Compton,	I. B. Cowen, M.D.,	Little Compton,	40
Middletown,	John Gould,	Newport,	No salary.
New Shoreham,	Giles H. Peabody,	New Shoreham,	25
N. Kingstown,	Daniel G. Allen,	East Greenwich,	100
N. Providence,	Wm. W. Wright,	Centredale,	
N. Smithfield,	Rev. S. Phillips,	Woonsocket,	
Pawtucket,	Andrew Jencks,	Pautucket,	1,000
Portsmouth,	George Manchester,	Newport,	No salary.
Richmond,	Nelson K. Church,	Wyoming,	100
Scituate,	Jeremiah H. Field,	South Scituate,	140
S. Kingstown,	Rev. W. H. Kling,	Wakefield,	3.00 per day.
Smithfield,	S. W. Farnum,	Georgiaville,	100
Tiverton,	John F. Chase,	Fall River, Mass.,	
Warwick,	John F. Brown,	Natick,	200
Warren,	Rev. S. K. Dexter,	Warren,	200
Westerly,	David Smith,	Westerly,	200
W. Greenwich,	C. F. Carpenter,	Summit,	25
Woonsocket,	Rev. C. J. White,	Woonsocket,	500

SCHOOL OFFICERS.

Commissioner of Public Schools.—Thomas B. Stockwell; office No. 104 North Main street, Elizabeth Building.

State Board of Education and Trustees of State Normal School. (Elected by the General Assembly, pursuant to chapter 44 of the Public Laws):—

His Excellency, H. Lippitt, Governor, *ex-officio*, Prest., Providence.
Henry T. Sisson, Lieutenant-Governor, *ex-officio*, Little Compton.
C. H. Fisher, M.D., North Scituate, Term expires June, 1878.
Rev. George L. Locke Bristol, ... " 1878.
Rev. Daniel Leach, Providence, ... " 1877.
Ezra K. Parker, Summit, ... " 1877.
Samuel H. Cross, Westerly, ... " 1876.
Thomas H. Clarke, Newport, ... " 1876.
T. B. Stockwell, Com. of Public Schools, *ex-officio*, Secretary.

Quarterly meeting of the board of education the first weeks of March, June, September, and December of each year.

Connecticut.

A Decided Mistake.—Among several proposed amendments to the constitution of the State which came before the Legislature at its recent session, was one prohibiting the expenditure of public school money for the support of sectarian schools. No one in this State has, as yet, proposed any such expenditure, but that which has been attempted in other States may be tried here, and the precaution which would prevent the success of such an attempt is not uncalled for. But the proposed amendment, which, if adopted, would effectually close the door against such attempts, was rejected, after a brief discussion, by 111 to 98. Whatever may have led to this action, it was clearly a mistake, both in principle and in policy. The great majority of the people of Connecticut, as of other States, believe that the public schools must be kept free from all sectarian influences, and that no part of the public funds must be expended for schools under sectarian control. The rejection of this constitutional amendment cannot change this firm conviction of the people, and whenever they have occasion and opportunity they will give it distinct and emphatic expression.

Wesleyan University and its New President. — The Rev. Dr. Joseph Cummings, who has been president of Wesleyan University since 1858, having resigned that office, the trustees of the university have unanimously elected, as his successor, the Rev. Dr. Cyrus David Foss, of New York city. Dr. Foss was graduated at the University in 1854, and is now a little past 40 years of age, having been born at Kingston, N. J., January 17, 1834. After graduation he taught three years at Amenia Seminary, N. Y. and in 1857 he entered the ministry of the Methodist Episcopal Church. From 1859 to 1865 he was stationed in Brooklyn, and since 1865 he has had charge alternately of Trinity church and St. Paul's church, New York city. He has won a high reputation as an able and eloquent preacher, and is recognized as one of the foremost men of his age in his denomination. He is admirably fitted for the position to which he has been elected, and the already flourishing university at Middletown may anticipate increasing prosperity under his administration. He received the degree of D.D. from his alma mater in 1870. His older brother, Rev. A. C. Foss, who was graduated in 1852, was professor of Latin and Hebrew in Wesleyan University in 1860-62, and died in Switzerland in 1870. A younger brother, Rev. W. J. Foss, was graduated in 1856, and was a tutor in Wesleyan University the following year, but died in 1859.

Academies.—*Woodstock* — *Colchester* — *Durham* — Mr. F. E. Burnett, for the past six years principal of Bacon Academy, Colchester, has removed to Woodstock, and taken charge of Bowen Academy in that town. Mr. G. H. Tracy, for several years principal of Durham Academy, succeeds Mr. Burnett at Colchester. Mr. Tracy's place at Durham is supplied by a recent graduate of Cornell University.

The State Reform School, West Meriden. — Since the accession of the new Superintendent, Mr. Edward Ingham, a little over a year ago, this institution has been troubled by a want of harmony between him and his subordinates. The assistant superintendent, Mr. S. B. Little, had filled that position since the school was opened, more than twenty years ago, and was acting-superintendent for several months before the appointment of Mr. Ingham. At a recent meeting of the trustees, Mr. Little was informed that his resignation would be accepted, and it was immediately tendered. Mr. J. F. Goodale has since been appointed in his stead. Mr. G. has served for two or three years as principal of the graded school at Unionville, Farmington, and has won the reputation of a successful teacher. His new position cannot be considered an easy one, though it gives great opportunity for benefiting the boys under his charge.

An Aggricultural Experiment Station has been desired for several years by gentlemen prominent in the agricultural affairs fo the State, and petitions for it have been repeatedly presented to the legislature. This year these petitions have been granted, and the sum of $2,800 a year for two years has been appropriated for this purpose. The station is to be at Orange Judd Hall, Wesleyan University, where there are already very complete and admirable arrangements for carrying out the plans of the gentlemen who have urged this appropriation. Great benefits are anticipated from the researches of the scientists of Middletown, and it has been claimed that the small sum expended will save the State $100,000 a year. This is said to be the first "station" of the kind in this country, though similar institutions are numerous in Europe, particularly in Germany.

A Long-deferred Degree.—Forty-seven years ago occurred what is known as "the Bread-and-Butter Rebellion," among the students of Yale, caused by their dissatisfaction with their board in the College Commons. In those "good old times" there was no such liberty as is now enjoyed, but all students were required to board in "Commons" except in very special cases. Among those concerned in the rebellion in 1828 was Mr. T. Treadwell, now an honored citizen of Toledo, O. This gentleman has just received from his alma mater the degree that he was not permitted to obtain in his youth.

— Stonington has voted to build a $25,000 schoolhouse.

— Rev. E. Benjamin Andrews, formerly principal of the literary institution at Suffield, and now pastor at Beverly, Mass., has been elected to the presidency of Denison University, Granville, O.

— Danbury has the champion patient boy. He comes from a chronically borrowing family. The other day he went to a neighbor's for a cup of sour milk. "I have'nt anything but sweet milk," said the woman, pettishly." "I'll wait until it sours," said the obliging youth, sinking into a chair.

— The late Hon. Isaac Toucey, Secretary of the Navy, began life in Westport, fifty years ago, as a school-teacher. He taught in the old "Academy," near the Congregational church, and three of his pupils are still living there — Mr. Edmund W. Taylor, Mr. Elnathan Wheeler, and Mrs. Horace Staples.

— The New Haven High School has been enriched by a fine cabinet for the storage of chemicals and scientific appliances. Mr. Roessler, who is abroad, has purchased for the high school, at Paris, a noble telescope, and at Vienna some electrical apparatus, which have been shipped directly from those points to the High School, thus saving a tariff of forty-five per cent.

New Publications.

A Complete Course in Geography: Physical, Industrial, and Political. With a special Geography for each State. By William Swinton, author of Word-Book Series, Language Series, Outlines of History, etc. New York and Chicago: Ivison, Blakeman, Taylor & Company, 1875. Boston: G. B. Damon, with Knight, Adams & Company, Cornhill.

It has been the author's aim in preparing a new Geography to adopt the inductive method of instruction, which is followed by a topical arrangement of definitions and principles in a truly rational and systematic plan. The pupil's own experience and observation is made the basis of a continued process of development up to a generalized statement, definition, or principle. This plan inverts ordinary methods, and places definitions aud general truths at the end rather than at the beginning of each topic. The Oral Outline which precedes the lesson is intended as a hint to the teacher to make a more clear and lively exposition of the subject to his pupil, while at the same time it affords valuable instruction for the pupil. The oral outline, the pictorial illustrations, the teacher's exposition of the lesson, and the summary of the teaching for the examination of the pupil's knowledge, is the order and plan of this new work, all of which is to be supplemented by reading, conversation, and general inquiry on the part of the pupil. In this method of treatment the author has combined the elements of the conflicting theories, and so far harmonized them as to make all of the most practical service to the teacher and student. It has not provided a way by which a poor, superficial teacher can produce a class of prodigies in geographical knowledge, but it makes clear the process by which an intelligent, thoughtful instructor may, in as brief a time as possible, awaken an interest in the subjects, and convey to the pupils a comprehensive range of geographical studies. The arrangement of general and special geography for each State and county is an admirable one,—and the topical outline for the study of special State geography is exhaustive. The whole work presents physical, political, industrial, and commercial geography as a system, the method of which proceeds from the parts to the whole, from the concrete to the abstract, from the seen and known to that which is beyond sight, and only within the compass of faith. The maps have been engraved by the best artists in this department, and contain only the facts which the advanced learner should possess. The illustrations and typography are certainly excellent. We commend this new work to the thorough examination of teachers, with the assurance that they will find much which will meet their approval both for private study and the class-room. The plan of the book and the methods advanced will certainly give it a wide circulation and great popularity.

At Home and Abroad.

— Sign of civilization: A newspaper has been started in Madagascar.

— Rev. Cyrus Nutt, for fifteen years president of the Indiana State University at Bloomington, Indiana, died at that place Monday morning.

— Recent excavations at Fiesole, near Florence, Italy, have disclosed the remains of an ancient theater, resembling in size and style of decoration the restored theater at Pompeii.

— Egpyt has adopted the metric system of weights and measures, to take effect after this year. For the first two years it will be compulsory only in transactions with the government, but after that it must be used generally.

— London has another new industry. A man advertises himself as "Knocker-up and window tickler, from three to seven." He wakes heavy sleepers who wish to get up early. Window tickling is waking without ringing the bells, by means of a long pole, with which he taps on the window pane.

— A famous auctioneer, after exhausting the language of praise in extolling a certain gentleman's park which had to fall under his hammer, said he was bound, as an honest man, not to conceal the drawbacks to the property, which was the litter made by the rose-leaves and the perpetual din kept up by the nightingales.

— *A Desideratum Found.*—Scientific men have been long searching for a substitute for ink, that would not blot, spill, evaporate, or fade, and that would be easy to use, difficult to erase, and permanent. A copying ink pencil has at last been invented which seems to answer the conditions, not only in adaptation for writing, but also for all purposes where copying is desired.

— A Milwaukee belle, attending a theater recently, complained in one of the scenes that the light was too dim to show the acting properly. "Won't you try this glass?" asked her escort, handing her his lorgnette. Hastily covering the suspicious looking object with her handkerchief, she placed it to her lips, took a long pull, and then handed it back in great disgust, saying - "Why, there ain't a drop in it."

— The Smithsonian Institution has just received the largest and most interesting collection of pre-historic relics ever gathered in the United States. The collection, which is from the Santa Barbara Islands, California, consists of stone implements of every description, and aggregates fifty tons in weight. They were found in vast tumuli, and excavated from innumerable graves, the traces of which were almost obliterated. Portions of this collection will be arranged for exhibition at the Centennial. An old Spanish admiral who visited these islands three hundred years ago reported that he found living there, in well built houses, a race of aborigines far advanced in civilization beyond all kindred tribes.

THE WORLD'S FAIR, 1876.

Columbia, puzzled what she should display
Of true home-make on her Centennial Day,
Asked Brother Jonathan; he scratched his head,
Whittled a while reflectively, and said,
"Your own invention and own making, too?
Why, any child could tell ye whatto do:
Show 'em your Civil Service, and explain
How all men's loss is everybody's gain;
Show your new patent to increase your rents
By paying quarters for collecting cents;
Show your short cut to cure financial ills
By making paper collars current bills;
Show your new bleaching process, cheap and brief,
To wit: a jury chosen by the thief;
Show your State Legislatures; show your Rings;
And challenge Europe to produce such things
As high officials sitting half in sight
To share the plunder and to fix things right;
If that don't fetch her, why, you only need
To show your latest style in martyr—Tweed;
She'll find it hard to hide her spiteful tears
At such advance in one poor hundred years."

—James Russell Lowell, in the Nation.

Publisher's Notes.

A reduction in price of philosophical apparatus will be of interest to all our readers. Messrs. E. S. Ritchie & Sons' new advertisement, this week, will be worth reading, for they announce some important reductions. Their apparatus can always be relied upon as strictly first-class.

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NEW-ENGLAND

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Monosyllabics.

Think not that strength lies in the big round words,
Or that the brief and plain must needs be weak;
To whom can this be true who once has heard
The cry for help, the tongue that all men speak
When want or wo or fear is in the throat,
So that each word gasped out is like a shriek
Pressed from the sore heart, or a strange wild note
Sung by some fay, or fiend. There is a strength
Which dies if stretched too far, or spun too fine,
Which has more heighth than breadth, more depth than length.
Let but this force of thought and speech be mine,
And he that will may take the sleek, fat phrase
Which glows and burns not, though it gleam and shine—
Light, but no heat—a flash, but not a blaze!

Nor is it mere strength that the short word boasts:
It serves of more than fight or storm to tell;
The roar of waves that dash on rock-bound coasts,
The crash of tall trees when the wild winds swell;
The roar of guns, the groans of men that die
On blood-stained fields. It has a voice as well
For those that far off on their sick-beds lie;
For them that weep, for them that mourn the dead,
For them that laugh, and dance, and clap the hands,
Or joy's quick step, as well as grief's slow tread,
The sweet, plain words we learnt at first, keep time;
And though the theme be sad, or gay, or grand,
With each, with all, these may be made to chime,
In thought, or speech, or song, in prose or rhyme.

—Dr. Addison Alexander.

Physical Education of High-School Girls.

BY A. F. BLAISDELL.

Whatever opinion one may have concerning the physical education of American girls, no one denies the necessity of imparting information to them in reference to their peculiar organization. It is indeed a necessity, if we would have a healthy growth, for it is an admitted fact that much of the ill-health and weakness among young people is the result of ignorance and violation of nature's laws. Young women are carefully trained in every department of learning, but are rarely taught the great principles of their own sexual organization, and often are kept in profound ignorance of the ordinary rules of hygiene. If a girl is at all bright, she will be moved by curiosity or desire of knowledge to know something of this subject. If at such an age she has a good mother, or older personal friend, who will teach her to reverence these great truths, and at the same time to observe the rules of health, she is indeed fortunate. If she is not so trained, she will learn only a few vulgar facts from medical books, or still more vulgar companions. In fact, it is safe to assume that an ordinary school-girl of sixteen will ascertain, somehow, certain things which may be proper, but generally are of little hygienic value. Miss Anna C. Brackett, speaking on this point, says: "The patched and medley knowledge of the young girl to whom her mother does not speak, comes to her garbled and confused, the sacred seal of modesty torn off, soiled with the touch of vulgar hands, defaced by the coarse jests of polite society, its sanctity forever missed."

This information may be obtained in four different ways, which we will proceed to explain: First, from a good mother; secondly, from the so-called medical books; thirdly, by the usual way—from the loose and unscientific knowledge of older friends and intimate companions; fourthly, from a good lady teacher of unblemished character, with age and discretion to guide her, and a kind heart, which enables her to bring her young pupils close to herself and teach them such physiological principles and hygienic hints as may prove a life-long blessing. That this training should come from a good mother is, of course, the best of all. No one can really take her place; for, beside the necessary knowledge, she has her motherly heart and instinct to guide her in the education of her daughter. Says Mrs. Cheney: "The mother should always anticipate the needs of her daughter, and prepare her for the changes in her physical condition which will come with maturity, in the simplest, the tenderest, and the most reverent manner." Still, the fact remains that very few mothers are inclined or sufficiently skilled themselves to train their children in this particular, and that many kind and loving mothers feel a delicacy in giving particular information on the sexual organization of their own children. Again, the girl feels a still greater delicacy in asking her mother about herself. Sometimes the daughter is repelled, and sometimes the mother, when she would broach the subject. Where the fault lies does not pertain to the present article, but the facts no one can well deny.

The young of both sexes have much curiosity on this subject, and we should not consider a boy or girl of sixteen exactly *non compos mentis* if they did not have it. Scores of so-called medical works are advertised in almost every family newspaper, and serve to gratify the curiosity of our young people. Some bold youth sends his fifty cents to the city, and receives by mail a trashy book, with execrable pictures, and pretending to give such facts as will benefit "suffering humanity." The book is generally published in the interest of quack doctors, to advertise their medicines. Enough information is given to preserve the book, excite the prurient curiosity, and induce the first reader to pass it round among his confidential friends. There are many good books published, giving general information and advice, which are good as far as they go; but we do not know of a single volume which would give the necessary facts, and would be suitable to put into the hands of young girls. Prof. Wilder's "What Young People Should Know" is the latest and best book on the subject, but it is open to much criticism. We should say that it is too scientific. The many technical terms, details of comparative anatomy, and description of the male sexual organization would prevent its general acceptance in our public schools at present. If the book was condensed one-half, it would answer the purpose very well. Thirdly, we belleve such information should not come, under any circumstances, from school chums, roommates, or married friends. Plain, sensible conversation might not result in harm, but we allude to the vulgar gossip in private about the most sacred of all topics. The subject is worthy of all respect, and should never be degraded to the level of loose conversation. A famous German says: "Coarseness takes a delight in making the relations of the sexes the subject of ambiguous, witty, shameless talking and jesting; and it is just as blamable as prudery, which externally affects an innocence no longer existing therein."

Finally, we are of the opinion the lady assistants in our high schools can accomplish good results in this direction, if they are competent, manage carefully, and have a sincere desire to promote the physical welfare of their pupils. Miss Brackett says: "The nearest family tie does not always lead to perfect freedom and confidence, and a wise stranger (teacher) can often give the help that even a mother cannot." Many teachers are not at all competent to impart this instruction, however much they might desire; yet it would well repay any teacher to ascertain all that is necessary in leisure moments, or in vacation. In a merely selfish point of view, probably no teacher could gain and obtain the love and respect of her pupils so well as helping them in this matter. Even let one begin in a small way, using extreme caution, to give some homely hints, and it would tend to displace with a healthy knowledge the unhealthy, unclean ignorance which is the curse of our young people.

For several years we have had a firm belief that young ladies of our high schools should not be allowed to graduate without a thorough knowledge of their physical structure and sexual development. Whether it was wise or prudent to follow out our own convictions, was a matter of doubt, until we read of the success with which Mrs. Dr. Blake met in her lectures at Lassell Seminary, Dr. Gannett's Institute, etc., when we determined to carry out our idea on this subject. During the last year, our first lady assistant, a lady in every way qualified, proposed a course of familiar lectures on the anatomy, physiology, and hygiene of the female sexual organization. These lectures were given orally once a week, privately, to the young ladies of the higher classes. They were instructed to take notes, as in other school exercises, write them out, and pass a rigid examination on them. They were advised to read such books as Dr. Clarke's *Sex in Education;* Miss Brackett's *Education of American Girls;* Mrs. Howe's *Sex in Education;* Dr. Ware's *Hints*, etc. All references to the male sex were rigidly excluded, although the class was urged to ask questions, and replies were given to such as any young person would ask. For we believe, with Mrs. Cheney,—"The child instinctively begins to inquire into physiological questions concerning marriage, birth, etc. There is but one way in which such questions should be met—with perfect truth in perfect reverence."

The result surpassed our anticipations; for the young ladies displayed rare common sense in accepting this instruction as intended for their best good. They took up the study in earnest, mastered the scientific vocabulary and anatomical details with the earnestness of medical students. Such was the result of teaching this branch of physiology for the first time in our high school. No doubt a similar work has been done by teachers who prefer to make it a private matter. Would not the result of such experience, if published, stimulate their more timid co-laborers to undertake a similar work? In botany, we talk in plain language of the reproductive organs and processes of plants, but rigidly exclude in physiology all references to the ani-

mal organization, which concerns our happiness every moment of our life. We teach our pupils the anatomy of the digestive organs and the liver, how to bathe and exercise; is it right to ignore, from mistaken delicacy, ignorance, or timidity, the existence of the reproductive functions and the perils which attend their abuse? The publication of recent books on the physical education of girls, by pure-minded and cultured women, has aroused the attention of thinking people to the importance of the subject. It remains for the wide-awake teacher to supplement the work.

Spelling Reform at the Centennial.

BY E. JONES, LIVERPOOL, ENGLAND,
Author of "Essentials of Spelling" and "Common Sense of English Orthography, with Notes by Prof. Max Muller," etc.

Seeing that a large number of teachers and others in the States are deeply interested in the question of spelling reform as a fundamental condition of the progress of education among the English-speaking people the world over, I have ventured to ask for a short space in THE NEW-ENGLAND, for the purpose of giving a brief statement of the present position of this all-important question in England, in the hope that this may lead to some action in the coming Centennial, which may at least prepare the way for some united effort in removing one of the greatest stumbling-blocks in the way of general education and popular enlightenment throughout the world.

Having watched the progress of the movement in favor of simplifying English orthography for the past thirty years, and for the past ten years being actively engaged in the various discussions which have taken place on the subject in England, I have been brought into communication with a large number of persons on both sides the Atlantic who are anxious that 'something should be done,' and that before long, in this matter, which is being felt more and more, day by day, to be a scandal and a reproach to those who are responsible for popular education and the dress in which the English language is being clothed.

During the past seven or ten years, the question of spelling reform has been discussed by the following bodies in England: The Royal Society of Arts, the Social Science Association, the Philological Society, the College of Preceptors, the Union of Elementary Teachers for England and Wales, the Educational Institute of Scotland, etc.

Several of our most eminent public men have expressed strong views on the necessity of dealing with the question, among whom may be mentioned the late Prime Minister, the Rt. Hon. W. G. Gladstone, the late John Stuart Mill, the late Bishop Thirlwall, author of the "History of Greece," etc.; Sir W. Armstrong, Lord Malmesbury, and others. Our high class journals and reviews have had articles upon the subject, in addition to the educational magazines; and altogether there are all the symptoms with regard to this question which precede a great revolution in the public mind on a subject of vast practical moment.

As is usual when an abuse of long standing begins to be felt no longer tolerable, the remedies proposed are numerous and diversified. The movement which led in England to the passing of the Education Act of 1870, which means the compulsory education of every child, revived the zeal of spelling reformers.

The advocates of the phonetic system, with fifteen new letters, led on by the veteran Mr. Pitman, of Bath, and the advocates of the original system, the joint production of Mr. Pitman and Mr. A. J. Ellis, with seventeen new letters, abandoned now by both its authors, energetically championed by Mr. Withers, of Liverpool, are both in the field with kindly rivalry. Mr. Ellis has entirely abandoned the idea of introducing new letters, and has published a scheme called 'Glossic,' without new letters. Several other schemes have been proposed on the principle of making the best of the present alphabet, supplementing its deficiencies with 'digraphs,' or combinations of two letters to express the same sound. There is still another school of spelling reformers, who would limit their efforts to the removal of the most glaring anomalies in the language, by the rectification of a few hundred words in common use.

As in the conflict of the elements at the creation of the universe, before 'cosmos' was evolved out of 'chaos,' "the earth was without form and void, and darkness was upon the face of the deep," but the Spirit moving upon the waters brought out of the confusion order, beauty, and harmony; so out of the present agitation and struggle, as we are entering upon a new era in the progress of the world, the outcome will be some more simple, practical, and convenient instrument for the representation of the English language.

In order to bring about this 'consummation devoutly to be wished for,' the 'one thing needful' at present is some *authorized tribunal* to inquire into the whole question, and to report what recommendations should be made. We have had enough of condemnation of the present orthography, from all quarters. The vocabulary of epithets has been exhausted in designating the absurdities of the present system. The etymological objection nobody whose opinion is worth quoting believes in. Mr. Gladstone has very truly observed, what is now wanted is the machinery to determine, first, what changes should be made, and next, how these changes are to be introduced into practice with the least amount of friction. As to the constitution of such a tribunal, it is clearly most desirable and indispensable that the two great branches of the Anglo-Saxon race should be represented.

In view of some practical and satisfactory result on this difficult but important question, I would venture, having considered carefully all the bearings of the subject, to submit *tentatively* and *provisionally* the following

GENERAL PRINCIPLES:

I. That in the revision of English spelling it would be expedient to diverge as little as possible from the present system.

II. In order to this, every letter and every combination of letters should represent their *most common sound* in the present spelling.

III. Alter no word unless the spelling is *clearly* at variance with the generally accepted pronunciation.

In accordance with these principles, and assuming the number of sounds in the language to be forty, the following will be the

ALPHABET OF FORTY SOUNDS:

1.	a	as in	at	11.	f	as in	fan	21.	o	as in	on
2.	aa	"	baa	12.	g	"	go	22.	oe	"	foe
3.	ai	"	ail	13.	h	"	hen	23.	oi	"	oil
4.	au	"	august	14.	i	"	ink	24.	oo	"	ooze
5.	b	"	bed	15.	ie	"	pie	25.	ou	"	out
6.	c	"	cat	16.	j	"	jug	26.	p	"	pen
7.	ch	"	chip	17.	l	"	lot	27.	r	"	run
8.	d	"	dog	18.	m	"	mat	28.	s	"	sun
9.	e	"	end	19.	n	"	nut	29.	sh	"	ship
10.	ee	"	eel	20.	ng	"	sing	30.	t	"	ten

31.	th	as in	them
32.	th	"	thin
33.	u (*It*)	"	urn
34.	ue	"	hue
35.	v	"	van
36.	w	"	way
37.	w	"	put=pwt
38.	y	"	yet
39.	z	"	zeal
40.	zh	"	azure

SUPPLEMENTARY RULES.

Concede to the appearance of the present spelling the following:

1. At the end of words use *y*, for *i* unaccented and *ie* accented, as 'truly,' 'my.' Also oy=oi, and *aw*=au.

2. Use the little words *the*, be, he, she, me; no, go, so, lo, in their present forms.

3. Use *k* as at present, before e, i, and y, and at the end of monosyllables; also x=cs, and qu=cw, as at present.

SPESIMEN OV SPELING BY SOUND.

The Lora'z Prayer.

Our father which art in heven, haloed be thy naim, thy kingdom cum, thy wil be dun on er*th* az it iz in heven. Giv us this day our daily bred, and forgiv us our dets az we forgiv our detorz, and leed us not into temtaishon, but deliver us from eevil, for thien iz the kingdom, the power, and the glory for ever and ever. *Amen.*

Notes.

I. In the above version most of the words in their altered spelling are identical with the forms used by the early translators and printers of the Bible, as 'heven,' 'cum,' 'wil,' 'dun,' 'bred,' 'det.'

II. Children and learners *naturally* spell these words as in the passage, and as they were spelt by the fathers of English literature.

III. No one who has learnt the present spelling would have the least difficulty in reading the revised spelling.

I will not trespass further on your space, but conclude by saying I shall be most happy to communicate with any one interested in this question. Address 35 Newstead Road, Liverpool, England.

Education in India.

From our Special Correspondent.

Education in India is very backward, compared with education in New England. Still, contrasted with its former condition, there has, of late years, been a great advance. India is a country just half as large as the United States. Portions of it are only partially under British control, and have few educational advantages. An attempt will be made to give a general survey of what is being done for and by education only in the western part, called the Bombay Presidency. This has an area as large as the New-England and Middle States, and a population estimated at from 20,000,000 to 25,000,000.

The first point to be noticed is, that wealthy private natives do almost nothing for this cause, and that, with the exception of some missionary and a few private schools, all educational institutions are under the entire control of, or are inspected and aided by, government. Therefore the government statistics, which are full, show what is being done. The general ignorance is evident from the sad fact that only about 5 or 6 in 100 can even read. For this population of at least 20,000,000, there are 4,153 schools of all classes, with a registered attendance of 223,901, or a percentage of only 1.13 scholars to the population, while the actual average attendance is but 77 per cent. of the number on the rolls. The irregular attendance is mainly due to the lack of appreciation of education, and to the peculiar Hindu customs, which cause children to be absent on scores of holidays and on marriage ceremonies extending through weeks, and the like. The vast majority of those who study are boys, for, according to orthodox Hindu notions, it is a shame for a woman to know how to read. Most of the efforts for female education are confined to missionaries. Yet government, in the face of great difficulty, is doing something. Last year there were in the Presidency 171 schools for girls, with 7,217 scholars on the rolls. But the average attendance in these is far below that of the boys' schools, poor as that is. The total amount from all sources expended in 1873 for all educational purposes, including buildings and the government book department, was only $1,500,000. Of this the general government furnished $535,000; local taxes, including tuition, $650,000, and native governments not wholly under British rule, together with private funds, $360,000.

A description of the schools of Ahmadnagar, a city of 30,000 inhabitants, and one of the most enlightened places in Western India, will illustrate the general educational scheme of the Presidency. Lowest in the scale are four primary schools, where reading, writing, the elements of arithmetic, and a little geography are taught. These are attended by 800 boys, ranging from 4 to 16 years of age. To take care of them there are 18 teachers. Each school has but two or three small rooms, into whieh 200 boys are crowded, and 4 or 5 teachers, during the *full twelve months of the year*, are expected to do what they can, hardly in imparting instruction, but in helping the pupils, through books, to learn something. A monthly fee of six cents is required from each boy, while the pay of the teachers ranges from $4.50 to $3.00 *per month!* However, it must be understood that the habits of this people about food and clothing are very simple, and that money will buy more here than in the United States.

Above these is what is called the superior vernacular school. Here there are 300 boys, from 5 to 18 years of age. The building in which it is taught is utterly unfit for the purpose. There are five rooms about seven feet

in height, no one of which is shut off from another by doors. The boys are huddled together on the floor, without bench or desk. (Still, it is the custom of the people to sit on the floor.) For the rent of this building the government pays $60 a year. In the lowest class the alphabet is taught, but in the highest class the pupils are carried farther in Nearathi literature, in arithmetic, and in geography, and are taught something of Hindu and universal history. Here a monthly fee of six cents is paid, while for *twelve months* 8 teachers work at from $15 to $3 per month.

Above this school stands the lower grade of Anglo-vernacular schools. Here 125 boys, from 12 to 16 years of age, are led farther on in geography, arithmetic, history, and Nearathi literature, and begin the study of English. This is held only eleven months in the year, and the monthly fee is fifty cents, though poor boys are admitted at half the rate. There are five teachers, some of whom are very intelligent, and who receive from $50 to $10 per month.

Still above this is the high school, with 125 pupils. Here mathematics up to a few books of geometry, astronomy, a little of mechanics, English literature and history, Roman and Greek history, with elementary Sanskrit or Persian, are taught. This is in session ten and a half months, and the fees are fifty and seventy-five cents. Its accommodations are good, and it has six teachers, who receive from $100 to $15 a month. (Of schools where English is taught the government takes good care.) From this school young men go to Bombay, the Presidency city, to be examined for admission to college.

The higher education in Bombay is conducted after the English plan. There is a university whose officers give no instruction, but select certain institutions to constitute the university, examine candidates for and advanced students of these institutions, confer degrees, etc. The great aim of the students in the high schools is to pass the entrance examination for college which the university gives, because it gives them hope of obtaining a government appointment. Last autumn, from the various high schools in the Presidency, 1,115 candidates presented themselves for this examination, of whom 260 were successful. But only a portion in entering the examination intended to pursue their studies farther; therefore, only a small number actually entered colleges. This examination does not take up Latin or Greek, but in other studies requires as much as is required by most colleges in the United States for admission. There is, in addition, an examination in English, and a not difficult examination in Sanskrit or Persian, or some other language.

In the colleges education is carried farther. Not having yet been able to see these institutions, nor having had opportunity of conversing with their graduates, I will not express an opinion about them. The colleges recognized by the university, and really the only ones in Western India, are, four in arts, with a total of 400 students; one in law, with 80 students; one in medicine, with 300 students, and one in civil engineering, with 170 students.

The people of this country should be more grateful than they are to the English government, which has developed such an educational system for them. Still, a comparison, in some leading points, of the educational privileges of the Bombay Presidency with the New-England and Middle States, which are of the same area, though the population of the latter is only two-thirds of that of the former, will show how much reason for thankfulness a child has who is born under the privileges of the Christian United States. In Western India, 11 persons out of every 1,000 are being educated; in the eastern part of the United States, 200. Where one girl is studying in the former, there are 186 in the latter. Where one dollar is expended for education in the former, twenty-six are expended in the latter. These figures can, perhaps, approximately express the relative quantity of instruction. But no measure can fitly indicate the great difference in the quality of instruction in the two lands. In India the simplest rudiments are all that is acquired by even a small fraction of the great mass. The children are not taught to *think*, and only a very few of those who have gone through higher training, value education beyond its assistance in securing a lucrative government position, thereby showing that they are far from being well-educated.

The people of India are naturally quick-minded. But idolatry has sadly debased them. The new educational advantages are freeing the minds of many from old superstitions. But the government timidly excludes all reference to religion, and gives little attention to ethics in all its institutions, so that the educated young men, with no positive religious or moral views in place of those which have been discarded, are, for the most part, irreligious, and too often immoral. Unless the gospel can reach and influence them, they will not prove a blessing to their own countrymen, or the rulers who have educated them. R. A. HUME.

AHMADNAGAR, WESTERN INDIA, June 10, 1875.

Dyes, Ancient and Modern.

BY ANNA C. GARLIN.

When the civilization of the earth was yet in its infancy, we find that men tried to imitate the beautiful colors of the sky, the trees, and flowers, the rocks and water of the material world, for the adornment of their persons and their houses. The Egyptians, Greeks, and Romans were skilled in the art of color, the former nation using it profusely in their wonderful historical pictures which to-day, in apparently immortal freshness, show how this ancient people lived, labored, and enjoyed.

In Moses' time the skins of the ram and badger used by him as a covering for the sacred tabernacle, were dyed red; and blue, purple, and scarlet curtains showed at that early day that the religious sentiment in man stimulated the æsthetic sense, and artistic ingenuity, as later in the history of decorative art, it gave to the world the grand religious poems in architectural stone, metals, statue, and painting, which we moderns call our greatest treasures.

The mineral, vegetable, and animal kingdoms all contribute their share in aiding man in his artistic use of dyes, and many of the ingredients which go to make up some lovely shade are very costly, and the result of long years of study and investigation.

The most prominent color in the history of ancient dyes is the famous "Tyrian purple." It is said that this color was used 1,500 years before Christ. It took its name, of course, from that city of ingenious workers to which Solomon sent for a "cunning man" to help him build the great Temple of the Lord; and the King of Tyre informs us that the man he sent knew three of the principal dyes now in use,—"purple, crimson, and blue."

Pliny, who, flourishing in the first century of the Christian era, gives us such vivid pictures of the social life of that period, tells us how the purple dye was obtained. On the eastern coast of the Mediterranean, where the rich and powerful Phœnician cities carried architectural arts and commercial navigation and enterprise to such a grand extent, were found two kinds of shell-fish, called "buccinum and purpura." These little fish secreted in a small sac in the throat the juice from which the famous dye was obtained. For the best color, the cloth to be made royally purple was first dipped into the juice from the "purpura" and then into that of the "buccinum," and for a pound's weight of this doubly-dipped cloth a price was demanded equivalent to $150, of our money, at one time. An inferior color was obtained by crushing the whole buccinum. It may be that the Tyrian purple, so-called, which was so profusely used in coloring the stucco of which the buried city of Pompeii is composed, was this less expensive dye, and that it changed its hue gradually to the dark reddish shade which travelers tell us is the present color of the city as now explored, or else, that it was always less purple than maroon in its tint.

The edict of royalty which made the double-dyed purple cloth sacredly reserved for the dress of the imperial family had the effect finally of reducing the color to one of the "Lost Arts," as it was too expensive a business to carry on for the benefit of the few who wore crowns, even though they could pay well for their isolated splendor.

We gather from suggestive hints in the career of Zenobia, the queen of proud, beautiful, and unfortunate Palmyra, that this royal color worked her ruin, as the ire of the Roman Emperor was kindled to an over-mastering flame by the knowledge that the ambitious queen's sons were arrayed, by their mother's orders, in robes of the forbidden purple hue.

Blue, purple, and crimson were not the only colors known to Rome in its days of splendor. We read that the performers in the Roman circus wore costumes of green, orange, grey, and white.

Pliny says that black, blue, yellow, and green dyes were brought into Greece from India by the expedition of Alexander the Great. The courtezans of Rome and Greece were obliged to wear some distinguishing color on all public occasions, one class, at least, being limited to yellow, and of course virtuous women shunned the terrible badge of disgrace. We presume that then, as now, the partner in sin escaped the public penalty.

The Eastern nations were superior to all others in ancient times in all matters of color, both in the quality and quantity of their dyes; and they have kept that supremacy until this day, as it is asserted that the Oriental eye and hand distinguishes and uses in the manufacture of shawls and scarfs 300 colors, which even the celebrated French artist-dyers cannot name.

The arts of color declined in Rome during the fifth century; the Eastern nations keeping up many dyeing industries which slumbered in Europe until the revival about the twelfth century.

Before leaving these fascinating hints of ancient art, mention should be made of the special department of calico printing, which many suppose a modern art. Pliny says, "the Egyptians take white cloths and apply to them certain drugs which have the power of drinking in color; they then put the cloths into a caldron of some coloring matter, and when they are withdrawn they are stained and painted in various hues and forms." Who knows but the solemn mummy, which stares at us from the cases of some art collection, once walked the plains of Thebes clad in a "Dolly Varden" gown of printed figures! India understood this chemical art also; in Mesopotamia, blocks were used for this printing of cloth, like those used in England's factories of the nineteenth century. China, with its wealth of rich fabrics, understood both ordinary dyeing, and printing, long before our young civilization awoke from its first nap.

Although the men of China dress in gay colors and seem to have no limit to the gaudy hues of house-tops and other street decorations, their coffins being the gayest of all merchandise, it is said that pink and green are restricted to the use of women, men having to content themselves with other shades.

One of the most suggestive things in the history of color, as applied to personal costumes, is the hint of national character shown in the choice of the royal colors of ancient peoples.

The yellow robes of the Chinese emperor are the fitting decoration of the "Brother of the Sun," and ruler of the "Celestial Empire," as the red sun's golden light is the symbol and source of the agricultural power of that out-of-door nation. The crimson of Russian royalty, warm, glowing, and passionate, seems to be a protest against the cold, proud, and reserved splendors of a wintry climate, as well as the sign of that wealth which hides under snowy mountains, jewels, with hearts of fire.

But there is something in the regal purple that has forced us to call it *the* royal color. Ages before the "little kings" wore it for their badge, the monarch mountains wrapt soft purple shades around them and made the hue a symbol of all power and steadfastness, as the heavenly blue is the visible sign of love and peace.

SCIENTIFIC.

Rats.

BY ISAAC F. CADY.

The poet Horace, in one of his Satires, gives an amusing description of an entertainment given by a *mus rusticus* (country rat) to an old friend of his, *mus urbanus*, from the city. The former spared no pains in attempting to gratify the fastidious tastes of the latter,

—"ipse, palea porrectus in horna,
Esset ador loliumque, dapis meliora relinquens."

But, notwithstanding the fact that he left the dainties of the feast (*meliora dapis*) to his guest, he does not seem to have been eminently successful in his hospitable efforts. The discourse turning upon the general unsatisfactory character of things terrestrial, and upon the fact that, sooner or later, death comes to all that live, the conclusion is reached that a life of jollity and indulgence, while possible, is wisest and best; and at the hour of midnight they wend their way to the city, as the scene which gives best promise for the exercise of their newly-adopted philosophy of living. But all the attractions of couches decorated with gold and purple, and of sumptuous banquets, lose their charm for the poor novice from the country when, with returning day, the din of slamming doors and the barking of the house-dogs break the spell of enchantment in which he was bound. He hastily bids farewell to his host, with all his sumptuous surroundings, and returns to his rural home, better content than ever with his humble dwelling, "*paupere cavo*," amid the mountain forests.

Professor Lincoln, in his edition of Horace, quoting from Keightly, remarks:

"In this, perhaps the most pleasing of Horace's Satires, we have more clearly than elsewhere a picture of the poet's heart and mind. We see his grateful and contented spirit, his genuine love of Nature and rural life, in which no ancient poet seems to have equaled him, his aversion to the noise and bustle of town-life, and to the excitement of the luxurious dinner-parties of the capital."

Perhaps this may serve as an introduction sufficiently dignified to warrant a place in the columns of the NEW-ENGLAND JOURNAL for the subject which I have chosen. If not, it must fail; and all I can ask the reader is to omit all that follows. I must, however, admit that I was not first attracted to my theme by the charms of classic lore. It was thrust upon me by personal observation and experience neither coveted nor sought; an experience not co-ordinate, indeed, with that of Bishop Hatto, or of the Pied Piper of Hamelin, but still sufficient to evoke a wish that the pests were in — Zealand, and to provoke me to look a little into their history. And, singularly enough, I soon stumbled upon the statement that: "Nearly a century ago, Captain Cook left pigs and rats upon the island (New Zealand), and that these have become a serious nuisance in many parts." The author of this states that he recently saw the "advertisement of a man who was willing to buy any number of live cats," for the purpose, doubtless, of exporting them to the rat-cursed island.

In the history of rats there is, perhaps, more of interest than we should at first imagine. It is generally known that there are two leading varieties, the black rat, *mus rattus*, and the brown rat, *mus decumanus*. It is not, perhaps, so generally known that neither of these is indigenous to America, England, or even to continental Europe. Both are said to have come, originally, from Asia. The black rat seems to have preceded the brown, and for a considerable period, up to nearly the middle of the eighteenth century, to have been the species common to the houses of Europe. They were brought to America about the middle of the sixteenth century (Tenney says "1544"), and soon spread over the country.

The brown rat, or, as he seems improperly to have been called, the Norway rat, came originally from India through Persia, entered Europe through Russia, and spread thence throughout Europe during the latter half of the eighteenth century, making his way to America, in ships, in the year 1775, just one hundred years ago. Perhaps others besides myself may fancy that their premises have selected by the persistent fellows for a Centennial celebration.

It is a curious fact that the brown rats, wherever they obtain a foothold, persecute the black rats even to extermination. This process has rendered the latter so rare in England, where they once abounded, that Dr. Francis T. Buckland, in his "Curiosities of Natural History," represents stuffed specimens as rather uncommon even in museums, and difficult to obtain. They are still, I believe, common in the interior towns of New England, though they are never seen near the seaboard. If one were sentimental, he might apply to them the words of Story in reference to the Indians before the pursuing white man: "They seem destined to a slow but sure extinction." The brown rats, being both larger and more powerful than the black, are represented as accomplishing their destructive operations by a two-fold process not unheard of among beings of a higher race, viz., killing the males and appropriating the females to their own use.

Many stories are told illustrating the extreme voracity of rats. There is scarcely any eatable thing which they will not devour, even to the very hoofs of horses in their stalls. So insatiable is their appetite that they are not only the most formidable pests of the grain stacks and poultry houses of the farmer, but, in cases of emergency, become the most dangerous foes to their own species. At the impulse of hunger, the strong are ever ready to devour the weak of their own household, and, as remarked by Dr. Buckland, "a large male rat is as much dreaded by its own species, as the most formidable enemy." Dr. Buckland made many experiments to ascertain the nature and habits of these animals. He tells of once having three rats brought to him in a cage. In removing them, one was injured. Putting them into his stable for the night, he found, in the morning, that the injured rat had been killed and partly eaten by his two companions. Wishing still further to test their propensities, he supplied them abundantly with bread and milk and left them to themselves. They proceeded to devour their friend in the midst of their abundance. The doctor subsequently found one of these rats so fiendishly cruel and rapacious that "he killed and ate every rat put in to him." In the course of a month the fierce cannibal destroyed five of his own species. A friend of Dr. Buckland's, who had bred a number of rats in a squirrel cage hung up in his garden, had the following experience. He had in the cage a white female with a litter of young. One morning, on looking into the cage, instead of the white mother rat, he found a large, brown male in the nest. The mother had been devoured by the monster, and all the young ones killed and partly eaten. To get into the cage, the wretch had climbed up a smooth, perpendicular bar of iron which supported the cage.

This cannibal instinct works out one beneficial result. It prevents, to some extent, their infinite multiplication. We can understand the importance of this when we know that a female rat can become a mother at the age of eight weeks, that she will bring forth from twelve to fifteen young at a birth, and that she will produce three litters in a single year. It is not for me to say that the father rat devours his own offspring from utter desperation. This may serve as a theme for one skilled in the invention of fables.

But if anything further is to be said upon this subject, it must be said at some future time.

— Music is the art of the prophets: the only art that can calm the agitations of the soul; it is one of the most magnificent and delightful gifts that God has given us.—*Luther.*

LANGUAGE.

Parts of Speech.—The Word "That."

One of the most important and useful words in the English language is the word *that*. Its use is exceedingly varied, and therefore requires especial study on the part of the pupil. It is used—

1. As a Conjunction, in the sense of "*in order that*," or of "*so that*." "Went *that* he might see the city." "Studies *that* he may learn."

2. As a *Demonstrative Conjunction*, and always in a sense entirely different from the above, since in this use it always introduces a *substantive* clause. "It is true *that* he came." "It is best *that* something should be done."

3. As an *Adjective*. "*That* man,—*that* book."

4. As a *Demonstrative Pronoun*. "No other book interested me so much as *that*.

5. As a *Relative Pronoun*. "The man *that* (=whom) you saw;" "the book *that* (=which) you lent me."

6. As a *Relative Pronoun*, but in a construction purely idiomatic,—*that* always referring to *it* used substantively, and introducing the proposition. Thus: "*It* (=the person) was he *that* (=who) came;" "it (=the things) is constant interruptions *that* (=which) chiefly trouble me"—that is, "the things which trouble me are constant interruptions."

7. As a *Relative Adverb*, or a *Relative Adjunct*. This use is very peculiar, and, so far I know, has been entirely overlooked by all our grammarians. At least, I have never seen it discussed in any of our English grammars. It is, however, a very common, a very interesting, and a most valuable function that is thus performed. In this use two classes of construction are to be noted:

1. We find it in sentences involving a *comparison*, or something of the nature of a comparison. Thus: "Children of the age *that* (=at which) we find them in our grammar schools." "I came the very day *that* (=at which) you left." "This is the way *that* (=in which) he accomplished so much." "At the time *that* (=when) you came," etc.

2. We find this use of *that* in propositions introduced by *it* used substantively and denoting something readily supplied by the mind. Here it may indicate almost any modifier whatever that can be referred to by a *relative adverb*, or a *relative adjunct*. Thus it may indicate—

(1) ANY INDIRECT OBJECT: "It is *to you that* (=to whom) I come.' "It is *for you that* (=for whom) I labor." "It was *of him that* (=of whom) I spoke," etc.

(2) PLACE. "It was *in Boston that* (=where) I met him." "It is *here that* (=where) I need assistance." "It is *from New York that* (=whence) he comes." "It is *to Europe that* (=whither) I would go." "It was *via Providence that* (=by which route) he came." "It is *ten miles that* (=over which) he has walked."

(3) TIME. "It was *then that* (=when) he came." "It was *in June that* (=when) I arrived." "It is *before noon that* (=before which time) you must be there." "It was *after the battle that* (=after which) he died." "It was *ten years that* (=during which) Troy was besieged."

(4) *Purpose, Cause, Mode, Means, etc.* "It was *for this that* (=for which) he labored." "It was *of fever that* (=by which) he died." "It is *by hard work that* (=by which) we secure a livelihood."

It should be noted, before we leave the consideration of this peculiar use of the word in question, that, in many of the above instances, we may, if we choose, change the construction in such a way as to make *that* equivalent to the simple *relative pronoun* only. Thus, we can say equally well, either "It is *to you* that (=*to whom*) I speak," or "It is *you* that (=*whom*) I speak to." So, "It is *on astronomy* that (=*which*) he lectures," or "It is *astronomy* that (*which*) he lectures on." "It was *for promotion* (=*for which*) he labored," or "It was *promotion* that (=*which*) he labored for."

But this change is not always possible. Thus: "It was in Boston that (=*where*) I first met you," can hardly be made, "It was Boston *that* (=which place) I first met you *in*."

From the above it is manifest that this *relative adjunctive* use of the word *that* is exceedingly extensive, and likewise exceedingly valuable. Indeed, for rhetorical purposes, enabling us thus to bring forward and make emphatic almost any term we please in a proposition, it has no substitute in the ancient languages, and I am not aware of any in the modern, with the exception of the French; there *que* performs precisely a similar function.

It is unnecessary to quote illustrations of the construction under consideration from the English classics. One may find them on almost every page.

"It is not in the city of Constantine, nor in the declining period of our empire *that* we should seek for the souls of Homer of Demosthenes."—*Gibbon.*

"The troops abandoned the standard of Gratian the *first time that* it was dlsplayed" (=at which).—*Ibid.*

"It was not *without some degree of violence that* he was prevented from using the deadly weapon" (=with which).—*Ibid.*

"It is *to this that* I request the reader's attention" (=to which).—*Dean Alford.*

"It was *because the readiest examples were to be had from the Bible that* any were taken from that source" (=on account of which).—*Ibid.*

"It was *in self-defence that* Puritanism began those persecutions" (=for which).—*Bancroft's Hist. U. S.*

"It was *upon receiving a letter from* M. *that* he sent in his proposal."—*Thomas Moore.*

"It is *by these parts that* the more significant parts are knit together."—*Dr. Campbell.*

How important that these seven or eight different uses of "that" should be carefully distinguished, if the pupil is to make thorough work in his mastery of the "parts of speech;" and yet it would be safe to say that not one pupil in a hundred, in even our best high schools and academies, could properly discriminate between many of them, at least. How many would be successful in classifying and explaining the use of "*that*" in the following, for instance?

It was true *that* he might conquer.
It was done *that* he might conquer.
It was thus *that* he might conquer.
It was this *that* he might conquer.
It was there *that* he might conquer.
It was for this *that* he would conquer.
It was so planned *that* he could conquer.
It was for *that* thing *that* you mentioned *that* he declared *that* he would conquer.

NOUNS OF MULTITUDE.—A little girl was near the picture of a number of ships, when she exclaimed, "See what a *flock* of ships!" We corrected her by saying that a flock of ships was called a *fleet*, and a fleet of sheep was called a *flock*. And here we may add, for the benefit of the foreigner who is mastering the intricacies of our language in respect to nouns of multitude, that a flock of girls is called a *bevy*, and a bevy of wolves is called a *pack*, and a pack of thieves is called a *gang*, and a gang of angels is called a *host*, and a host of porpoises is called a *shoal*, and a shoal of buffaloes is called a *troop*, and a troop of partridges is called a *covey*, and a covey of beauties is called a *galaxy*, and a galaxy of ruffians is called a *horde*, and a horde of rubbish is called a *heap*, and a heap of oxen is called a *drove*, and a drove of blackguards is called a *mob*, and a mob of whales is called a *school*, and a school of worshippers is called a *congregation*, and a congregation of engineers is called a *corps*, and a corps of robbers is called a *band*, and a band of locusts is called a *swarm*, and a swarm of people is called a *crowd*, and a crowd of gentle folks is called the *élite*, and the élite of the city's thieves and rascals are called *roughs*, and a miscellaneous crowd of city folks is called the *community* or the *public*, according as they are spoken of by the religious *community* or the secular *public*.

—Pitman's Phonographic Magazine.

PRIMARY.

First Principles of Reading.

With this pleasant autumn weather comes our pleasant autumn work, and as the schoolhouse door swings open to admit the hundreds of little folks, all ready and eager for the campaign, there will come among them the wee ones who do not yet know, experimentally, what "school" is. Happy the teacher who can bring such unto herself in the true sense of the term. But these small specimens have come to *learn*, and *learn* they will, something, if it is only to sit still and look around them with all the eyes they have got in their wise little heads. Children go home sometimes with marvelous stories of "what I have learned to-day," and, as a case in point, this:—

My blackboard is generally covered with various things calculated to arrest the eye, and one day, among them, a rude sketch of a wagon with four wheels, pole, etc., was prominent, and under it, the magical characters which should convey its idea to the child: *W-a-g-o-n.* Georgie came that day, for the first time, and, as is usual, his little black eyes went roving. This picture seemed to impress him, and he, having "learned his letters" at home—which, by the way, is a heavy task for the mother, and *of no practical use at all*—read this, ye mothers!—set himself to work to fix this particular sequence of letters in his mind. I think he conquered it, for at noon he went home, all exultant, to his mother, to tell her he "could spell *cart*, for teacher had it all *drawed* out on the blackboard,—*W-a-g-o-n, cart!*"

No; the child must be taught in the *right direction*, and as *reading* is universally conceded to be the most important, we will begin with "Reading." Dr. Leigh has proved himself a true benefactor, inasmuch as his method of teaching has broken down stereotyped barriers and made "mountains as molehills." With his book before her, and an intelligent idea of what it contains, the young teacher will find a most pleasant task now, while her predecessors groaned in spirit over the same work. It is as easy to teach a child an *object* as it is a *letter*;—a letter is but an object, and certainly a most uninteresting one to him!

The road along which the formidable *a-b-c-d-e*, etc., are posted as sentinels, with nothing interesting or attractive on the way, is very uninviting, and we cannot blame the little fellow if he hesitates to enter it; but put at the several posts a *familiar object*, and it will immediately become a pleasure to him to stop and look at it, as also a very easy matter for him to learn its component parts.

EXAMPLE.—Thus: *Dog*,—the word conveys an *idea* to him; he has seen many—has one, it may be—and his attention is arrested at once. Pictures are a help. Talk about dogs, their variety, size, color, tricks, etc.; put the word in various directions—on the blackboard, on his slate; show it to him in other portions of his book; he will very soon know that that word is *dog*, wherever he sees it.

Now, give him the *sounds* of the letters which go to form it—*D-o-g*—not the letters themselves; that will come later. You will soon find he is busy making a practical application of the principle, and that he knows the character, *d*, has the same *sound* anywhere. The word *g-o*. Here is an "*o*" which has not the same sound it had in *dog*—the difference is indicated in Dr. L.'s book by a different formation of the letter. Though you cannot show him a visible *go*, he yet takes it in and will know that *g-o* is *go*, always. Make a little sentence here for him—*dog go*; put *the* before it, it looks better to him, and he will know *that* word anywhere. If you should ask him at this point to suggest anything, he will very likely tell you to "*make the dog go.*" Now see what you have: an entire sentence, *meaning* something, made up of several letters which very soon become familiar to him in appearance, and which he will readily recognize anywhere,—picking them out here and there for amusement; forming them rudely upon his slate, and telling "mother" all about it when he gets home.

He has thus mastered *nine* of the twenty-six enemies to his peace, and is all ready to go on conquering. You will have no occasion to say, "Didn't I tell you ever so many times that that is *o?*" for he *knows* it is; you see, he was not called upon to learn it abstrusely and arbitrarily, but the association and the *object* conveyed an *idea* which his little ductile mind grasped easily, and he feels a good deal more like thanking you for the pleasure you have given him than shrinking from an unpleasant task.

In the method referred to as authority, the spelling is entirely by *sound*; but it seems to me, that, after a little, a very little time, teaching it by letter, too, is useful—as the pupil thus learns the letters and their names, and also that several of them, as letters, have various sounds; thus, the vowels, *a* with four sounds, *e* with two, etc. It will not be so difficult, in this way, to reduce down the large variety of *sounds* he has learned to the rugged chain of twenty-six links.

All the words which are represented by *objects* are easily conquered, and the mechanism of the connecting ones—such as *of, to, for, by, with, in*, etc., comes almost by intuition. Of course, there is a *system* running through all this, and following the system, you will find your labor is hardly labor, results coming to you surprisingly.

The little army of raw recruits which came to you that bright day, all clamoring mutely for positions in your fortress, have found them satisfactorily for themselves at least. Do not be impatient or dissatisfied,—all cannot be officers; a few privates ineligible to any office must be in every regiment, but they are all useful members of the fraternity. Give them their allotted tasks and let them work them out, remembering that, if you make it *too hard* for them, the fault is your own as commander-in-chief.

M. P. C.

— In all the early years, say to the age of 14, the studies should be light—just enough to keep the appetite for learning keen—while the physical system has no strain brought upon it by over-confinement or hard mental labor. In these early years, the simple studies of spelling and reading, and the simple forms of mathematics, in which the large majority of students who apply for admission to college are woefully deficient, should occupy the chief attention as studies in the class-room. The outlines of geography and history should be so fully given that the reading of the newspaper shall be intelligent work, because the scholar knows where events transpire; and such training in natural history should be secured that the senses may be on the alert for every new form and phenomenon in the natural world. By those who have the opportunity, French or German might be learned orally, without the details of grammar. If this is done, with no more labor than is often wasted in teaching grammar and some parts of mathematics, when the scholar is utterly unprepared for the work; if this is done, and a taste for choice reading secured, at the age of 14 or 13 you are ready to begin the continuous work of education in earnest, so that the student shall not only acquire knowledge rapidly, but shall remember the processes by which he acquires it. And this remembrance of the processes is hardly less valuable than the knowledge itself, especially to one who is to engage in the work of instructing.

—Pres. Chadbourne, of Williams.

— One of the illusions is that this hour is not the critical, decisive hour. Write it on your heart, that every day is the best day in the year. No man has learned anything rightly until he knows that every day is doomsday.—*Emerson.*

— He that loveth a book will never want a faithful friend, a wholesome counselor, a cheerful companion, an effectual comforter. By study, by reading, by thinking, one may innocently entertain himself, as in all matters, so in all fortunes.—*Barrow.*

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Boston, Mass., Sept. 11, 1875.

THE annual meeting of the State Teachers' Association of New Hampshire will be held at Wolfeboro, Oct. 14 and 15.

THE friends of Hon. J. D. Philbrick will learn with regret of the injury he has sustained by being thrown from his carriage while descending a hill in New Hampshire. By the fall, one rib was broken, and severe bruises were received, from which it will require some time to recover.

INDIA is greatly indebted to England for a system of education which places her people in advance of the other eastern nations, and however much remains to be done, our special correspondent assures us that the home government is deeply interested in this department of service. The letter will be read with interest in that it sets forth educational comparisons between the Presidency of Bombay and the New-England and Middle States.

WE learn from the Quebec *Journal de l'Instruction Publique* that the University Laval, in that city, has, among other attractions, a gallery of paintings exceeding one hundred and fifty in number, of which many are the works of celebrated masters, such as Puget, Poussin, Salvator Rosa, Van Dyck, Charles and Joseph Vernet, and others of merit. Four Canadian artists, who have made themselves a name, are there represented also by works of considerable talent; and the whole forms a collection which is creditable in every way to the taste and patriotism of the authorities of the university. The Quebec *Journal* adds, and we heartily approve the sentiment: "We can not but notice the enlightened spirit with which the University Laval seeks every opportunity to encourage and promote a taste for science and the fine arts in this country. Science and art are, after religion, the most powerful means for improving the morality of a people. A taste for the beautiful detaches one from vice, and leads to God by the admiration of His works. This is why those who strive to develop this sentiment are doing a meritorious work, and have a right to our hearty gratitude."

JAPAN pays a fresh tribute to the value of our educational institutions by sending another invoice of her youth. Eighteen Japanese students, including one young lady, arrived in New York, August 15th, and are now scattered and located in various schools. They are sent out by the Education Department of the Japanese government, as was advised in our issue of August 28. They are all advanced students, and hence are prepared to enter our highest schools. Four are to remain in New York and enter the Columbia School of Mines, and of Law, four are at Harvard Law School, Cambridge, four are at the Troy Polytechnic School, N. Y., one is at the Bridgewater (Mass.) Normal School, and two go to Europe,—one to Paris, and one to Freiburg, Saxony. The eagerness with which foreigners seek the educating influences of our schools is a good test of their superiority, and may be regarded as a measure of their appreciation in the public mind of those nations of the world.

WHILE we can never dispense with the use of text-books either for private study or the class-room, we shall be very glad to see the time come when the text-book shall occupy its proper place in the hands of the teacher and pupils. As a rule it may be stated that a teacher is not prepared to use text-books most wisely, until he is able to dispense with them entirely in the unfolding of any topic or study. The teacher who grasps the subject under discussion, need not to refer to books either to aid his memory, or to increase his knowledge, and he who does not know the subject in advance of his pupil might as well as change places with him, or both together become disciples. The teacher who can dispense with text-books in the class-room can afford to use any and all kinds, and the pupil who has learned their place has certainly reached the point where independent and intelligent study commences.

The English teachers of science and art are growing more accustomed, we are told, to illustrating their lessons by experiment, and are not relying, as they were so much in the habit of doing, on verbal descriptions and the use of the text-book. In consequence, the pupils are not, as was formerly so much the case, dependent on the cultivation of the memory only, and the vicious habit of cramming without understanding is gradually becoming extinct. What is true in England is also true in America, and one of the best evidences of true teaching, as well as true scholarship, is the subordination of the text-book to the topic and the subject taught.

THE importance of teaching children and youth of both sexes the art of swimming is exciting public attention, and we are glad to notice that the press emphasizes this element in child-education. Frequent baths in salt or fresh water are so conducive to health that the habit should be encouraged by parents and teachers. Add to the health argument that of personal preservation in perils by water, and we have strong reasons why bathing and swimming should be learned and practiced by all. In a recent article we referred to the action of the society in London for the promotion of the art of swimming among the pupils of the public schools. Its popularity and success have proved the wisdom of the plan in that city, and thousands of girls and boys are now daily enjoying the manifold benefits of this humane endeavor. The *Advertiser*, in a leading article on this subject, well says:

"The readiness with which the children will take hold of it is one of the most pleasing features of the plan. Then, the feeling of safety in the hearts of parents, knowing, or at least fearing,—for what boy can be kept away from the water, even by threats and punishment?—the feeling of security that the little ones are being taught to swim by competent instructors, instead of stealing away alone, or in company with other children, to be drowned; this is alone a world of comfort to every true parent. Then, again, the healthfulness and wonderful physical development obtained from bathing under proper circumstances and instruction, is one of the best gifts of Hygeia. Children need to bathe just as much as to eat, and run, and play, and a mere dipping in a bath-tub in water warmed—always too much—for the purpose, is no more to be compared to a full plunge into the river, and the expansion of the lungs by the swimming motion, the brisk toweling, and the reaction afterwards, than a sickly smile is to be compared to a hearty laugh that shakes every muscle in the body, and actually draws tears from the eyes. The glories of a full bath, a brisk swim and brisk reaction are only known to the initiated."

Shall the Common School become Sectarian?

Among the many perplexing questions arising from the great contest between Church and State for universal supremacy, perhaps none possesses more interest at the present time than that of sectarian schools. Shall our public schools become sectarian?

The State on the one hand demands the education of its citizens; the Church on the other demands the education of her followers. But there is this difference: the common school as a representative of the State is a uniform institution, while the church school is multiform. The State and its institutions are ever one, both in theory and in practice; and so also the Church is one in theory but in practice it is full of sects, and consequently all church institutions are as multiform and diverse as the creeds upon which they are built. So that the term "sectarian school" is a synonym for church school. If now the common school becomes merged in the sectarian schools, how can it result otherwise than that the State institution shall lose its unity and so its power? Let us not be blinded by the promise of faithful instruction by any sect, and especially by one whose words have proved unreliable in the past. The sects have never yet been known to go contrary to the interests of their respective creeds, at least for any length of time. The Church, — no, not the Church, but the different creeds,—will then gradually obtain complete control of the school system, and the State will lose it.

Some one has remarked that "the power which has the education of the people under its control has all the power." By keeping this principle clearly in mind, the question before us assumes no doubtful character. What can be plainer than that the most powerful sect will have the greatest control? For no two can combine against a third in very firm bonds; and without firmness opposition amounts to little. Each sect will be jealous of and resist all others; party spirit will change to sectarian controversy in its bitterest form; political questions will become church dogmas; and the Church will control the State. Which means that the spirit of mediævalism will revive, with all its attendant train of bigotry and misery. Every man will then be obliged to adopt some creed; spirituality will give way to dogmatism and the popular creed; freedom of thought, the very foundation-stone of our independence, will be put under constraint; in fine, a church despotism will assume the sovereignty of our free republic.

This result follows from the conditious given as surely as the breaking away of a dam produces a flood. All history affirms this, and reason reiterates it. By simply substituting sectarian schools for the common school, we shall effectually destroy our boasted liberty, and reinaugurate the hierarchy. So true it is that "the common school is the bulwark of our liberty." Can a true American look with complacency upon any movement which shall in the least injure it? And especially such an one as this? Shall the common school be *lost* in the sectarian schools?

Let us not forget that the State is a temporal power and nothing else; and that the Church is a spiritual power and nothing else. The provinces of their administration are entirely distinct. The Church may

claim the right of protection from the State, but may not touch its sovereignty; and the State may appeal to spiritual influence only to increase the fidelity of its subjects. Just as the human soul relies upon the body for protection, but may not injure it; and the body appeals to the will for strength. But as the functions of the body are entirely distinct from the exercises of the soul, so must the institutions of the State be completely separate from those of the Church. Sectarian schools have nothing to do with the common school; their methods, their teachings, and their ends are all different, and every attempt to combine the two must fail as certainly as an effort to demonstrate that light and darkness are one and the same thing. Nature cries out against the monstrosity; history denies it; reason forbids it; and God judges it "according to its folly."

The common school must *not* become sectarian, because such a change will endanger our republican form of government and our religious and political liberty, and because it is contrary to reason and to right.

Let the hireling and the slave swelter in his ignorance and servility if he will be so blind, but let every noble freeman stand firm in the pride of his strength for the defence of the "bulwark of his liberty."

Anastomosis of Studies.

Many teachers fall into the practice of *isolating* the branches taught. They take each study, as if it were a thing all by itself. No use is made of anything elsewhere learned. No relation between it and other branches is so much as recognized. This is an atomizing method, wholly false, and at war with the unity of organic law in both mind and truth.

The fact is, no faculty of mind can be exercised or trained without some co-operation of other faculties. So there are few branches of study, that can be well pursued, without playing into the study of some others. "None of us liveth unto himself;" so no truth is for itself alone, but somewhat for its bearing on other truth.

To use an anatomical term and illustration, studies *anastomose*. Like the veins,—as you may see on the back of the hand,—which do not run separate and in isolation from the heart to the extremities, but are every now and then, sending off through cross-cuts, side currents establishing connections with other channels, securing combination in the work done, and special provision against emergencies; so the various studies of the school, while having each its own main channel and office-work, have all such close side connections, that they are a sort of net-work, organically related in all its parts, so that no one can be neglected without injury to others, and none rightly used can fail to be of important service to others.

This interrelation of certain studies will, in some cases, readily appear. No one, for example, can fail to see that writing, mapping, notation, and drawing, are congentially related. So geography, history, and geology; arithmetic, bookkeeping, natural philosophy, and astronomy; grammar, composition, rhetoric, and literature, are not only respectively related, but often interlace, so that you cannot fully get the one without help from the other. Hence, the broadest and best teaching requires the teacher to understand, and hold in readiness, the collateral branches, so that he may re-inforce the branch immediately under consideration by some other lying along-side.

But the application of the principle we have most at heart touches the pupil in his most difficult work, the mastering of his English tongue. The pupil's writing, spelling, use of capitals and italics, syntactical forms, and general style of expression, are not transcended in importance by anything else learned in the school. And so long has he been using the language with no reference to correctness whatever, and with so many associations and influences operating against it, that your work of securing that correctness is undertaken at a tremendous disadvantage. Now of all forlorn hopes, the most forlorn and fatal is, that you are to succeed in teaching the pupil to "read and write the English language correctly," by carrying the pupil through the class study of an English Grammar.

It should be borne in mind, how everpresent the practical parts of this study are in that of the other branches. Hence, in all the studies and exercises, either oral or written, keep the pupil attentive to his English. Do not allow inaccuracies to appear and go uncorrected in any of those directions. Devise also, on the basis of each study, such exercises as will especially teach those points. The anastomosing of studies, to which we have referred, makes this a much easier work than teachers, who have overlooked the main fact, imagine. Only this indefatigable use of every opportunity will secure a triumph.

The Bulletin of international meteorological observations sets on foot, for the first time in history, a regular international exchange of weather reports. It is the object of the exchange to render practicable the preparation of a daily weather map which may embrace within its limits the whole northern hemisphere, and permit a study of atmospheric movements which, not limited to any one continent or sea, may enable storms and disturbances to be traced from wherever they arise, through their course until they disappear. The limits of any one continent are too small to allow the proper study of the atmosphere which, surrounding the earth, revolves in its whole extent with it once in twenty-four hours. The observations on the Bulletin are taken daily, and everywhere at the same instant of physical time. For instance, when the observers at New York and San Francisco are reading their instruments daily, it may be safely assumed those in Siberia or the Pacific, the West Indies or northern Canada, are at that moment also reading theirs. The readings reported are thus simultaneous and valuable. The Bulletin is inexpensive, the readings being taken in every country by the observers of that country and forwarded by mail to Washington, in packages, on the fifteenth and last days of each month, the United States observations being sent as an equivalent. The most distinguished meteorologists in the world have approved the undertaking. The Congress at Vienna, in 1873, having given it their approval, it has fallen to the United States to be the first to give the work practical shape, and to establish a form which aims to bind together, in a work for a common good, the labors of every country.

In the distribution of awards at the Geographical Congress at Paris, some six or eight of the first honors in letters of distinction and in gold medals, were granted to institutions and citizens in the United States. "But," says a correspondent of the *Nation*, "whatever satisfaction and pride you at home may extract from the compliment paid by the jury of the congress to American science and skill, the two or three deputies who sat as members of the congress for the United States found every day some fresh cause for humiliation at the meagre figures which their country presented at this general court of the scientific world." The Paris Congress was an outgrowth of a similar international Congress at Antwerp in 1871. In the call, the term geography embraced geodesy, hydrography, meteorology, botany, zoölogy, anthropology, ethnography, philology, topography, statistics, explanations, and discourses, and arrangements were made for an exposition of books, maps, instruments, and materials used in and derived from the service of geography in all these sub-divisions. The government of France warmly seconded the movement, and invitations were issued to the governments and learned institutions of foreign countries to participate in the Congress. The government of the United States refused to send delegates or to assume any pecuniary responsibility in a representation at Paris. The American Geographical Society, however, were represented by an American physician in Paris, by Professor Norris, of Washington, and one or two other deputies, at their own personal cost and trouble. The several European countries made a splendid collection, and an entire wing of the Tuileries was filled with the fruits of geographical and scientific research. In this marvelous display it was with great difficulty that the American department, a room eight feet by twelve, could be found, which contained General Myers' weather charts, General Walker's statistical atlas, the United States census, Colonel Hayden's reports, a few volumes of statistics, and a few photographs of public buildings!

In the Congress itself of more than fifteen hundred members, the United States had four or five names only, and although the presidency was changed daily, the distinction in no case fell to an American, and in no case was our country represented as chairman of a committee. On the whole, like our representation at the Vienna Exposition, it was a feeble showing for America, and is not very flattering to our scholarship nor to our national courtesy and liberality. The *Nation's* correspondent well says:

"In contrast with our actual appearance at Paris, it is easy to see what might have been done, and ought to have been done, on such an opportunity.

"(1) The government of the United States, having contributed so much to the advancement of science by explorations in the South Seas and in the Arctic Ocean, in South America, Central America, and in Palestine, by surveys in the interior and along the coast of its own territory, by deep-sea soundings and astronomical observations, might have sent a complete set of its own publications in charge of a person competent to exhibit them. Whatever the theory of the functions of government, no one would have thought of complaining if the government had made a full exhibit of its own scientific work to a Congress of the scientific world. If it is not competent to do that, why should it ever have encouraged science at all? Instead of this, the government, or some official, sent three paltry boxes, and left a private gentleman in Paris to pay all the expense of having their contents suitably displayed.

"(2) If the government at Washington could not directly make appropriations toward such an exhibition, the Secretary of State should at once have given publicity to the invitation of the Congress, and with his moral sanction have commended it to the governments and the scientific bodies of the several States. In that case several States might have been represented by a full report of their geological and topographical surveys and industrial resources, and thus there would have been a proximate representation of what the United States are, and have accomplished in a geographical point of view.

"(3) The merchants and bankers of New York should have placed at the disposal of the American Geographical Society a fund of ten thousand dollars, by means of which the society could have furnished a 'round ticket' for the trip to Paris to twenty gentlemen, selected impartially from the whole country, as the foremost representatives of science. Such gentlemen are not apt to have means to spare for so long a journey in the public interest; and the Geographical Society, while most earnest for the success of the Congress, had no funds for such a commission. Twenty men of repute in science, or even ten, with the proper auxiliaries of books, charts, and instruments, would have placed the United States upon an equality with any nation in the Congress in branches of science where we have no reason to fear competition. The honor we did achieve in the Exposition by even our scanty showing would have been increased tenfold by the presence of such men in the Congress itself. As it was, we seemed to be distanced not only by France, Germany, and England, but by Russia, Switzerland, and Belgium. It is more than a pity, it is a shame, that so rare an opportunity for exhibiting the better side of our nation has been heedlessly thrown away. At a time, too, when we are courting Europe for our Centennial Exposition, we had need to show a spirit of international courtesy. Many Frenchmen and Germans have said to me here, 'How can you expect us to go over to your Exposition next year, if you care so little for this?'"

— Do not try to teach too much:—better teach a little, and teach it well.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

An Autumn Object-Lesson.

BY M. B. C. SLADE.

MATERIALS:—*An ear of* WHEAT, *and a pod of the* CAROB-TREE, *or long pod of the* HONEY LOCUST; *a* COPPER PENNY, *and an old* SILVER ENGLISH PENNY.

Teacher. (*Or scholar acting as teacher.*)—This in my hand is—?

First Sch.—A full ear of wheat.

T.—Full of what?

Sec. Sch.—Of perfect grains of wheat.

T.—What is its use?

Third Sch.—To be ground into flour for bread.

T.—I will tell you of a very different purpose for which wheat-grains were once used. Many hundred years ago, the English people wanted something as a standard for small weights.

Fourth Sch.—"*Standard*," what does that mean?

Fifth Sch.—Something that would always be of the same weight, and with which the weight of other small things might be compared.

T.—So they took from an ear of wheat thirty-two perfect grains, and found them equal to the weight of a penny. Now what would they call so much weight?

Sixth Sch.—A *pennyweight.*

First Sch.—I have rubbed the grains of wheat free from the husks, and as I hold thirty-two of them in one hand, they do not seem as heavy as this copper penny that I hold in the other.

T.—They are not; and the penny referred to was not a copper coin, but a little silver Saxon penny, somewhat like this,—(*showing a small silver coin.*) It had a deep cross in it by which it could easily be broken into halves, or *half-pennies.* Now complete the table.

Sec. Sch.—"Twenty pennyweights make an ounce; twelve ounces make a pound."

Third Sch.—But we learn "*Twenty-four* grains make a pennyweight," not *thirty-two*, as you have been telling us.

T.—Yes, I know you do, but I have told you how it was at the first; long afterward one of the English kings changed the table, making it as we now have it.

Fourth Sch.—You bade me bring this long pod of the honey-locust.

T.—Yes, because it is very much like the pod of the carob-tree, that I would much rather show you, if we had it.

Fifth Sch.—Where does the carob-tree grow?

T.—In the south of Europe, and in Palestine, where it is called St. John's Bread.

Sixth Sch.—Why has it that name?

T.—There is a tradition that St. John ate of its pods when, in the wilderness, "his meat was locusts and wild honey."

First Sch.—I have read that the carob-pods are sweet and pleasant to the taste.

T.—At best they are rather dry food; it was the fruit of the carob that the prodigal son was forced to eat, when he kept the swine, "in a far country."

Sec. Sch.—How do you know that?

T.—Because the word translated *husks* means the fruit of the carob-tree.

Third Sch.—I always thought that meant corn-husks.

T.—Would'nt you better study a little, and see if our Indian corn grew in that part of the world?

Fourth Sch.—How learning one thing helps us to find out another.

Fifth Sch.—Yes,—as my mother says, "The more you kwow the more you know!"

Sixth Sch.—You say that these beans, as I call the seeds of the honey-locust, look almost exactly like the seed of the carob-tree.

First Sch.—What are those called?

T.—The name is *gerah;* it is kept in our Scriptures. Find it in three places.

Sec. Sch.—The shekel is twenty gerahs. Ex. xxx, 13, and Num. iii, 47. Twenty gerahs shall be the shekel. Lev. xxxii, 25. These are all the places where the word occurs.

Third Sch.—But why do you tell us about the *gerah* in connection with wheat grains?

T.—Because these *gerahs* were used by the Hebrews exactly as the English used wheat-grains,—as a standard, or starting-point of weight.

Fourth Sch.—Then if I hold twenty of these seeds of the honey-locust in my hand, and if they are very much like the carob-seeds, of which twenty make a shekel, shall I know about the weight of a *gerah* and about the weight of a *shekel?*

T.—Yes, and when any friend of yours goes to Europe ask him to bring you a carob-pod. He will find the tree very common in Spain, Portugal, Italy, and the South of France. The French call the tree *caroube;* the Italians *carrubbo;* and the Spanish *garrobo.*

Fifth Sch.—Here is a picture of the fruit, flower, and leaf, at the word HUSKS, in "Smith's Bible Dictionary."

Sixth Sch.—And here it is again under CERATIA, in "Kitto's Cyclopedia."

First Sch. (*Turning to the board.*)—And from these I have drawn the pod, both open and closed, as you see it here upon the the board.

Faire Sans Dire.

[French Acting-Charade.]

BY M. B. C. SLADE.

A Scholar (*To the audience.*)—*Our Charade is composed of three French words. Scene First gives you the* FIRST WORD. *Scene Second gives the* FIRST TWO WORDS *combined, and contains their literal translation. Scene Third gives the* THIRD *and* LAST WORD. *Scene Fourth gives the* SENTENCE *complete, in pantomime.*

SCENE I:—FAIRE (*To do.*) *A Street. Two ladies and three gentlemen.*

First Gent.—How *fare* you, my friends?

Sec. Gent.—Good morning!

First Lady.—Do you think 'twill be *fair* to-day?

Sec. Lady.—Oh, yes, the *fair* wind at the dawning
Drove all of the clouds away.

Third Gent. (*Entering.*)—How *fare* you, my friends; where hast'ning?

First Gent.—We are going along to the *fair.*

First Lady.—No longer the *fair* morning wasting,
Pay your *fare* in the cars, and ride there.
(*Curtain Falls.*)

SCENE II:—FAIRE SANS (*To do-without.*) *A Fair, with tables elegantly arranged. Sales-women offering articles for sale. Ladies and gentlemen walking about, as at a Fair. A young Lady steps to the front and recites:*

Our tables, you see how they glisten
With all to a Fair should belong;
And now, gentle folks, if you'll listen,
We offer you next, a *Fair Song.*

FAIR SONG: *Faire Sans. Tune, "Champagne Charlie."* *

A thousand things to learn have we,
In fairest ways to do;
But one important thing for me,—
Perhaps it is for you,—
Is just whichever way we turn,
Or what we go about,
This useful lesson, first, to learn,—
To learn *to do without.*

Chorus.—Yes, whate'er you are about,
Learn, oh, learn *to do without!*
Life will, maybe, not be all a Fair;
Clouds and shadows may be coming there;
So, with happy, cheerful mind,
Let us try the way to find—
Well, maybe, for you and me, friends—
The way—the way *to do without!*

For riches often fledge and fly,
And friends, like vanes, will turn;
And so, 'tis well that you and I
This lesson now should learn;
'Tis well to learn some things to do—
You know the way, no doubt;
But don't forget that I, and you,
Must learn *to do without.*

Chorus.—Yes, whate'er you are, etc. (*Curtain falls.*)

SCENE III:—DIRE (*Saying*). *Inside the Fair as in* SCENE II.

A Lady.—How elegant!

A Gentleman.— How enchanting!

Sec Lady.—What beautiful things are here!

Saleswoman.—We can give you whatever you're wanting,

Gentleman.—Ah, yes, but so very *dear.*

Saleswoman.—*Dear*, Sir! you should never notice
How *dear* things are at a fair.

Gentleman.—Is that so? *Dear* lady, if so 'tis,
My *dear*, you should never be there! (*Curtain falls.*)

SCENE IV: PANTOMIME.—*A parlor, many ladies doing various kinds of work; knitting, sewing, cutting patterns, writing, etc. They communicate, but only with motions. All are* DOING WITHOUT SAYING *anything. After a moment spent thus, a young lady recites:*

You see the *Fair;* (FAIRE)
The *Song* you hear; (SANS)
And here and there,
Are all things *dear;* (DIRE.)
Now "*Faire Sans Dire*"
You all have heard,
And you shall hear
This parting word
To do without—saying, they says,
Means, ACT UNOSTENTATIOUSLY.

* Find the music at "Independence Day" in "Golden Robin," published by O. Ditson, Boston.

I Wonder.

[For six little girls.]

BY JULIA M. THAYER.

First.—A blue-bird up on a bough is swinging,
Swinging, every day,
And now I hear her merrily singing,
I wonder what does she say?

Sec.—She says, little girl, "Tu-weet, tu-wee;
I've five pretty nestlings up in a tree,
Five little birdies, without a feather,
In one trim nest all huddled together,
They'll surely fall out if they don't agree.
Tu-weet, tu-wee, tu-weet, tu-wee!"

Third.—And see, a squirrel is gaily whisking,
Whisking along the way,
Now he is nodding, and working, and frisking,
I wonder what does he say?

Sec.—He says, "Little girl, be still as a mouse,
And I'll tell you about a queer, little house,
Cradle, and castle, and arbor, all three,
By wind-fays rocked in the top of the tree,
Where madam and I have set up for ourselves,
As jolly and free as the little wood elves."

Fourth.—In a silver mist the rain is falling;
Upon the new-mown hay;
One little drop to another calling,
I wonder what does it say?

Sec.—It says, "Hurry on, hurry on, hurry on;
I scarcely was up, before I fell down;
Away in the sky and then back again, so,
And that's the way I make things grow.
Such a big, little drop! Stand out of my way!
Hurry on, hurry on, hurry on, I say!"

Fifth.—But now the wind is raising a pother,
The clouds are scudding away,
Like white-sailed ships they chase each other,—
I wonder what do they say?

Sec.—They say, "Clear off! clear off! let's go,
The dear little children are moping so,
They want to run and play in the meadow,
Let us show them, behind our flying shadow,
The merry old sun is shining, still!
Away, away, away with a will!"

Sixth.—May we go out now? When play is over,
And with it the long, bright day,
And Mamma calls in each tired little rover,
I wonder what will she say?

All.—She will say, "My darlings, I hope youv'e been good,
Now squirrel and birdie go home to the wood,
And children fly home to your little nest,
For you are the birdies that mother loves best.
Sleep sweetly and soundly the long night through,
For angels are watching o'er mamma and you."

The Temperance Sheep.

AIR: "*Kingdom Coming.*"

Say, young folks, will you hear my story?
It was truly told to me;
The temperance scheme of John, the farmer,
In the land of Genesee;
He told his boys, one fine Spring morning,
If they all the pledge would keep,
He'd give each one, to help him remember,
Such a likely year-old sheep!

Chorus.—The boys all said, "Oh yes!" and John the farmer cried
"Oh ho! I've temperance sheep a plenty, every one shall be supplied."

Now I must own that John, the farmer,
Was a trifle apt to take
A "wee bit drap," from his decanter,
Only for "the stomach's sake."
But temperance pledge, a cure for folly,
All the young, he said, should keep;
And so he felt,—Oh! "uncommon jolly,"
As he gave away his sheep!
Chorus.—The boys all said, etc.

Well pleased, I ween, was John, the farmer,
Until Jack, a sly young elf,
Said, "Say, now, father, wouldn't you better
Take a year-old sheep yourself?"
Down fell the eyes of John, the farmer,
And he kept them down until
He signed the pledge that lay on the table,
As he said, "My boys, I will!"
Chorus.—The boys all cried, etc.

CORRESPONDENCE.

The Cambridge Entomological Club.

CAMP OF THE C. E. CLUB, July 21st, 1875.

MR. EDITOR :—Our proposed trip to Tuckerman's Ravine was delayed only one day. The 19th dawned clear and bright. Jefferson, Adams, and Madison were sharply defined against the clear sky, and in front of the camp the lesser mountains stretched away clear to the horizon, showing all possible shades, from green to purple, and from purple to gray. We were up with the first streaks of light, packed our knapsacks heavily, for we intended to bivouac at the Hermit Lakes, at the foot of the ravine. These little lakes are very seldom visited by tourists, owing to the difficulty of finding the path to them. Ten or fifteen years ago there was a distinct trail from the carriage-road to the lakes, and up through Tuckerman's Ravine, following the course of the Ellis River, but it is almost completely obscured now; and our object was either to cipher out the old trail and mark it, so that it could not be missed, or else clear a new one which would be just as good. Just below the two-mile post on the carriage-road stand two or three "blazed" trees, which mark the beginning of the old trail, and for four miles it is marked in the same way; but as many of the blazes are obscured by the growth of the trees and the tall underbrush, and as some of the marked trees themselves have fallen amongst hundreds of other old trunks, we found at the outset that our task was to be both slow and difficult. Indeed, nearly two hours were wasted in searching around the clearing occupied by an old log-shanty for the very beginning of the marks we were to follow. Having once got fairly under way, we proceeded methodically, some one keeping the last blaze in view while the rest looked for the next. Having found it, we marked several trees between the two, thus making return easy and effectually preventing any possibility of getting lost. After fairly getting into the forest, our course, for about a mile, was among huge birches and hemlocks. Oxalis and clintonia covered the ground, and the soft moss among which they grew deadening the foot-falls of the party, gave a strange stillness to this part of our march, which was only broken by occasional shouts and halloos, or the sounds of the axe as a new section of trail was being marked. As we turned an abrupt spur of the mountain we came into a wind-fall, or confused mass of prostrate tree-trunks, where our course was rendered still more puzzling by the thick growth of spruces. We could hear water flowing under-ground, but none appeared on the surface, a phenomena which is often observed on other parts of the mountain. The trees became smaller, and at the head of a steep ascent we came upon a beautiful park-like space of level ground, carpeted with green moss, where the trees stood wide apart without any underbrush. A sudden descent to the north brought a total change of vegetation. The green moss was replaced by gray stunted spruces, and tangled clumps of Labrador-tea were scattered here and there among it, and the oxalis and clintonia disappeared entirely. We found another change back again on the other side of a dry, rocky water-course, but we had made several steep ascents, and from this point onward the plants began to assume quite an alpine character, and the sterile, arctic-looking patches appeared on nearly every northern slope.

We stopped for lunch in Huntington's Ravine. A mountain brook dashes down a steep declivity upon some flat rocks, drops from them in one clear fall of a dozen feet into a still, black pool, and goes shattering off from the other side in little white cascades till the green bushes hide it from view. The wood-thrush, chickadee, and white-throated sparrow provided us with a variety of music, to which the merry water played a hilarious accompaniment. Some violets and lowland-spring flowers were just starting into bloom in a patch of sheltered, boggy land. After a tough climb of forty or fifty feet through the vicious little stunted spruces, we came upon a more recent trail which leads to the Hermit Lakes from the Conway road. The slope being southern, the trees were of moderate size, but as we were at least four thousand feet up in the world they were not large enough to puzzle us with any more heavy wind-falls. Whisky Jack, the Canada jay, asked us our business in a confidential way, and leered contemptuously at the futile stick or stone with which we had pelted him. Whisky Jack is always a favorite in the woods. He walks into camp with a complacent air, as if he were one of the party, and will carry off the hottest kind of a Johnny-cake to the top of a dead hemlock, and leave it to cool while he comes back for more.

After about half an hour more of still steeper ascent we stepped out of the woods, and the largest of the lakes lay at our feet. To me it is the most beautiful bit of scenery among the mountains. On the left the south wall of Tuckerman's Ravine rises with a sharp, ragged outline, its face deeply scarred with land-slides, and holding several little batches of snow in its more sheltered gorges. Strangely contrasting with it is the north valley, rising in great gray, rounded masses on the right, while the snow lays white, cold, and glittering in the head of the ravine. A snow-bird, having a nest near by, twittered anxiously as we unslung our knapsacks and prepared supper, but after a careful scrutiny of a sketch-book went off to roost apparently satisfied that our intentions were peaceful.

Next morning, after a hasty search in the lake for water-insects and larvæ, we struck upward again, still marking our path as before. Our pace was neither climbing nor walking, but a confused sort of a scramble among loose rocks and thick stunted brushwood, occasionaly varied by tumbling into a concealed crevice, or crossing the brook on round, slippery stones. At last, breathless and perspiring, we reached an elevated ridge and looked around us. Right in front was the snow, with numerous trickling streams gliding from under it and uniting in one large brook, which some miles below, after more than doubling its volume, is called the Ellis River. Behind was the little wilderness we had just crossed, and the two little gems of lakes smiling in the sunshine against a back-ground of dark, green forest. Beside us rose the rugged, towering masses of bare, gray rock, forming the north wall, which we must climb to reach camp and supper. And such a climb as it was! Around, and over, and under those great bare boulders, only to find others overhanging them which must be surmounted in the same way, until little patches of Labrador-tea and other hardy bushes told us we were nearing the plateau. It was reached at last, and over its rough, sedgy slopes, which seemed level by contrast with the scenes of the morning, we tramped gaily along to the carriage-road near the six-mile post, and so down to camp and supper. Ah, that supper!

As my eyelids grew heavy that night, I heard voices behind the tent talking about — O horrors! — a spelling-match! I snored soundly, and—escaped.

In a few days we shall start for the valley, and make our way in a leisurely manner toward Gorham, and via Portland home.

Yours truly, WALTER HOXIE.

Letter from Texas.

CHAPPELL HILL, TEXAS, August 25th, 1875.

Your request for me to furnish an occasional article for your columns was duly received. The honor thus conferred upon me is properly appreciated. Will devote this first paper to general topics.

You have in hand "a high and hard work." You have accomplished much—you will do much more. Allow me to felicitate you on the past, and to encourage you in view of the future. Words are cheap, it is true; but kind words are helpful. An old writer, of large experience and of unequaled wisdom, says, "A word fitly spoken, how good it is! it is like apples of gold in pictures of silver."

To correct error, to develop true theories, to give needed information: this is honorable labor. To embolden the timid and to inspirit the weary; to confirm the ardent and to establish the wavering; to dignify the teacher's life, and to elevate the standard by which the *teacher's worth* is to be admeasured; these are objects worthy of the wisest heads and the purest hearts. To these things THE NEW-ENGLAND is devoted. For the doing of them you have the *gifts* and the *will*. Gird up your loins and bend to your tasks; bear patiently your burdens, and send forth your sheets, — living, breathing, speaking, — filled with counsel and cheer, and thousands will grow wiser and better, and bless you indeed. Even in this far-off land your light is seen and your influence is felt; and we wish you abundant success. Let our friendly interest and our deep fellowship be a comfort in your work!

The Congress of the *Republic* of Texas made liberal grants of money and land to the cause of education. Since admission into the Union, the policy of the *Commonwealth* has been to foster and maintain a system of public instruction. Within the last ten years there has been much legislation on the subject, and large sums of money have been expended in support of the free public schools. The school law is not perfect. But its chief defects are patent, and easy to remedy. Lame as it is, and with its cumbersome and frictional machinery, it could, *with two helpers*, work out a vast amount of good for the people :

I. EFFICIENT ADMINISTRATION.—The officers of the law should be *practical educators*, — experienced and successful schoolroom workers. The State Superintendent should not be a figure-head, nor a sinecurist. Brain and muscle, thought and action are required. In such a State, and at such a time as this, the duties of the Superintendent are far more varied, delicate, and difficult than those of the governor, or the chief-justice. The office demands *now* a man with such capacity to organize, discipline, and control forces — material and moral—as would make him a Napoleon in war, or a Bismarck in peace. There are no powers too large, nor capabilities too expansive to find ample scope and employment in the work of inaugurating and successfully conducting the school system of our "Empire State." Our Barnard is not yet in the field. The county superintendents and district trustees need the same qualifications, in a less degree. Proper officers can make the system strong. The law of itself is a dead statute-skeleton. The incumbents under it must breathe upon it, and bring to it flesh and blood, and render it a form of life and beauty and power.

II. POPULAR FAVOR.—Co-operation is the life-blood of an educational system. Success can come only through hearty endorsement by public sentiment and earnest sympathy in the public mind. Our people are not yet a unit in this interest. The leaders in society—the moulders of opinions,—have not mastered the situation and resolved upon making the system effective. The system, however, has not been inoperative and fruitless. Something has been done — much, indeed. Yet, in comparison with what might have been accomplished, the results are meagre.

The school fund is large, — only six States in the Union have a larger one. It is so constituted that there is in it a self-increasing property, and it may, under good management, become the most munificent on the continent. We are hopeful, and anticipate such improvements in the law, such skillful competency in the officers, and such "an awakening" among the people, as shall bring us great prosperity in this regard.

There is no State university. The lands and funds set apart for such use authorize the expectation that a noble one will be founded at an early day. There are no Normal schools,—no provision for the professional training of teachers. The subject has been discussed, to some extent. It commands general sanction. The next Legislature may arrange for the establishment of such institutions. The Agricultural and Mechanical College will be opened soon. The grounds, buildings, and outfit are elegant.

With a State university and normal schools, with wise and enthusiastic officers and a generous, loving, public heart, the school system of Texas will work wonderful results, and the "Lone Star" will become one of the brightest in that splendid galaxy which commands the world's admiration.

The Baptist, Methodist, Presbyterian, and Roman Churches have done a great deal in the way of denominational education. Each of these organizations has large sums of money invested in school property, and hundreds of children are under the tuition of well-prepared, self-sacrificing, and successful teachers. The reports sent to the commissioner of education, General Eaton, and published in his tabular statements, are only partial and very imperfect. They give no correct idea of the schools or of the educational interests of the State. Texas has done and is doing much, for sound learning. All of the good schools are not east of the Mississippi River, and there is nothing in Texas air or water or food to disqualify a teacher for doing his work wisely and well.

Human nature, wherever found, bears a striking resemblance to itself; if once known, it is thenceforth easily recognized. There is much of this human nature in the men and women, and in the girls and boys of Texas. It may be slightly *intensified*, but shows all of its distinguishing characteristics. Schools here are, therefore, like schools elsewhere, and *teaching* is the same *toilsome labor* that it is in all countries. There may be more *independence* of mind among the children—the result of surroundings. Dr. Olin maintained, that the physical features of a man's place of residence exerted much influence on his mental development. It is not strange, then, that the grand outlook furnished by these far-reaching prairies should cause an expansion of mind, and inspire activity, curiosity, boldness of thought, and wildness of imagination. From a thousand Texas homes the view is beautiful, romantic, sublime! The scenery is varied, lovely, and enchanting; and, with face ever-changing yet always attractive, it sweeps on and along until its distant periphery is where the green of earth fades into the blue of heaven. From their birth the children look upon this unbounded expanse, and grow up in perfect familiarity with ideas of broadness and largeness and freeness that are incomprehensible by those whose vision has been confined within the narrow limits of hills, or streams, or city walls. Time would fail to speak of the many natural causes that make the children here quick and sharp, "*knowing*" and interesting. To seize, discipline, and train these enlarged faculties, these strengthened powers, and these active and self-acting perceptions, is the responsible work of the teacher. For these reasons the children of Texas ought to be under the care and instruction of the best teachers to be found in the profession.

Some account of school-room work; the manner in which every-day difficulties are met and overcome; the methods of study and of teaching; the processes of mental drill; the plans for creating and continuing an interest in daily duties,—in respect of pupils, patrons, and teachers; and the obstacles in the way of success, may be of practical value to your readers, and will furnish matter for contributions to follow. The lessons of experience will be plainly stated.

E. D. PITTS,
President of Chappell Hill Female College.

What they Say of Us.

The NEW-ENGLAND JOURNAL OF EDUCATION is the most *satisfactory* publication in the educational field. I have long desired to see a weekly issue that could reach our teachers while actively engaged in their work. There is one thing more I desire—and that is, to see the heading of this journal changed from "New-England" to "National." Not that I have any prejudices against the present, for I am a "New-Englander" by birth. But there *are* those, even in the "Old Key Stone," that feel to exclaim, "Can there anything good come out of New England?" Then, again, the work the JOURNAL has undertaken is *national*, not *sectional*. Let all barriers, then, be removed, and let this, our only weekly issue, find its way into every common school and literary institution in the land. May God hasten the time when State lines shall no longer be known in education, and when teachers, educators, periodicals, and books shall be received and taken on their true merits.

F. A. ALLEN, Mansfield, Pa.

We have received and examined the eight months numbers of THE NEW-ENGLAND, and are highly pleased with them. We believe they fully meet the growing demand of the time for a journal that will impart information of great value to the teacher and educator of the day. We most heartily recommend it to both teacher and the general reader as a most valuable accession to our list of weekly journals.—*Fairfield (Mo.) Chronicle.*

We had not felt that we could afford to continue it, but it is so valuable a periodical that we cannot easily dispense with it. With best wishes for the success of the enterprise, and kind regards to you personally, I am, etc.

C. W. FRANCIS, Librarian Atlan. Univ., Ga.

I am much pleased to know that you are encouraged in your work, for I certainly feel that you are on the right track. Our western teachers are profuse in their praise of the JOURNAL.—THEO. B. COMSTOCK, Cleveland, O.

The JOURNAL is doing great good, and I wish it the most abundnat success.

C. P. ROGERS, Supt. of Pub. Schools, Marshalltown, Ia.

Permit me to add that the NEW-ENGLAND is the best educational paper I have ever had the pleasure of reading.—REV. GEO. W. HORTON, Quakertown, N. J.

You are publishing the best educational journal in the United States.

C. W. CHILDS, Supt. Schools, Solano Co., Cal.

STATE DEPARTMENTS.

Maine.

PORTLAND.—The regular monthly meeting of the school committee took place Tuesday evening, September 1st. All the members of the Board were present except Mr. Curtis. The meeting was of the most tedious length. At the opening of the session, Messrs. Patten and Chase of the High School were present to report on the cases of several pupils of that school whose standing in their studies did not warrant their advancement with their classes. Each case was considered on its merits, and a few seemed to have no merits at all. The expression of the members was rather in favor of giving the delinquents another chance. At any rate the aforesaid delinquents will do well to see Mr. Hunt; as it was voted to refer the whole matter of the promotion of those pupils to the superintendent and principal.

The matter of re-examination of candidates for admission to the High School and the examination of new candidates was referred to the superintendent.

The matter of text-books was then taken up, and it was voted to introduce the following in the primary schools: Mason's music charts and books; "Our World," for oral instruction; Hill's Geometry for oral instruction, Dr. Hill presenting a copy to each teacher; Leigh's charts and reading book. It was agreed that Bartholemew's cards were already introduced, and that under the first introduction the revised edition can be used. It was also voted to introduce Bradbury's Elementary Geometry and Trigonometry, instead of the works now in use in the high school.

It was voted that the primary and grammar schools have two sessions daily, Saturday excepted, on which day there shall be no session. It was also voted that the pay roll of teachers be made up monthly.

KENT'S HILL SEMINARY.—The Kent's Hill Seminary has established a full Normal department under charge of Prof. J. W. Rich, a graduate of the Wesleyan University, who will give his exclusive care to this department. R. B. Dunn, Esq., gave $10,000 for this purpose, which is called the Dunn Normal Fund. The seminary course is to be developed so as to embrace theological studies for the purpose of preparing young men for the Methodist ministry.

FARMINGTON.—The Western Normal School commenced the fall term August 24th. The trustees of the Normal School at their meeting in July voted to make a proposition to the village school officers, to the effect that the same arrangement be made here as with the schools at Castine. The plan contemplates making the primary schools of the place a model or practice school for the benefit of the Normal School. This school commenced August 23d.

TOPSHAM.—Prof. D. L. Smith, late principal of Litchfield Academy, has charge of the Johnson Home School for Boys, located at Topsham, Me. This school has been in successful operation for nearly twenty years. The terms for tuition, board, washing, repairs of clothing, and lights, is $350 per annum. Mr. Smith has had twenty years' experience as a teacher, the last ten in Litchfield Academy.

BOWDOIN COLLEGE.—The Lewiston *Journal* says that the students of the Engineering class of Bowdoin College have completed the survey of the Androscoggin railroad, and have made the plans and profiles. It presents several curious engineering features. All the work on engineering has been translated into German by A. Von Kavrn, director of the Royal Polytechnic School, Aix la Chappelle, who has published it in connection with the plates, for use in his institution.

Subscriptions to the endowment fund of the college have been coming in rapidly since commencement, and Tuesday, August 31st, the amount of $100,000 had been subscribed. It is hoped the friends af the college will not relax their efforts to still further increase the amount.

Prof. L. L. Paine, of Bangor, declines to accept the election as professor of Latin in Bowdoin College. It is to be offered to Professor C. H. Moore, and C. C. Springer, Esq., who has returned from a two years' sojourn in Europe, where he has been studying, is to be elected to the professorship of Modern Languages, now occupied by Professor Moore.

— *A Curiosity.*—A fishing smack, belonging to the firm of J. Loveitt & Co., drew in one of their nets off Richmond Island, a stock, lock, and portion of a barrel of a gun that had become—as far as the woodwork was concerned—petrified and solidly attached to a flat rock weighing some fifty pounds. The brass work of the stock and guard were covered with what had seemed like stone. It will be given to the Natural History Society. . . . Mr. E. Sampson, a graduate of Bates, has become principal of Ellsworth High School. . . . Calais is to have two new school-houses, costing $12,000. . . . Ashmun T. Salley, of the class of '75, Bates College, has been appointed assistant principal of Lapham Institute, at North Scituate, R. I. . . . During the past year 840 volumes were added to the library of Colby University. The whole number is 10,740. . . . The fall term of Fryeburg Academy opens September 8th, under the charge of Augustine Simmons, A.M. . . . Mr. E. H. Smiley, a member of the present graduating class of Colby, has been engaged to teach the Milbridge High School, at a salary of $1,000. . . . The fall term of Anson Academy commenced August 31st, under the instruction of A. M. Spear, A.B., class of '75, Bates College, assisted by Mrs. Nellie F. Spear. . . . Rev. H. C. Leonard, who has been for several years professor of Belles Lettres at Westbrook Seminary, has resigned his position, and on Sunday, August 29th, preached his valedictory sermon. . . . James H. Baker, A.B., a graduate of Bates College, and late principal of Yarmouth High School, has been appointed to, and accepted the position of principal of the High School at Denver City, Col. . . . An attempt was made to set fire to a school-house in Brewer on Wednesday night, September 1st. Four men were discovered and driven off before they could accomplish their purpose. . . . A school for French children is maintained on Lincoln street, Lewiston. The teacher does not speak English. We learn that there is quite a large number of children in attendance. . . . Paris Hill Academy fall term commenced Tuesday, August 31st, under the instruction of C. A. Black, A.B. . . . A fall term of the High School commenced at West Sumner, August 31st. W. H. H. Bryant, is the principal. . . . Miss Susan M. Hallowell, who received the honorary degree of Mistress of Arts at Waterville the other day, is a Bangor lady, and occupies the chair of Natural History in Wellesley College, Mass., with a salary of $1,800. . . . Lewis M. Palmer, class of '75, Bates College, has been engaged as principal of Hopkinton, (Mass.) Academy. . . . The fall term of the Free High School will be at Farmington Falls, and be taught by Mr. A. G. Ladd, a recent graduate of Bowdoin College. . . . Mr. James Nash, A.B., a graduate in the last class of Bates College, will teach the fall term of the Buckfield High School. . . . The friends of the Skowhegan Library Association have succeeded in raising $300 for the purchase of new books; $250 will be expended for that purpose very soon, and the remainder reserved until some time next winter. Governor Coburn very generously contributed $150 of the above, thereby doubling the amount raised by individual subscriptions. . . . Mr. F. K. Smythe, who has so acceptably filled the place of principal in the Bath High School, has been elected tutor in Mathematics and instructor in Gymnastics in Bowdoin College. . . . The Free High School at West Poland commenced on Monday, August 30th, under the instruction of J. L. Goodwin, of Minot, assisted by Miss Anna M. Jordan, of Poland. There are sixty-three scholars in attendance. . . . A teachers' association was formed at Monson Academy, on Friday, the 13th inst.: President, W. S. Knowlton; first vice-president, L. W. Stoddard; second vice-president, A. W. Davis; third vice-president, T. F. Hovey; secretary, Frank A. Hart; treasurer, Miss Lizzie B. Patten. Next meeting at Guilford, Saturday, September 11th. . . . The free high schools in Phillips comenced Monday, September 6th. The school at the village will be taught by Mr. H. W. Oakes, of Bates College; the one in the Reed district, by Mr. John H. Randall, also of Bates College. . . . The fall term of Weld High School will commence Sept. 14th, and be taught by Mr. L. M. Nason of Kent's Hill. . . . A High School opened at Dixfield village, Monday, September 6th, under the instruction of Mr. E. O. Greenleaf, of Starks, a graduate of Westbrook Seminary. . . . The Free High School at Livermore Corner opened September 6th, with a prospect of a full term. Although free high schools were voted down at the March meeting, the right still prevails. The Livermore Corner district contributed over one hundred dollars towards the free high school. "Where there is a will there is a way." . . . The new school-house in district No. 5, South Berwick, a fine two-story edifice, just completed, was dedicated on Saturday, the 4th inst., and the fall term has commenced. . . . Rev. Wilbur F. Berry, about 24 years old, a native of Camden, now pastor of the church at Readfield, is teaching the free high school near Dunn's corner. His 36 pupils and Mr. Webber, the supervisor of schools, are much pleased with his force and manner of instruction. . . . The fall term of the Waterville Classical Institute commenced Monday, August 30th. . . . The Freshman class of Colby University numbers about 40, the largest class for many years, and the largest class entering any college in the State this year. . . . There is to be a free high school at Fayette Corner, commencing Monday, September 13th. Miss Eva O. Parker, of Chester, is to teach.

New Hampshire.

ANNUAL INTEREST.—*II. The Court Rule.*—When the class can find the interest on any sum for any time without hesitancy, as explained last week, the matter of indorsements may be taken up. *Annual rests* are made each year from the date of the note (or the date of its beginning to draw interest). The interest on the principal is called *annual interest*, and is due only at the annual rests. Interest on the annual interest may, for convenience, be called *simple interest.* The following is verbatim the

Court Rule.—(1). Simple interest is to be cast upon the annual interest when it becomes due at the end of each year, but without rests on account of intermediate payments. (2). The payments of each year are to be applied first to the interest on the annual interest, then to the annual interest itself, and then to the principal; and when payments are made before the end of any year, they should be applied at the end of the year with interest from the time they were made; though (3) if, where a partial payment is made on account of interest, there is due no interest except what is accruing during the same year, and the payment be less than the interest, the deduction at the end of the year of such payment should not be with interest added. (*Townsend vs. Riley*, 46 N. H. Reports, 315.)

A fundamental principle to be observed is that *the simple interest must never be added to the annual interest, nor either to the principal.* (Of course for mere convenience this may be done when the payment is sufficient to extinguish all the interest, though never otherwise.) Part (3) of the rule is where all books and most teachers fail. For class work we have the following

Method of Operation.—Rule five columns as below, respectively for dates, principals, annual interests, simple interests, and amounts of payments. Find separateiy the annual and the simple interest due at the annual rest next following the first payment; find, also, the amounts of all the payments preceding this rest from their dates to the rest (except part [3] of the rule), and apply these amounts as directed in part (2). Proceed in the same way to the rest following the first payment after those already used, and so on.

The whole process is simple enough, and will be readily understood from the following example, given in this column July 10th: "A note dated Nov. 6th, 1860, for $100.00 at six per cent., interest annually, has upon it the following endorsements: March 28, 1866, $25.00; May 14, 1867, $20.00; Feb. 16, 1869, $30,00; June 10, 1869, $7.00; October 6, 1869, $11.00; July 6, 1870, $11.00; July 21, 1871, $5.00; Sept. 27, 1871, $5.00. What is due Oct. 6, 1871?" The annual rests occur Nov. 6.

Dates.	*Principals.*	*Am. Int'ests.*	*Simp. Int'ts.*	*Amts Pay'ts.*
1860: 11-6	$100 00			
1866: 11-6	— —	$36 00	$5 40	
Pay't 1866: 3-28	— —	— —	— —	$25 90
1866: 11-6	100 00	15 49		
1867: 11-6	— —	21 49	93	
Pay't 1867: 5-14	— —	— —	— —	20 57
1867: 11-6	100 00	1 85		
1869: 11-6	— —	13 85	58	
Pay't 1869: 2-16	— —	— —	— —	31 30
" 1869: 6-10	— —	— —	— —	7 17
" 1869: 10-6	— —	— —	— —	11 06
				$49 53
1869: 11-6	64 90			
1870: 11-6	— —	3 89		
Pay't 1870: 7-6	— —	— —	— —	11 22
1870: 11-6	57 57			
1871: 10-6	— —	3 17		
Pay't 1871: 7-21	— —	— —	— —	5 06
" 1871: 9-27	— —	— —	— —	5 01
				$10 07

1871: 10-6, due $50.67. *Ans.*

That is, at the sixth annual rest there were due $36.00 of annual and $5.40 of simple interest. The amount of the payment at that rest, $25.91, left due the principal, $100.00 and $15.49 of annual interest. After the next payment, at the next rest there were left $100.00 of principal and $1.85 of annual interest. At the rest in 1869 three payments are deducted, leaving due $64.90 of principal, and so on through the operation.

The foregoing does not illustrate part (3) of the rule, but the example given in "Walton's Practical Arithmetic," p. 323, is good for that purpose; there is a mistake of fifteen cents in the answer. With a little care good examples to illustrate all points of the rule may be found in any arithmetic.

This is confessedly a troublesome subject for teachers. Even many lawyers prefer, though very erroneously, to compute by the so-called "Merchant's Rule," so cumbersome do they find the directions of their own courts. The trouble is, the method is not taught in the schools; when once understood the New-Hampshire rule is very little worse than the United States rule. It is in the hope of inducing teachers *to teach* this subject that these articles have been written. If any one has shorter, better, or different modes, he will confer a favor by sending it to this Dept.

Of a number of answers received to the above, only two are correct, those of Miss Nellie M. Emerson, Francestown, and Miss Maria A. Dodge, Bennington.

NEW HAMPTON.—We have at last found time to examine Professor Meservey's "Book-keeping" with some care, and find it to be a very excellent text-book, plain, common-sense, simple, yet comprehensive enough for all ordinary purposes. We should have been glad to see the double-entry portion a little more extended by the introduction of interest, and some other accounts that usually bother beginners. We had hoped that the old question-and-answer mode of presenting principles was totally obsolete.

MERIDEN.—Kimball Union Academy opens the fall term with 94 students. Others are still to come. The old ones have returned largely, and brought others with them. Lebanon has done well. Sixteen of her sons and daughters are here in school. The new windows for the academy building are all fitted, and will be ready for permanent use by the last of this week. Some of the repairs have had to be postponed until next vacation, when they will be completed.

— Professor Phelps, principal of the Minnesota Normal School, in his new work, "The Teacher's Hand Book," very freely acknowledges his indebtedness, in the preparation of certain chap-

ters, to our State superintendent of public instruction, J. W. Simonds, and presents Mr. Simonds' method of organizing and conducting teachers' institutes as a model for others States to follow.

Vermont.

THIS is about the time of the beginning of the autumn term of those schools which have sessions through the year, and it is pleasant to note that among the teachers there are comparatively few changes. Dana, of Rutland; Spaulding, of Barre; Bingham, of Brattleboro; Shaw, of Manchester; and Cilley, of Brandon, are old soldiers and fixtures, and others of lesser time of service are maintaining well their positions. We are sorry to lose such earnest, competent teachers as Halsey, of the Burlington High School, and Savage, of Northfield, but yet glad to know that Bartley, from Concord, N. H., and Blair, from Tennessee, will fill well their respective places. The academies and high schools are also well filled with students, and with Superintendent Conant's vigorous Institute work and efficient general supervision, we may expect a prosperous era in educational affairs.

MONTPELIER.—*Vermont Methodist Seminary.*—The Fall term of this flourishing institution began Tuesday, August 25th. Some changes have been made in the board of instruction, and we give the following as instructors for the ensuing year: Rev. L. White, principal, English Language and Metaphysics; George G. Bush, A.M.; David Dorchester, Jr., A.B., Latin and Greek; Mary B. Stanton, preceptress, Mathematics and Botany; William F. Rocheleau, Natural Science, Book-keeping, and Gymnastics; Cleora E. Dorchester, French and Latin; Jennie S. Farwell, Art department; Annie H. Noble, Music; Adele C. Stiles, Penmanship; Lizzie M. Bradley, Telegraphy.

ST. JOHNSBURY. — The academy opened last week with two hundred students. The instructors remain as last year, except that S. H. Brackett, A.M., for seven years in charge of the Keene (N. H.) High School, fills the chair of Natural Science, in place of Edgar L. Morse, A.B., who next year teaches in Virginia. The students are projecting an occasional issue of a literary sheet. . . Among the teachers of the public schools are two new comers, Miss Lilla Connell, a recent graduate of the New Hampshire State Normal School, and Miss Lura M. Gilfillan, of the last class of St. Johnsbury Academy.

NORTHFIELD. — The board of instruction for Northfield graded school, as arranged for the school year beginning August 30th, is as follows: Principal, Arthur W. Blair, A.M.; preceptress, Miss Anna E. Babcock; No. 3, Miss Minnie Gregg; assistant, Miss Sarah M. Thompson; No. 2, Miss Ella M. Dutton; No. 1, Miss Carrie M. Smith; Music, Miss Emma S. Crane. Mr. Blair is a graduate of Dartmouth, and for the last two years has been teaching at Chattanooga, Tennessee.

— The Fall term of the Randolph Normal School, which began last week, is very fully attended, there being at the close of the first week 155 students, which number will no doubt be largely increased. The school building has been enlarged, and the increase of the endowment goes steadily on. . . . Mr. W. A. Tenney, of Morrisville, has been engaged as principal of the Stowe Graded School for the Fall term, commencing Monday, Sept. 6. He has been principal of the graded school at Winooski for two years past. . . . The Richford Academy and graded school opened with 146 scholars. . . . The Vermont Normal Schools have, during the past school year, graduated 75 pupils from the first course and 24 from the second course. . . . The Fall term of the Barre Academy opened with 135 students. Goddard Seminary is not yet reported. . . . It was expected that the Windsor schools would re-open this week, but it is rumored that Mr. Marsh O. Perkins, who has been the efficient principal of the High school for the past four years, is "a little under the weather" at his father's residence in Rutland. Hopes are entertained, however, that he will recover sufficiently to resume his work of teaching on time. . . . The State convention of Universalists at St. Johnsbury resolved against a division of the school-funds among various religious denominations. . . . The trustees of Middlebury College have purchased, for $10,000, the fine residence of Dr. H. D. Kitchell, for a home for President Hulbert, who will occupy it in a few weeks. . . . Dr. Sheldon Smith, of Bridport, has recently given $5,000 to aid in building the Vermont Baptist Academy, at Saxton's River. . . . Rev. Josiah Swett, D.D., of Fairfax, has been elected president of Norwich University, at Northfield. . . . Rev. F. W. Olmsted has become principal of Leland and Gray Seminary, at Townsend. . . . Rev. G. A. Barrett, of Port Henry, N. Y., has been elected principal of Castleton Seminary, in place of Edward J. Hyde, resigned. . . . Captain S. H. Kelley, principal of the Rutland Military School, camped out with fifty of his pupils on Lake Dunmore during the month of August. . . . The attention of the Vermont scientists has been called to a natural opening in the side of a hill, a short distance below the village of Bristol, from which a current of cold air constantly issues with much force. The temperature of the air is the same as that of the "big cold spring" which runs through the hill, and there is supposed to be a big hole in there into which a constant current of warm air flows from the surface.

Massachusetts.

— F. B. Gamwell, A.M. (Brown University, 1860), recently principal of the Oakland Academy, in California, has been elected superintendent of schools in Weymouth, Mass. Mr. G. was formerly principal of the High School in Weymouth, and his return to that town to take charge of the schools is evidence of his popularity as a man and his ability as a scholar and school manager. He receives a salary of $1,500, and succeeds Mr. Lewis, who has accepted the post of school superintendent at South Adams.

— The Fall term of Powers Institute, at Bernardston, Mass., began Aug. 25th, under very favorable auspices. There are 125 pupils in attendance. This school was in a low condition when Prof. A. J. Sanborn took charge of it three years ago. Now he has brought it up to the rank of a first-class school.

— Charles Merriam, of Springfield, Mass., has made a cash donation of $1,000 toward the endowment of the Woolsey professorship of Physical Science in the Central Turkey College. — *Boston Congregationalist.*

— Nellie M. Sawyer, of Millbury, has been chosen principal of Southampton High School.

— At the examination of the pupils for admittance into one of the departments of the Northampton High School, last week, the question was put to one of the young lady candidates, "Who were the first four presidents of the United States?" "Columbus, Roger Williams, Ferdinand de Soto, and Washington," was the reply.

— Dr. Charles W. Green, recently office editor of Johnson's Universal Encyclopedia, who has been spending a part of his vacation in Northampton, has accepted the professorship and charge of Pierce Academy, Middleboro, Mass.

— The Fall term of the seminary at Easthampton commenced Wednesday. The teachers are the same as last term, with the exception of Professor Monroe, whose place is filled by Mr. Eastman. This school continues to be one of the first preparatory schools in Massachusetts.

— Prof. E. Tuckerman, of Amherst, and C. C. Frost, of Brattleboro, Vt., "the veteran cryptogamist of the Connecticut valley," have just got out a catalogue of plants growing without cultivation within 30 miles of Amherst College. The work was begun in 1858 by Professor Tuckerman, and the main portions were completed some time since; the recent additions are valuable, and the catalogue is by far the most complete ever made of this region, and, probably, of any section of equal size in the country.

— The State Agricultural College, at Amherst, re-opens with an entering class of about 30, and one young woman, a graduate of the State Normal School, at Salem, who will take a special course in Botany, History, German, etc.

— Forty-one applicants were admitted at the Normal school in Westfield, on Thursday. Thirty-six of these were ladies. Several more will be admitted next week.

— The Hyde Park school committee held an examination recently, for the vacant teacher's position in the High school. There were thiriy-six applicants.

Connecticut.

A TEACHER'S INSTITUTE is to be held at Colchester, Sept. 16th, 17th, and 18th, beginning Thursday, the 16th, at 2 o'clock p. m. Among those who are to assist are Hon. E. A. Apgar, Superintendent of Public Instruction for New Jersey, and Prof. W. H. Niles, of Cambridge, Mass. Both of these gentlemen have won high praise by their lectures at previous Institutes. An Institute will be held at Meriden, ere long, the time to be announced hereafter.

MILFORD. — This ancient town, whose beauty of situation has been remarked by thousands of people who have passed through it upon the New York and New Haven railroad, has for several years provided less liberally for its public schools than most of the towns of the State. But a change for the better is now begun. A few months since this town voted to consolidate its districts, and to establish a graded school. The work of preparation for such a school was begun at once, and the building will soon be ready for occupation. There are between 400 and 500 children living within accessible distance of the new graded school buildings, so that success should not be difficult so far as numbers are concerned. A good beginning will speedily insure perfect and unquestionable success. The committee will, of course, endeavor to engage the best qualified man obtainable for principal of the school. A prosperous school of this kind will attract desirable residents from other towns and cities less favorably situated. The people in these shore towns are not always aware of the advantages they can offer to those seeking homes easily accessible from the city of New York. There is no reason why this town should not gain its full share of this class of inhabitants.

PLANTSVILLE.—The graded school in this thriving village, Mr. C. L. Ames, principal, has a record for the past term ending July 9th, which is worthy of special mention and of imitation. Of 196 pupils registered, 144 were not tardy, and 29 of these were not absent during the term. The new schoolhouse and grounds, after a year's use, with an average attendance of 175 pupils, are in an almost perfect condition, showing how carefully they have been used by both teachers and scholars. The co-operation of parents has also been secured to an unusual degree, as the record of attendance proves. The efficient teachers who have accomplished so good a work have been wisely retained for the coming year. Written examinations of pupils are to be held in this school hereafter.

ACADEMIES. — Mr. F. H. Giddings, of Housatonic, Mass., has been engaged to take charge of Goshen Academy for the current year. . . . The new principal of Durham Academy is Mr. Philo Mosher. Mr. Tracy, the former principal, has begun the Fall term of the Bacon Academy, Colchester.

A VETERAN TEACHER GONE. — Mr. Edward Hall, whose life had been devoted mainly to teaching, died at his residence in Ellington, Aug. 19th, aged 66 years. His first experience as a teacher was in a school established by his father, the late Hon. John Hall, who filled a prominent position in the educational affairs of the State 40 years since. In 1844 the younger Mr. Hall established, in Ellington, "The Family School," to which he devoted his time and energy for nearly 30 years, till obliged by ill-health to discontinue it. During this period, a large number of boys passed under his care and instruction. He endeavored not only to give them a thorough education in ordinary studies, but to train them in habits of systematic, faithful industry, and especially to lead them into the paths of Christian faith and practice. Many of them will never cease to cherish grateful recollections of what he did to establish and confirm in them a pure and noble character. The death of such a man is a loss to the community. All teachers may well imitate his unselfish endeavors to do good.

NEW LONDON COUNTY. — All of our school-bells commenced ringing last Monday. Schools are usually full, but there is a falling off in the senior departments. In the villages the teachers of last year continue their work, but in neighboring towns some changes have been made. Mr. Amos Cheeseborough takes the place in Stonington formerly filled by Mr. Silas Wheeler; Mr. Sheffield goes from Noank to Westerly; Mr. Quincy McGuire engages to teach West Noank for one year; Mr. John D. Taylor, of West Mystic, has a very full school, and is meeting with great success. The Mystic Valley Institute opens with full numbers. This school furnishes an opportunity for a more thorough course of instruction than our people ever enjoyed before. The students rank with our first teachers. Stonington has voted to build a new schoolhouse. When Stonington builds a house we shall see one that is worthy of her wealth and enterprise.

— Thirty more students from the province of Shanghai will arrive in the country, this week, to be assigned by Yung Wing, of Hartford, to various educational institutions in the vicinity.

Colleges.

DARTMOUTH COLLEGE.

The first term of the college year, 1875–6, opened Thursday, Sept. 2d, with a large attendance in all the departments. It is said there has never been so many students at one time before since the college was founded as at present. The Freshman class numbers about 90, and the Fourth class, C. S. D., about 30. Improvements have progressed during vacation. Reed and Dartmouth Halls have undergone various repairs, while the gymnasium is still under the process. The Agricultural College barn is nearly completed, and looks quite imposing. The Medical department, which has been in session about four weeks, has 80 students, the largest number for 30 years. Drs. Crosby, Dunster, and Hubbard are the present lecturers. Among the students of the department are Kimball and Maxwell, '73; White, Quimby, and Putnam, '74; Hatch, '75, and Macgregor, '75, Agricultural. . . . Prof. Mark Bailey, instructor in Elocution, has arrived in town. . . . Tenney, '75, is professor of Greek at Kimball Union Academy, Meriden. . . . Noyes, '75, is teaching at Lyndenville, Vt. . . . Richardson, '74, continues as assistant principal of Barre Academy, Barre. . . . Stimson, '77, opens a select school at Alburgh Springs Academy, Vt., September 7th. . . . Ryder, '76, is teaching at Dublin, N. H. . . . Hazen, '75, C. S. D., is in the Thayer School of Civil Engineering.

— Yale College is 175 years old, and during that time has had ten presidents. Dr. Woolsey occupied the president's chair for a quarter of a century.

— Rev. Lewellyn Pratt, formerly of Knox College, Illinois, and now of North Adams, has been elected provisional professor of Rhetoric in Williams College. Prof. E. A. Griffin will give instruction in English Literature the coming year, and Mr. Henry W. Smith will have charge of the exercises in Elocution the third term.

— President Robbins, of Colby University, Me., has so far recovered from his recent illness as to hope to resume his duties the coming term.

— The presidency of Kentucky Wesleyan University has been given to the Rev. Dr. T. J. Dodd.

— Prof. E. P Smith, lately professor of Modern Languages at Worcester Free Institute, has been offered the chair of Latin and Modern Languages at Oberlin.

New Publications.

GOETHE'S HERMANN AND DOROTHEA. SCHILLER'S PICCOLOMINI. Edited, with an introduction, commentary, etc., by James Morgan Hart. New York: G. P. Putnam's Sons.

The above form the first and second volume of a series entitled "German Classics for American Students," which have just been issued by the eminent publishers referred to, in a style that leaves nothing to be desired in the matter of clear type, handsome paper, and chaste and appropriate binding; while the name of the editor, Professor Hart, and his thorough knowledge of, and intimate acquaintance with Germany, her literature and her universities, are an ample guarantee as to the textual accuracy and finished execution of the work in question. Each volume contains an introduction, where the circumstances and influence under which the work was originally conceived and composed are stated in an interesting manner, with reference to certain habits and customs of German life, for the purpose of aiding the study of those not personally familiar therewith; and, in addition, a "commentary," explaining difficulties of grammatical structure and of idiomatic words and phrases, with allusions to the historic events and personages of the epoch, as well as to provincial peculiarities of manners and opinions. The first volume has also a short glossary for words requiring special attention, while in the second are found a map of Germany at the commencement of the thirty years' war, and an index of persons and places, all of great value to the thorough and diligent reader of these masterpieces of German literature. These elegant volumes are shortly to be followed by other works of Goethe, Schiller, Lessing, Herder, Wieland, etc., where choicest specimens of Teutonic lore are to be offered to the student in the same attractive form, and will no doubt be greatly prized by all who are capable of appreciating literary performances of such a high and praiseworthy character.

We cannot do better, in closing this notice, than to quote the following remarks of Professor Hart, which we most heartily endorse: "I venture to express an earnest wish: it is that the time may speedily arrive when the study of German, and also of French, shall be raised to a higher plane. May the acquisition of the two great languages of Continental Europe be regarded as of intrinsic value, not as a mere appendage to Latin and Greek, or as the price to be paid for the ability to read text-books of chemistry and physiology. Especially may the study of Continental History, this Pariah of our college curriculum, be regarded as at least equal in dignity and value to the study of the institutions of Greece and Rome."

NORSE MYTHOLOGY; OR, THE RELIGION OF OUR FOREFATHERS. Containing all the Myths of Eddas systematized and interpreted, with an introduction, vocabulary, and index. By R. B. Anderson, A.M., Professor of the Scandinavian Languages in the University of Wisconsin. Chicago: S. C. Griggs & Co.;—London: Trubner & Co.; 1875. 8vo cloth, $2.50.

Prof. Anderson is a native of Iceland, and with all the love and enthusiasm he bears to his fatherland, he writes of its system of mythology, for which he claims that it should hold in the mind of the English scholar a preference over that of Greece and Rome. The author is probably correct in his claim that this is the first complete and systematic presentation of the Norse mythology in the English language, and as such will interest American scholars. His authorities for placing the Norse above other heathen systems are no other than Prof. Longfellow and Mr. Carlyle, to the first of whom he dedicates this volume. The author presents the Norse ideas of the creation and preservation of the world, the life and exploits of Odin, Hermod, Tyr, Balder and Nanna, Thor, his wife Sif and his son Uller, the Vans, the development of evil, Loke and his offspring of Ragnorok and Regeneration. The book is written in a style quite charming, and, despite the author's occasional wanderings from his subject and his rhetorical flourishes, the work will be welcomed as the most faithful description of our ancestral deities yet written. We have no doubt but that it will awaken an interest in the subject about which so little has been known among English-reading scholars.

COURSE NO. II.: A Shorter Preparatory Course of Latin Prose, consisting of Four Books of Cæsar's Gallic War and Eight Orations of Cicero, with a full vocabulary. By R. F. Rennell, of Phillips Exeter Academy. Edited by J. H. and W. F. Allen and J. B. Creenough. Boston: Ginn Brothers; 1875.

This edition follows, with slight changes of orthography, the text of Nipperdey, the most important various readings being given in the notes. The student is thus brought into contact with a standard text, which is of great advantage in thus bringing him into contact with the pure wells of Latin undefiled. Mommsen, Long, Merivale, and "The History of Julius Cæsar" by Napolen III., have added their illustrations to the narration. In the vocabulary, the derivation of all except primitive words and those of disputed origin has been given. The "stem" and "ending" are separated by a hyphen, and the force of the latter generally given. White's Latin-English Dictionary has been strictly followed. The typography is attractive.

HARVARD NUTS.—Some people are beginning to think that the standard of admission will be placed ere long so far above ordinary reach by the managers of Harvard College, that a man will have to be fitted for a professorship ere he is qualified to enter as a freshman. Mr. J. H. Choate, in his speech at the Commencement dinner, gave some choice specimens of questions in philosophy. Here is a specimen brick:

"Explain briefly the theory of atomistic dynamism, and how it reduces Matter to mere Will and Presentation. Of what only do the senses and the physical sciences take cognizance as constituting the primitive element of Matter? What must ideally or in thought precede every motion or physical force?"

We don't wonder that Judge Hoar, when challenged to answer, replied, "Not prepared."

Here are a few others which we present to the examiners, which they are welcome to without charge, and which will be fully as intelligible to ordinary readers as the one above quoted:

PROPOSITION 1. Give the concrete distinctive attributes with modifying qualicatives measured in the periphery of rotary forces at a point at right angles with their radii.

PROPOSITION 2. Is the conjunctive syllogism or the sysarcosis of a gelatinous fungi caused by extravasation of synorial fluid, the effect of thlipsis, as observed in diagnosis of ligneous particles?

PROPOSITION 3. If the supervacaneousness of zincographical romanzovite in trilocular prosenneahedral localities is a desideratum, why should folliculated nolimetangere recapacitate diaphanous polyommatous septrifagal action not coincide with infralapsarianism?—*Com. Bulletin.*

NEW ARITHMETIC.—Geometrical Progression—*Acting on the Square.* An Imaginary Quantity—*A lady's age.* A Hypothenuse (a high-potty-news)—*The Advertiser.* An Inclined Plane—*The Grecian Bend.* Exceptions from the General Rule—*Bachelors!* Extraction of Cube Root—*Taking out a back tooth!* A Vulgar Fraction—*A skull cracked in a barroom!* The Art of Book-keeping—*Don't lend them!* A *line*, according to Euclid, is *length without breadth*, but occasionally a *line* in burlesque is *broad* without being *long.*

Publisher's Notes.

Popular Views of a Turkish Bath.—In the first place, you are put in a moderately hot oven and parboiled to death. In the second place, you are put in a hotter one, and roasted to death. In the third place, you are laid on a slab of marble, and rubbed, slapped, kneaded, and pounded to death. In the fourth place, you are scalded to death with a hot douche, and then frozen to death with a cold one. Lastly, you are rubbed to death with coarse towels. If you have as many lives as a cat, you come out a clean man, and feel better than you did. This idea of a Turkish bath would be slightly modified if you tried the luxury of one at Dr. Browning's, on Beacon street. Instead of being something to be dreaded, it will be found pleasant from beginning to end. To the person of sedentary habits it is one of the best promoters of health in the world. Try it, and judge for yourself.

Messrs. Ginn Brothers, Publishers, have recently removed from No. 3 Beacon street to No. 11 Tremont place, which is a court running out of Beacon street, nearly opposite their old place of business. Perhaps none who have entered the school and college text-book business have been more successful than they. This has been owing primarily to the fine list of books which they have issued, many of them being adopted as soon as published, in some of the first institutions of the country. The increasing business of the firm demanded increased facilities for conducting it. Their new quarters are very pleasantly situated, away from the dust and noise of the paved and busy street, in this quiet court, looking out upon the old grave-yard and Park church, with plenty of sunlight and air. The arrangements and fitting up of their rooms is all that could be desired for pleasing effect and for the convenience of storing and shipping their publications. Their orders, this fall, are beyond those of any previous year, showing that, in spite of the dull times, their books are in good demand.

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"Old Cambridge."

BY OLIVER WENDELL HOLMES,
At the Dinner in Memorial Hall, Cambridge, July 3d, 1875.

And can it be youv'e found a place
Within this consecrated space,
Which makes so fine a show,
For one of Rip Van Winkle's race?
And is it really so?
Who wants an old, receipted bill?
Who fishes in the Frog-pond still?
Who digs last year's potato-hill?
That's what he'd like to know!

* * * * * * *

I came but as the swallow dips,
Just touching with her feather-tips
The shining wave below,
To sit with pleasure-murmuring lips,
And listen to the flow
Of Elmwood's sparkling Hippocrene,—
To tread once more my native green,
To sigh unheard, to smile unseen,—
That's what I'd have you know.

But since the common lot I've shared
(We all are sitting "unprepared"
Like culprits in a row,
Whose heads are down, whose necks are bared
To wait the headsman's blow),
I'd like to shift my task to you,
By asking just a thing or two
About the good old times I knew:
Here's what I want to know:

The yellow meet'n'-house—can you tell
Just where it stood before it fell
Prey of the leveling foe?
Our dear old temple, loved so well,
By ruthless hands laid low.
Where, tell me, was the Deacon's pew?
Whose hair was braided in a queue?
(For there were pigtails not a few)—
That's what I'd like to know.

The bell—can you recall its clang?
And how the seats would slam and bang?
The viol and its bow?
The basso's trump before he sang?
And sweet-voiced Nat. Monroe?
Where was it old Judge Winthrop sat?
Who wore the last three-cornered hat?
Was Israel Porter lean or fat?
That's what I'd like to know.

Tell where the market used to be
That stood beside the murdered tree?
Whose dog to church would go?
Old Marcus Reemie, who was he?
Who were the brothers Snow?
Does not your memory slightly fail
About that great September gale
Whereof one told a moving tale?
As Cambridge boys should know.

* * * * * * *

I question—but you answer not—
Dear me! and have I quite forgot
How five score years ago,
Just on this very blessed spot
The summer leaves below,
Before his home-spun ranks arrayed,
In green New England's elm-bough shade
The great Virginian drew the blade
King George full soon should know!

O George the Third! you found it true
Our George was more than double you,
For Nature made him so.
Not much a jeweled cap can do
If brains are scant and slow.
Ah, not like that his laurel crown
Whose presence gilded with renown
Our brave old academic town,
As all her children know!

To-day we meet with loud acclaim
To tell mankind that here he came,
With hearts that throb and glow:
Ours is a portion of his fame,
Our trumpets needs must blow!
On yonder hill the Lion fell,
But here was chipped the Eagle's shell—
That little hatchet did it well,
We mean the world shall know!

Written Examinations in College.

BY H. H. BALLARD.

Marks and prizes are used to induce lazy students to study, and to pay industrious students for hard work. Appealing to pride, ambition, and desire for paternal approval, the little grimy books with their mystic rows of "o's" and "x's" promote study and dishonesty. A good deal of fault is found with them, but they are on the whole a success. It is their business to secure better recitations, and they do it. If chance had less to do with them, it would be better. They pretend to give your scholarship to the one-thousandth of a unit. They don't do it.

The reason is plain. The professors are all honest men; they do not exhibit favoritism; they use lot. Chance is honest; it is not just. Students are not ranked according to their knowledge of the subject; they ought to be. They are ranked according to the instructor's memory of the manner in which they recited the particular part of the lesson which they happened to get. The names are shuffled; the forefinger is moistened; your name appears adhering to its tip. You flunk; — a zero goes against your name. But you knew every other question in the lesson. "The next," and Jones' name is harpooned from the shoal upon the desk. Jones "rushes"; he gets an "X;" but that was the only part of the lesson he knew. The danger of unfairness from this source is so great that most teachers do not mark strictly according to recitation. They have told me so. Brown hasn't missed a question this term. To-day he flunks. "He would probably have done better on another passage. I guess I'll mark him about 8." Jones has flunked every day for a week. To-day he makes a perfect recitation. "Ah, he was lucky; but I'm afraid he cheated me; I'll call him 7." Thus a man's previous run of excellence or good-fortune acts as a balance-wheel on future disasters; and past failures render future success improbable.

Bad as the present marking system is acknowledged to be, it is better than none. Spurs are necessary, even if they only serve to make ponies go more brisk. But if some method could be devised by which students could be rated according to their actual understanding of the subject in hand, and marked in such a way as could be easily understood, there would be more cheerful study, and less "grubbing," grumbling, "fakiring," jealousy, and discouragement.

It seems to me that written examinations, occurring once a month, would succeed in doing the work of marks, without incurring the disadvantages which accompany them. In the first place, every student would then have the same questions to answer as every other. He would also have just as many of them. In the second place, there would be no opportunity of "talking against time." The question is in print; it remains unaltered; it means what it says, and it can either be answered, or it can not. The answer being written, must be definite or nothing.

Again, in the recitation, some are disconcerted by the position of standing, and by the concentrated gaze of their classmates; while others are by these very things stimulated and encouraged. This factor of unfairness would be removed. There would be greater danger in dishonesty; for if it is understood that any attempt at unfairness reduces the mark to zero, many will hesitate before risking a months' work for the sake of a little better paper.

But the greatest advantage to be derived from the substitution of monthly for daily marks, is the accuracy which is secured. There are, for instance, ten questions. A freshman can comprehend that if three of the ten questions are missed, his proper mark is 7.

Finally, I am convinced that it will be found less irksome for the instructor to look over fifty papers once a month, and determine the exact standing of each man, than it now is to daily fill his book with hap-hazard marks, and average them at the end of the term and year. If it be feared that the daily recitations would suffer under this plan, and that "cramming" would be excessively fostered, it may be replied that those who study for love of it, will not be influenced by the fact that they are not to be marked at once; those who study for marks will have shrewdness enough to perceive that unless each day's work is thoroughly done, the month's work will be a failure; and those who study to "keep in" will be forced to "cram" twelve times a year instead of three, and will therefore learn about four times as much as now. Probably the simple fact of accurate ranking would be sufficient to greatly increase the amount of study done; but if higher pressure be needed, prizes may be given according to marks thus definitely ascertained; and a certain per cent., say .70, may be made the condition for continuance in the class.

"But we have too many examinations now. We used to have biennials and quadrennials, and who knows what; and now that we have gotten rid of those old relics of barbarism, why recommend a step back into the past?" The trouble with *annuals* is not that there are too many of them, but that they are too far apart. It requires a great strain to recall a year's work in a day. The more frequent the examination, the easier it becomes. If every advance lesson were to include a review of the one recited the day before, and every Friday were devoted to a review of ground trodden since Monday morning, we should find at the end of the four weeks all of our old dread of examinations gone, and in its place feel a real pleasure in gathering up the loose ends of knowledge and tying them into a Gordian knot.

If further arguments for frequent written examinations as a basis of gradation are needed, consider the fact that this plan is now being successfully adopted in hundreds of schools of every grade, from Boston to St. Louis. We hear that it works most satisfactorily in graded schools; and in the higher schools of Boston the only trouble is that the scholars become too much stimulated, and study too eagerly for their health. This might be the case in our colleges, but the time when it shall be necessary to forcibly restrain our youth from a dangerous consumption of midnight oil will more probably be in that blissful era of the future when gas shall glare in every hall, and the chapel bell forget to ring on Sunday mornings.

To give a practical illustration of the plan, I append

a set of question and answers, representing an examination in Juvenal. The answers are marked not too rigidly, and the average given below:

QUESTIONS.

1. Quamvis digressu veteris confusus amici,
   Laudo tamen vacuis quod sedem figere Cumis
   Destinet, atque unum civem donare Sibyllae.
   Janua Baiarum est, et gratum litus amoeni
   Secessus. Ego vel Prochytam praepono Suburrae.
   Nam quid tam miserum, tam solum vidimus, ut non
   Deterius credas horrere incendia, lapsus
   Tectorum assiduos, ac mille pericula saevae
   Urbis, et Augusto recitantes mense poëtas?

2. Parts of figere, and praepono?
3. Why is *credas* in the subjunctive?
4. What was Prochyta?
5. English words from *urbis?*
6. Composition of *digressu?*
7. What are the synonyms of *amoenus*, and the differences in meaning?
8. Who were the Sibyls?
9. What is the genitive of solus?
10. What other adjectives are similar?

ANSWERS.

1. Though troubled at the departure of an old friend, I yet approve that he purposes to fix his abode at quiet Cumae, and to give one citizen to the Sibyl. It is the gate of Baiae and a grateful shore of a delightful retreat. I prefer even Prochyta to Suburra. For what do we see so pitiable, so lonely, that you would not think it worse to dread fires, the continual falling of houses, and a thousand dangers of the cruel city	9
2. Figo—ere—xi—xum; praepono, onĕre, ŏsui, ŏsitum.	10
3. "Result," after *ut:* "ut, ne, quo, quin, quominus."	10
4. A small island in the Tyrrhenian sea. . . .	10
5. Urbane—suburbs.	10
6. De and gradior.	0
7. Gratus, jucundus, suavis.	5
8. Women, supposed to be inspired with gift of prophecy.	10
9. Solius.	10
10. Unus, totus, alter, uter, neuter.	7
Total, ...	81

After the papers have been examined and marked, they should be returned to the student, who will not only see "How I got that mark," but will learn what errors to avoid in future.

Whether or no monthly written examinations could perfectly supply the place of annuals, and also save the trouble and uncertainty of daily marking, can best be known by trial. The experiment is a cheap one, and the results to be gained, if successful, seem to warrant a trial.

THE GLORY OF THE SKIES.—It was a mild, serene, midsummer's night—the sky was without a cloud—the winds were whist. The moon, then in the last quarter, had just risen, and the stars shone with a spectral lustre but little affected by her presence. Jupiter, two hours high, was the herald of the day; the Pleiades, just above the horizon, shed their sweet influences in the east; Lyra sparkled near the zenith; Andromeda veiled her newly-discovered glories from the naked eye in the south; the steady pointers far beneath the pole looked meekly up from the depths of the north to their sovereign. The timid approach of twilight became more perceptible; the intense blue of the sky began to soften; the smaller stars, like little children, went first to rest; the sister beams of the Pleiades soon melted together; but the bright constellations of the west and north remained unchanged. Steadily the wondrous transfiguration went on. Hands of angels, hidden from mortal eyes, shifted the scenery of the heavens; the glories of night dissolved into the glories of the dawn. The blue sky now turned more softly grey; the great watch-stars shut up their holy eyes; the east began to kindle. Faint streaks of purple soon blushed along the sky; the whole celestial concave was filled with the overflowing tide of the morning light, which came pouring down from above in one great ocean of radiance, till at length, as we reached the Blue Hills, a flash of purple fire blazed out from above the horizon, and turned the dewy tear-drops of flower and leaf into rubies and diamonds. In a few seconds, the everlasting gates of the morning were thrown wide open, and the lord of day, arrayed in glories too severe for the gaze of man, began his career. —Edward Everett.

Oliver Goldsmith.

BY F. C. CLARK A.M.

Poor Goldsmith! Who does not know his story already by heart? In whose memory is his name not held sacred? The oftener we peruse his life, the better do we feel by the perusal, and the more is he endeared to us. In spite of his shortcomings we love the poor Irish lad. We love him for that very improvidence that characterized his whole life long. We are drawn towards him in his trials and struggles at Trinity College; in his continual embarrassment for want of money; in his passion for traveling, when he wandered from country to country with only his flute for solace, and now and then singing himself a supper and a night's lodging. In spite of his many blunders, we cannot help loving him; for he loved music, and none who love music have a hard heart.

We meet him again in the great streets of London hawking a few songs to supply his starving stomach with food; and again stealing out at night unobserved to hear them sung by some street musician. We can imagine how his heart throbbed with delight on hearing his own songs sung.

We next painfully see him eking out a scanty subsistence as a poor and obscure writer in the great metropolis; and though sick at heart for his natural improvidence, we cannot but honor him for sharing his hard-earned pence with some poor wretch.

One very cold morning he is found hidden inside of his feather-bed, having parted, the night previous, with his blankets to render a poor woman more comfortable. Thoughtless of his own good, sympathizing with the sufferings of poor erring humanity, his life may be held up as an exemplar for many a man who has appeared of better repute in the eyes of the world.

It is our wonder and admiration, that Goldsmith, under so many adverse circumstances never, during his most poignant suffering, despaired of achieving the fame for which he was thirsting.

In Goldsmith's life many lessons of the greatest value may be learned. Amid all his struggles with poverty, in spite of the scorn and harshness of the world; with importunate creditors ever at his doors; friendless and penniless, houseless, with scarcely clothing enough, not in pawn, to shelter him from the cold, and cover his nakedness, or even forced to beg for food: his happy nature never deserted him. He had ever a kind word or a kind deed for all, even when he stood in most need of kindness.

Goldsmith has been accused of vanity. If this were true was it not natural? But if such masterpieces of literature as "The Traveller," "The Deserted Village," and "The Vicar of Wakefield," are productive of vanity, the world stands in need of more men as vain.

The life of our poet also teaches us what may be overcome by obstinate effort,—by perseverance. Goldsmith had everything to render his lot peculiarly hard. His genius flowered late; but his fame is the more deserved. He thus furnishes all, as thirsty for fame, with encouragement to strive amid the greatest obstacles, and never to despair.

When his genius at last raised him up friends of the highest order, who were courted by royalty itself, and among whom was numbered the greatest genius the world of literature ever produced — to whom not even the fastidious, and almost despicable Boswell scorned to pay his court, and record in history — Goldsmith was the same good, generous, and poor Goldsmith still. Fame changed not his kind heart; and he refused not to share his last sixpence with the poor.

What a contrast does this one offer to the life of Sterne, or of Swift: the one happy in the most unfriendly circumstances, the others cold, melancholic, and even misanthropical. Nothing beautiful in the sight of Swift did anything possess. All was hollow, vague, and uncertain. In everything he saw tricks and depravity; man, in his view, was a groveling animal, — a thing puffed with pride. Sterne was hardly better. Had their works not had something human about them, they would scarcely have survived the men.

But Goldsmith's life outshines these gloomy ones as a sunbeam, which suddenly breaking through the gloom of a mass of thunder-cloud, floods all with light and makes us, for the moment, forget the impending evil and our own littleness.

As we close the record of his life's struggles, we cannot but murmur again, Poor Goldsmith! the kind-hearted, generous, unselfish man! He left behind no wealth—not even enough to perform the last office in this life. But the silent cenotaph in Westminster Abbey, the noblest tribute of a grateful nation, and its modest but immortal inscription, tell their tale far better than fretted vault or carved mausoleum.

His works are living monuments for nations yet unborn; and they breathe forth the same love and charity for all, as were exemplified in the man. If any life towers aloft, far above idle censure and criticism, it is that of the poor Irish lad who so sweetly sung the praises of

"Sweet Auburn! loveliest village of the plain."

Strategy as an Element of School Government

BY MISS N. C. WENTWORTH.

The science of war teaches that in order to overcome the enemy it is necessary to be superior to him at the point of collision, and that the object of all strategic combinations should be to act as much as possible upon the enemy's communications, or lines of operations, without exposing one's own. In the eye of every pupil the teacher is, in a measure, a natural foe; foe to his freedom of thought, of will, and of action, and the smothered fires of rebellion concealed in his breast only await the spark of a positive command (with penalty attached for disobedience), to burst into a flame that may consume the instructor's influence over the entire school. A "thus far shalt thou go" has been the barrier over which many a "proud wave that would not be stayed" has determined to break, since the day when our mother Eve reached forth her hand to take of the fruit of which she had been warned, "In the day thou eatest thereof thou shalt die." Human nature is perverse, and out of this perversity have arisen wonderful inventions, daring explorations, and startling innovations. To dare, to do, to die, has been the watchword of heroes that have sought to tame the lightning, to utilize the power of steam, and to bring into subjection the subtle power of electricity; and that also has proved the *open sesame* to Polar seas, to torrid lands, to unknown worlds, all hitherto unexplored. The desire to surmount obstacles is innate and inextinguishable.

The teacher has not to contend against the use of this desire, but against its abuse; hence the fewer his commands the less friction there will be in the running of his machinery. "I dare you" is a favorite game among pupils, but an exceedingly dangerous game for teachers to engage in. "You shall not" has been the rock on which many a poor pedagogue's little bark has stranded. To make laws with a penalty attached is exceedingly unwise, unless the law-maker is morally certain that the punishment can be inflicted. It has been said that a teacher should have eyes in the back of his head. This may be true, but it would be the heighth of folly for him to use them at all times. To see too much in the schoolroom is as detrimental to success as to see too little. If a code of laws as irrevocable as those of the Medes and Persians be posted at the very threshold of the schoolroom door, the least infraction of those laws must be seen and noticed and punished. An instructor that makes rash promises to his pupils can never be certain of superiority at the point of collision, which is a requisite in strategic warfare. To illustrate:

A boy was spelling a column of words in which *a-w-n*

was the dominant characteristic. He had dealt honestly with the pawnbroker, had smiled sweetly at the dawn of day, and, with St. Paul, had sawn asunder those true to the faith; but when asked to sport with the fawn upon the lawn, he had treated the fawn with contempt by substituting for the *aw*, *ah*, *au*, *ar*, and *auh*. The lesson had been given him for the sake of cultivating the idea of association of sounds, and the teacher disliked to have it lost. So the boy was told that he would not be allowed to leave the schoolroom until he had spelled the word correctly. A fiendish look, which the teacher was not slow to comprehend, arose upon his face, as he said to a companion, "I'll keep her here all night!" A night in a country schoolhouse with a vicious boy was not an agreeable subject for contemplation, and the folly of making such a rash threat was apparent. The teacher therefore put her wits to work to gain by strategy what she knew could never be obtained by force. Recess passed with the boy in his seat. Just before closing, the teacher proposed that all should choose sides. The sides were chosen, and in the excitement of spelling down, our contumacious boy fell into the trap set for him by his wily instructor. Watching for a moment of pre-occupation on his part, she gave him the word fawn. "F-a-w-n," spelled he, in a distinct voice. The laugh that went round the class convinced him that his hour of triumph was over.

The lesson was not lost upon the teacher; the ruse had been successful, but it might not be in other instances. The old adage, "A bad promise is better broken than kept," should never be allowed to enter into the arrangements of any well-ordered schoolroom. If a teacher would have a truthful set of pupils, he must in all things be faithful to his word.

It has been already stated that the object of strategic combinations should be to act as much as possible upon the enemy's lines of operations without exposing one's own. A case or two in point will doubtless better illustrate this statement than a page or two of dry disquisition. A child detained after school for obstinacy muttered to her teacher, "If I had your bonnet I would tear it all to pieces!" Quietly was the bonnet reached out to her, but the disposition to rend it was gone, and the lion was a lamb. A subdued and sneaking set of pupils one day left the recitation-room of a Vermont seminary. The professor being a little late at his class, found the door barred against him. Did he scold? Did he stave in the door? Not he. He acted upon the enemy's line of operations by passing quietly to his room and never referring to the incident. How much more dignified such conduct than that of the district school-master, who, not being obeyed on calling a scholar back for leaving the room irregularly, left the house, hatless and coatless, in unsuccessful pursuit of the miserable offender, to the amusement of the villagers and the derision of his pupils.

Henry and Willie were in the main pretty good boys, but they dearly loved mischief. To create a laugh was their delight. It was to this end that they, one Monday morning, appeared at school with moustache and whisker daintily delineated with patent blueing. The opening prayer, "Forgive us our trespasses as we forgive those who trespass against us," took away all disposition to be harsh, and yet an example must be made of those two boys. It was washing-day at the nearest farmhouse, and a boy was dispatched for a basin of soapsuds and a towel, with instructions to tell the people that two usually cleanly boys had come to school that day with soiled faces, and that it would be an unkindness to permit them to pass the whole morning in so sad a plight. During his absence the guilty boys pursued their studies with unwonted diligence, while little Patrick on the front form, who had never been taught that "cleanliness is akin to godliness," began to spit in his hands and briskly rub his besmeared face. The soap-suds being brought, the moustache and whiskers speedily disappeared, and then little Pat was allowed to assist in enforcing the moral of the lesson still further in the cleansing of his face more effectually than his own saliva could do. The self-respect of the two boys returned with the conclusion of the ablution, and patent blueing and playing of tricks were henceforth at a discount during that summer's campaign.

While a student at the Troy Female Seminary, the writer witnessed an instance in which the enemy's line of operations was so skilfully acted upon by the suave and accomplished principal that the punishment inflicted was made to appear as a favor conferred. It was the custom for all boarding pupils to repair to the lecture-room on Sunday morning to answer to the church roll-call. On one of those dreary autumn mornings when Flora McFlimsey finds nothing that is seasonable to wear, Miss N., the general superintendent, was calling the roll, when Mrs. Willard, in church dress, came into the lecture-room. Quietly seating herself she listened to the calling of the roll, where-to twenty-five or thirty of her pupils responded "excused." When Miss N. was through with the alphabet, Mrs. Willard approached the somewhat abashed young ladies and questioned them, one by one, as to what excuse they had to render for wishing to absent themselves from church. The girl whose shawl was too unfashionable, had a severe headache; the one that had spent her allowance for candy instead of the much-needed shoes, had a terrible side-ache, and so on to the end. Not a glance of distrust or of displeasure appeared upon the countenance of the elegant woman before them, as she gently said: "Well, young ladies! I am sorry that so many of you are ill this morning, but as you all seem able to appear in the lecture-room to answer to your names, I feel that it would not be right for you to be deprived of the privileges of church service; hence I will ask Miss N. to remain with you, and read you a sermon." A volume of sermons was brought, in company with the Prayer-Book, and Methodists, Baptists, Calvinists, and Episcopalians alike were forced to submit to the hearing of a long, dry sermon, and to the reading of the full morning service of the Episcopal Church.

It is to be feared that the responses were not audibly rendered, and that no other petitions of the Litany received so heart-felt, though perhaps unuttered, a "Good Lord deliver us," as did those which speak of the deceits of the world, of privy conspiracy and hypocrisy. An angrier set of girls was never seen than that which filed out of that lecture-room at the ringing of the dinner-bell on that particular Sabbath. They had been met upon their own ground and had not come off victorious. So long as they remained at that seminary they needed not another lesson in that kind of strategic warfare.

Wise management scarcely ever fails in producing a more lasting effect than the severest method of punishment. As a body teachers do not seem to understand this fact, but proceed in the administration of school-government as though the patriarchial system, under which a man was the absolute ruler of his own household, was still in force. Absolutism is becoming obsolete; the consent of the governed must in a measure be gained; for "what the world needs is not weaker wills, but wiser wills—wills under the control of reason and righteousness." "There may be occasions when willfulness and obstinacy and wrong must be directly met and mastered, but as a general rule such issues are to be avoided." "Superior wisdom should be used in turning aside antagonism rather than in overcoming it."

Edward Everett Hale, of Boston, suggests the following cure for "tramps:" "I am one of the people who believe that if one hundred cross-cut saws, one hundred wooden horses, and fifty cords of hard wood were provided in the court of the bureau of charities, and each man who called at a station-house at night knew that he was to work at sawing wood two hours the next morning, there would not be twenty-five tramps at all the Boston station-houses in any one night of the next winter."

Public Schools in Egypt.

The hand of modern innovation, which has reached the land of the Pharaohs and laid the railway within sight of the Pyramids, has been felt also in matters of education, and the present is probably the last generation of women who will go veiled and know nothing beyond needle-work and the adornment of her person, to serve the caprice of the master of the harem. The work of education has commenced by the establishment of a school for girls in Cairo, by the third wife of the present Khedive, and which is said to be a great success. This enterprising lady purchased a large house in a thickly-settled locality, erected around it a quadrangle of spacious buildings, and delivered the charge of them to the education department, though she continues to defray the expenses. In four months from the time the school was opened it had over 300 pupils, all Arabs or slaves. They discard the veil, dress in English costume, and sit at desks. This, however, is not the custom in all the schools of Cairo, as the following extracts from the letter of a Philadelphia lady, who is now abroad, will indicate:

"Sometimes in our walks we passed the open door of a school, and had opportunities to see something of the methods of elementary instruction among the people. The school-room is scarcely elevated at all above the street, the broad entrance being open to every observer; and there are neither seats nor desks for the little Moslems. The master sits on a low divan, or on the floor, and gives his whole attention to the work of teaching, committing the enforcement of order and attention to a serious-looking little monitor, who watches the learners and keeps every one to his task, having a bamboo rod by way of a scepter. As we pause at the entrance, the master welcomes us with a smiling salaam, and goes on with his work quite unembarrassed. Each pupil is furnished with a piece of sheet-tin, on which the lesson he is learning is written with ink in large Arabic characters. These lessons did not appear to be the same in every case, but of this I could not be sure; and they all chanted their task aloud, swinging their little bodies backward and forward.

"As we looked, one little fellow handed his tablet to the master, and, squatting down before him, recited his lesson, in the same singing manner in which he had learned it. The teacher lays by the tablet, with a word of approval, and another little fellow brings his, and goes through the same process. The fashion of rocking the body and head incessantly backward and forward is thought to assist the memory, and is practiced by almost all persons reciting the Koran. The children are first taught the letters of the alphabet; next the vowel points and other syllabic signs, and the numerical value of each letters, the Arabic letter being often used as numerals. As soon as they are able, they begin to learn the Koran, each portion being written successively on his tablet. We are told that it is very seldom the master of a school teaches writing; and few boys learn to write, unless destined for some employment which absolutely requires that they should have this art, in which case they also learn arithmetic. Girls are seldom taught either to read or write, and not many of them ever learn the prayers of their faith, though one case of provision being made for the instruction of the children, and perhaps the wives, of a wealthy pasha came to our knowledge."

On another occasion, the schools at Argoot, established by the American Presbyterian Mission, were visited by the same lady, who found 138 Egyptian children, under several teachers, in various class-rooms. They were supplied with maps, blackboards, charts, and other modern conveniences of the school. The teachers employed in the girls' department were American ladies. She says of these little Egyptian girls:

"How happy and pleasant they looked, and how promptly they responded to their teachers. They were being taught reading, writing, arithmetic, and geography, and the teachers assured us that they were quite as ready at acquiring knowledge as children of our own race. They also told us that the daughters of Egypt were very docile and affectionate, looking upon their teachers as superior beings who have come among them on a mission of high benevolence. We were shown specimens of their sewing and of their writing, which seemed to me admirable; and, led by one of their teachers, they sang us a kind of joyous geography lesson from the map of Europe."

We wish something of the spirit of docility and affectionate respect, and belief in teachers and their work alluded to above, might be imported into some American schools of which we know. It would be of more benefit, both to pupils and teachers, than any amonut of book-lore, not even excepting "a joyous geography lesson." H. W.

Squashipotence.

Who has not noticed, as he walked the paved street of a city, where some old elm stands sturdily up, with a century on its shoulders, how the roots have heaved the solid flagging into a little mound about its trunk? Everybody sees it, but few stop to think what mechanical power is there, and where it comes from. Can the atoms that go along the slender rootlets of a tree so crowd and force their way under heavy stones as to compel them to rise and make room for the persistent little builders? You would say they would sooner turn aside in mellow earth, and make lateral growth, where the conditions for upward extension were so onerous.

I once saw a genius—sinister,—the student of three learned professions, actually hew into the tendon-like brace of a splendid elm, to give room for a cap-stone of his wall to lie level. It did lie level that year; but now, years later, it stands tilting at an angle of forty; the noble tree, with better head and a more vigorous sap in it, has quietly pushed off the impertinent incumbrance, and healed the wounds of folly.

A vague reminiscence comes to me, to the effect that I have seen where a walnut, hidden in the central aperture of a discarded mill-stone, had grown and become a tree, taking up the mill-stone on its gnarled knees, clean from the ground; and if this is only a dream transferred to consciousness, the fact still remains of a tremendous power in vegetable growth. The English ivy, fastening to the walls of ancient ruins, inserts its slender rootlets between the stones, and slowly heaves them out of their beds, and holds them in its own strong arms, till in their decay they all crumble down together.

While I write this I am told of a strong cement drain-pipe crushed by a growing root that had clasped it in its inflexible fingers, and the pressure must have been immense, for the circular form of the pipe insures great resistance. From such casual illustrations of a mighty mechanical power in the vegetable cell, philosophers have been excited to make a definite study of the subject; and to this end have instituted careful experimental tests to determine the measure of that silent force which is working all about us so imperceptibly to our unaided senses. The learned professors of the State Agricultural College, at Amherst, made very thorough experiment, last Summer, taking for their purpose a gigantic species of squash; rather, they would have us believe on account of its rapid growth than their own familiarity with the modes of manipulating that kind of growth.

After the squash was well-developed, perhaps to half its normal diameter at maturity, they prepared for it a strong wooden cradle, deep as the semi-diameter of the thrifty undergraduate. Carefully depositing their young charge in this, they laid over the top a very strong, iron cage, of flat bars riveted together along and across, and conformed nearly to the shape of the inmate. At the crest of this cage was a heavier bar set on edge to serve as fulcrum to a long, heavy lever, of which the short end was secured by a link and ring-bolt to the floor. The long end of this bar was graduated like the bar of the steel-yards, to a weighing capacity of two and a half tons! It is evident the college men must have had *some* experience in the obduracy of their subject, to make preparation for such power of resistance. But even with all their experience in educational difficulties, they could only underestimate the intractability of a squash when brought to the ring-bolt. The stubborn thing grew and grew, and thrust its pulp through the interstices of the cage, and heaved away at the great lever more and more day after day, and week after week, now lifting sixty, and now a hundred pounds, and then two, three, four, five hundred; and then thousands, till at five thousand pounds, which it sustained for ten days, it broke the cage, or so bent its bars as to prevent further determination of its power.

Now that was a squash worthy of a college diploma! It was graduated with honors. No wonder Professor Seelye declared that he stood in awe before it. It *was* awful; it was sublime; it was dreadful! Such a tremendous power as that, latent in the cells of the mildest of vegetables! What if the whole squash and pumpkin world should break into revolt, one day, who is to stand before its immeasurable force? In that awful crisis we shall regret, too late, that our colleges ever lent their educational appliances to the task of letting our squashes know their strength! It is bad enough with our bumpkins; but to wrestle with them spelled with a *p*, and with all our iron bars and repressive clogs, to get beaten then, bodes peril to the constitution, and that great corner-stone of our liberties, the Thanksgiving dinner! Who will dare, henceforth, to feast and make merry at the expense of that blind, hairless Samson who can lift two tons and a half without swink or sweat?

What a fine illustration is presented, in this experiment, of the power of persistent effort, little by little, and steadily held to a fixed purpose. I think that squash might furnish "heads" for more than one discourse, which would be very encouraging to hearers whose heads were not of the same genus.

GEO. S. BURLEIGH.

"Just Rank an Incentive."

There is a natural indolence in our species that checks the development of the inborn desire to be controlled by the higher principles. We can hardly lead a young mind to make the exertion necessary to success in the departments of learning, where the good is distant. But for a distant good is all labor, and for a distant good or evil is every act and word of daily life. How to counteract natural indolence and to get at the law by which the sleeping impulse may be moved, and set the unfolding mind in the channel that shall lead it on to its utmost possibilities, tries the conscientious teacher's thoughtful hours.

Every teacher sees before him, in his school-room, the world in epitome. The indolence inherent he does not find in the restless bodies and minds of his charge except on the occasions when they are required to act up to a principle which in their hearts they acknowledge to be right, or when mental effort is to be put forth with no hopes of present reward. But we believe that for every evil there is an antidote, and for indolence a principle which can spur the soul to its birthright—action. And we believe that, implanted in every human heart, is a desire to rise and reach the highest station for which it may be fitted. Every teacher, then, may know that ambition dwells in the breast of the most sluggish and refractory as surely as in the mind of the eager, excited child, feverish for praise and position.

Human nature must be moved, if moved at all, by its original laws. Though there is an endless variety in character, no two individuals ever being alike or equal, yet there is a law in nature which, since man's creation, could act equally upon each conscience. Where do we read that he who had made the greatest improvement was raised to the highest reward? He heard the commendation not by special favor, but because of actual merit. There is strict justice in this law of God, and that is a successful teacher who deals out reputation and rank according to merit.

Those doubtful and discouraged natures who view the summits of learning with despair, are those who have been victims somewhere, sometime, of injustice. Those careless and troublesome ones have somewhere, sometime, been passed by, when an appreciative recognition, and a rank rightly earned, would have wakened every nerve to a high purpose.

There is no improvement to be made upon a law of God, and every teacher who fixes his purpose and actions steadily upon the law of justice, unfaltering, unalterable, will never fail to lead any mind into its proper channel, nor lack success in any point which the world and his conscience term success. EXXE.

A few Thoughts for Teachers.

My thoughts are more particularly addressed to young teachers in mixed or lower grades of schools.

Teachers, as well as scholars, always dread the "first day" of school. I have found it much pleasanter, after having had a pleasant talk with the children, to form classes and assign short lessons, than by taking the names at first. I always postpone that part of my duty for a day or two. Then, at noon or recess, when some of the scholars are around my desk, I ask them to name over the scholars who have been present; and if they do not know all the scholars' names, I secure them at some other time. It is usually two or three days before I get the name, number, and street of each scholar. It is always very embarrassing for a young scholar to give his or her name before a whole school; so I avoid giving the children any uneasiness by doing in this way.

And the thing next important after lessons, I think, is singing. I never let a day pass without singing at least twice, morning and noon. I usually teach the songs to the scholars, when they do not have any books, by writing them on the black-board, or several copies on paper, or by reciting the words several times, line by line, and having the whole school repeat them after me. In this way they will usually learn a verse a day. I do not approve of singing only Sunday-school songs in our day schools, as some do; I like temperance songs, or those which have a story or a moral in them, better. Strict attention and perfect position should be demanded from scholars during such exercises. Singing in a *moderate voice* sounds much better than singing at the top of the voice.

Another thing of much importance is *out-door exercise.* I always require every scholar to go out doors, if only for a few minutes, every session. Cold winter days they do not like to leave the warm school-room very well, but it is better for them to go out, and have the room aired a little while.

Next time I will tell something of how I teach young scholars to draw maps, figures, and perhaps pictures.

TEACHER.

RELIGION, BUT NOT IN OUR SCHOOLS.—Republican institutions rest on faith in human nature. Unless this faith exists, they cannot be sustained. We must believe that people can be moved by the argument that it is right to do this; that it is wrong to do that. Assuming that people prefer to do right, unless where prejudice or interest mislead them, and also observing that prejudice and self-interest will only influence some section or class of society, in regard to any special measure, it is clear that the majority of people will always be in favor of what is right. This fact is the basis of universal suffrage, which, giving the power to the whole people, protects them against the passions, interests, and prejudices of any local faction. But, in order to accomplish this, the whole people must be intellectually educated, so as to be able to understand what is right; and must be morally trained, so as to feel it their duty to support what is right; and must have access to sources of information in regard to men and measures, and hence the necessity of free speech and a free press. And, besides all this, there must be religion to counteract the tendency to materialization which comes from prosperity—to vitalize the higher nature, and to lift man from the sphere of sense into that of soul. Without this influence, progress in art, science, literature, and social life would lose its inspiration. Yet religion must be taught independently,—in the church, not in the school. If religion is taught in the schools, religion, being so much more important than knowledge, will be sure to make the education of the mind subordinate to the education of the religious nature. This would be the case, not only with the earnest Catholic teacher, but also with every earnest Protestant teacher.

—Freeman Clarke's Fourth of July Oration.

SCIENTIFIC.

The Relation of Weather to Mortality.

At a meeting of the Scottish Meteorological Society, held in Edinburgh, July 13th, 1875, a paper was read, by Mr. Alexander Buchan, upon "The Mortality of the Large Towns of the British Islands in Relation to the Weather." An abstract of the paper has since been published in *Nature*. The materials for the inquiry were obtained from the weekly reports of the Registrars-General for England and Scotland for the ten years 1865—74.

The results for every one of the large towns show during the winter months an excess above the average mortality. At Dublin, the largest monthly mortality occurs during February and March, a month or six weeks later than the time of the maximum of the English and Scottish towns.

In all the English towns, the minimum mortality of the year is in the spring months. In Scotland, on the other hand, autumn is the healthiest season. In Glasgow and Edinburgh the deaths fall about twenty per cent. below the average in the month of September.

During the period of high temperature in summer, every one of the large towns of England shows an excess of deaths above the average, with the single exception of Bristol, at which place, while there occurs an increased mortality at this season, it only comes near to, but never quite reaches, the average. As regards the time of absolute maximum, it occurs in London in the end of July, but at other places more generally about the beginning or middle of August. In Scotland no town exceeds its average during the hottest weeks of the year; but, on the contrary, the death-rate everywhere is under the average, and in most cases very considerably so. At Dublin, the annual minimum occurs in July.

The summer excess of mortality in the large towns of England disappears if the deaths of children under one year of age be deducted from the total mortality; and it also disappears if the deaths from diarrhœa be deducted in the same manner. The paper from which we draw these facts therefore gives special attention to the death-rates for infants and diarrhœa. The season of minimum infant mortality is everywhere during the spring months, in the large towns of England. From the beginning of November to the summer solstice, the mortality from diarrhœa is everywhere small.

The difference between the large towns in England and in Scotland is very marked. For every one who dies from diarrhœa in Edinburgh, during the summer months, eight die in Leicester from the same disease, in proportion to the population. The influence of climate is unmistakable. The summer temperature of the Scottish large towns is several degrees lower than that of the English towns, and every one of the Scottish towns has a mortality from diarrhœa lower than the lowest mortality of any one of the English towns. Of all the large towns of Great Britain the lowest death-rate, from diarrhœa, is that of Aberdeen, which is at the same time characterized by the lowest summer temperature. Further, the diarrhœa mortality of each town is found, from year to year, to rise proportionally with the increase of temperature; but the rate of increase differs greatly in different towns. This points to other causes than mere weather, or the relative humidity and temperature of the place, as determining the absolute mortality. There must be something in the topographical, social, or sanitary conditions of certain towns which intensifies the evil effects of hot weather on the health of the people, and thus swells the death-rate for those places. These local conditions must therefore be carefully studied, before the problem of the relation of the weather to the mortality of cities can be fully solved.

Those who have just been spending the summer by the mountains or the sea can justify their flight from the city, not only on the ground of the pleasure thus afforded, but by an appeal to the death-rate of the statistician. If meteorological conditions influence health to such an extent in the British Islands, surely the varied climate of our extended territory ought to produce a corresponding effect.

Notes.

The Air-Bladder of Fishes.—While engaged in measuring a degree of the meridian in 1806, the eminent physicist and astronomer Biot accidentally made the discovery that fishes living at great depths have the air-bladder filled with almost pure oxygen. Another French scientist, Dr. Moreau, has recently confirmed and extended this observation of Biot's. According to Moreau, the air-bladder secretes pure oxygen, and the presence of other gases is due to other causes besides the secretion of the organ. To prove this point, he examined fishes which had for a considerable time lived in very shallow water, and found, from several analyses, that the average amount of oxygen in the air of their swimming-bladders was about sixteen per cent. He then plunged the fishes in water to the depth of about twenty-five feet, and found that the quantity of gas in the air-bladder was increased. The oxygen was now from forty-five to fifty-two per cent.

—Popular Science Monthly.

Parental Instinct in Fishes.—The Trinidad perch does not stand all alone among the finny tribes in caring for the safety of its young. A correspondent, after reading the article "A Motherly Fish," in the present volume, writes us as follows: "I think it is known to our fishermen that the catfish watches over its young. For the fact that it does I can vouch. A friend whose place of business was on the quiet wharf of Havre de Grace, Maryland, had an opportunity, during more than a week and several times each day, of observing the parental care of this fish. There were always two fishes with the brood. When approached, one of these would dart off, while the other, naturally supposed to be the mother, could be seen to flap her tail against the bottom till a cloud of mud was raised, concealing herself and her little ones. When the observer remained perfectly still for some time, the water becoming clear again, the mother could be seen hovering over a dark mass of moving small-fry a foot or more in diameter, while a little way off the other fish would be in attendance."

—Popular Science Monthly.

Another Asteroid.—Minor planet No. 147 was discovered, at the observatory of Vienna, on July 10th. It is of the twelfth magnitude. The director proposes to call it "Protogeneia," in allusion, perhaps, to the fact that it is the first one of the group discovered at that observatory.

— A new physical observatory is to be erected at Fontenay, the head of which will be M. Janssen. It will be erected on the very spot where it was intended to build one when it was proposed some years back to remove the Paris Observatory. In a few months, then, Paris will have four observatories—the National, the Physical, and two meteorological observatories—one at Montsouris under M. Marie-Davy, and another which is being built at the Acclimatisation Gardens.

— The Khedive has issued a decree ordering the enforcement of the metrical system in Egypt from the 1st of January, 1876.

— Messrs. Sampson Low, Marston & Co. issued on Sept. 1 the first part of a new monthly periodical, entitled *Studies from Nature*. Each number will be illustrated with four permanent photographic plates. A special feature will be the publication in this work from time to time of views of nature and life in action. Accompanying each plate will be a page of descriptive text by the editor, Mr. Stephen Thompson.

LANGUAGE.

When to Begin the Study of Etymology.

It is manifest, from the several articles which have appeared in the New-England Journal, on language, that there is nothing in the study of English *Etymology* that demands very much mental maturity. A child, old enough to study mental arithmetic, is old enough to study and to master these etymological forms which we have been discussing. Indeed, it requires scarcely more mental power to acquire these grammatical *forms* than it does to master the spelling-book; for etymology, in the main, is little else than orthography. To learn case, and number and gender, and mode and tense, is simply and only to *spell* correctly the *modified forms* of such words as are characterized by case, number, etc. Etymology is only a special form of orthography—nothing more. It is the attempt, so common among grammarians, to make something more of it, that falsifies its true nature and mystifies and discourages the pupil.

Children, then, at the age of ten to twelve, should begin this department of grammar; and these *forms* should be learned first of all. Not the parts of speech, in any systematic and comprehensive way; and not the elements of a sentence (as subject, predicate, etc., which, at this age, is a sort of guess-work at best), but the thorough mastery of this etymological *spelling* is the first thing to be accomplished. It is for this very reason,—because it is not made *the* thing to be done, at the outset,—because so much matter that is extraneous and unimportant at this period of the child's progress is introduced,—because there is so much, in fact, that is mere useless lumber, blocking up rather than making clear and easy the pupil's pathway;—it is because of these things that a very large majority of the applicants for admission to our academies and colleges show a most sad deficiency in even English etymology. They can quote Skakespeare and Milton, it may be; but they cannot give accurately the plural forms of *cherub*, *crisis*, *marquis*, *nebula*, etc.; the tense-forms of *hew*, *quit*, *tread*, etc., or the mode-forms of any verb, in both ancient and modern style.

I say, then, exclude from the first part of our grammars everything save these forms. Let the grammar open more like a spelling-book than a reading-book. Especially exclude from our introductory grammars, so-called, all those milk-and-water discussions, which *attempt* to teach, by processes of simplification so prolix and tedious they become simply intolerable, the very things which of all it is now most desirable not to touch upon, viz.: the higher *logical* features of grammar. We wish no such questions now as, "What is an article?" "What is a subject?" "What is a predicate?" "What is a verb?" "When is a pronoun of the first person?" "What is a phrase?" "What is a clause?" "Into what classes are pronominal adjectives divided," etc.!! (See Kerl's Introductory Grammar, pp. 55–57.) No; rule all this out. Give the child the beginning at the beginning, in such a way that he can see and strike bottom, and then proceed to the more difficult.

— There is a waste that brings loss and sorrow to the world. This is neglect of moral and religious instruction in connection with intellectual. Who are the men who are causing humanity to blush by their dishonesty and corruption, poisoning the world at the same time that they are cheating it and astounding it? Why, men who are educated, but who despise the slow methods of honest gain and reject the old-fashioned morality of the Bible. There must be a searching for the foundations; and that instruction or that education which does not make prominent *justice* as well as benevolence, *law* as well as liberty; *honesty* as well as thrift; and *purity of life* as well as enjoyment, should be stamped by every true educator as a waste and a curse; for so it will prove in the end.

—Waste of Labor in the Work of Education: Chadbourne.

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Boston, Mass., Sept. 18, 1875.

SCHOOL OFFICERS AND TEACHERS are invited to correspond with the local editors of the several States, with reference to any matters of interest for our local columns. We shall be glad to hear from every town and every teacher in the New-England States upon the topics which are of special or general interest. Send in your reports. We also invite all our readers to communicate directly with the editor at Boston. Correspondence, contributions, reports, etc., will be received with thanks. Our columns are open to the educators of the country. Use them.

THE action of the French clerical party in causing the reduction of the salaries of the village schoolmasters will certainly be a destructive measure to the interests of education in France. That the laborer in every field is worthy of his hire is a law of political economy, but the reduction of an annual income to the meager pittance of 700 francs, or $140 per annum, is certainly only another form of perpetuating ignorance and incompetency in and out of the school-room. Our correspondent shows a remarkable improvement in literary and school attendance, however, since the days of Louis Phillippe.

IT seems that the Catholics abroad as well as at home have the same difficulties to contend with in their effort to divide the school funds. In the Netherlands "The Christian Nationals," as they are called, demand "restitution money" for the benefit of their private schools, which are sustained to establish and perpetuate a religious belief. The result of their efforts there will prove as futile as in America, where the same plan is being as persistently pursued by the Catholic element.

HAZING at Williams is dead. So reads the college news from this well-known and influential seat of learning. The faculty, it seems, did not wait for this ancient custom to die a natural death, but have laid violent hands upon its life, and have summarily, and at least temporarily, terminated its life in that institution. How long it will stay dead remains to be seen. We hope, for the good order, good sense, and good reputation of one New-England college, if in no more, that the execution is as effectual as the hangman's knot, and that there will be no resurrection of a barbarous practice, either in body or spirit.

COLORPHOBIA is as dangerous as hydrophobia, and is more fatal to social interests. The civil war pretty effectually erased color lines in the school affairs of the North, but it seemed to be the means of developing them in the South, and in no section with so much sharpness as in New Orleans. The most recent outbreak in that city occurred among the boys of the Central School, who declined to attend because a colored man had been appointed professor of mathematics for that school by the school-board. It certainly is a little mortifying to the aristocratic pride of any people to have an abject race become fitted, in so short a period, to be the teachers of the children of its old masters; but we see no remedy for the case, except in a patient endeavor on the part of the pupil to outstrip the attainments of the teacher, and thus prove his superiority by brain and pluck rather than by a lighter complexion.

HON. E. E. WHITE, of Ohio, closes his editorial labors in connection with the *Ohio Educational Monthly* and *The National Teacher*, in order to complete important literary work, which, for several years, has been in hand, and to obtain more time for lecturing and institute instruction. Our readers are well aware that Mr. White is one of the ablest educational thinkers and writers, and while his influence will be more directly removed from the editing and publishing one of the ablest papers in the country, we may rest content that his strength and talent will be devoted to a more permanent if not a wider sphere of usefulness.

Hon. W. D. Hinkle, of Salem, Ohio, succeeds Mr. White in the editorship of the *Teacher* and *Monthly*, and brings to his position large and successful experience as a teacher and school officer. We are assured that Mr. Hinkle will make the *Teacher* eminently worthy of a generous support, not only from the teachers of Ohio and the West, but from those of the East and South. Mr. White's parting wish that this periodical may give forth no uncertain sound when public education is assailed, and that its standard may never be lowered, is repeated by all of his cotemporaries and friends. When school journalism falls into the hands of such men as Mr. White and Mr. Hinkle, we are sure that the school interests will have vigorous defenders. Merited success will follow each in their chosen work.

THE action of the Boston common council in concurring with the school committee in the proposal to establish four more kindergarten schools in the city, is certainly very wise, and will be received by the people with satisfaction. It is somewhat surprising that the authorities of the city have been so slow to act in establishing this grade of schools as a public measure. The experimental school on Somerset street has proved, in the opinion of all good judges, of great value to the children of that neighborhood, and the number of private kindergartens in the city is an evidence that the people appreciate their advantages. It is wisdom in principal and true economy in policy, for the city to furnish the best system of instruction for its primary schools; and the success of the kindergarten method in America and on the continent certainly establishes its preëminent value as a preparatory step to the higher grade of schools, and that which is best in practical working is certainly in the long run, and in every sense the cheapest.

— It is not knowledge, but the use which is made of it, that is productive of real benefit.—*Scott.*

The Objective Points in Education.

We greatly fear that no small part of our educational host is engaged in active operations, without any clear idea of its true *objective points*. It is one of the evils of popularizing anything, that as soon as the people really seize upon it, they begin to drag it down from its own better standard to the level of their own crude notions. Hence, with the masses, educating has come to be mere teaching, teaching is only communicating knowledge, and communicating knowledge is just seeing that the pupil studies his book. Compound of error as all this is, it is just the notion which the majority of teachers,—having themselves sprung from the masses,—entertain. With this notion as the base of operations, it is not strange that, to most teachers, the objective point is simply to increase the pupil's stock of knowledge. Hence, the more studies; the more books in the series; the more recitations, or the more pages recited; and the more difficult questions answered or problems solved on examination — the more of this the better. This is the popular measure of the excellence of the teaching; the brilliance of the pupil; and the amount of progress made.

Much the same is true of the popular notion of government in the school. It is summed up in "you must not do this or that," being altogether specific and repressive, and generally a mere matter of negations. Teachers, falling into this view by a sort of inheritance of notions, look upon the great end of the school government as being the mere keeping of order and prevention of misdemeanors. And this is the work of the *teacher;* and the end is attained only by his constant effort, and by that effort as solely directed to that end. Hence, in the schools, the perpetual watchfulness of the teacher; the constant promulgation of rules; and the ever-recurring administration of reproof and discipline.

Now the true objective points of the work of the educator, if rightly seen, would correct all this. Let it be understood that the object in education is the development and culture of the mind, the ultimate making of the true man or woman. In teaching, it is not the communicating of knowledge which is the great work; it is rather the training of the child to find out knowledge for himself; it is making him a thorough student. Once make him sharply observant, closely attentive, exact in his recollection, and clear in his reasoning; and secure that all this shall be the fixed habit of his mind; and you need not concern yourself about *giving* him knowledge: his whole course will be full of self-instruction and self-acquisition. Use what he learns, not so much of use for the knowledge gained as for the study, the self-developing, self-disciplining effort it requires; and make your teaching a more wise, direct, and patient effort to teach the pupil *how to study*, and to aid and inspire him to become a *perfect student.*

So, too, in the matter of government; the direction, the restraint, the reproof, the punishment, are not for themselves, nor indeed for the mere end of immediate order: they are, beyond and above all that, a means to the moral training of the pupil. The true objective point is vitally and grandly in advance of all present order or subordination; it is the developing and disciplining of the pupil's reason, conscience, and will; it is training him to a sharp apprehension of right; a quick, strong sense of duty; and to upright and immovable purposes; it is the making of him a high-minded and thoroughly self-controlled person,—one who is truly "a law unto himself." Such a pupil only has been educated truly,—educated for a true manhood, and for a just citizenship.

COPENHAGEN UNIVERSITY has at last opened its doors to women, and offers to them as to men its course of study, its lecture systems, its examinations, and its diplomas. The rest of the story is told by our English correspondent.

Foreign Intelligence.

[From our Special Correspondent.]

ENGLAND.—If you have a bad case, thoroughly scold the counsel for the other side. If, in like manner, we may infer from the howls and yells and whines of the anti-education party that our new school-board education, imperfect and tentative as it is, has hitherto not been unsuccessful, it may be worth while to hear on this subject the organ of ignorance *par excellence*. Says a correspondent of the London *Morning Advertiser* of July 27th: "Contractors and school builders, and men who have land to sell, may see great glory and brightness in the ratepayers' sovereigns; but the ratepayers and the parents of the children who are driven like a flock of sheep into the schools fail to appreciate the system which gives to leather merchants, contemptible canoeers, and a semi-clerical clique such despotic power. . . . . The clergy cannot be trusted in the House of Commons, nor on the judicial bench, and I much question whether they can be long tolerated on the school board." All this now, may be in perfect agreement with the sentiments of the worthy patrons of the *Morning Advertiser*, but listen to the London correspondent of a German-Swiss school-paper on this patriotic daily. The English educationist, having first quoted from a leader in the *Morning Advertiser* in which the board-schools are described as "pest-houses," etc., etc., goes on to say: "But who, it may be asked, are the people that dish up such filth and who are the hogs that swallow it? The paper referred to, goes, officially, by the name of the *Morning Advertiser;* the schnapps-tipplers, who (alone) read it, call it with a pet name, *Tiser;* from some non-subscriber it has received the epithet *Froth of the Bunghole;* from others that of *Gin and Gospel Gazette.*" These are pretty names for a London daily to go to bed with, but the Swiss paper has but chronicled the bare truth. The *Morning Advertiser* is the organ of the publicans and gin-mongers, and we know how these persons are to fare when education will be spreading. A curious advertisement in the London *Times* of July 28th, reminds me of an amusing anecdote which I heard, some two years ago, in France. Let the advertisement take precedence over tale and moral. (Advt.)—"Extraordinary Lessons in French. All the grammar rules known and remembered forever in one lesson; no fees if not approved of." (Anecdote.) A "Polish" gentleman called upon a distinguished linguist in Paris; he could "read any language in twenty-four hours." "How are you?" said the Frenchman in remarkably fluent Polish. "Pardon me," rejoined the "Pole," "I have always spoken German." "Then," retorts the French linguist, in very good German, "take your own twenty-four hours, and return to converse with me in Polish." (Moral).—Put not your trust in a poor alchymist nor in a sickly physician.

FRANCE.—Poor M. Wallon—the seventh or eighth picked-up education Minister since M. Jules Simon was compelled to resign his post—*pauvre M. Wallon* is evidently under priestly petticoat government. In the recent debates on the Higher Education Bill Mgr. Dupanloup had everything much his own way, and now the elementary school teachers have been made to run the clerical gauntlet. Your readers may know that the lay teachers in France have, as a rule, no higher salary than one of 700 francs — 140 dollars—but that his scanty remuneration is somewhat balanced by an additional 600 francs which accrues to the rural teacher in his capacity of secretary to the *Mairie*. Well now, by a circular of M. Wallon these secretaryships will have to be resigned—for this is the *practical* outgrowth of the ministerial regulations. To deprive a village schoolmaster of income and independence has always been the tactics of the French clerical party. There is one delightful bit of condescension in M. Wallon's circular. He evidently foresees cases in which the order could not be well *enforced*, *e.g.* when the schoolmaster should happen to be the only man in the village who could write and spell decently.—Still France is progressing: *e pur si muove*. During the reign of Louis Philippe the school attendance increased by three per cent. annually; during the second empire the increase has been one of four, and since 1868 one of five per cent. This, however, means as yet only five (1830), ten (1857), eleven (1865), and thirteen (1870) children at school for every hundred inhabitants. In 1872 the number of illiterate recruits in France was rather over 21 per cent. At present there are twelve *départments* with only five per cent. of total illiterates, and twenty-six other districts are almost as favorably reported on. Brittainy appears to stand lowest in the scale of civilization. I have made the calculation that if France were to progress only in this proportion, there would not be a single illiterate voter by the end of the present century.

SWITZERLAND.—Since several cantons of the Swiss Republic have once more taken up the subject of the training of school teachers, Herr Wyss, an inspector of schools, has commenced to deal with this uuestion in Nos. 33 and 34 of the *Schweizerische, Sererzeitung* of this month. The fifth of these articles I take to be as follows: The intellectual struggles of the times teach us that a higher culture in the teacher is more than requisite. This higher culture should consist in this, that the schoolmaster, though he need and must not be a scholar, should have a thorough, general scientific education. In addition to this he would have to undergo a special or professional training; he should study the science of education and practice the art of teaching. The professional training would consist of a two years course at the seminary. The State should encourage the higher schools of learning. The State should also secure a better social position, by a better remuneration of the teachers generally.

DENMARK.—The Minister of Public Worship and Instruction has finally opened the doors of Copenhagen University to the ladies. These female students will be admitted to the same lectures with their male *commilitones;* they will, likewise, have to submit to the same examinations, but, on the other hand, they are not to share the benefits and privileges of the stronger sex. Thus, although they will be able to obtain a theological diploma, they will "never" be permitted to teach or preach from the pulpit; while no diploma or degree of any description gives them a right *per se* to exercise the particular avocation to which their academical studies may have been directed. Moreover, they are not admitted in the competition for government subsidies or scholarship! — The Japanese Government Commissioners, on the completion of their educational tour through Europe, have recommended the Education Act of Denmark to be applied to their own people.

THE NETHERLANDS.—The only two questions under public discussion here are the demand for "restitution-money" on the part of the Anti-school Act League, and the probable fate of the Higher (University) Instruction Bill. Strange as it may appear, these two matters are not quite unconnected. The State in Holland has never, since the passing of the Elementary Education Act (1857), refrained from granting any subsidy whatsoever to those private schools, which, by virtue of doctrines taught therein, were not fairly open to children of every denomination. This has never pleased the self-styled "Christian Nationals," and their last move has been to ask for some of the money to be returned to those that have refused to send their children to the public school! —One feature in the University Bill, the most remarkable feature to my thinking, is a consistent application of the secular principle to the higher institutions of learning. Hitherto, while the Roman Catholics always maintained their own theological seminaries, there has always been a faculty of (Protestant) Divinity at each of the three Netherlands Universities. For these "faculties" it was at first intended to substitute a chair for the "Science of Religion," but even this original make-shift has now been abandoned, and the whole system of State theology is finally to be abolished.

ITALY.—It would be mustard after dessert, to use a quaint Dutch saying, were I to refer here, otherwise than in passing, to the break-down of the Scialoja-Bill which *inter alia* contained the principle of compulsion. I learn, now, however, that it is more *the measure* than the *principle* that has been rejected. To *carry out* the principle of compulsory education no less than 15,000 schools would have had to be established, and these, again, would have had to be provided with teachers. Of course, this was out of the question. Considering, on the other hand, the immense progress made by Italy during the last ten years, might not some transition-measure have been discovered? During the period stated, the number of schools in Italy has actually increased from 28,000 to 43,000, and that of the scholars from 800,000 to 1,700,000. Besides this, the evening schools have brought up their attendance from 150,000 to 400,000. — It is not a little remarkable that the moderate 16th clause of the ex-Minister's Bill (it was rejected by 140 against 107 votes) gave rise to such angry discussions. Here is the rest, verbatim: In all primary schools there shall be taught, side by side with the elementary notions of the most essential institutions of the State, the maxims of justice and social ethics on which these institutions are based." — The manager of one of the civic schools of Rome promises some letters on Italian education to a French-Swiss school-organ. The Roman correspondent refers, incidentally, to the present education minister, Signor Bonghi, whom he describes as an enlightened man who is, unfortunately, thwarted in his efforts by political antagonists.

BELGIUM. — The Belgian government has, quite recently, followed the example set by France, in appointing a practical schoolteacher or Cantonal Inspector of Schools. A few years ago the wish to see measures of this kind becoming, gradually, more general, was naively formulated as follows by a Swiss Teachers' Association: "That it be deemed expedient to henceforth appoint some inspectors of schools who have a knowledge of education."

GERMAN EMPIRE. — Dr. Paul Schramm, who carried off the prize of the Berlin "Association for School Reform," has published his prize-essay under a title which, I think, can best be rendered by "Debated questions of the day in matters educational." This is, probably, the most remarkable educational publication of modern times. I therefore thought that a digest of the German writer's eighty pages might not be unwelcome to your readers. I abstain from all comments. In opening the question of national education, the writer points out that every citizen of a State is (or can be) an educator (not a teacher) more or less. The school is more especially a place for instruction, but for instruction which has in itself an educative power. The public school should, at all times, be open to the public, so that the parents might learn to bring some harmony in school and family education. The national school must be "de-theologised"; it should no longer be under clerical management of any description. The schoolmaster should be a freeman, not a slave; free to think for himself; free through his social position. There should be no different schools for the different castes of society; Romanism would then be merged in Germanism. The school should become a recognized State institution. In the second part of the essay Dr. Schramm deals with the shortcomings of secondary and higher education in Germany, the reading of which I would recommend to the author of "Education Abroad and other Papers." I might have mentioned that Dr. Schramm is the editor of a Bavarian school organ, "Deutscher Schulwart," published, I believe, at Munich.

Cicero pro Marcello—XI.

The last chapter of Cicero's Oration for Marcellus has perplexed editors, as may be inferred from the notes in Johnson's *Select Orations of Cicero*. Is the trouble with the text? Did some copyist misapprehend Cicero's argument, and then corrupt the text whilst he supposed he was restoring it? Or is the difficulty mainly in the construction? The close of the oration, as Cicero delivered it, could hardly have matched so illy with what went before, as it must be interpreted from any punctuation I have seen. The problem, therefore, is to find an interpretation which the text admits and the context approves. Cicero, with consummate skill, has lauded Caesar's benefits as in the direction of the restoration of the republic. Caesar has only to persevere in this course to earn a renown transcending that of any other mortal, and to vie with the gods in noble deeds. Jejune sentences in the peroration are therefore not supposable, but only that which by insinuation, at least, must have powerfully supported the main design of the speech. Now, do the manuscripts help to any more worthy reading; or does the present text admit of a satisfactory interpretation? With regard to the first branch of the question, I have no data; but I have given considerable thought to the interpretation of the approved text, and I venture to submit the result, thinking it may be of interest to teachers and pupils who have been perplexed with this passage, and hoping that some one will help out or sustain my procedure, or show a better way.

The only text now before me is that of Klotz, *Bibliotheca Teubneriana*. Beginning with the second sentence of the chapter under consideration, I propose to bracket *et*, and to punctuate as follows:

Nam omnes idem sentiunt, quod ex omnium precibus et lacrimis sentire potuisti. Sed quia non est omnibus stantibus necesse dicere, a me certe dici volunt, cui necesse est quodam modo[1];—[et] quod[2] fieri decet,[3] M. Marcello a te huic ordini populoque Romano et rei publicae reddito[4] (fieri id[5] intelligo; nam[6] laetari omnes non de unius solum, sed de communi omnium salute sentio): quod[2] autem summae benevolentiae est, quae mea erga illum omnibus semper nota fuit, ut vix C. Marcello, optimo et amantissimo fratri, praeter eum quidem cederem nemini:—qum[7] id[8] sollicitudine, cura labore tam diu praestiterim, quam diu est de illius salute dubitatum, certe hoc tempore magnis curis, molestiis, doloribus liberatus praestare debeo. Itaque, C. Caesar, sic tibi gratias ago, ut omnibus me rebus a te non conservato solum, sed etiam ornato, tamen ad tua in me unum innumerabilia merita, quod fieri jam posse non arbitrabar maximus hoc tuo facto cumulus accesserit.[9]

[1] I assume that at this point Cicero changed the form of the sentence, and instead of directly presenting the facts in mind as grounds of the necessity that lay upon him, relates them as incidentals because of the suddenly suggested use to be made of the first.

[2] As I interpret, *quod* refers, in these two instances, to *a me dici*.

[3] If the senators were rejoicing in the reinstating of their order, propriety required that their old acknowledged leader should be the interpreter of their feelings.

[4] In form Cicero speaks of the restoration of Marcellus to the senate, etc.; but by implication this is equivalent to the restoration of the republic and the reinstating of the senate and the people in their former powers, and rights, and privileges.

[5] I make *id* refer to *M. Marcello . . . . reddito.*

[6] *Nam* does not so much denote that a ground of Cicero's judgment is to follow, as serve to introduce a special fact, namely: the general joy as based on the popular expectation. Thus there is presented to Caesar a strong motive to follow out the course which Cicero would have him believe that he has already entered upon.

[7] Cicero here resumes, and states formally the ground of the necessity for his speaking, making it simply his friendly relations with Marcellus, and by ostensibly presenting this as the ground, taking from Caesar pretext for manifesting displeasure for having by implication urged what he so fondly desired, Cicero's cautious subtilty had full scope for its refinements in speaking before Caesar.

[8] This part of the sentence is connected logically with what preceded the first dash, but the conception is modified by what immediately precedes, so that *id* is made to refer generally to the offices of special friendship for Marcellus, and thus inclusively to the expression of thanks on his account.

[9] *Accesserit* is in the so-called subjunctive mode, because Cicero does not choose to make the statement as on his own authority; but he would have it appear that it is the general belief that Caesar has foreshown by this last act of clemency all that has been imputed to him.

The passage as thus construed is not in conformity with Cicero's usual style; but may not Cicero in speaking have followed in the middle of a thought a suggestion then occurring, and have retained the form of the spoken address in the written oration?

I translate thus:

For all agree in sentiment, as you have been able to perceive from the entreaties and tears of all. But because it is not necessary that all should stand up and speak, they have wished that an address be made without fail by me, to whom this is in some sense necessary;—which is proper on your restoration of Marcus Marcellus to his order, and to the Roman people and to the republic (this, I understand, is done; for I perceive that all are rejoicing, not over the safety of one man merely, but over the common safety of all); which, furthermore, belong to my very high regard for him, which has ever been known to all, so that I scarcely yielded to Caius Marcellus, his excellent and affectionate brother, to none at all except him:—since [I say] by anxiety, by care, by labor, I fulfill this duty of friendship so long as there was doubt of his safety, surely at this time [when I am], relieved of great cares and distresses and griefs, I ought to render it. Therefore, Caius Caesar, I thus thank you, in as much as when I had not only been preferred by you, with all that was mine, but also had been distinguished with honors, yet by this deed of yours there was added to your innumerable benefits to me personally, which I did not suppose possible, the greatest crowning favor. I. D.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

Lincoln's Dedicatory Address at Gettysburg.

"Four-score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation,—or any nation, so conceived and so dedicated,—can long endure. We are met on a great battle-field of that war. We are met to dedicate a portion of it as the final resting-place of those who have given their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our power to add or to detract. The world will very little note, nor long remember what we say here; but it can never forget what they did here. It is for us, the living, rather *to be dedicated*, here, to the unfinished work that they have thus far so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that the nation shall, under God, have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

The Hive at Gettysburg.

BY J. G. WHITTIER.

In the old Hebrew myth, the lion's frame,
So terrible, alive,
Bleached by the desert's sun and wind, became
The wandering wild bees' hive;
And he who, lone and single-handed, tore
Those jaws of death apart,
In after time drew forth their honeyed store,
To strengthen his strong heart.

Dead seemed the legend; but it only slept
To wake beneath our sky;
Just on the spot whence ravening Treason crept
Back to its lair to die,
Bleeding and torn from Freedom's mountain bounds,
A stained and shattered drum
Is now the hive where, on their flowery rounds,
The wild bees go and come!

Unchallenged by a ghostly sentinel,
They wander wide and far,
Along green hill-sides, sown with shot and shell
Through vales once choked with war.
The low reveille of their battle-drum
Disturbs no morning prayer;
With deeper peace in summer noons their hum
Falls on the drowsy air.

And Samson's riddle is our own to-day,
Of sweetness from the strong,
Of union, peace, and freedom plucked away
From the rent jaws of wrong.
From Treason's death we draw a purer life,
As, from the beast he slew,
A sweetness sweeter for his better strife
The old-time athlete drew?

Autumn's Queen.*

BY M. B. C. SLADE.

The raised Throne decorated with Autumn leaves should be in the center of the stage. The Chorus may stand in a semi-circle on one side of the stage. Those bringing offerings enter from behind the Chorus, and form a semi-circle opposite. Two attendants receive the gifts and place them before and around the Queen. At each singing of "Be ours and Autumn's Queen," all salute the Queen. During the closing song all join in some pretty dance, and at the end, the Queen with her attendants leads the way off the stage and the others follow. The costumes should be simplest white dresses, with Autumn leaf wreaths and garlands.

Chorus.—The cheerful, joyous season,
The Autumn time has come;
With song and shout we welcome
The golden harvest home!

(*Duet by two, who lead the Queen to her throne.*)
This fair and lovely maiden,
With beauty's royal mien,
Shall, with our treasures laden;
Be ours and Autumn's queen.
Chorus.—The cheerful, joyous, etc.

Two or more, with wreaths of Autumn leaves.
We come from forests olden,
Where, strewn upon the ground,
Lie Autumn leaflets golden,
Flung lavishly around.
A crown of these we're bringing,
The brightest ever seen;
To crown thee while we're singing,
Be ours and Autumn's Queen!
Chorus.—To crown thee, etc.

Two with baskets or bouquets of Asters, Golden-Rod, and other Autumn flowers; and a scepter of Autumn leaves.
We come from wild-wood bowers,
And from the shady dell,
With Autumn's bright-hued flowers,
Thy offerings to swell.
A scepter we are twining,
Of flowers and vine-leaves green;
Receive this scepter, shining,
Be ours and Autumn's Queen!
Chorus.—Receive this scepter, etc.

Two with sheaves of various grains.
We come from hill-sides gleaming
With ripened golden grain,
Whose sunny glow is streaming
O'er smiling field and plain;
Where gladsome shouts are ringing,
As merry maidens glean;
Our sheaves to thee we're bringing;
Be ours and Autumn's Queen.
Chorus.—Our sheaves to thee, etc.

Two with Baskets of Fruit.
And we the glowing treasure
Of many a bending tree,
In full, o'erflowing measure
Come offering to thee;
Our fruits with hues are beaming,
That on thy cheeks are seen;
Their smile, like thine, is gleaming;
Be ours and Autumn's Queen.
Chorus.—Their smile, etc.

Two with clusters of Grapes.
And we come gaily bearing
The cluster of the vine;
The purple hues they're wearing
With brighter tints combine;
To thee our vine-wealth bringing,
Oh, maiden, so serene,
We join our sisters, singing,
Be ours and Autumn's queen!
Chorus.—We join, etc.

The Queen.—Oh, subjects good and loyal,
Your tributes, bright and fair,
Shall win my praises royal,
For goodly gifts they are.
Now while my heart rejoices
O, join in sweetest chime,
And lift your tuneful voices
In praise of Autumn-time.
June hath her reign of glory;
The May-Day crowns her queen;
And Winter's Frost King, hoary,
Rules, clad in icy sheen.
But mine, earth's ripened treasure,
In every land and clime;
So join in fullest measure,
In praise of Autumn-time.

Full Chorus.—Sing, sing, sing! the Autumn-time has come;
With merry song and gleeful shout,
We weave our dances, in and out,
And wind, our lovely queen, about
As we sing our harvest-home.

Sing, sing, sing! the Autumn-time has come!
And just as they in days of yore,
To Ceres brought their golden store,
We lay our gifts our queen before,
As we sing our harvest-home!

Sing, sing, sing! the Autumn-time has come!
The ripened fruit and bending grain
Fling golden glow o'er hill and plain,
And smile the sunshine back again,
As we sing our harvest-home!

Sing, sing, sing! the Autumn-time has come!
And gaily down the closing year,
With shout, and dance, and songs of cheer,
We'll sound thy praises, queen most dear,
As we sing our harvest-home!

* Music for this may be found in the LINNET, published by Root & Sons, Chicago, Ill.

Calling by Name.

BY E. M. B.

Scholar.—When the solemn Voice at the evening shade
Was heard calling sadly Adam's name,
No wonder he trembled and hid afraid!
It seems to me I could not bear the shame
If my name He should so speak in blame.

Teacher.—Dear child, and it well thy heart might break;
Then never from His wise laws depart;
For if thou transgress, that Voice shall make,
Heard plain through thy trembling, erring heart,
"I know thy name, and where thou art!"
Oh! if thou'rt guilty hide not apart
From God; with all thy sins, and alarms,
"When thou so fearest God, fly to His arms!"

Scholar.—That happy child, who, sleeping, woke to hear
"Samuel! Samuel!" in his ear,
And to his name replied, without a fear;
Was he not blest? to have the Lord so near,
Giving him errands plain to do, and clear?

Teacher.—The boy was happy, dear, and yet God's care
Is for each little child, and He does call
On each, something for Him to do, or bear.
Be listening, ready: He has work for all,
And when you have some good, some task to do,—
Maybe not easy—He is calling you!

Scholar.—In visions God called Daniel by his name;
"Daniel, greatly beloved!" the message came;
Henceforth at his name's sound, a flame
Of joy would thrill, I think, his frame.

Teacher.—Then faithful, as he was of old, be thou;
For God His faithful can, as then, so now
Reward, with that white stone wherein is writ
The name, he only knows who holdeth it.

Scholar.—The Lord called "Moses!" then, by mighty hand,
The chosen leader saw poor Israel
Brought all the way to their rich Promised Land!

Teacher.—Thou, too, strange tales as theirs mays't tell
If thou reach Heav'n at last: for thou hast Guide
Mighty as theirs; He through the desert wide,
Despite their wanton ways, their sin and doubt,
Calls His own sheep by name, and leads them out.

Scholar.—"Martha!" the Saviour said, who gently chid
The housewife, losing choicer things by care
Of lesser needs; her daily work amid,
Oft must His warning words have echoed there!

Teacher.—If thou with careful, willing ears attend,
Thou, too, wilt catch, 'neath thine own lowly roof,
The tender cadence of a wise reproof;
Be quick to harken, docile to amend.

Scholar.—"Lazarus, come forth!" oh! what a wondrous thrill
To us, those strange, majestic words have still!

Teacher.—No less, each name, at resurrection day,
Shall he so speak: for all the stars doth He
Call by their names, and more than they
Shall any soul by Him forgotten be?

Scholar.—Sweetest of all, the ecstacy of her
Who heard her name once spoken so,
By lips she loved much, yet had deemed were
Forever dumb!—"Mary!"—Tender and low
When this was breathed, she must have known,
The joy of angels closest to the throne!

Teacher.—Doubt not that even now, pain, grief, suspense,
Beside a holy grave can comfort know,
And mourners silent, by the soft accents
Of Heaven's pity, soothed, uplifted grow.

O child, none hath a heritage indeed
Of nobler title and of grander meed
Than this that thou may'st prove to be all thine!
A high and royal dignity it lends,
Ye are not called as servants but as friends;
Both desert-pass and key to Promised Land,
Thou, without price, can'st have it in thy hand.
Ay, more: it makes thee King's son and co-heir;
This is the warrant: haste to claim thy share:
"*I have called thee by thy name: thou art mine!*"

MY SUGGESTION.—You intend and aim to teach your scholars to read, intelligently, any common work, do you not? Yet there is a certain book, found everywhere, in the humblest home, or grandest library, from which I venture to question whether one scholar in ten can thus read. I mean the ALMANAC. Whether it is "The Old Farmer's," that hangs by its twisted cord over the mantle-tree shelf, or the "Illustrated Atlantic Almanac," it contains certain signs, symbols, characters, abbreviations, statements, that should be intelligible to every one. Are they so? Tell your scholars to bring each an Almanac to school; use it for a reading-book one day, and see the result.

SEASONABLE SONGS.—"Golden Harvest Time," in *Song Era*, published by Harvest," in *High-School Choir*; both published by O. Ditson & Co., Boston. Root & Sons, Chicago;—"Autumn Song," in *Cheerful Voices*; "Gratitude for

EXAMINATIONS.

For Admission to Providence High School.

GEOGRAPHY.

1. Draw a map of Michigan, and locate Lansing, Ann Arbor, and Kalamazoo.

2. Name the most important fruits, animals, and exports of South America.

3. Name the principal manufactures and exports of France.

4. Name the rivers of Asia that flow North, East, and South.

5. Name the rivers that flow into the North Sea, and also those that flow into the Baltic Sea.

6. Draw a map of Africa, and name the mountains, principal rivers, and the five largest cities.

7. Draw the Mississippi river, and locate five important towns on its bank.

8. Draw the Danube river, and locate the important towns on its bank.

9. Describe the routes and the waters a steamer would pass through in going from Providence to Pekin; from St. Petersburg to Odessa; from Paris to Vienna.

10. Locate and describe Glasgow, Edinburg, Rio Janeiro, Calcutta, and Marseilles.

ARITHMETIC.

1. Find the difference between $\cdot\frac{5}{07} \times \frac{\cdot 003}{8}$ and $\frac{9}{3} \times \frac{2}{\cdot 004}$

2. If $\frac{1}{8}$ of what a merchant receives for goods be gain, what is the gain per cent?

3. If a merchant receives only $\frac{2}{3}$ of the price of his goods, what does he lose per cent?

4. What sum must be paid for a load of wood that is $7\frac{1}{2}$ feet long, $4\frac{1}{2}$ feet wide and $3\frac{1}{2}$ feet high, at the rate of $8.00 per cord?

5. How many feet of boards, one inch thick, will be required to make a box 8 feet long $6\frac{1}{2}$ feet high and 5 feet wide, without a top; and how many bushels will it contain?

6. What must be the face of a note, in order that when discounted at a bank for 90 days $900 may be received from the bank?

7. The sum of two fractions is $\frac{27}{29}$; one of the fractions is $\frac{3}{7}$, what is the other?

8. In what time will $600 amount to $629.20 at $7\frac{3}{10}$ per cent?

9. The diagonal of a field in the form of a parallelogram is 30 rods, and one of the sides is 18 rods; how many square rods does the field contain?

10. A merchant buys 40 shares of stock at $95 a share, and sells the same for $102 a share, and pays $\frac{1}{4}$ of one per cent for brokerage, what did he gain by the transaction?

HISTORY.

1. Give an account of the French and Indian war; the results, and its close.

2. Give an account of the battle of White Plains, and Washington's retreat through New Jersey.

3. Describe the invasion of Burgoyne.

4. Give an account of the battle of Monmouth.

5. Give an account of the treachery of Arnold, and the execution of Andre. Name the most important events of the war in 1871.

6. Give an account of Greene's campaign, including important battles.

7. Give an account of the capture of forts Donalson and Henry.

8. Give an account of the battle of Gettysburg.

9. Give an account of the investment of Petersburg.

10. Give a brief account of the prominent American officers in the Revolutionary war.

GRAMMAR.

1. Write the plural of *copy*, *chimney*, *piano*, *octavo*, and *staff*.

2. State the difference between a personal pronoun and a relative pronoun.

3. State the progressive and passive form of the verb *to read*, in the imperfect tense, third person, singular number, and point out the difference.

4. Parse the words in the italics in the following sentences: He was asked his *opinion*. I was not aware of *his* being a *soldier*. *Let* there be no *strife* between them.

5. He is too idle to *learn*. He knew better than to *go*. *What* if it rains to-morrow, I shall go. The ship is about to *sail*. *What*, could you not watch one *hour?*

6. He is not so foolish as to *do* it. As for John, he is a good boy. You should speak as you think. I gave *him* as much *as* I had.

7. Correct the following sentences: It must have been her. The sun sits in the west. England lays west of Ireland. The ground lays waste. The partridge sits on her eggs. The court sets in June.

8. He stays at home. I intended to have written yesterday. The river has overflown its banks.

9. A gold watch was lost by a gentleman with gold hands. The boy brought his dog home in his sleeves. I done it yesterday.

10. Correct and punctuate the following:—the man i saw ran when he was seen. well james what did you friday, the teacher learned me arithmetic, grammar, and geography. The scots at break of day entered the castle.

SPELLING.

[William B. Bogert, aged 14½ years,—100 per cent.]

Novice,	Mercies,	Zephyr,	Antecedent,
Coppice,	Blamable,	Scurrilous,	Archetype,
Lettuce,	Changeable,	Escalop,	Architect,
Palace,	Suppletory,	Billion,	Gauging,
Docile,	Immerse,	Gauger,	Millionaire,
Fossil,	Disburse,	Glycerine,	Stupefying,
Abridgment,	Coerce,	Distillery,	Descendant,
Infringement,	Rehearse,	Confederacy,	Despondent,
Frolicking,	Guile,	Ignitible,	Brilliant,
Demurring,	Chyle,	Existence,	Analyst,
Benefiting,	Rhyme,	Antidote,	Annalize,
Shoeing,	Hygiene,	Bilious,	Hyacinth.
Moneys,	Mullein,		

STATE DEPARTMENTS.

Maine.

COLBY UNIVERSITY. — The fall term of Colby University opened last week. The chair of Mathematics is now filled by Professor Warren, late of New London, N. H. The new Freshman class numbers thirty-eight. The Sophomores have gained one since last year, by the coming of a Bates man, and the Juniors one by the coming of a Harvard man. Arrangements are in progress to give the students regular gymnastic training and instruction in the manual of arms. Drs. Crosby and Wilson, of Waterville, are to be superintendents and instructors. Every room in the dormitories is now occupied, and some of the students room in town.

— Hon. Hannibal Hamlin has subscribed $,1,000 to the Academy endowment fund of Colby University, the same to be applied to the purchase of a library for Hebron Academy.

LEWISTON. — The fall term of the public schools in Lewiston commenced Monday, Aug. 30. The attendance is very large. Miss Sarah E. Sprague, of New York, a graduate of the Oswego Normal School, takes the place of Miss Wiggin, as teacher of the training school on Oak street. In the High School, Miss Southard, a graduate of Oberlin College, succeeds Mr. Cobb, who goes to Yale to take the post-graduate course. Eighty pupils have been admitted to take the place of the twenty-four who were graduated last year. From the grammar school Miss Clark has gone to the Salem Normal School. Some promotions have been made, and Miss Getchell and Miss Sanborn, graduates of the Western Normal School, and Miss James, of this city, have been appointed to positions in the school. Two new schools have been opened, one in the new house on Bridge street, and one on Lincoln street.

AUBURN.—The grammar and primary schools of Auburn opened August 30th. Mr. Williams continues at the head of the grammar school, over which he has presided for two years past. Miss Billings is promoted to first assistant; Miss Elliot, a new teacher, is second assistant; Miss Julia Briggs is promoted to be third assistant; Miss Florence Robbins is fourth assistant. Miss Hatch has the first primary school. Miss Maud Belle is the only new teacher in the Pine street school. The High School opened Aug. 30th. Mr. Gay retires, and Mr. Fish succeeds to the position of principal. His assistants are Miss Litchfield and Miss Perley. Mr. Fish is a graduate of Harvard, and is a teacher of experience. Mr. F. will also act as superintendent in the graded schools, and has already entered on his duties. . . . The Kindergarten school on Court street opened on Monday, Sept. 6th.

LECTURES. — The course of lectures for the benefit of Cape Elizabeth High School commenced Thursday evening, Sept. 9th, with a lecture by Rev. G. W. Bicknell, on "Enthusiasm." Music will be furnished by Mr. J. L. Shaw and wife. Lectures will also be given by Hon. I. Washburn, Rev. Dr. Hill, Darius Ingraham, Esq., W. W. Thomas, Jr., E. Elwell, Esq., and select readings by Consul Murray. Good music will be furnished for most of the lectures.

LEEDS.—The town of Leeds having voted at her last town meeting not to avail herself of the free high school system this year, a few enterprising citizens have taken the matter in hand, and now two fine large schools are in progress, supported by private contributions, with the State aid. One is located at North Leeds, and is taught by A. W. Potter, a Bates student of the class of '77; theother is situated at West Leeds, and is under the instruction of H. Pratt.

PORTLAND.—At the special meeting of the school committee, Mr. Arthur Morrill was elected second-assistant master in the High school, with a salary of $900 a year, and Misses Lucy A. Lynch and Hannah E. Pray, assistants. It was voted that the salary of the second-assistant master of the High School shall not exceed $1,000 per annum; first-assistant in the Park street and Fourth Grammar schools, $500. Miss Marion S. Longley was elected assistant in North School, and Miss Hanson transferred to the North School.

BOWDOIN COLLEGE. — Mr. A. H. Davis, formerly of the Worcester High School, has been appointed professor of Latin in Bowdoin College, at a salary of $2500.

— The free high school at Centre Hartford, taught by Mr. Holland, of Canton, and at Bear Mountain by Mr. French, of Turner, commenced Aug. 31st.

— The fall term at Monmouth Academy commenced the 30th inst,, under the tuition of G. F. Smith. The attendance is greater than was anticipated.

— The fall term of the high school at Mechanics Falls commenced on Monday, Aug. 30th, with Mr. Ring, of Richmond, as principal, and Miss Sarah Bucknam, assistant.

— The fall term of the free high school at Naples commenced Monday, Sept. 6th, under the instruction of W. W. McCann, of Mechanics Falls. Fifty scholars in attendance.

— C. E. Blake, A.B., has been chosen principal of the Boynton High School, at a salary of $1,200. The building has been recently fitted up, and is in every way a model of neatness and convenience.

— Prof. D. A. Sargent, while performing in the gymnasium at Belfast, last week, fell from a horizontal bar, receiving severe injuries.

— The village schools at West Waterville are in good hands: Mr. George A Stewart having charge of the High school, with Miss Snow, assistant; Mr. Kelley of the grammar; Miss Small of the intermediate; Miss Hatch of the upper primary; and Miss Rowell of the lower primary.

New Hampshire.

CONCORD.—The following is a list of the teachers: *High School.*—John L. Stanley, principal; Helen L. Webster, Laura Carleton, assistants. *Grammar Schools.*—Walker—M. W. Haley, principal. Merrimack—Abbie C. Cochran, principal; Ellen A. Folger, assistant. Centre—Mary E. Rowe, principal; Kate P. Blodgett, assistant. Rumford—Josephine E. Hodgdon, principal; Louise J. Blodgett, assistant. Penacook—Pauline A. Bowen, principal; M. J. Young, assistant. *Intermediate Schools.*—Walker—Mary A. Stubbs; Merrimack—Ida B. Clarke; Centre—Isabelle F. Nutter; Spring—Mary L. Merrill; Rumford—Lottie E. Thompson; Penacook; Mary A. Clement. *Primary Schools.*—Walker—Lizzie A. Palmer, Sarah E. Ballard; Franklin—Jenette Clark; Merrimack—Mary L. Prescott; Union Street—Susan R. Moulton, Ellen Morrill; Centre—Louise Shattuck; Spring street—Amelia Gordon; Myrtle street—Mary H. O'Connor, Belle T. Mower; Rumford—Clara E. Holt; Penacook—Hannah E. Bell; Fair Ground—Helen M. Farnsworth. *Mixed Schools.*—Plains—Fannie Dunlap; Bow Brook—Etta F. Smythe.

MANCHESTER.—The schools commenced on the 13th. Herbert W. Lull (Harvard, '74) has been elected sub-master in the high school. He has had charge of the intermediate school the past year. Mr. John J. Sullivan takes the place of Mr. Lull. Miss Etta Carlie has been appointed principal of the Amoskeag Grammar School in place of Miss Emma Brown resigned. Miss Abbie S. McClintock has leave of absence on account of ill health.—Our correspondent writes: "Very seldom do you see teachers so united, so free from petty jealousies and fault-finding, as are ours at the present time—a result in a great measure, if not entirely, owing to the judicious, impartial management of the late superintendent, Mr. Edgerly." May that state of things long continue.

NASHUA.—Frank N. Parsons (Dartmouth, '74) has been elected sub-master of the high school. Of the scholars entering this term, 23 take the Classical course, 12 take the English course, and 9 take the Business course. The latter are all boys. . . . Main street middle and primary school-house is undergoing repairs. "It is conceded by all that the contractor is more than filling his contract;" and his name is *Edmund Dobbins*. . . . The second year of Miss Anna Held's Kindergarten began September 2, with a good attendance. Children received between the ages of three and seven; tuition, $50.00 a year, being less than at any similar institution in the country. We trust a great many teachers, and parents too, will visit this school the coming year to see the great beauties of *common sense* in teaching as opposed to traditional routine-work.

— Dartmouth has the largest Freshman class ever admitted.

— Meriden opens well with about one hundred students.

— The Simonds High School (Warner) opens with over seventy students,—N. N. Atkinson, master; S. S. Bean, sub-master; Miss E. E. Phelps, assistant.

— Elder H. C. Blinn, of Shaker Village, delivered an able lecture on "Schools," before the Educational Association in Union Hall, Canterbury, September 3d.

— The fall term of the Marlow Academy commenced the 25th, under favorable auspices; A. E. Cudworth, of South Londonderry, Vt., principal.

— The Brentwood decision, that pauper children shall be allowed to attend school in the district where the pauper farm is located, may be right; but that such farm should be exempt from taxation for schools, is not right. It compels a single district to educate the paupers of the whole county.

— Miss Alice P. Goodwin, of Franklin, goes to Flushing, N. Y., as teacher of Latin and French in the Macgregor Hall School, a

seminary for young ladies; and Miss Annie P. Little, of Concord, takes charge of the High School at Chelton.

— Dr. W. B. H. Mason, of Moultonboro, has been appointed à trustee of the College of Agriculture and Mechanic Arts.

— Prof. E. S. Stearns, principal of the Robinson Female Seminary at Exeter, has been appointed president of a new State Normal University in connection with Nashville (Tenn.) University, which is expected to be the largest institution of the kind in the State.

— McCollom Institute begins with over fifty students, and a toot of the familiar trumpet.

Vermont.

THE TEACHERS' INSTITUTE for Lamoille County was held at Jeffersonville, September 2d, 3d, and 4th, by Edward Conant, State Superintendent of Education, assisted by Mrs. H. F. Kile, principal of the graded school at Essex Junction; Mr. J. M. French, of Jeffersonville, and Principal W. C. Crippen of the Johnson Normal School.

The Institute was opened on Thursday evening by a practical address from Mr. Conant, on the relation of the town to the schools. He traced the history of our public schools, from the establishment of the first one in Bennington, 1763, down to the present time, showing that the town has always been the principal factor in their establishment, and an important agent in their management.

On Friday evening he urged the maintenance of a public high school in every town, either as a central school, according to the provisions of the present law, or by adopting the town system. During the day sessions he spoke to the teachers of the various branches to be taught, the methods of teaching them, and the connection between the studies of the schoolroom and the duties of the farm, store, and shop. He also gave an excellent lesson on the sources of our school money, which are, in brief, as follows: 1. From taxation—district, town, State; 2. From school lands—original, transferred, bequeathed; 3. From the United States deposite money; 4. From gifts and other sources.

Rev. G. H. French, of Johnson, gave a lecture to the Institute upon the failures of teachers, their causes, and how to avoid them.

HARDWICK.—The fall term of the academy and village schools began Thursday, September 2d. J. H. McLoud, of Calais, has charge of the academy, with Miss Sarah Burnham in the primary department. The experience of the teachers is ample assurance that the schools will be successful. The term began with about seventy pupils, which number will doubtless be largely increased the present week.

ST. JOHNSBURY. — The public schools of the village opened Aug. 31st, with about the usual number of pupils. The corps of teachers is as follows: Summer Street schoolhouse, Miss J. H. Bailey, grammar school; Miss Alma Galbraith, 2d grammar school; Miss Almira Farr, intermediate; Miss Lillie Cornell, 1st primary; Mrs. Morrill, 2d primary; Miss May F. Underwood, mixed department; Fairbanks Village, Miss R. B. Weeks; Maple Street, Miss Georgia A. Wright; Paddock's Village, Miss Lura M. Gilfillan.

MONTPELIER. — The graded school opened Sept. 6, with 360 pupils, the full average for last year, notwithstanding the Catholics are drawing off their scholars for a parish school. Mr. J. E. Miller, with all last year's teachers, are at their posts for the year just commenced.

RICHMOND.—The Jonesville fall school commenced last week with Miss Sarah Colby in charge. The fall term of the graded school at Richmond commenced Monday, September 6th, Mrs. Bliss in charge of the higher department, Miss Jennie Nichols the intermediate, and Miss Rich the primary.

BENNINGTON.—The school building of this village has been recently supplied with water and gas, and a house for the janitor erected at the expense of the district. Fred P. Squire has been retained as teacher of vocal music for the next year. Such a teacher every village ought to have.

SOUTH LONDONDERRY. — The academy opened Sept. 1st, in charge of H. P. Stimson, recently of Ludlow.

— It is expected that the Reform School buildings (Vergennes) will be completed and everything in readiness for the whole school —some ninety odd pupils—by the last of September.

— Goddard Seminary (Barre) begins its fall term with about eighty students.

— Twenty-five students from Reading are attending high schools and academies in other towns this fall, besides four schools supported in town, which is a good record for a town of 1,000 population.

— Miss Emma Ide, of Lyndon, is engaged as soprano singer for one of the New York city churches.

— Glover sends fourteen students this fall to St. Johnsbury Academy.

— Windsor High School began its fall session Sept. 6, Mr. Perkins, the principal, having barely recovered from a serious illness.

— S. E. Root, A.M., M.D., of Randolph Centre, has been engaged to give a course of lectures on Physiology to the students of the State Normal School.

— The State Normal School at Randolph has the largest number of students in attendance that it has ever had since it was organized.

— Rev. C. B. Hulbert, president elect of Middlebury College, preached his farewell sermon to his church at Bennington, Sunday.

— Ex-President Kitchell, of Middlebury College, and wife, are about taking a European trip.

Massachusetts.

BOSTON.—The Boston Public Library distributed 59,120 volumes the month of August. A good record for reading during dog-days, and a sure evidence that all of the knowing ones did not leave town.

Miss Hosmer will be represented at the Philadelphia Centennial exhibition by an original group in marble—the largest she has ever undertaken. It portrays the idea of "the African sibyl foreshadowing the freedom of her race." She will send, also, a copy of Lord Brownlow's gates, ten feet wide, and seventeen high, containing 71 human figures.

The Essex Institute proposes an excursion to North Conway about September 20.

ASHBURNHAM.—Cushing Academy was dedicated on the 7th inst., in presence of an audience of more than a thousand, in the large assembly hall of the building. Ex-Gov. Bullock, president of the board of trustees, gave an eloquent address, followed by shorter addresses by Rev. Mr. Crosby, secretary of the board; Rev. A. P. Marvin, Professor Thompson, of the Worcester Institute of Technology; Hon. E. P. Hubbard, of the State Board of Education, and others. The school has opened favorably with about eighty students. The following are the teachers in charge of their respective departments: Edwin Pierce, A.M., principal and head of the Classical department; James E. Vose, Mathematics and Sciences; Miss Mary P. Jefts, preceptress, Ladies department and Modern Languages; Mr. F. A. Whitney, Preparatory department; Miss —— Rowley, Vocal Music, Piano, and Organ.

LEICESTER ACADEMY opened this fall with an increased number of pupils. The trustees were fortunate in securing the service of D. N. Putney, A.B., as principal, vice J. O. Averill, A.M., resigned. Mr. Putney is a graduate of Dartmouth, and will sustain the excellent reputation he has acquired as a teacher in Norwich Academy, Vt., and other places. The scientific teacher, Josiah Keep, A.B., remains another year; also the music teacher, Miss E. A. Pollard.

The school has just purchased a fine set of telegraphic instruments, from the manufactory of Thomas Hall, Boston, and hereafter telegraphing will be introduced as a special study in the course.

The dormitory rooms have been repaired, painted, and papered, during vacation, and the school now offers good facilities for classical, scientific, and musical education.

PHILLIPS ACADEMY.—Mr. Griffin's place in Phillips Academy has been filled by the election of Mr. George Merrill, professor of Natural Sciences, Washburn College, Kansas. Mr. Merrill is a son of Rev. James Merrill, of West Andover, and was an instructor in this academy for three years and a half succeeding his graduation at Amherst.

Mr. Skeel, of the class of '75 at Amherst, is a new teacher also, instructing in Modern Languages. The attendance is not so large as last year at this time.

AUBURNDALE.—Lasell Seminary, Auburndale, has already (September 11th) enrolled 51 boarding students for the coming year, as against 37 for the corresponding term of last year, and 22 for the entire year previous. Six additional sleeping-rooms have been handsomely furnished; the chapel, studio, and gymnasium entirely made over and beautifully finished; several water-closets added, etc., etc. Much needed sanitary improvements have been made out of doors. Prof. I. Dole takes Latin and Greek; Miss C. A. Carpenter becomes preceptress; Miss Jennie West has the Art department; Prof. Jules Luquiens, Institute of Technology, Boston, will have weekly supervision of French classes; Prof. S. R. Kelley, Boston, takes the Elocution, and Miss Eva Bragdon, of New York, the primary department (new). An addition to the building must soon be made. C. C. Bragdon is principal.

— Twelve candidates took the examination for a cadetship at West Point, before the examining committee, District-Attorney Asa French of South Braintree, John B. Swinnerton, master of the Taunton High School, and Dr. H. F. Copeland of South Abington, at Braintree, September 2d. Which of the following applicants will be the candidate for military honors has not yet been announced: *Plymouth County*—Ellery W. Bates, Hingham; Clarence Perkins, Bridgewater; Quincy C. Bird, East Bridgewater; Israel F. Merritt, Scituate. *Bristol County*—C. H. Brown, Taunton; Horace W. French, Taunton; Eugene T. Galligan, Taunton; Horace S. Woodworth, Rehoboth. *Norfolk County*—Edward M. Phelps, Foxboro'; Charles P. Tower, Hyde Park; Melville G. Smith, Walpole; Zerah W. Torrey, South Weymouth. The committee will commence at once a thorough examination of the candidates' manuscripts containing their answers to the questions propounded, and will decide upon the one of the young men whom they deem to possess the most thorough mental fitness, and send his name to Hon. B. W. Harris of East Bridgewater, member of congress for the district, with a recommendation for his appointment to the cadetship.

— Miss Fannie V. Doane, principal of the grammar school in Orange, has accepted a call to Hitchcock Free High School, Brimfield, Mass.

— Mr. Walter Hoxie has resigned his position in the North Grammar School at Randolph, and Mr. A. N. Fuller, formerly principal of the Bolton High School, takes his place. Salary $800. There were twenty-three candidates for the vacant position.

— The citizens of Warwick wish to curtail the expenses, and have voted to abolish the high school and cut down the library appropriation one half.

— There have been over two hundred applications for admission to the Smith Female College at Northampton, but not over twenty of the applicants have been admitted.

Rhode Island.

THE regular quarterly meeting of the board of education was held on Tuesday, Sept. 7th. Among other matters of business, appropriations were made in aid of the free public libraries at East Greenwich, Warren, and Manville, thereby inaugurating the distribution of State aid for the benefit of such institutions as provided by the laws of the last general assembly. The board of examiners for the Normal School for 1875–6 are: Rev. Augustus Woodbury, Providence; Rev. George Bullen, Pawtucket; R. S. Andrews, Esq., Bristol; Prof. F. E. Thomson, Newport; D. B. Potter, Esq., Coventry; Rev. D. R. Brewer, Westerly. The State Normal School opened on Wednesday, Sept. 8th, with a full complement of pupils, over 50 new pupils being admitted on the 7th. The corps of teachers remains unchanged, except that Miss Lydia S. Rathburn has resigned, and Miss Ida M. Gardner has been appointed to fill the vacancy. Miss Gardner has had a wide experience, and the school is to be congratulated on her accession to the number of instructors.

The schools in Providence, and in most of the large towns and villages, commenced the fall term on the 6th inst. Newport began on the 13th inst., not having closed its summer term till the last of July. The district schools have no uniformity in beginning and closing, though the greater portion will have begun before the end of the month.

PROVIDENCE. — The public schools have opened with full numbers and with but few changes among the teachers. In the High school Mr. B. I. Wheeler, B. U. '75, takes the place of assistant, vice Mr. J. E. Leach, resigned. The number of pupils in the High School is so large that a colony of two rooms has been transferred to the old Fountain street schoolhouse. In the matter of providing suitable accommodations for the High School, the city councils still delays and disagrees, while the school is daily suffering irreparable injury.

STATE NORMAL SCHOOL (Providence). — Upward of 60 candidates for admission were examined in Sept. 1874, and some 50 were admitted. The number presenting themselves for admission this year, on Sept. 7, was not quite as large as last year, but was made up of a large proportion of High school graduates. The rank of scholarship has been steadily raised since the establishment of the school in Sept. 1871, under the efficient administration of T. W. Bicknell, then Commissioner of Public Schools for Rhode Island. The class in Physiology are to be aided in their work this term by a large and finely finished manikin lately imported from Paris. Professor Gates is still retained as teacher of French, while the classes in Latin and German are to be taught by the other teachers of the school.

WESTERLY.—The schools in District No. 1, Westerly, opened on Monday, Sept. 6th, with Prof. J. M'E Drake as principal. As there have been several changes in teachers since last term, we give a full list: *Elm street School.*—Benjamin Baker, High school; Mrs. J. M'E Drake, assistant in High school; Miss Augusta Morrow, Second Grammar; Miss Jessie Kerr, First Grammar; Miss Lucy Booth, Second Intermediate; Miss Emma F. Dunlap, First Intermediate; Miss Mary E. Coy, Second Primary; Miss Mary Hall, First Primary, "A"; Miss Amy Hull, First Primary, "B." *Pleasant street School.*—Miss E. Lua Clarke, First Intermediate; Miss Susie Coy, 2d Primary; Miss Genie Lewis, First Primary.

WOONSOCKET.—The High school has received a reinforcement from the Grammar school to the number of about twenty. We commend the wisdom of those parents who prefer to unite the culture and training of the home to that of the school without the intervention of the rail-car.

NORTH SCITUATE.—Lapham Institute, the well-known academy located at this place has begun the fall campaign with a fair number of pupils. The vacancy caused by the death of the principal, Prof. A. G. Moulton, has been filled by the appointment of Prof. M. S. Stockbridge, a graduate of Bates College. . . . Miss Mary D. Livesey has been engaged to take the school in Dist. No. 3, Tiverton. . . . Miss Martha D. Cole is engaged at Allenton, No. 5, North Kingston. Miss Ida L. Pierce goes to No. 7, Portsmouth, Prudence Island.

Connecticut.

TEACHERS' INSTITUTES.—Several institutes are to be held in September and October, those definitely arranged for at the present time are the following: At Colchester, September 16–18; at Old Saybrook, September 23–25; at Meriden, September 30, October 2. Arrangements are in progress for institutes at Willimantic and Stonington.

STONINGTON.—The central or "borough" district of this town is moving for a new school-house, which will supply a manifest want. As there is abundant wealth in the district, it should erect one of the most beautiful and substantial school buildings in the State. The adjoining town of Westerly, R. I., is justly proud of its high-school building. Stonington should not allow itself to be excelled by its eastern neighbor.

PROFESSOR GILLETT.—Rev. Ezra Hall Gillett, D.D., professor of Political Economy in the University of New York, who died in that city, September 2d, at the age of 52, was a native of Colchester. After graduating at Yale in 1841, he studied nearly four years in Union Theological Seminary, New York city. In April, 1845, he became pastor of the Presbyterian church in Harlem, N. Y., and retained that position till about one year ago. He became prominent in the literary world by the publication of his elaborate "Life and Times of John Huss," in 1863. He was also the author of a "History of the Presbyterian Church in the United States," published in 1864, and of several other works. He received the degree of D.D. from Hamilton College in 1864. He became professor in New York University about six years ago, but remained pastor of his church till recently, as before stated. By his unwearied diligence he attained conspicuous position and influence.

EXTRACT FROM A SCHOOL VISITOR'S EXPERIENCE.—A would-be teacher in the western part of the State, has recently made several interesting discoveries in grammar, history, arithmetic, and geography. The gentleman to whose wondering view was first revealed the light of those discoveries has carefully reported them for the benefit of the readers of the JOURNAL: 1. Grammar. The candidate was requested to parse each word in the sentence, "Tell me what you see." Here is the reply, *verbatim*, "Tell is an adverb. Me is a subject. What is a relative pronoun. You is a personal pronoun. See is an adjective." 2. History. "Into what periods is United States History divided?" *Ans.*—"Into United States and Europe." "Name some important dates in the history of the United States, and tell why they are important." *Ans.*—"1779, 1789, 1861. Plymouth was settled in 1779; Jamestown in 1789." 3. Arithmetic. "$12\frac{8}{4}$ is a complex fraction." 4. Geography. "That part of America which lies farthest north is Europe; the part farthest south is Australia. To reach New York from Chicago by water, sail down the Hudson. California is a city on the Pacific coast; the principal sea-ports on the Atlantic coast are New York and New Orleans."

THE ELLINGTON SCHOOL.—In 1829, the Hon. John Hall, of Ellington, in connection with several other gentlemen, among whom were Prof C. A. Goodrich, of Yale College, and Hon. Henry L. Ellsworth, of Washington, D.C., established this school in the pleasant town of Ellington. The well-known ability and high personal character of its founders gave it at once a pre-eminence which it retained for many years. Its teachers, — Judge Hall being principal, — were men of marked ability, and most of them have since attained eminence in their professions. The names of a few of them were: Luther Wright, long principal of Williston Seminary, Easthampton, Mass.; Rev. J. A. Reed, conspicuous in Home missionary labors in Iowa, and elsewhere; Rev. Dr. S. G. Brown, now president of Hamilton College; Hon. Alphonso Taft, of Cincinnati, a distinguished lawyer and judge; Mr. Ariel Parish, of New Haven, who needs no commendation in this journal; Prof. J. L. Taylor, of Andover, Mass; and C. S. Lyman of New Haven; the Rev. Dr. Edward Strong of Boston; and the late Hon. Luther Haven, of Chicago, who have won high positions in the competitions of life.

The pupils of the Ellington School were gathered from widely separated regions, many coming from the Southern States, and several from Brazil and other South American countries. Not a few of them have become distinguished men. Among them may be named Hon. Francis Bacon, of Litchfield, who died in early manhood; Hon. Robbins Battell, of Norfolk; Hon. Francis P. Blair, M. C., of St. Louis; Hon. David J. Burr, of Richmond, Va.; W. C. Crump, Esq., of New London; Hon. H. C. Deming, M.C., of Hartford; Hon. R. S. Donnell, M.C., of Raleigh, N. C.; Rev. Dr. Azariah Eldridge, late of Paris; Rev. Dr. E. W. Gilman, Secretary of the American Bible Society; Rev. Chauncey Goodrich, of New Haven; Rev. Dr. Gordon Hall, of Easthampton; Hon. C. M. Ingersoll, M.C., Dr. Levi Ives, Prof. C. S. Lyman, Donald G. Mitchell, Esq., and Secretary B. G. Northrop, all of New Haven; Ebenezer Porter Mason, the brilliant young astronomer, who passed away early, and whose memoirs were written by Professor Olmsted; Gen. W. S. Pierson, of Windsor; Rev. Dr. E. E. Rankin, of Fairfield, and Rev. Prof. J. L. Taylor, of Andover, Mass.

About 1840 the school was transferred to other hands, and from that time it gradually declined. In the second decade of its history it numbered among its pupils M. H. Buckham, now president of the University of Vermont, and his brother, H. B. Buckham, principal of the Normal School at Buffalo, N. Y. The Ellington School ceased to exist 10 or 15 years ago. D. G. Mitchell, "Ike Marvel," who was a pupil at the school in its flourishing days, makes several allusions to it in his "Reveries of a Bachelor," published several years ago.

THE NORMAL SCHOOL. — The fall and winter term of twenty weeks began with the examination of candidates for admission on Tuesday, Sept. 5th. The new class numbers about 40.

WESLEYAN UNIVERSITY.—The forty-fourth year of this institution began Sept. 9th. The accession of the new president, Dr. Foss, is signalized by the entrance of the largest Freshman class ever received into the university. Dr. Foss will be inaugurated about the middle of October.

SPELLING MATCHES. — A spelling match will be held in connection with the Institute at Colchester; also at Old Saybrook. The prizes in each case are one copy of the Unabridged and two of the National Dictionary.

KINDERGARTENS. — A school upon the Kindergarten plan has been maintained for a considerable time, by Mrs. L. B. Black, of New Haven, in connection with her school for young ladies. Mrs. S. L. Cady, of the same city, has recently added a kindergarten to her school, the "West End Institute."

PERSONALS.—Mr. William H. Hotchkiss, of Ansonia, a graduate of Yale, 1875, has accepted the appointment of principal in the preparatory department of Olivet College, Michigan. . . . Mr. Edward S. Peck, of the same class, has become principal of the academy in Greenwich.

SPECIAL NOTICE.—School Visitors, Superintendents, Teachers, or any other persons in Connecticut who have in possession any items adapted to this column, are invited to communicate with the State Editor, at New Haven.

Colleges.

WILLIAMS. — The new college year opens well. The many improvements made in and about the college buildings and grounds, through the liberality of Cyrus W. Field, give a new face to affairs outwardly. Some changes in the faculty have been made. The Rev. G. L. Raymond, who was provisional professor of Rhetoric during 1875 and part of 1874, has gone to Europe for a year's stay. On his return he is expected to take charge of the department of Elocution. Henry Smith, A.B., '71, will take charge of this department during his absence. The Rev. Lewellen Pratt, of North Adams, has been appointed to the professorship of English Literature. Professor Griffin will take charge of the Rhetoric department. A change has been made in the time of the morning recitations and chapel exercises. The two morning recitations are now consecutive, beginning at 9 and lasting until 11:10 o'clock. Chapel begins at ten minutes before nine, instead of eight as before. The new plan is yet but an experiment, but seems to be quite generally approved among the students.

The incoming Freshman class numbers, at present, forty-four. Those of the class who came to college with pleasant anticipations of being "hazed" are meeting with disappointment, for hazing is dead. One would think that such an aged custom, which was already tottering over its grave, might have been left to die a natural death, but not so at Williams. The faculty fell upon it while it was quietly napping, during vacation, and dealt it such a blow that it died on the spot. The following pledge was sent to the members of the Sophomore class, with the statement that it must be signed and returned to the president before the beginning of the next term, or else a dismission from the college must be applied for:—"I promise, on condition of being retained as a member of Williams College, on my faith and honor, to obey all the laws and regulations of the college; that I will faithfully avoid intemperance, profanity, and all indecent, disorderly behavior, and disrespectful conduct to the faculty, and all combinations to resist their authority; especially that I will refrain from 'hazing' and all similar practices which tend to produce disorder in College and ill-feeling in classes, as witness my hand."

DARTMOUTH. — The boys have nearly all returned from their summer vacation, the Freshmen are "pledged," and work is now the order of the day. . . . The president gave a reception to the students of the Medical department on Friday evening of last week. . . . The following gentlemen have been elected editors of the *Ægis* by the Junior class: Messrs. Adams, Atkinson, Brown, Noxon, and Adams of the Academical department, and Hopper, of the Scientific. . . . Eight hundred and forty-six volumes and one hundred pamphlets have been added to the college library recently. . . . Notman has opened his studio, and is taking the class pictures of '76. . . . Among Hanover improvements, the large addition to the Dartmouth hotel is deserving of special notice. . . . The college law in reference to the payment of term-bills has been so altered as to allow two weeks for the payment of bills instead of one as previously. . . . The new St. Thomas Church (Episcopal) was opened for services the first time last Sunday. . . . Rev. Mr. Chandler, for thirty years missionary to Southern India, preached in the college church, Sabbath, forenoon and evening. . . . Assemblages on the campus and about the buildings for the purpose of singing college songs, with now and then the sound of a forbidden horn, relieves the stillness of the night. . . . The *Dartmouth* was issued on Thursday, the 9th inst. It is now a weekly publication of sixteen pages, neatly printed and on good paper, and is in all respects a credit to the editors, the Senior class, under whose auspices it is published, and to the college. . . . The annual match game of foot-ball between the Sophomore and Freshman classes was played on the campus, Saturday afternoon, and was quickly and easily won by the Sophomores. Immediately following, the Juniors and Sophomores had a contest, when '78 won two more straight games. As a consequence all Sophomoredom is now particularly elated.

TUFTS.—The fall term opened on Tuesday, September 2d, under very favorable circumstances. There are no changes in the board of instruction, except that President Capen now enters upon his duties, and thus becomes professor of Moral Philosophy and Political Economy. Fifteen students have entered the regular course, ten the Engineering course, and about a dozen new men enter the Theological School. These numbers show a gratifying increase. Professor Marshall has returned from his European trip. He has made considerable additions to the college museum, including some very rare and valuable objects, which will be more fully noticed hereafter. Large additions have also been made to the philosophical apparatus in Professor Dolbear's department. Of the members of the last class, W. H. Morrison and F. A. Dillingham enter the Theological School; W. L. C. Bailey and H. C. Buck are to take post-graduate courses at the Hill. W. W. McClench is assistant at Hitchcock Academy, Brimfield. G. H. Hunt is to teach Latin and Greek at Goddard Seminary, Barre, Vt., and J. F. Baker (of the engineering course) has a fine situation at Lowell.

HARVARD. — Mr. Chauncey Wright, instructor of Physics in Harvard College, died suddenly at his residence in Cambridge on Sunday. He was born in Northampton, Mass., and was a graduate of the class of 1852. Upon leaving college he was employed on the United States Almanac, which department was then located at Cambridge under the charge of Admiral Davis, which position he held until within four or five years. At one time he was a lecturer on Metaphysics in Agassiz's school at Cambridge, and had won a deserved reputation as a writer in the *North American Review*, *Nation*, and New York *Evening Post*. Within two years he has been the champion of Darwinism in this country, and his essays upon that subject in the *North American Review* attracted attention. His death is supposed to have been caused by heart disease.

— The corner-stone of the Rose Polytechnic Institute—the industrial school endowed with $450,000 as the free gift of Chauncey Rose, of Terre Haute, Ind.—was laid Saturday last.

New Publications.

THE HIGH SCHOOL MUSIC READER. For the use of Mixed and Boys' High Schools. By Julius Eichberg, General Supervisor of Musical Instruction in the Boston Public Schools. Boston: Ginn Brothers; 1875.

This musical reader has been prepared to meet the wants of the advanced classes of the Boston public schools, and in doing this Prof. Eichberg has rendered a service to the same grades of musical pupils throughout the country. It is intended to be used with as little aid from the piano or organ as possible, and in the practice of the pieces by note. Especial attention is called to position of the body, evenness of tone, and clearness of enunciation. The music is classic, of the highest type, and the words are generally good translations from the German, or the appropriation of the best English hymns, songs, and choruses. We can pay no higher complaint to the distinguished teacher and compiler than to say that but one piece of his own composition appears in this work. Musical culture demands the best examples as the means of developing a true taste, and the book before us, while it is wanting somewhat in the element of sentiment and passion, has the grand features of purity, classical style, and the strong diction of the old composers.

WILSON, HINKLE & CO. have in press, and will publish on or about the 1st of November, 1875, "Chapters on School Supervision: a Practical Treatise on Superintendence; Grading; Arranging Courses of Study; the Preparation and Use of Blanks, Records, and Reports; Examinations for Promotions, etc.; by William H. Payne, M.A., Superintendent of the Public Schools of Adrian, Mich." 12mo., about 216 pp.; cloth; price, $1.25. The following is an extract from the preface:

"The great law of the division of labor has called into existence a new class of professional men, whose duty is the supervision of schools and school systems: yet, up to this time, no work, not even the most elementary, has been published on an art whose importance can scarcely be over-estimated. The present work is offered as a contribution to the practical literature of teaching. Its general scope and purpose are best explained by remarking that it is a record of experience. The plans and suggestions which it embodies were not inspired by mere theories of what ought to be, or of what might be, but are the results which have been reached in the course of a considerable experience in the management of schools. It is not meant by this, that all the plans herein contained are original; on the contrary, many of them have come, either by suggestion or adoption, from the current practice in school supervision. The writer will scarcely be robbed of any credit which really belongs to him, if the reader is left to infer that this book merely presents an outline of the practice which is current in our best graded-schools."

Publisher's Notes.

Newspaper Beggars.—Below we give a letter, which is a fair sample of many coming to our office. As we have so many to reply to of this kind, we will give our answer in our columns, so that any others not receiving a reply may consider this a sufficient response:

ROOMS OF THE Y. M. C. A., 6 E. MAIN ST., ROCHESTER, N. Y., Sept. 10, 1875.

N. E. Journal of Education, Boston, Mass.:

GENTS:—We have just opened a free reading-room at the above number, in connection with the Young Men's Christian Association, which has just been organized in this city. We are asking for donations of *books, magazines,* and *papers,* to supply our reading matter. We shall be very much gratified if you find it in your heart to send us a copy of your valuable paper, the NEW-ENGLAND JOURNAL OF EDUCATION, *free.*

—. —. ———, *Cor Sec.*

OFFICE N. E. JOURNAL OF EDUCATION, BOSTON, Sept. 13, 1875.

DEAR SIR:—In reply to your favor, we would say that we know of no obligation that we are under to your association that we should contribute $3.00, which is the amount you ask of us. There are, probably, in this country (judging from the letters we receive) some 20,000 associations, of one kind or another, who put in equally good claims for our contributions. Should we attempt to respond to a tithe of these, we should be bankrupt in thirty days. In the community in which we reside we have to contribute our share (and most gladly do we do it) to Y. M. C. A.'s, libraries, sunday-schools, etc. We believe that each community should support its own charitable enterprises, and pay its honest bills without multiplying words. If unable to do so, it should apply to a missionary society for help, or else shut up shop. If a city of the size of yours cannot support in good shape your worthy enterprise without having you place yourselves on the level of common beggars, it should be made a mission-field and receive help the same as any heathen city in India. We do not "find it in our heart," and certainly not in our pocket, to send you a copy free. Had you asked us to send it to you at the best discount we could afford, our heart would have responded that we would send at our club-rate for 100 copies, to wit, $2.25 per copy for a year. Respectfully yours, PUBLISHER N. E. JOUR. OF ED.

A Reminiscence of the Past.—Going down Water street, among the new buildings erected on the burnt district, one sees the old familiar sign, "Maynard & Noyes." What associations are brought up, especially to the Boston school-boy of a half century since, in connection with the names of Maynard & Noyes, the old writing-masters; Snelling, Tower, Fairbanks, Capen, Swan, and others; the old iron-pot inkstands sunk into the forms; the demijohn, which was filled weekly (the demijohn having the old label on the handle, "Maynard & Noyes, Merchants' row"). What an episode it was in the dull, every-day school-life for a boy to be called to the master's desk and intrusted with the demijohn and a message to Maynard & Noyes for a fresh supply. What a delightful and important trip that was, fraught with as much consequence as the mission of a special bearer of dispatches. The old sign remains. Gray-haired old men who carried and fetched that old demijohn look at the sign as they pass, and think of the old times. May the old sign remain for another half century!

Business Men and Women Wanted.—"GET THE BEST."—Wike-awake men and women, school-officers, teachers, and others who are equally reliable, intelligent, enterprising, are wanted to introduce the NEW-ENGLAND JOURNAL OF EDUCATION, and to act as active canvassers, in various parts of the United States. We wish to arrange with about 100 energetic, enterprising persons, to take certain States or portions of States, for a thorough canvass for this journal during the autumn months. This work is not like book-canvassing, or any kind of agency work. Our representatives are well received, and assisted in every way possible by superintendents and principals of schools. All who have tried this work have been pleased with it, and have *in every instance found it as lucrative* as the work of teaching, and in most cases more so. THE NEW-ENGLAND is as well received out of the Eastern States as in them. Good men are sure of success anywhere. Teachers can do well to solicit subscribers among their fellow-teachers in their town or county. A good work is thus done for education. To secure any particular territory an early correspondence will be necessary.

Send the Names.—OUR READERS are our BEST CANVASSERS. We are daily receiving new names from our subscribers, who know the value of the JOURNAL.

Our Friends will aid us to double the circulation of THE NEW-ENGLAND during the autumn months.

Good Words spoken for, and good names sent to our JOURNAL, will aid us and the work of teaching.

A Little Work will do great good.

Teachers interested in English Orthography, Grammar, and Literature, History, German, French, Latin, Italian, or Hebrew, may find assistance in the Catalogue of Henry Holt & Co., Publishers, 25 Bond street, New York.

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Sunrise in Venice.

BY JOAQUIN MILLER.

Night seemed troubled and scarce asleep;
Her brows are gathered in broken rest;
Sullen old lion of dark Saint Mark,
And a star in the east starts up from the deep,
White as my lilies that grow in the west.
Hist! men are passing hurriedly.
I see the yellow wide wings of a bark
Sail silently over my morning star.
I see men move in the moving dark,
Tall and silent as columns are—
Great sinewy men that are good to see,
With hair pushed back and with open breasts;
Barefooted fishermen seeking their boats,
Brown as walnuts and hairy as goats—
Brave old water-dogs, wed to the sea,
First to their labors and last to their rests.

Ships are moving! I hear a horn;
A silver trumpet it sounds to me,
Deep-voiced and musical, far a-sea. . . .
Answer back, and again it calls.
'Tis the sentinel boats that watch the town
All night, as mounting her watery walls,
And watching for pirate or smuggler. Down
Over the sea, and reaching away
And against the east, a soft light falls—
Silvery soft as the mist of morn,
And I catch a breath like the breath of day.

The east is blossoming! Yes, a rose,
Vast as the heavens, soft as a kiss,
Sweet as the presence of woman is,
Rises and reaches and widens and grows.
Right out of the sea, as a blossoming tree;
Richer and richer, so higher and higher,
Deeper and deeper it takes its hue,
Brighter and brighter it reaches through
The space of heaven and the place of stars,
Till all is as rich as a rose can be.
And my rose-leaves fall into billows of fire.
Then beams reach upward as arms from a sea;
Then lances and arrows are aimed at me.
Then lances and spangles and spars and bars
Are broken and shivered and strown on the sea;
And around and about me tower and spire
Start from the billows like tongues of fire.

—Harper's Magazine for August.

Hearing Recitations.

BY ANNA C. BRACKETT.

In a recent amusing article in the *Independent*, Gail Hamilton attacks the exhibition of themselves by pompous school-committee men at examinations, and pleads to have the teachers and not the committee-men conduct the examination. There is much truth in what she says, though she is touching but one side of a many-sided question. It is easy to make a committee-man ridiculous and amusing. It would be as easy to made a public examination conducted by a teacher seem a broad-faced farce. In fact, it is easy to write upon one side of any question. To see all its sides, to grasp them in their relative bearings, and then to write and comprehend them all in a wise statement, is not so easy. It would seem more useful, to me, to condemn the whole matter of public examinations, as causing a great waste of time, and as having a bad effect not only on the manners but also on the morals of the children thus placed in a false position.

But with regard to what the teacher should demand of the class in hearing a recitation, it seems to me that the writer above referred to is fundamentally wrong. She says the aim should be to find out whether the pupils know, "not cognate things, ramifying things, parallel cases, facts which depend on the principles laid down on these pages, but whether they know these pages themselves." And farther on she says, "Let us make sure that pupils know what is in the book, and trouble ourselves less about what is outside the book." She continues: "With all our object-teaching and all our new methods, there remains as at the beginning just one thing to do, and that is to make the pupil lay hold of his geography lesson, and his grammar lesson, and his arithmetic lesson, and learn it thoroughly, and the way to learn it is to commit it to memory."

In all these statements there is overlooked by the writer the one central fact that the main object of educational institutions and their work, is not to accumulate facts, but to train the mind; and that arithmetic, grammar, and geography have their value in doing this, and only in so far as they do it. If the business of the teacher is merely to discover whether the pupil has committed to memory exactly the words and sentences on the pages of his books, the science of education is at an end before it begins, and anyone who can read and is not deaf is fully qualified for a teacher.

But the fact is that the main business of a recitation to the educator is not to find out whether the pupil has committed to memory what is in the book from which the lesson has been assigned. It is to ascertain how far the pupil has thought about it, how far he has grasped the thoughts and ideas, and to what advantages he has used his mind as he read it over. Any pupil who is not an idiot can commit a lesson to memory. The feat requires only a certain number of repetitions by the lips even,—for some children more, for others fewer; and the pupils from whom such recitations are expected prepare for them accordingly, and do not become "discouraged and demoralized by being asked questions which they cannot answer."

But the teacher's business is not thus mechanical. She may not, in the course of a long recitation, ask for a single fact found on the page which her pupils have had to consider. But when the recitation is over, she will have probed their understanding and grasp of it to the bottom. She will have suggested relations, and pointed out resemblances or differences which the children had never thought of. She will have shown connections with this and all their other lessons. She will have set them to thinking in a just and logical way, and the class will go back to their seats not "demoralized or discouraged," but as if they had drunk the wine of a new life. At recess we may hear them discussing in their childish way some of the issues brought up, and their parents at dinner will probably be entertained with vigorous conversation.

The child's understanding of a lesson may be "huddled and lumped," like a measure of meal. The object of the recitation is not accurately to measure and weigh the meal but to put leaven in it.

Children from whom such recitations are expected will not be found during their study hours listlessly repeating over the words of the book before them, while their eyes are wandering around the room. They can be left alone during their study hours, and will not have to be watched. They will come to their class recitation full of questions which they want answered, or full of delight and pride at their discovery of some new resemblance.

There is no recitation—I say absolutely none—in which this may not be used. I do not except the multiplication table or the paradigms of Latin verbs. And the teacher who does not require from her class mainly what is not in the book, had better resign.

There is one danger against which the true teacher must, however, be always on her guard, and that is the being led off the main track and the limits of the day's lesson by her own or her pupils' enthusiasm. Every recitation is to her renunciation. It might be made so delightful, and so indefinitely extended, that she is always forced to keep sternly in view the undoubted fact that her object is the mental training of her class, and not her own pleasure.

Of course, if the class are set to commit to memory really fine poetry or prose, something too much neglected, the exercise is then one of memory and must be so tested, though in that case they may far better repeat the lesson to a fellow pupil than to the teacher, whose professional work will then come after the memoriter recitation has been completed.

I have no desire to cross swords with Gail Hamilton, or with any woman, but her words served me so fitly for an illustration of the subject in my mind at the time that I have taken the liberty of using them as such, sure that she will understand the spirit in which I have done so.

The Modern Pronunciation of Latin.

PAPER NO. II.

In a previous communication some pleasant allusions were made to my nephew at the academy and of his zeal in the study of Latin, and of his interest in the new, or as he claims, of the original and proper pronunciation of the ancient language. Under the impulse of his youthful ardor, I have been led to examine the whole subject a little more carefully and critically, and if you will give me space and patient hearing I will give you as briefly as the subject will allow, and I trust impartially, the results of my examination.

The first objection urged against the new or, as it is now more commonly styled, the Roman pronunciation, is that some persons will have to become more or less familiar with a pronunciation of four or five vowels and two or three consonants, which differs from that common in New England forty years ago. This objection affects only those who are grown up.

Those who have to learn as beginners may about as well learn in one way as in another. If they learn a pronunciation that will help them in learning any of the languages largely derived from the Latin, as the Italian, Spanish, and French, there is so much gained. If everybody at school now learns the Roman method, by the time these school boys have come to age nobody will remember anything different. The elderly people for a time will feel awkward under the change, but if

there is a decided and permanent advantage in it, those of the elderly people who are scholars, and gentlemen as well, will be willing to waive their prejudices.

But the question is asked, and it is a fair question, "Who had the right to discard a well-settled mode of Latin pronunciation, and inaugurate an entirely new one?" Yankees sometimes answer one question by asking another. Indeed, I remember a very high authority for such a reply. When *One* was asked, "Is it lawful to give tribute to Cæsar or no?" he answered, "Show me a penny. Whose image and superscription hath it?" I should like gently to ask, who had the right to settle the mode of Latin pronunciation, I know not how many years ago? I suspect that Professor Otis, of Cambridge, with his little pamphlet, and some other professor equally learned and zealous, did it. Why cannot President Eliot of Cambridge, who is an elaborate Latin scholar as I learn, now do as much as Professor Otis could years ago, especially if he has the co-operation of the chief Latinists of America and the example of European universities?

Indeed the reformation, if that is the proper word to use, has already won favor to an extent not anticipated. Of the two hundred and seventy-nine American colleges recently reported by Professor Richardson, the old English method remains in only one-third of the number reported. In this age of independent investigation old usages and opinions do not stand for much, if they are found to be wrong and unfounded. We would rather see a wholesome new truth than a handsome old mistake. As Professor Gardner, of the Boston Latin School, so aptly says, it has already become a question with educators, in regard to this subject, whether they shall stand in the main stream of the present and coming future, or in some eddy of the past.

The Latin language has been, for centuries, the written medium of communication among scholars throughout the cultivated world. If unable to converse with each other through their own tongue, by the use of Latin, with which all scholars are supposed to be familiar, they have been able to interchange their thoughts. But it has been a *witten medium*. When spoken according to the peculiar pronunciation of the different nationalities, it has failed of its purpose.

In a recent interview with Professor Waterhouse of St. Louis, himself a linguist, who has just returned from a trip around the world, visiting the classic lands, he spoke with much feeling of the advantage to the cultivated traveler, which would come from the adoption of the Roman pronunciation. There would then be a spoken language for scholars the world over, an era which never yet has dawned since the confusion at Babel.

In Greece, the pronunciation of the Classic Greek according to the English pronunciation, was much the same as if he had spoken the English language; but when using the Continental or Roman sounds of the vowels, with which he was also familiar, the scene was changed. He then could be understood, and he was no longer a stranger in a strange land. The professor gave an incident which occurred to him in Athens, as possibly affording some light upon the pronunciation of the Greek diphthong ει (epsilon iota) pronounced by many scholars—even by those who adopt the Roman method—like our long ī in English, contrary to the analogy of diphthongs—both in Latin and Greek—which requires us to begin with the proper sound of the first letter and glide into the proper sound of the second. He heard some sailors, who were pulling upon a rope, shouting to each other, as they made their united effort, what sounded like our English *āce* in face. They meant the Greek preposition εἰς, using it as a verb. The long ī sound was never given to this diphthong in that part of Europe.

In a subsequent paper, if your patience will permit, I will endeavor, from ancient and contemporary sources, to show sounds of the vowels and consonants in the ancient Latin, but I propose not to weary you with more of this now.

Claudite jam rivos, pueri: sat prata libērunt. COM.

Boys at Home.

Education has always supplied reformers with a fruitful theme for discussion. It has been so since the days of Hophni and Phineas. It will be so until the millennium renders education obsolete. On no other subject, except perhaps that of religion, do sensible people disagree so widely. On few do rival doctors differ more completely both as to diagnosis and treatment. One physician asserts that hard intellectual labor is injurious to growing girls, whilst a lady M.D. of much experience writes an able paper to prove that mental work strengthens their constitutions. A gentleman proclaims the merits of the present system of pauper education, because he is acquainted with an estimable clergyman educated in a pauper school, and because the said clergyman has recently been presented to a living worth a thousand a year. On the other hand, a lady denounces the same system and favors boarding-out for young paupers, because the account she receives of the subsequent career of the girls is not edifying. Old-fashioned people often insist that servants have steadily deteriorated ever since they learnt to read and write fluently. Mrs. Crawshay, on the contrary, seeks to demonstrate that knowledge of music makes the housemaid dust the rooms better, and that an acquaintance with modern languages, particularly French, will assist her maid to make becoming bonnets out of apparently useless materials. One mother will begin the education of her baby by whipping it as soon as it has cut its teeth, whilst another mother will spare the rod, and allow her children to run wild until they have changed their milk teeth for a more permanent set. One father will teach his boy to fire off a gun before he can carry it, whilst another will not allow his boy a knife to cut a stick. Some people approve of competition as an incentive to learning, and others think such an element highly immoral. There is, however, one point upon which almost every one seems to be agreed. It is that a knowl edge of the three Rs is necessary to those who are obliged to earn their own livelihood, but who wish to do so in other ways than by manual labor. Curious to say it is in a real knowledge of reading, writing, and arithmetic that our young men are often found most deficient. Ask the average boy of sixteen, who has been at a good school, to read aloud a leader in the *Times*, and the chances are you have to stop your ears. Ask him to write a simple note of inquiry, and he looks aghast, although perhaps he has carried off a prize for Latin composition. Give him a house account-book to add up, and request him to make an abstract of the weekly bills of the grocer for a month, and he is absolutely helpless, and yet he may have reached the sixth book of Euclid. Send him to do some shopping, and he can scarcely calculate what he has spent, and what change he ought to bring back. No wonder so many lads get into debt when they are obliged to cater for themselves, and have never learnt the price of anything beyond lollipops and lemonade.

It is from the time when a child need no longer remain in the nursery until he is ready to go to school that a wise mother will claim him as her pupil, and will teach him those lessons which are only to be learnt at home, and which are of considerable importance to him in after life. It is very nice that a boy should know his Latin grammar well before he goes to school, and even some Greek; but, after all, the dead languages will be pounded into him somehow, and there are other things which he ought to learn while he has the opportunity. The child who can read aloud, modulate his voice, attend to the stops, and enunciate his wores distinctly, may be a dunce in other things, but he will find the accomplishment so easily acquired of lifelong advantage to him. Much may be done to simplify the process of learning to write by encouraging children to send play-letters to each other, or to absent members of the family. Governesses have hitherto steadily set their faces against their pupils' learning to write in any but the orthodox way of copying a foolish sentence, with long words, in a ruled book. They persist in saying that allowing them to scribble in their own way on stray pieces of paper or on a slate "cramps" their hands, and prevents them from ever learning to spell correctly. This is a pernicious and widespread delusion. Even if the notion had any truth in it, all objections might be got over by encouraging the children to copy printed letters—an excellent plan, by the way, to form a legible hand. There is nothing that cultivates a boy so rapidly and in so satisfactory a direction as being able to put into writing anything he wants to say. The inscription so oddly composed, so phonetically spelled, which adorns the fly-leaf of the Tennyson presented last birthday to his mother, the first lisping numbers in which mine rhymes to Valentine, the magniloquent prose epitaph on a dog or canary bird loved and lost—all such things may be utterly ridiculous, and may bring a blush in after years to the downy cheek, but the time devoted to their composition was not thrown away. It is very desirable that, when a boy goes to school, writing home should present no difficulties. A few lines in pencil to tell how he has gained a place in his class, or had a splendid paper-hunt, the power of easily replying to a little sister's letter, will keep up the close ties of home which ought not to be undervalued. We have known educated gentlemen who would rather walk a mile to answer a letter than write half-a-dozen lines. The strange compositions that may often be seen in the newspapers, with respectable names appended to them, show how very useful a little early education and practice in letter-writing would be to public men. A little practical knowledge of arithmetic also is very easily acquired. The first three rules can be taught by a few pieces of paper torn up and made into sums, so as to give the pupil something more than an abstract idea of what figures mean. Many young men get into debt because they have never been accustomed to manage an allowance; everything has been paid for them. The number of pence in a shilling, of shillings in a pound, is not to be acquired by learning tables, but by spending money and keeping an account of it. The boy who is accustomed to provide himself with certain articles out of a fixed sum will, by the time he is grown up, have an idea of what things cost. A regular allowance can scarcely be begun too soon. Parents might perhaps confide to their elder children the actual state of their finances more frequently than they do. They would often be rewarded for their confidence by a sense of chivalry amongst the boys preventing them from spending at college more than was necessary. The lads would be ashamed to encroach, as they so often do, on the slender portions laid by for their sisters. In families not engaged in business there is no possible reason why the children should not know a good deal about income and expenditure. A profound mystery is generally made of the subject. The consequence is that the young people think their father is a sponge full of gold-dust, out of whom as much money as possible is to be squeezed. They are often greatly surprised when upon his death they find how little remains to be divided amongst them.

To be shut up in a small town house during wet weather, with half-a-dozen youths home for the holidays, is not always heaven upon earth. The principal use they make of their fingers is to produce disagreeable and unearthly noises. Their feet are employed in wearing out the carpets and shuffling on and off their slippers. They cannot even strum a popular tune on the piano to amuse themselves, nor join together in a simple glee. Writing letters they find such hard work that they prefer to spend a day on the treadmill rather than compose one. Reading is a bore after the story books have been exhausted. To get up a charade would be too much trouble, and in order to kill time they are reduced to counting the raindrops on the window and beggar my neighbor, or to teasing their sisters and playing practical jokes upon the servants. It is

not to schools that we ought to look for the practical and primary education which is imperatively necessary for boys who are to make their own way in the world in this country or in the colonies. It ought to be given at home, principally before they go to school, but partly during the long vacations which are now the rule. No doubt the boys will grumble at having to work in the holidays which are all too short for the amount of listless lounging, the busy idleness which must be crammed into them. Still the wise parent will not let them pass away unimproved. A few walks and talks will draw out and satisfy the "honest curiosity" always to be encouraged in young people. No boy will object to learn how to distinguish a faint from a fit, how to tie up a wound or recover a person from drowning, how to put out a fire or sew on a button, knock in a nail, or make a salad. In short, the exigencies of a picnic or a journey may provide him with resources to be developed afterwards beside a bush-fire at the antipodes, in a shipwreck, under the guns of an enemy, or at a competitive examination. It can do him no harm to have a clear idea as to the relative position of the prime minister and the leader of the opposition, and to know the difference between a bluebell and a buttercup, a crocodile and an alligator, a barrister and a solicitor. It is also desirable that he should be able to come into a room without slouching, and to hand a lady a chair with politeness. He will find that the power to sing a simple tune at sight and join in a rational conversation will not take much from the pleasures of life, nor prevent his being able to catch a ball or a salmon. A few weeks will often suffice to teach a mere infant the notes of music and their places on the piano. It is amusing to watch the rays of delight which beam from the faces of the children at the Kindergartens when they are asked to sing something. Then, too, the use of a needle and thread is as easily learnt by a boy as a girl; he does not instinctively feel that there is anything ridiculous in the employment of sewing, and the accomplishment is sure to come in usefully in many ways. Every sailor knows something about it, and does not consider himself a Miss Molly in consequence.

One of the best things a young man can be indulged in is a taste. It will save him from the *ennui* which might drive him to gambling or undesirable company. Few boys with a real love for some science or art ever come to much harm. The intelligence developed in a child who collects specimens of stones or birds' nests, learns to cultivate a garden, or to carve a piece of wood, will make him a better man of business, or help him in a profession, as the case may be. A few hyacinth bulbs to nurse, a fern-case to water, some flowers to arrange, will give a feeling of home even to a dingy London lodging; but the love of flowers, like many other things, must be learnt in childhood. Tastes are not, as a rule, exorbitantly expensive; they are certainly very much cheaper than vices. A very moderate percentage of an income judiciously laid out, will soon secure an excellent library. It is surprising how small a sum will suffice for the purchase of every standard work worth having. The most famous private libraries cost their owners nothing in comparison with the price of a few racehorses. Pictures judiciously selected are not an extravagance to those who can afford them. Any collection made with knowledge and love of the subject is almost sure to be worth at least what it cost. The time occupied in collecting it is in many instances rescued from being employed in idleness or frivolity.

—Saturday Review.

— Sleep is a thing that bells have no more business to interfere with than with prayers and sermons. God is recreating us. We are as unconscious as we were before we were born; and while he holds us there, feeding anew the springs of life, and infusing fresh fire into our brains, and preparing us for the work of another day, the pillow is as sacred as the sanctuary.—*Timothy Titcomb.*

The Floral Instinct.

BY W. W. BAILEY.

There is an impulse which leads some men to the discovery of a flower or to the knowledge of a friend, without divining-rod or talisman. It is a God-given instinct unconsciously impelling its possessor. He knows his friend when he sees him, and when the time comes, he knows as well that there is a flower somewhere in the wild-wood which is calling him to worship. There is no need for him to consult his calendar or catalogue; something in the atmosphere, something maybe in himself—like the cravings of hunger, leads him to the place where his appetite may be sated.

A sense of locality generally accompanies a love of nature; a place once visited is remembered always—and easily found again. A botanical friend, in reply to a question as to the habitat of some rare flower, once told me to go to the northeast corner of a certain meadow in a certain farm (showing me the place on a map), and I would find there what I sought. As it happened I did not go, but I never questioned his accuracy, any more than he would have mine under similar circumstances. Of course all readers of Thoreau will recall his wonderful power in this regard, which led Emerson to say of him that he always happened by at the precise hour when a blossom was to open. I half recollect a story told of him somewhere,—I do not know but what he relates it himself,—that once when walking with a friend in the forest, the conversation turned upon Indian relics. "Why!" said Thoreau, "you can find such anywhere!" and stooping, he picked up an arrowhead of flint.

There comes a time, it may be in May, or it may be in June, according to the season, when I feel that the Arethusa, that dainty orchid, is in bloom. Something in the song of the birds, the blue of the sky, and the warmth of the sun, impels me; but more than that, there is the hidden something in the soul. It is as if this flower and myself had been friends in some far off, happier existence, and claimed each other now. I am as sure that it is glad to see me, as I am delighted to welcome it. It is the same way with the Gentian, which unfolds its fringed lids in autumn weather. From the time the sun arises, I know a gentian day. Can it be that these flowers are associated with us only in this life—or shall we know each other better in the far reaches of futurity?

We see the birds come back in the spring-time to their accustomed haunts, unguided except by the sweet home instinct. Is the impulse in them a phase of that same character, which leads man to a beloved locality?

A Candidate's Experience.

The selection and election of teachers is not always conducted in the intelligent and systematic manner which characterizes the movements of committees in our cities andlarger towns. I have in remembrance one such experience, which of itself was sufficiently amusing.

In the summer of 18—, I received a letter, in an unknown hand, whose contents startled me out of all equanimity, inasmuch as it was from the committee of P———, inviting me to teach in that place! Now of this special town I had no more knowledge than if it were at the North Pole, and had never by any chance seen an individual belonging in it. It was as if the cherished hope I had of sometime teaching somewhere had been gratified in some almost miraculous manner. Of course I made no demur, but wrote a note of acceptance at once, much wondering how, under the circumstances, I should deport myself, and followed said note immediately.

If you have never been placed similarly, you cannot understand all the qualms and misgivings I had, but I braved it out, and at about six o'clock on a certain Saturday night found myself at the door of the abiding place which had been provided for me.

The "schoolma'am" was a personage of note, and her advent was expected by the "Jehu" who drove the stage. I smile even now, after these years, as I recall my introduction to my landlady. The story of the general who was to be presented with a silver cup, and the speeches made on the occasion, serve as a very fair sample of said introduction. The story runs thus: Both the giver and the recipient were men of few words, so the one said: "General, here's the cup!" the other, taking it and looking at it, replied, "O! is this the cup?" A model to follow, you will allow, and a great improvement, undoubtedly, on the extravagant and elaborate speeches too often indulged in. So I, walking in with a calm demeanor, but, I must acknowledge, with a persistent pit-pating of the heart, held out my hand with, "Is this is Mrs. Jenkins?—this is Miss Jones!" It was all settled in a moment, and my henceforth most kind friend informed me that "it was'nt worth while to take off my things, as, so soon as I had eaten my supper, I must go right over to the ''Squire's' to be examined."

School to commence on Monday morning, and a duly appointed teacher, arriving on the ground at 6 o'clock Saturday night, was to be examined for the position! Mrs. Partington's observation that "*she never opened her mouth but she put her foot in it,*" was but as *one* to *three* compared to this roundabout way of doing things. What if the examination was to prove a failure? such things have been! "But," I thought, "maybe it is only because I didn't get here sooner;" so I inquired of Mrs. Jenkins as to that, and she said, "Oh, no; *all* the teachers are to be there"; notwithstanding all had been appointed, and all were to commence on Monday morning! "Well," thought I, "there can't be much to fear at an examination where things seem to be conducted so *back-handedly*"; so I ate my supper with my usual relish for savory viands, and was soon raising the ponderous knocker at the "'Squire's" door. I was ushered in smilingly, after I had made known my name and business, and found myself in the presence of a dozen or more persons, male and female, who regarded me with that fixed gaze which always greets a "Hub-ite." Miss Jones was invited to a seat, and the conversation which, I found, had hitherto been general, ceased, and the examination began. Each candidate was examined separately, and "finished" before another was attacked; and each and all had drawn his long breath of relief before it came my turn, and then the full fire of the entire battery was aimed at me.

"Ahem! Miss Jones," quoth the superintending genius, deliberately and inquiringly, "in the western part of the United States there is a very large river, running about north and south, and emptying into the Gulf of Mexico; can you tell me what it is? H'm, h'm, h'm!"

Nearly ready to laugh in his face, but for the dignity belonging to the occasion repressing the inclination and struggling to preserve due decorum, Miss Jones very demurely replied: "Yes, sir; having lived upon that river, I feel competent to give its name," thus answering *to the letter* his question.

"H'm, yes," thoughtfully; and then looking up,—"it is a fact, I believe, that the mouth of the Mississippi," *giving the name himself*, "is higher than its source; can you tell me the reason?"

Miss Jones answers the question, Yankee fashion, by asking another: "It is also a fact, I believe, that the river is enlarged and overflows its banks at times when its tributaries remain as usual; why is this?"

To this day both questions remain unanswered, as far as the "'Squire" and Miss Jones are concerned; and after a consultation between the members of the committee as to which school should be awarded to Miss Jones, it was finally determined to place under her gentle management that set of young Arabs who had successfully pitched their last winter's master out of the window! This position of honor was undoubtedly obtained through and by the very rigid and searching examination, as well as by the amount of solid information gathered from either side! Suffice it to say, "Miss Jones" had several experiences there which might prove amusing, if nothing more. M. P. C.

SCIENTIFIC.

Illustrations of the Baconian System.*

In what does this Baconian system consist? Simply in these elements: 1. Careful observation of the conditions under which a given phenomenon occurs; 2. The varying of these conditions by experiment, and observing the effects produced by the variations. We thus find that some of the conditions are merely accidental circumstances, having no necessary connection with the phenomenon, while others are its invariable antecedent. Having now discovered the true relations of the phenomenon we are studying, a happy guess, suggested probably by analogy, furnishes us with a clew to the real causes on which it depends. We next test our guess by further experiments. If our hypothesis is true, this or that must follow; and, if in all points the theory holds, we have discovered the law of which we are in search. If, however, these necessary inferences are not realized, then we must abandon our hypothesis, make another guess, and test that in its turn. Let me illustrate by two well-known examples:

The, of old, universally accepted principle that all living organisms are propagated by seeds or germs (*omnia ex ovo*) has been seriously questioned by a modern school of naturalists. Various observers have maintained that there were conditions under which the lower forms of organic life were developed independently of all such accessories, but other, and equally competent, naturalists who have attempted to investigate the subject, have obtained conflicting results. Thus it was observed that certain low forms of life were quite constantly developed in beef-juice that had been carefully prepared and hermetically sealed in glass flasks, even after these flasks had been exposed for a long time to the temperature of boiling water. "Here," proclaims the new school, "is unmistakable evidence of spontaneous generation; for, if past experience is any guide, all germs must have been killed by the boiling water." "No," answer the more cautious naturalists, "you have not yet proved your point. You have no right to assume that all germs are killed at this temperature." The experiments, therefore, were repeated under various conditions and at different temperatures, but with unsatisfactory results, until Pasteur, a distinguished French physicist, devised a very simple mode of testing the question. He reasoned thus: "If, as is generally believed, the presence of invisible spores in the air is an essential condition of the development of these lower growths, then their production must bear some proportion to the abundance of these spores. Near the habitations of animals and plants, where the spores are known to be in abundance, the development would be naturally at a maximum, and we should expect that the growth would diminish in proportion as the microscope indicated that the spores diminished in the atmosphere." Accordingly, Pasteur selected a region in the Jura Mountains suitable for his purpose, and repeated the well-known experiment with beef-juice, first at the inn of a town at the foot of the mountains, and then at various elevations up to the bare rocks which covered the top of the ridge, a height of some 8,000 feet. At each point he sealed up beef-juice in a large number of flasks and watched the result. He found that while in the town the animalcules were developed in almost all the flasks, they appeared only in two or three out of a hundred cases where the flasks had been sealed at the top of the mountain, and to a proportionate extent in those sealed at the intermediate elevations. What, now, did these experiments prove? Simply this: that the development of these organic forms was in direct proportion to the number of germs in the air. It did not settle the question of spontaneous generation, but it showed that false conclusions had been deduced from the experiments which had been cited to prove it.

A still more striking illustration of the same method of questioning Nature is to be found in the investigation of Sir Humphry Davy on the composition of water. The voltaic battery which works our telegraphs was invented by Volta in 1800; and later, during the same year, it was discovered in London, by Nicholson and Carlisle, that this remarkakle instrument had the power of decomposing water. These physicists at once recognized that the chief products of the action of the battery on water were hydrogen and oxygen gases, thus confirming the results of Cavendish, who in 1781 had obtained water by combining these elementary substances; oxygen having been previously discovered in 1775, and hydrogen at least as early as 1766. It was, however, very soon also observed that there were always formed by the action of the battery on water, besides the æriform products, an alkali and an acid, the alkali collecting around the negative pole and the acid around the positive pole of the electrical combination. In regard to the nature of this acid and alkali there was the greatest difference of opinion among the early experimenters on this subject. Cruickshanks supposed that the acid was nitrous acid, and the alkali, ammonia. Desormes, a French chemist, attempted to prove that the acid was muriatic acid; while Brugnatelli asserted that a new and peculiar acid was formed, which he called the electric acid.

It was in this state of the question that Sir Humphry Davy began his investigation. From the analogies of chemical science, as well as from the previous experiments of Cavendish and Lavoisier, he was persuaded that water consisted solely of oxygen and hydrogen gases, and that the acid and alkali were merely adventitious products. This opinion was undoubtedly well-founded; but, great disciple of Bacon as he was, Davy felt that his opinion was worth nothing unless substantiated by experimental evidence, and accordingly he set himself to work to obtain the required proof.

In Davy's first experiments the two glass tubes which he used to contain the water were connected together by an animal membrane, and he found, on immersing the poles of his battery in their respective tubes, that besides the now well-known gases, there were really formed muriatic acid in one tube and a fixed alkali in the other. Davy at once, however, suspected that the acid and alkali came from common salt contained in the animal membrane, and he therefore rejected this material and connected the glass tubes by carefully-washed cotton fibre: when, on submitting the water as before to the action of the voltaic current, and continuing the experiment through a great length of time, no *muriatic* acid appeared; but he still found that the water in the one tube was strongly alkaline, and in the other strongly acid, although the acid was, chiefly at least, nitrous acid. A part of the acid evidently came from the animal membrane, but not the whole; and the source of the alkali was as obscure as before. Davy then made another guess. He knew that alkali was used in the manufacture of glass; and it occurred to him that the glass of the tubes, decomposed by the electric current, might be the origin of the alkali in his experiments. He therefore substituted for the glass tubes cups of agate, which contains no alkali, and repeated the experiment; but still the troublesome acid and alkali appeared. Nevertheless, he said, it is possible that these products may be derived from some impurities existing in the agate cups, or adhering to them; and so, in order to make his experiments as refined as possible, he rejected the agate vessels and procured two conical cups of pure gold; but on repeating the experiments the acid and alkali again appeared.

And now let me ask, who is there of us who would not have concluded at this stage of the inquiry that the acid and alkali were essential products of the decomposition of water? But not so with Davy. He knew perfectly well that all the circumstances of his experiments had not been tested, and until this had been done he had no right to draw such a conclusion. He next turned to the water he was using. It was distilled water, which he supposed to be pure; but still, he said, it is possible that the impurities of the spring-water may be carried over to a slight extent by the steam in the process of distillation, and may therefore exist in my distilled water to a sufficient amount to have caused the difficulty. Accordingly he evaporated a quart of this water in a silver dish, and obtained seven-tenths of a grain of dry residue. He then added this residue to the small amount of water in the gold cones, and again repeated the experiment. The proportion of alkali and acid was sensibly increased.

You think he has found at last the source of the acid and alkali in the impurities of the water. So thought Davy; but he was too faithful a disciple of Bacon to leave this legitimate inference unverified. Accordingly he repeatedly distilled the water from a silver alembic until it left absolutely no residue on evaporation, and then with water, which he knew to be pure, and contained in vessels of gold from which he knew it could acquire no taint, he still again repeated the already well-tried experiment. He dipped his test-paper into the vessel connected with the positive pole, and the water was still decidedly acid. He dipped the paper into the vessel connected with the negative pole, and the water was still alkaline.

You might well think that Davy would have been discouraged here. But not in the least. The path to the great truths which Nature hides often leads through a far denser and a more bewildering forest than this; but then, there is not infrequently a *blaze* on the trees which points out the way, although it may require a sharp eye in a clear head to see the marks. And Davy was well enough trained to observe a circumstance which showed that he was now on the right path and heading straight for the goal. On examining the alkali formed in this last experiment, he found that it was not, as before, a fixed alkali, soda, or potash, but the volatile alkali ammonia. Evidently the fixed alkali came from the impurities of the water, and when, on repeating the experiment with pure water in agate cups or glass tubes, the same results followed, he felt assured that so much, at least, had been established. There was still, however, the production of the volatile alkali and of nitrous acid to be accounted for. As these contain only the elements of air and water, Davy thought that possibly they might be formed by the combination of hydrogen at the one pole, and of oxygen at the other with the nitrogen of the air, which was necessarily dissolved in the water. In order, therefore, to eilminate the effect of the air, he again repeated the experiment under the receiver of an air-pump from which the atmosphere had been exhausted, but still the acid and alkali appeared in the two cups.

Davy, however, was not discouraged by this, for the *blazes* on the trees were becoming more numerous, and he now felt sure that he was fast approaching the end. He observed that the quantity of acid and alkali had been greatly diminished by exhausting the air, and this was all that could be expected; for, as Davy knew perfectly well, the best air-pumps do not remove all the air. He therefore for the last experiment not only exhausted the air, but replaced it with pure hydrogen, and then exhausted the hydrogen and refilled the receiver with the same gas several times in succession, until he was perfectly sure that the last traces of air had been, as it were, washed out. In this atmosphere of pure hydrogen he allowed the battery to act on the water, and not until the end of twenty-four hours did he disconnect the apparatus. He then dips his test-paper into the water connected with the positive pole, and there is no trace of acid; he dips it into the water at the negative pole, and there is no alkali; and you may judge with what satisfaction he withdraws those slips of test-paper, whose unaltered surfaces showed that he had been guided at last to the truth, and that his perseverance had been rewarded.

The fame of Sir Humphry Davy rests on his discov-

* Extract from an address on "Scientific Culture," delivered by Professor Cooke, July 7th, 1875, at the opening of the summer courses of instruction at Harvard University, and published in the *Popular Science Monthly*.

ery of the metals of the alkalies and earths which first revealed the wonderful truth that the crust of our globe consists of metallic cinders; but none of these brilliant results show so great scientific merit, or such eminent power of investigating nature, as the experiments which I have just detailed. I have not, however, described them for the purpose of glorifying that renowned man. My only object was to show you what is meant by the Baconian method of science, and to give some idea of the nature of that modern logic which within the last fifty years has produced more wonderful transformations in human society than the author of Aladdin ever imagined in his wildest dreams. In this short address I can of course give you a very dim and imperfect idea of what I have called the Baconian system of experimental reasoning. Indeed, you cannot form any clear conception of it, until in some humble way you have attempted to use the method, each one for himself; and you have come here in order that you may acquire such experience.

EXAMINATION OF THE EYES OF SCHOOL-CHILDREN.—One of the most interesting as well as important of the papers read at the recent meeting of the American Social Science Association, at Detroit, was by Dr. Webster, assistant to Prof. C. R. Agnew, of this city, and contained the statistical results of examinations made of the vision of school-children in Brooklyn, Cincinnati, and New York. In these cities, the eyes of 2,884 scholars of both sexes, ranging in age from six to twenty-six years, had been examined, and the conditions as to refraction and disease noted. At the same time, the state of the school-rooms, as regards light, desks, heating, and ventilation, was observed, as well as the length and distribution of the time devoted to study, and other facts which might affect health.

Drs Ayres and Williams examined the eyes of 1,264 scholars in Cincinnati, one-third of whom attended district schools, one-third the intermediate, and the remainder were pupils in the normal and high schools. In the district schools 13.3 per cent. were near-sighted (11.3 per cent. of the boys and 15.3 per cent of the girls). In the intermediate schools, 13.8 per cent. were near-sighted (9.5 per cent. of the boys and 18.1 per cent. of the girls). In the normal and high schools, 22.8 per cent. were near-sighted (22.2 per cent. of the boys and 23.2 per cent. of the girls).

Drs. Prout and Mathewson examined the eyes of 600 students at the Polytechnic, in Brooklyn, all of whom were boys, 284 belonging to the academic and 316 to the collegiate department. Of the former, 9.2 per cent. were near-sighted, and of the latter, 21.8 per cent.

Dr. Cheatham examined the eyes of 1,020 boys in the College of the City of New York; 470 belonging to the introductory class, 210 to the freshmen, 110 to the sophomores, and 30 to the juniors. In the introductory class, which is made up entirely of students who have passed the public schools, 21.9 per cent. were near-sighted; of the eyes of the freshmen, 26.2 per cent. were near-sighted; of the sophomores, 22.7 per cent., and of the juniors examined, 50 per cent. were near-sighted, although of the juniors the number examined was too small to be of any scientific value.

The tables which were based on these observations show that staphyloma posticum, one of the gravest organic changes in progressive near-sightedness, increased from 0.5 per cent. in the district schools to 7.6 per cent. in the intermediate, and 10.4 per cent. in the normal and high schools. In one of the large schools, in which a careful opthalmoscopic examination was made of every scholar, out of about 1,000 scholars the eyes of 703 were found to deviate otherwise than in refraction from the normal standard. —Medical Record.

— One of the Colorado cattle-kings was recently visited by an old college friend, who frequently overtaxed his host's memory by using Latin quotations long forgotten by reason of disuse. One day the Western man got even with his pedantic guest. Pointing to an immense herd of fine young cattle in prime condition for the market, the visitor said: "You must have good luck since you commenced stock-raising?" "Yes," replied the host, "it is due to my luck that I can say '*hinc illæ lachrymæ*' in looking at my herds." "What do you mean?" asked his astonished guest. "Why, don't you see?—'Hence these steers'."

— It should not discourage us if our kindness is unacknowledged; it has its influence still.

MATHEMATICS.

Problems.

PROBLEM XLIX.—Dec. 1, 1874, A hired of B \$2200 for three years, with interest at 7 per cent., payable semi-annually. May 14, 1875, A paid \$2020. What was due B at settlement, July 21, 1875? S. W. T.

PROBLEM L.—Integrate $y=\int\frac{-dx}{x^3-1}$. T. C.

PROBLEM LI.—Describe circles on the sides of any quadrilateral; prove that the common chord of any two adjacent circles is parallel to the common chord of the other two. T. C.

PROBLEM LII.—Find the area of the curve,

$$r=\frac{(a^2-b^2)\sin\theta\cos\theta}{\sqrt{a^2\sin^2\theta+b^2\cos^2\theta}}.$$ T. C.

PROBLEM LIII.—If a right cone whose base is one foot in diameter and whose altitude is one foot, is placed at random so as to cut a right cylinder whose base and altitude are the same as those of the cone, what is the average length of the line or lines of intersection of the two surfaces?

[Weymouth, Mass., challenges any town or city in the United States to furnish a solution of Problem LIII.] G. B. V.

PROBLEM LIV.—Two straight lines, whose lengths are a and b, are placed at random in a plane, so as to cut or lie entirely within the circumference of a circle whose radius is r. What is the probability that the lines a and b will cut each other? G. B. V.

Solutions.

S. W. T. thinks the correct solution of Problem XI has not yet been given, and sends the following:

PROBLEM XI.—Lease \$1000,+repairs, \$200+interest for first quarter=\$1230. \$1000+\$200$-\frac{1}{20}$=\$1140, value at end of first quarter. \$1230—1140=\$90, cost of first quarter. Each successive quarter costs the amount of interest on \$60 for one quarter (viz.: \$1.50) less, making average cost = \$75.75 per quarter. Total of amounts of excess of cost above average cost for first 10 quarters, with interest thereon, less amounts of excess of average cost above cost for last 10 quarters, \$31.31. \$1.00 paid quarterly for 20 quarters, with interest, amounts to \$25.52.

\$25.52 : \$1.00 :: \$31.31 : \$1.23. \$75.75+\$1.23=76.98 per quarter, or \$307.92 per year. S. W. T.

PROBLEM XXXVI.—Suppose the given cone to be divided into an infinite number of concentric hollow cylinders, having the same axis as the cone.

Let h=the height of cone;
$2b$=the base of cone;
x=radius of any cylinder;
$y=\frac{h}{b}(b-x)$=height of same cylinder;
1=density of axis.

Then the density of a cylinder with radius x, $=x^2$. The weight of any cylinder$=y\,dx.\,2\pi x^3=\frac{2\pi h}{b}(b-x)x^3dx$. The distance of the center of gravity of any cylinder from base$=\frac{y}{2}=\frac{h}{2b}(b-x)$. The distance of the center of gravity of the cone from base =

$$D=\frac{h\int(b+x)^2x^3dx}{2b\int(b-x)x^3dx}=\frac{h}{6b}\,\frac{(15b^2-24bx+10x^2)}{(5b-4x)}.$$

When $x=r$, $D=\frac{h}{6}$; but h=4 ft. $\therefore D=\frac{2}{3}$ ft.=8 in. G. W. H.

PROBLEM XXXVII.—The lengths of pendulums vibrating in the same time vary as the accelerating force. The intensity of the force of gravity on Mars being $\frac{1}{2}$ that on the earth, the second pendulum must be $\frac{1}{2}$ as long on Mars as on the earth. E. H. C.

PROBLEM XXXVIII.—Let a, b, and c=the semi-axes of the ellipsoid; x, y, and z=the coördinates of one of the vertices of the parallelopipedon. (1) $u=xyz$ for a maximum. The coördinates, x, y, and z, must satisfy the equation of the ellipsoid.

$$\text{General equation } \frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1. \quad (2)$$

$$\frac{2x}{a^2}+\frac{2z}{c^2}\frac{dz}{dx}=0;\ \frac{2y}{b^2}+\frac{2z}{c^2}\frac{dz}{dy}=0. \quad (3)$$

From (1), $\left\{\frac{du}{dx}\right\}=yz+xy\frac{dz}{dx}=0$; $\left\{\frac{du}{dy}\right\}=xz+xy\frac{dz}{dy}=0$. $yz-xy\frac{c^2x}{a^2z}=0$; $xz-xy\frac{c^2y}{b^2z}=0$. $\therefore a^2z^2=c^2x^2$, and $b^2z^2=c^2y^2$. $\therefore\frac{x^2}{a^2}=\frac{z^2}{c^2}=\frac{y^2}{b^2}$. Therefore, $\frac{x^2}{a^2}+\frac{x^2}{a^2}+\frac{x^2}{a^2}=1$. $\therefore x=\frac{a}{\sqrt{3}}$. In like manner $y=\frac{b}{\sqrt{3}}$, and $z=\frac{c}{\sqrt{3}}$. T. C.

[Solution also from E. H. C.]

PROBLEM XXXIX.—Let Q=quantity of water; x=height of cylinder; r=radius of base $=\sqrt{\frac{Q}{\pi x}}$. The interior surface$=C=\frac{Q}{x}+2\sqrt{\frac{Q}{\pi x}}\,\pi x$, in which x must correspond to C's minimum value. $\frac{de}{dx}=-\frac{Q}{x^2}+\sqrt{\frac{Q^2\pi^2}{Q\pi x}}=0$; $x=\sqrt[3]{\frac{Q}{\pi}}$; $r=\sqrt[3]{\frac{Q}{\pi}}$. $\therefore$ The height equals the radius of base. G. W. H.

[Solution also from T. C. and E. H. C.]

PROBLEM XLI.—Let x=the middle number; then $x-1$=1st, and $x+1$=3d. The product of the three numbers$=x^3-x=15x$. $\therefore x=4$. Therefore the numbers are 3, 4, and 5. R. A. S.

[Solution also from W. F. B.]

PROBLEM XLIII.—The *a priori* probability that A and B tell the truth and C falsifies, is $\frac{3}{4}\times\frac{4}{5}\times\frac{1}{6}=\frac{12}{120}$. The *a priori* probability that A and B falsify and C tells the truth, is $\frac{1}{4}\times\frac{1}{5}\times\frac{5}{6}=\frac{5}{120}$. The probability that the event in question took place, is therefore $\frac{12}{120}\div\left(\frac{12}{120}+\frac{5}{120}\right)=\frac{12}{17}$. ASHER B. EVANS.

PROBLEM XLIV.—Let x=value of dish;
$24-x$=value of cover.

$$\frac{x}{5}+x-(24-x)=24-x.\quad\therefore x=15.$$ W. F. B.

[Solution also from M. A. D. and J. S. R.]

PROBLEM XLII.—Without the blue, the other six colors can be arranged in factorial six ways—*i. e.*, $6\times5\times4\times3\times2\times1=720$. If blue is placed before these arrangements, in order that green may not be next to blue, the arrangements possible must be lessened by all the arrangements possible with green standing second—*i. e.*, by factorial five arrangements = 120. If blue is placed last, the number of arrangements without green, next to blue, will be, 720—120=600. With blue in the intermediate positions, all the arrangements with green, either before or after blue, must be detached—*i. e.*, two in factorial five arrangements, or 240. There are five of these intermediate positions. Then we have:

Blue first, green not second, . . .	720—120=600
Blue last, green not next, ...	720—120=600
Blue intermediate, but not next to green,	5(720—240)=2400
Total number of arrangements, . . .	3600

W. F. B.

THEOREM I.—The three apexes are the vertices of three cones, tangent respectively to the sun and earth, sun and moon, and moon and earth. Now, draw two planes tangent to the one which incloses the sun and earth, and tangent also to the moon. Then will these two planes be each tangent to all three cones, and each contain the three vertices in their line of intersection, which being a straight line, the three apexes are colinear.

ASHER B. EVANS.

[How would this work when the three spheres are so situated that a plane will touch only two of them?]—ED.

NOTE ON SOLUTION OF EQUATIONS.

Let it be required to solve the equations, $x^3+y^3=80$, $x^5+y^5=1120$; and suppose we know already that x and y differ but little from 4 and $2\frac{1}{3}$.

Let $x=4+h$, $y=2\frac{1}{3}+k$.
Then $x^3=64+48h+$&c.
$y^3=15\frac{5}{8}+18\frac{3}{4}k+$&c.
$x^5=1024+1280h+$&c.
$y^5=97\frac{21}{32}+195\frac{5}{16}k+$&c.
$x^3+y^3=79\frac{5}{8}+48h+18\frac{3}{4}k+$&c.=80.
$x^5+y^5=1121\frac{21}{32}+1280h+195\frac{5}{16}k+$&c.=1120.

Now, since h and k are known to be small quantities, the terms containing their squares, cubes, etc., may be omitted in a first approximate solution. Thus we have, nearly:

$$79\tfrac{5}{8}+48h+18\tfrac{3}{4}k=80.$$
$$1121\tfrac{21}{32}+1280h+195\tfrac{5}{16}k=1120.$$

These equations, solved in the usual manner, give $h=-0{,}0071$; $k=-0.0383$. Hence we have, nearly, $x=3.9929$; $y=2.5383$. Now let $x=3.9929+h$, $y=2.5383+k$, in which h and k no doubt represent much smaller quantities than before. Substituting these values in the original equations, and omitting the higher powers of h and k gives two equations again of the first degree, between these quantities, and their values, as derived from these equations, are to be applied as corrections to the values of x and y last found. In this manner the approximations may be carried as far as we please. By the aid of Taylor's theorem we may apply this method to the solution of any number of equations containing an an equal number of unknown quantities, let the equations be of any form whatever.

The following example will be easily solved by this method, remembering that $\sin(a+h)=\sin a+\cos a.\,h$— terms containing higher powers of h:

Given, $x\sin y+y\sin x=.75$
$x\sin z+z\sin x=1.00$
$y\sin z+z\sin y=1.25$,

to find the values of x, y, and z.

Assume, as a first approximation, 30°, 40°, and 55°, the arc values of which are to be used, of course, in the equations.

[The name of the author of the above note has been lost, if ever received. Will he inform us, and receive the credit his due?]—ED.

A PROBLEM. — A pair of individuals of a race exempt from death are placed upon an unpeopled planet of 40,000,000 square miles of habitable territory. At the end of the first and of each successive odd year a male child is born, and at the end of the second and of each successive even year, a female child. Each male at twenty-one years of age intermarries with a female of twenty, and have children born to them, a male child at the end of the first year, and so on, in like manner as did their parents, which children inter-marry at the same respective ages, and reproduce at the same rate, as also do their children, and so on. In how many years will there be ten persons to each square mile: *i.e.*, 400,000,000 persons? B. F. B.

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BY the term *political education* is not meant partisan teaching, but a training in the principles of government in their pure form, and a knowledge of the various elements now affecting the welfare of the country, and their tendencies. The vital point of our American government lies in the intelligence of the people. No one will deny that an ignorant people is incapable of self-government. An ignorant people cannot long be independent and free, but must ever be subject to the will of another. Ignorance is the pitfall of the republic and the stronghold of the monarchy; intelligence is the deadly enemy of the monarchy and the champion of the republic. It follows, then, that we must cultivate intelligence. In order to do business successfully, we esteem it necessary to understand the principles of business, and to know the elements affecting it; and the same may be said of any vocation. Does not the same reasoning apply to rulers? But in this country we, the people, are the rulers. How can we expect our government to be strong and wise, unless we understand enough of its principles and surrounding elements to enable us to exercise our power intelligibly? How differently would many of us vote, if we only understood more clearly what we are voting for. What mistakes have been made! And how many of the common people see clearly how to rectify them? And the power is in their hands. What will *they* do with our finances? How will *they* put a stop to political corruption? How will *they* deal with the clash of races at the South? We see here that it is necessary for the people to act with intelligence. And also we see what a claim the rising generation has upon us for a political education. Is it not a great mistake that this department of education should be so extensively neglected as it is? For such a neglect will surely, sooner or later, cost us our independence.

WE wish it were possible to possess those who are directly concerned in the education of our youth with the idea that we want something in the pupil beyond mere learning,—beyond formal accuracy—beyond even clear comprehension;—all this belongs to the science side of truth, and involves simply breadth and correctness of knowledge. But there is an art side as well. This concerns the practical application of knowledge, and demands especially such repeated, continuous, *exhaustive practice* as gives skill or *facility*. This is precisely what the pupil needs. Not the "fatal facility" of which we sometimes hear—the facility of superficial brilliance—but the trained facility of practical mastery.

Now, this facility is not only desirable for itself,—it bears directly on the very comprehension of the truth. Evidently the pupil, who by abundant practice is able to solve his problems with unfaltering readiness, will stand on altogether better ground for comprehending the principles which he has formally learned and applied. The truest comprehension is that which dawns upon the thought *in the process of solution;* and that can not be attained except by attaining such facility as leaves the comprehension free, during the process of solution, to flash hither and thither from one semi-obscure point to another, until the whole finally rises into the light.

Can anything be more evident than that pupils and classes should never rest content with the memorizing of rules, and the study of the explanations given, and with following these with only so many practical exercises or examples as are needed to illustrate the applications of those rules. They want, and should have, such an abundance of examples and exercises as will compel a mastery of the practical application,—skill, readiness, facility in the operations. To illustrate: It is not enough that the pupil can repeat and does understand the principles of addition. He wants such practice in *adding*, that, whatever problem may be assigned him, his mind will as rapidly, as certainly run along the lines of computation, as his eye runs up the columns of figures, reading the result almost as if by intuition. Give the pupil practice; secure in him thorough skill.

Topical Discovery Lessons in Geography.

Of all the studies in the common-school curriculum, it does seem to us that geography has been the most hopelessly given up to a mere grindstone round. The books are generally loaded down with useless details, the questions are drawn out with the platitudinous precision of a "bill of fare"; and the teacher, with fatal fidelity, sets himself to work, day after day, to eat the geographical bill of fare, from the soup to the dessert. And yet, there is really no study which admits of so much independence, variety, and life in the treatment of the lessons; none which can be so easily lifted out of the merely mechanical into a thoroughly artistic treatment. The teaching of geography admits of true *genius*. It so borders on all things sensible and living; so gathers into its embrace all lands and creatures, and so links itself with all the toil and struggle of the human race, that it would seem that failure to make its pursuit a pleasure, an *enthusiasm*, must be absolute failure to a teacher.

In teaching geography, there is one principle that affords a perfect harvest-ground of interest to the child. The child, as everybody knows, has a strong passion for idealizing his own performances—for dramatizing them. He is fond of imagining himself to be a something else, and "making believe" all things in accordance. Now, this very principle can be seized upon in the study of geography as presented by the map, with great aptness and force, in the use of what may be termed *topical discovery lessons*. In these the pupil puts himself in the attitude of a traveler and discoverer, the map being his world-surface—some particular portion of it his immediate field of investigation.

The method we have here in mind requires the teacher to designate in general the pupil's work something as follows:

1, The map—the map of North America;
2, The topic—its seas, gulfs, and bays;
3, The point of departure—the northeast extremity of Greenland;
4, The order—the complete circuit of the grand division.

Proceeding with the lessons, the pupil takes his map, and following the order designated, proceeds to discover and fix in mind—

1, The names of the seas, gulfs, and bays embraced in the topic;
2, The direction taken in their successive discovery;
3, The country adjacent each;
4, The portions of land between which they open into the ocean, if any are named;
5, The bodies of water by which they connect with the ocean, if any have special names;
6, The apparent comparative magnitude of the gulfs, seas, and bays;
7, As far as can be discovered from the facts of the location or country adjacent, their comparative value to trade or travel.

It will be seen here that both teacher and pupil are disenthralled from bondage to set questions; all the facts are reached in manner altogether individual and fresh; the exercise specially cultivates the observation and the constructive imagination; and all this with no limiting of the geographical truth to be learned.

Punishment for Obedience to a Parent.

When may a teacher inflict corporal punishment upon a child, for obedience to a command of the parent conflicting with the rules of the school? An answer to one case under this practically important question has been given by the supreme court of Wisconsin, in the suit of Morrow *vs.* Wood, in the recently published Vol. XXXV of the Wisconsin Reports, p. 59. This was an action appealed from the circuit court for Grant county, to recover damages for the alleged malicious persecution of the plaintiff, a female teacher, on complaint of the defendant, a parent, in a criminal action before a justice of the peace for assault and battery. The circuit judge had instructed the jury that the command given by the defendant to his son, not to study geography, did not annul or abridge the right of the teacher to control that matter; that she had a right to require the scholar's obedience; and that if the punishment inflicted was reasonable and commensurate with the boy's contumacy, then its infliction by the plaintiff was justifiable. The judge added that a prudent teacher will always pay proper respect to the wishes of the parent in regard to what studies the child should take, but where the difference of view is irreconcilable, the views of the parent must yield to those of the teacher; and that the parent, by the very act of sending his child to school, impliedly undertakes to submit all questions in regard to study to the judgment of the teacher. From the verdict in favor of the teacher, the parent appealed.

The supreme court, in reversing the judgment of the circuit court, say: "We do not really understand that there is any recognized principle of law, nor do we think there is any rule of morals or social usage, which gives the teacher an absolute right to prescribe and dictate what studies a child shall pursue regardless of the wishes or views of the parent, and, as incident to this, gives the right to enforce obedience even against the orders of the parents. Ordinarily, it will be conceded, the law gives the parent the exclusive right to govern and control the conduct of his minor children, and has the right to enforce obedience to his commands by moderate and reasonable chastisement. And, furthermore, it is one of the earliest and most sacred duties taught the child to honor and obey its parents. The situation of the child is truly lamentable, if the condition of the law is that he is liable to be punished by the parent for disobeying his orders in regard to his studies, and the teacher may lawfully chastise him for not disobeying his parent in that particular. . . . The parent is

as likely to know the health, temperament, aptitude, and deficiencies of his child as the teacher, and how long he can send him to school." The teacher could not have been embarrassed by regarding the parent's reasonable wishes, for "the parent did not propose to interfere with the gradation or classification of the school, or with any of its rules and regulations further than to assert his right to direct what studies the boy should pursue that winter. . . . The parent has a right to make a reasonable selection from the prescribed studies for his child to pursue, and this cannot possibly conflict with the equal rights of other pupils. . . . The statute gives the school board power to make all needful rules and regulations for the organization, gradation, and government of the school, and power to suspend any pupil from the privileges of the school for non-compliance with the rules established by them, or by the teacher with their consent; and it is not proposed to throw any obstacle in the way of the performance of these duties."

Query: Given a school of fifty children, respectively of fifty widows, and each mamma commanding her child to pursue studies which, although within a prescribed list, are contrary to the teacher's judgment: must there be fifty suspensions? If yea, what is the use of a school without scholars?

The Woods in September.

We are now enjoying the most beautiful days of the year. The sky seems to be washed out clean, and rivals the blue asters which everywhere abound. The air is tempered for walking; it is neither too hot nor too cool, nor does it affect one with that lassitude which is characteristic of August. We are daily thankful that we were born in a northern land; one where the seasons alternate, where spring glides into summer, and summer again fades away into autumn and winter. It is a recompense for frosts and snows to welcome vernal life; we would bear even more discomfort than the summer brings to gaze, at the end of it, upon autumn's glory—the splendor of meadow and of forest. We suppose that a contented mind is one of the first of Heaven's gifts. As regards the seasons, we have attained that blessed position. We think that their alternations and successions are pretty wisely regulated, and that, on the whole, we could not improve them. To be sure, if our preferences were consulted, we would somewhat curtail the entomological list, but our action might disturb that perfect balance by which the cosmos is regulated. One dismembered gnat may dis-articulate the running gear of the universe!

But we are becoming discursive. A September walk is one theme, a subject often touched upon but never exhausted. To-day we have had one of these perfect strolls—dreamy, objectless. Yet we took note of much. We saw the meadows yellow with the blossoming golden-rods, the pathways hidden in the blue of opening asters, the ponds over which the sedges wave their swords, and the stone-walls decked with drooping wands of barberry. We lingered longest by a little brook, that, hidden in shrubbery and over-arched by trees, dimples into laughter and sings on its way to ocean. Across it a fallen log makes a precarious pathway, in the middle of which grows a tuft of bittersweet as if to tempt one over. Cool and deep lies the water underneath, and on its surface floats the gyrinus in many a mazy waltz. A leaf, like the boat of some fairy voyager, starts out from shore with brilliant hopes. For a while its journey is peaceful. Then it is borne into an eddy, for a moment is whirled in the vortex of this miniature maelstrom, and is then carried rapidly down stream. Visions of the pleasant days long past come back to us, and we repeat to the stream the feeling words of another,—

"When the schoolmaster's daughter
With her hands scooped the water,
And laughingly proffered the crystal to me,
O there ne'er sparkled up,
A more exquisite cup,
Than the pair of white hands that were brimming with thee."

Climbing up from the stream, we found upon the bank the curious sun-dew or *Drosera rotundifolia*, the insect-catching plant which Mr. Darwin has made famous. It was rather out of its usual habitât. We should state that the Jacks-in-the-pulpit are now holding aloft their clumps of scarlet berries. These are of great use in winter decoration, as they retain their brilliancy for a long time. We found in our walk the scarlet cardinals, their hue intensified by the yellow of the surrounding golden-rods. We made a bouquet, too, of the curious closed gentians, which are of a bronzy blue, and the turtle-head (*Chelone*), which is of a pure creamy white. These two flowers are the complement of each other; they grow together, and should be placed in conjunction in any artificial arrangement.

We admire the thistles of various sorts. There is one low, but very large headed species, that grows in open meadows. The head is almost as regal as that of the *Onopordon*, Scotia's own symbolic flower. Then there are many little ones, looking like paint-brushes charged with crimson. The pearly life-everlasting grows in tufts in the fields, amidst the huckle-berries and tangles now reddened for the autumn. Near it the sumac blushes at the thought of its relations—for these are mischievous creatures, the poison-ivy, and the poison dog-wood. By the sandy roadsides we find the blue-curls, a modest little mint flower, very pretty withal.

The season is just in its transition state. It is not yet fairly autumn, although the calendar may say so; nor is it precisely summer, for the flowers are autumnal. It is a rare time for the botanical student, for many difficult families are now in their perfection. Whether the observer is a student or a mere plant-lover, he could hardly find a more favorable season for woodland walks.

— An interesting work by M. Jomard, one of the founders of the Geographical Society, has recently been discovered in Paris. It gives unpublished documents of great value, such as the charts of the voyages of Columbus, prepared by Juan de la Cosa, chief pilot of Charles V., the original of which is at Madrid; a map of the voyages of Sebastian Cabot, executed by himself, accompanied by notes in Latin and Spanish. The original is printed, and bears the year 1764, without indication of the place where it was edited; but the text enables the exact dates to be fixed of the discovery of Terra del Fuego and Canada, as well as of the death of Magellan. It also contains the curious planisphere of Mercator, from which none but incomplete reductions have been given. The learned author devoted 20 years of his life and a part of his fortune to the preparation of this precious work; all the plates were engraved; but death prevented him from giving the explanatory text which would serve as the connecting links for this collection of documents.

LOOK over our new advertisements. The well-known publishing house of Scribner, Armstrong & Co. occupy the first page. Their large list of text-books will surprise many who have not examined it closely. The two new books advertised by D. Appleton & Co. will interest every educator. Webster's Unabridged Dictionary is always kept before the public by its enterprising publishers. J. M. Stoddart & Co. announce a very important chart in literature. Taintor & Co. call the attention of teachers to Bartley's School Records, which no teacher can afford not to examine. The "Song Tablet" for schools well deserves the favor it has received, and should be examined by all teachers who want a book for their schools. Prof. Walter Smith's Art School announcement will interest a large class. The Health Lift has won its way by its actual merits. Thompson, Brown & Co., in addition to their large school-book business, advertise a line of school furniture, for which they claim particular merit. Teachers will always find the best of everything in their line advertised in our columns.

Notes and Queries.

Editor N.-E. Journal of Education:

The article in your issue of Sept. 11th, on "The Word 'That,'" calls to mind the following ingenious illustration, which some of your readers have doubtless seen:

"I'll prove the word that I have made my theme,
Is that that may be doubled without blame,
And that that that thus trebled I may use,
And that that that that critics may abuse
May be correct, further the dons to bother;
For be it known that we may safely write
Or say that that that that that man writ was right;
Nay, e'en that that that that that that followed
Thro' six repeats, the grammar's rule has hallowed,
And that that that that that that that begun,
Repeated seven times is right—deny it then who can."

L. H. B.

"ST. LOUIS" writes:—"Is President Eliot, whose doctorate is LL.D., even a "reverend gentleman," as your correspondent "N. C. W." calls him, in your issue of Sept. 4th? I think not. The Rev. Dr. W. G. Eliot is chancellor of Washington University, St. Louis, and entertains opinions exactly opposite to those which are so justly condemned by your correspondent, and I suppose by yourself, upon the subject of women teachers. President Eliot, though a progressive man, seems to be behind the age in this respect. We should not like to be responsible for his opinions on this side of the mountains."

[The "Reverend gentleman" referred to was neither President Eliot of Cambridge, nor Chancellor Eliot of St. Louis.]

PROVIDENCE, R. I., Sept. 14, 1875.

Dear Sir:—Could you, or any of the readers of the NEW-ENGLAND JOURNAL, inform me where I can obtain a poem entitled "The Creed of the Bells," by Charles Mackie, of New York? Professor Hibbard (I think his name is) read it before the Teachers' Institute, last January, or about that time. If you could inform me, you would oblige yours truly,

F. C. CLARK, 15 Meeting street.

— Copy of a real handbill in London: — "Take notice! The above coal-yard will open on Saturday, with a good supply of best house coals at the lowest possible prices, *and hopes*, by small profits and strict attention, *it* will gain part of the public custom. *Coals*, wholesale and retail. Green groceries, etc., fresh twice a week."

— *Conundrum.*—Why do the German people represent *iron* and *quinine?* *Ans.*—Because they are *Teu*-tonics.

Good Words.

Now that I have the opportunity, I wish to say that I am a subscriber to the JOURNAL, and that it is continually growing in my estimation. The article on "Methods," in a recent issue, struck me as extremely sensible and timely, in these days of town, county, State, sectional, and national conventions, at which methods of teaching are discussed interminably. Is this incessant agitation about methods another sin (?) which we must lay at the door of the normal school?

J. O. AVERILL,
Pomfret Centre, Conn.

To me the JOURNAL comes as a welcome messenger, always bearing tidings of great joy, for I know its pages to be a continual source of knowledge, full of intellectual delights. I wish more of the young people *could* and *would* read it, especially those who intend to become teachers. The JOURNAL is as good for students as for teachers. Let them try it and see. For the future success of the JOURNAL receive my best wishes.

GEO. E. DEXTER,
High School, Orange, Mass.

The NEW-ENGDAND JOURNAL is well-liked by those who read it here. I think it is just the paper every live teacher should have. While it affords instruction to the higher class of educators, it is an aid to the common teacher. I have urged other teachers to subscribe for it, and shall continue to do so, knowing it to be what it pretends to be.

J. GEORGE,
Horton, Breemer Co., Iowa.

Received to-day a copy of the NEW-ENGLAND JOURNAL OF EDUCATION, and I must say that it is the best educational paper I am acquainted with. If you will send it to me, I will endeavor to influence the teachers and school officers to subscribe for it. Every teacher should have it.

G. A. CHAPMAN,
Co. School Supt., Chillicothe, Livingston Co., Mo.

The NEW-ENGLAND JOURNAL meets the wants of educators more perfectly than any other educational paper of my acquaintance. Although New England by name it is national in its scope. It should be on the table of every teacher

E. P. ROWELL,
Prin. of High School, State Centre, Iowa.

Every New-England teacher ought to take the JOURNAL; indeed, I do not see how any one who means to keep abreast with the times can get along without it. Am glad to know of the success you are having with it.

J. D. BARTLEY,
Principal High School, Burlington, Vt.

I am exceedingly well pleased with the NEW-ENGLAND JOURNALOF EDUCATION. It is ably edited, and printed in good style.

ELLIS A. APGAR,
State Supt. of Pub. Inst., Trenton, N. J.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work or them, we hope to render our Department useful and satisfactory.]

The Integrity of O'Connell.

BY WENDELL PHILLIPS.

O'Connell never shut his eyes on the wrongs of one race to vindicate another. When the Chartists came, he gave them a vote; when the Dissenters came, he gave them a vote; and when the anti-slavery party came, he gave them a vote. When Kossuth came to this country, he went down to Faneuil Hall, and said: "There is a flag without a stain—there is a people without a crime." We said to him: "Oh, Kossuth, son of the Magyar, come to break the chains of Hungary, have you no word to say of four millions of negroes, bending under a bondage twice as bitter as that of Hungary?" He said: "I will praise anything—I would forget anybody to help Hungary." Well, O'Connell never said that. When I was at Naples, I met Sir Thomas Buckstone, who hated the Irishman heartily. When I went up to him, I said: "Was O'Connell the scamp that Harriet Martineau painted him?" Taking both my hands in his, the old giant, looking down on me, said: "Scamp! He was the honestest man that ever entered the House." And then he told me this story. Said he: "When O'Connell entered the House, he had one other vote besides his own—two on the Irish question. At that time," said Buckstone, "the anti-slavery cause was so poor, that there was only one other member besides myself who spoke on its behalf, and that was Dr. Lushington—Dr. Lushington, who is just dead—and we made an agreement that when Lushington spoke I should cheer him; and, when I spoke, he should cheer me. They were the only cheers we got. At the moment when O'Connell entered the House there were twenty-seven members who went to him, whom he used to call the 'West India Members,' because they always voted for slavery. They said to O'Connell: 'At last you are in, and have got two votes. Now, if you will never go down to Freemasons' Tavern with Macaulay and Broughman and the anti-slavery society, there are twenty-seven votes for you on every Irish question. Should you do that, count us your enemies.'" Suppose he had been an American, he would have said, "That is a big thing. I guess I will let the Negro slide." "But," Buckstone continued, "O'Connell said to them: 'Gentlemen, God knows that I am here in the cause of the saddest people that the sun sees; but may my right hand forget its cunning, and may my tongue cleave to the roof of my mouth, when, to help Ireland—even Ireland—I forget the Negro for one single hour.' And from that moment of '38," said Buckstone. "Lushington and I never went into the lobby that O'Connell did not join us." Some ten years later he went into Conciliation Hall: and there lay on the desk a thousand-pound draft, stated to be from the slaveholders of New Orleans for the Repeal cause. He took it up and marched to the front of the platform. Said he: "Gentlemen, I hold in my hand a thousand pounds from the slaveholders of New Orleans to help Repeal. It is the unpaid wages of the negro. Mr. Treasurer, I suppose the treasury is empty?" A nod assured him that it was. Said he: "Ireland is very poor; but, thank God, old Ireland is not poor enough to take the unpaid wages of anybody. Send it back."

Geographical Names.

BY M. B. C. SLADE.

John.—I am willing to own, this morning, that I was agreeably disappointed in the work the teacher gave us yesterday.

James.—What was it?

John.—He asked us to spend an hour in searching out the meaning of geographical names.

James.—I don't see the sense of that. It is enough for me to learn the long, hard names, without bothering myself about what they mean.

Charlie.—The meanings are often a great help in fixing the names in the memory, by pleasant association.

Sadie.—Yes; as, for instance, to know that Kingston, Cronstadt, and Konigsberg all mean "King's town."

Mary.—And to learn that Mont Blanc means "White Mountain," reminds me of Byron's verse,—

Mont Blanc is the monarch of mountains,
They crowned him, long ago,
On a throne of rocks, in a robe of clouds,
With a diadem of snow.

Kate.—I have learned that Montenegro means "Black Mountain"; Monterey, "King's Mountain"; Montevideo, "Mount Prospect"; Montreal, Royal Mount"; and that Piedmont means "At the foot of the Mountain."

Annie.—Then to know that Popocatapetl means "Smoky Mountain," helps us to remember its volcanic character.

Lucy.—And that Himmalaya means "Abode of Snow," fixes the fact of the great height of those snow-capped summits.

Kate.—I have learned several very poetic meanings: such as that of the lovely Lake Winnipiseogee, "The smile of the Great Spirit"; and that the name of the Falls of Minnehaha,—that

"Flash and gleam among the oak-trees,
Laugh and leap into the valley,
In the land of the Dacotahs,"

means "Laughing Water" in the Indian language; and that the pleasant city of Valparaiso is "The Vale of Paradise"; the Euphrates signifies "To make glad," because the annual overflow of that river, like that of the Nile, enriches the land and *makes glad* the hearts of the people.

John,—Another pretty name is Venezuela, or "Little Venice," so-called by the Spaniards because some Indian villages, found by them, built on piles, in Lake Maracaybo, reminded them of the mode of building in Venice.

James.—Yucatan had a funny origin: The Spaniards asked the natives, "What is the name of your country?" The Indians responded, "Yuca tan?" meaning, "What do you say?" The Spaniards took the question for a reply, and called the country Yucatan.

Harry.—The Balize also came by its name in a singular way: An English pirate named Wallace had made it one of his haunts. The Spaniards called it after him, "Waliz," which in time became corrupted to Balize.

Sadie—Some names have comical meanings; thus, Papua means "Frizzled hair," the origin of which name is evident when one remembers the enormous frizzled heads of the natives.

John.—If frizzed heads gave the name to that country, don't you think, girls, there is danger, should the present style continue, that our country's name might appropriately be changed to Papua?

Kate.—Not a bit more than that those enormous rubber boots you boys wear should change it to Patagonia; which is from Patagon, the Spanish for "a man with large feet." Magellan found the natives with their fur thickly cased in felt, and so had the mistaken notion that their feet were very large.

Mary.—*Prairie du Chien* is a queer name. I think the people of that town would scarcely like to be told that they live in a Dog Meadow.

Annie.—And it must have been laughable to our western prairie farmers that the sterile rocks of Labrador should have been called Terra Labrador, or "Cultivatable Land."

John.—I suppose this was, however, to distinguish the country from the still more barren Greenland.

Lucy.—The Sierras have interesting names. Sierra itself, meaning "A saw," is applied to mountain ranges that present in the distance, against the sky, the appearance of the edge of a saw. Sierra Leone is "Lion Mountain"; Sierra Madre, "Mother Mountains"; Sierra Morena, "Brown Mountains"; and Sierra Nevada, "Snow Mountains."

John.—Many names have a religious significance. Thus Cape Gracias à Dios means "Thanks to God"; Havre de Grace means "Harbor of Grace."

Charlie.—Natal was so called by Vasco de Gama because discovered by him on Christmas, the day of the "Nativity."

Kate.—We must not forget that our Florida was named for Easter Sunday, on which day, called in the Spanish "Pascua Florida," it was discovered.

James.—It seems as though the pious Catholic discoveries have adorned the earth with sacred names. Thus we have Santa Cruz, "The Holy Cross"; Espiritu Santo, "The Holy Spirit"; San Salvador, "Holy Saviour"; Santa Fe, "Holy Faith"; San Domingo, "Holy Sabbath."

Charlie.—And I think every saint in the calendar has, somewhere, a river or mountain, island, city, or lake bearing his name.

Mary.—Yes, their names seem to be all over the earth, just as their pictures are everywhere hung in the Catholic churches; though some of them are rather irreverently used, as, for instance, St. Kitts for St. Christopher.

Kate.—It is singular what very little things sometimes give names to great countries. There is in the East a little animal, something like a rabbit, of which Solomon says, "The conies are but a feeble folk, yet make their houses in the rocks." One name of these little creatures is *Saphan.* Now when the Phenicians came to the coast of Spain and found it infested with rabbits, mistaking them for the little cony or saphan, they called the country "Sphanih" or land of conies, whence came Hispaniola, and from that by a later change, Spain.

James.—Many of the river names are interesting. Mississippi means "Father of Waters;" while Meinam is "Mother of Waters"; Ohio is the "Beautiful River;" Missouri is "Smoky Water," as you would readily believe should you see where its muddy stream enters into the clear waters of the great river.

Harry.—I have some river names. Kansas is "Muddy Water"; Nebraska, "Flat Water"; Saskatchawa is "Swift Current"; the Orinoco is a "Coiled Serpent," just as the Tweed is, as its name indicates, the "Winding River," and Niagara, with its mighty roar, means "Thunder of Waters."

Charlie.—Among the many Rios we have Rio del Norte, "River of the North"; Rio de la Plata, "River of Silver"; and Rio Janeiro, "River of January.

Sadie.—Among the names indicating some product of the place, we have Madeira, meaning "timber" in the Portuguese, those islands having magnificent forests. Madeira river, too, flows through heavily timbered country.

Mary.—Another name of this class is Beled el Jerid, or the "Land of dates," a pleasant name to remember when we are eating dates.

John.—Just as Buenos Ayres has always a pleasant, breezy sound to me, like its meaning, "good air."

Charlie.—Tortugas is another similar name, the word meaning tortoise, and immense numbers of these animals being found here.

Sadie.—The Azores receive their name from the hawks found there; açor in Portuguese meaning a hawk.

Kate.—Still another name of this kind is Marmora, meaning "marble," some of the islands in this sea being celebrated for marble quarries.

John.—And just here I am reminded that our Oxford is the English for Bosphorus, and that the straits between the Marmora and Black Seas have their name from the crossing there, of poor Io, who, chased by a stinging gadfly, swam across them when Jupiter had changed her to a beautiful white heifer.

Charlie.—And I remember, too, that the Ionian sea and isles have their name from Io.

Sadie.—Here is a pretty name; Margarita means "a pearl," pearls being found on the shores of that island.

Mary.—It is pleasant for our Margarets to know their name has so pure and lovely a meaning.

John.—But rather hard for the Lenas among you to be told that Lena river is so-called because of its sluggish motion, Lena meaning a sluggard.

James.—Do you know that the Amazon had for its Indian name, Amas-sona, or "Boat destroyer," because of the great height and violence of its tides? This may have suggested to the Spanish discover the old fable of the Amazons, though it is said that he really saw bands of armed women on its shores.

John.—Let's come nearer home. Can any of you tell how the islands south of Massachusetts received their name?

Charlie.—Tell us, if you know.

John.—Once there was an old Indian living down on the cape, and he had four daughters, Elizabeth, Martha, Rhoda, and Nancy.

Mary.—Now, John, you are making up that story; those are not Indian names.

John.—I should like to know if the old fellow hadn't a right to give his girls Yankee names? Don't you interrupt me. When the old Indian made his will, he gave his eldest daughter that string of rocky islands on the west side of Buzzard's Bay, and they became Elizabeth Islands. To the next he gave the triangular island across the sound, and it became Martha's Vineyard. To his dear little Rhody he gave a fertile isle in Narragansett Bay, and that became Rhode Island. The old man didn't care so much for his youngest daughter, and all he left her was a little, low, sandy isle, shaped like a whale, and *Nan-took-it.* That's the way the islands were named!

Kate.—Oh, John, you must have worked harder than we, to make up that story.

John.—Didn't do any such thing. I heard it from my grandmother, and she from hers. It is one of the traditions of the South Shore, and full as true as the Jupiter and Io story.

Sadie.—How much we have learned! There seems to be no end to the beauty and interest of our subject.

Harry.—But there is an end to our time, for there sounds the school-bell. Let us begin again, another time, by taking the Ocean, Grand Divisions, and, best of all, of all our States and territories.

All.—Good! Let's do it! It's the very fun of study! Ring away, old school-bell; we're all coming.

Choice of Zones.

BY M. B. C. SLADE.

First Voice.—O where in the world would you choose to dwell?
Sec. Voice.—Listen, a moment, and I will tell:
Where vines and fruit of the tropics grow;
Where flowers of beauty and fragrance blow;
Where comes no dread of the snow and wind.
My home in the *Torrid Zone* I'd find.

First Voice.—Where, under the sun, would be your choice?
Third Voice.—Where Northern Lights should my eye rejoice;
Over the fields of ice and snow,
Swift in a reindeer sledge I'd go,
And watch blue icebergs floating down,
'Neath the midnight sun of the *Frigid Zone.*

First Voice.—Now tell me, where would you like to live?
Fourth Voice.—O, me a home in the fair land give,
Where Summer, Autumn, Winter, and Spring
The ceaseless song of the seasons sing;
Where seed-time and harvest go and come;
For the *Temperate Zone* shall be my home.

First Voice.—One chooses the cold and one the heat,
And one the land where they blend and meet.
The Laplander thinks his frozen zone
The happiest land the sun shines on!
While a voice floats up from tropic bowers,
"The loveliest land in the world is ours!"

All.—And is it not well? The Lord hath made
The world in its various zones arrayed.
One girdles the earth with ice and snow,
One decks with radiant wreaths her brow;
One makes her bountiful garners shine
With golden grain and the purple vine.
From North, and South, and East, and West,
All homes of the earth cry, "Ours is best!"

The First Experience of a Young Teacher.

BY HANNAH E. FABENS, ELIZABETH, N. J.

The anniversary of my birthday had arrived. I was of age (in New Jersey) at eighteen, and had come into possession of my property—nothing; had also selected my "speah"; I was to become a school teacher. I had already accepted a position in a public school. How proud I had been to talk about it for months beforehand. But at last, when it came to leaving, and it proved to be a stormy day, I think the family found it as stormy inside the house as out. I can remember how, at last, my brother and I rushed boldly out in the storm,—for he was to go with me, to remain until Monday, I being obliged to go on Saturday, in order to be in time to open school on Monday. I had on a hat trimmed with green—a most appropriate color—and by the time I reached my boarding-place, my face was stained with green; and as it had been growing longer and longer for every mile that we had come, altogether I was disconsolate-looking indeed.

We had not been able to reach there until about dinner-time. The dinner was a stiff affair until after the dessert, when some dates were passed round. They seemed rather stale, and after eating a few, Mrs. Smith said: "I am sure, I don't see what Mr. Jones made such a fuss about their being so che—nice for." At that my brother and I both laughed outright, and after that we were on a more easy footing. My face began to shorten materiaily, and my spirits to rise proportionally, so that by the time my brother left on Monday I was quite my usual self.

Monday morning came all too soon. I had made myself look as hideous as possible, by arranging my hair in a coil, although I had always before worn it in flowing ringlets. I also suspended round my neck a pair of eye-glasses, useless except for their weight of added dignity, and started for the school-house. I found it back of the church, as I had been directed—a little red, wooden house, with whitewashed walls and blue desks—patriotic, at least. The chair of state on the platform was mine. It was the happy possessor of three legs. Table there was none, but a stove which stood by the platform served me for that purpose. I placed my books upon it, at the same time noticing that there was a fire ready to light—prepared by some considerate boy, thought I—for the mornings were cool, it being only the first of October.

Before school was closed I was made aware of the reason for the preparation of that fire by the smell of burnt paper, and upon investigating, found only the covers of my books, and these in a smouldering condition. My little boys had thought of that to escape the rest of their lessons; but, thanks to my normal training, I could get along about as well without a book; so the lessons for the day went on, and I determined to keep a close watch on the little fellows and be prepared for their tricks in the future.

We opened school by chanting the prayer and repeating in concert the twenty-third Psalm, and singing "I want to be an angel," to several original tunes. The one I started surprised me. At the best of times I cannot sing, and without anything to lead me, it was truly astonishing, the direction which the tune took.

I tried to write a sort of temporary roll, but as all the boys had agreed to have the same name—"Tom Smart"—I gave up the roll, and concluded to call them all "Johnnie," or "That boy." Their ages were rather vague; some of them were "eleven, going on seven," they said. One very little boy said he was "months old."

We went immediately to work on the recitations of the day. My plans were good. For the very little ones I expected, at first, to draw a picture to represent the words they were required to spell. The representations for boy, cat, dog, cow, house, and such common objects, were a success. One word in the book was "coat." Without any misgiving, I drew the coat, and called on John number one to spell. "C-o-a-t, shirt," he promptly responded.

Almost overcome with laughter, I turned to the blackboard and put two pockets on this ambiguous object, and called on John number two to spell. "C-o-a-t, coat," he responded, in tones of thunder. "Correct," said I, "but could you not lower your voice? we are none of us deaf." We were not deaf, but, alas! he was. However, I finally succeeded in making him understand my request, to which he readily acceded by spelling in a voice which one would have thought came from his shoes, it was so low. He was one of my well-dressed boys; most of them wore no shoes. My most elaborately dressed pupil wore a pair of hose, with the worn-out feet cut off, so that they looked like wristers on his limbs, and trousers that had originally belonged to his father, but had been cut off to make them a suitable length, and were now all seat, reaching to his ankles; and he shared his hat with his brother, he taking the crown and his brother the brim.

These peculiarities in dress were most of them pointed out to me by my visitors. If they looked neat, that was all I wanted. Clean hands and faces were an exception, for the first few weeks, at which I did not wonder, when I noticed in recess that quite a number of the more fortunate ones had brought molasses candy. One little boy, seized with an unaccountable fit of generosity, offered his seat-mate a bit, saying "Taste it; only two cents an ounce, and worth it, too."

awkward position by exclaiming: "You come to play mit my Lena; she haf gone to work." I finally made her understand my position, when she was overwhelming in her attentions. There were

As soon as recess was over, I found I was to be besieged with questions, most of them taking the form of "Dare s't I leave the room, teacher?" "Dares't I take a drink, teacher?" etc. By changing the order of lessons, and introducing some new exercises, such as rapid adding (the adjective inapplicable in this case, however), I found they soon forgot their desires to leave the room. This was proved by one little boy, who had seemed to think his case so urgent that he had begun to cry when the lesson was finished, rubbing his eyes in order to squeeze forth some more tears, saying, "O dear! what was I crying about?" Their manner of addressing me as "teacher" became so monotonous, after a few weeks, that I almost wished I could change my occupation to boot-black, or anything, that they might vary my professional title somewhat.

These little boys, with whom I have been associated about a year, are some of them the brightest I ever met. One day, in school, wishing them to pay close attention to their lesson, I said, "Now, I want each one to put his eye on his book, and think of nothing but his lesson." I was not a little amused to see one little boy put his book up against his eye. I found I must be careful how I framed my sentences for him. When he is naughty and has to be detained after school, at recess he selects some good scholar and persuades him that teacher has taken his name, and he will have to stay after school. He probably believes in the old axiom, "Misery loves company."

These little boys manifested their affection for me by constantly bringing gifts, such as they would appreciate themselves—little china dolls, rubber balls, pop-guns, and eatables—eggs raw and cooked, tomatoes, fruit, and quantities of flowers. I never liked to accept these gifts, and always when I could prevail upon the children to take them, would give them back at the close of school, partly because I had my doubts as to their being honestly obtained (I have recently read in a paper an account of baby-thieves, in which it mentioned two children between the ages of seven and nine who had been arrested for theft, and it was said that their first thievish acts were those of taking slyly fruits and flowers for their teachers)—and, partly because I thought they needed them more themselves, inasmuch as during recess, one day, while I was eating an apple, one of the little boys looked up, and raising his hand, said, "Teacher, give me that apple when you get done with it."

It seemed to be a sort of second nature with some of the children to preface all remarks, even when not in school, by raising their hands, and this little boy was one of them. Always when we met in the street, and he said "Good morning," his little hand would go up first. I suspect he thought it was a mark of respect, such as touching the hat by gentlemen, and I doubt if he had any hat to touch. He probably thought raising the hand was used in the absence of a hat.

The ignorance of the parents of some of these boys was truly deplorable. For the first week or two we tried sending home notes to the parents, reporting on the conduct of their children in school. One good little boy always took home a good note, and invariably brought a reply from his parents, signed in this way: "I beat him well Peter Jones." Perhaps some one wrote it for him and signed it so, or told him that was the common way and a better. Another one used to sign, "& oblige his parent John Brown & Co." The writing and spelling was truly original.

We thought our efforts in that direction were not appreciated, so the note-system was abolished, and the teachers were requested to call on their pupils. I well remember my first call. It was on my largest girl. I knocked at the door of quite a neat-looking house for that section of the city, and on being requested to come in, I entered, and encountered Lena's mother, a large German woman, who, without any introduction whatever, placed me in the most three or four little children in a clothes-basket in one corner of the room, probably put there to be out of the way; and she called on Otto to get up and give to his teacher one chair. The next morning Otto and Lena came to school, each bearing a shoe. The pair, they said, was sent by their mother, because "they haf learn so much." Although I did not feel much encouraged about them then, I have since; especially as they took the highest prizes in school at the close of the term, which showed that they must have had a desire to learn, as they had to compete with children who were much better acquainted with the English language.

Besides the prizes awarded at the close of the term, each pupil in the class was presented with a little gift. In my class they were favored with a package of torpedoes to celebrate the Fourth of July, which they did most effectually, I have since learned. One remarkable little boy, of an economical frame of mind, has used one a day; his will probably last until we meet again.

EGYPT.—We learn encouraging news concerning the interest taken in education by the eldest son of the Khedive. This young gentleman, having recently finished his studies at Oxford University, has returned to his native country. There, on his own estate, consisting of a group of villages, he has caused a number of schools to be built for the children of his tenants. The schools are to be maintained at Prince Hassan's own expense, and his Highness takes a delight in the personal inspection of these establishments.

NEW-ENGLAND JOURNAL OF EDUCATION.—This journal, which is the result of the consolidation of all the New-England educational journals and the Yale *College Courant*, is rapidly winning its way to public notice and favor. It is well worth its subscription price of $3.00 per year, and we heartily commend it to our readers.—*The School, Ypsilanti, Mich.*

STATE DEPARTMENTS.

Maine.

THE BATH HIGH SCHOOL opened Sept. 6th. The school is organized upon a somewhat different plan from others of its kind. It is divided into four departments, each teacher being principal of his own department, and all being of equal authority in matters of discipline. The following are the teachers for the ensuing year: Miss L. T. Moses, principal of the English department; George E. Hughes, A.B., principal of the department of Natural Science; Samuel V. Cole, A.B., principal of the Classical department; Geo. C. Cressey, A.B., principal of Mathematical department.

HOWARD, ME., Sept. 14, 1875.

Dear Sir:—Is there a Normal or Training school in New England or New York that makes a specialty of fitting teachers for positions in high schools, academies, or colleges? Please answer through the JOURNAL, and oblige FRANK A. HART.

The Normal Schools of New England and New York are expected to fit teachers for the common schools of these States. In several of the Normal schools, however, an advanced course has been established, to enable teachers to prepare for the higher grade of schools referred to by our correspondent. The Normal schools of Massachusetts and Rhode Island, and, so far as we know, those in New York, in this way give special training for high schools and academies. EDITOR.

— In the absence of our usual Maine correspondence we present the following good advice fron the *Eastport Sentinel:*

WHAT TO TEACH OUR DAUGHTERS.—
Teach them self-reliance.
Teach them to make bread.
Teach them to make shirts.
Teach them to foot up store bills.
Teach them not to wear false hair.
Teach them to wear thick, warm shoes.
Bring them up in the way they should go.
Teach them how to wash and iron clothes.
Teach them how to make their own dresses.
Teach them that a dollar is only a hundred cents.
Teach them to cook a good meal of victuals.
Teach them how to darn stockings and sew on buttons.
Teach them every day dry, hard, practical common sense.
Teach them to say no, and mean it; or say yes, and stick to it.
Teach them to wear calico dresses, and do it like queens.
Teach them that a good, rosy romp is worth fifty consumptives.
Teach them to regard the morals, and not the money of their beaux.
Teach them all the mysteries of the kitchen, the dining-room, and the parlor.
Teach them not to have anything to do with intemperate and dissolute young men.
Teach them that the further one lives beyond his income, the nearer he gets to the poor-house.
Rely upon it that upon your teaching depends in a great measure the weal or woe of their after life.
Teach them that a good, steady mechanic is worth a dozen loafers in broadcloth.
Teach them the accomplishments, music, painting, drawing, if you have time and money to do it with.
Teach them that God made them in his own image, and no amount of tight lacing will improve the model.

New Hampshire.

ANNUAL REPORT of the Superintendent of Public Instruction: being the twenty-ninth annual report of the public schools of New Hampshire. Concord: Charles C. Pearson, State Printer; June, 1875.

This, the fourth annual report of Hon. J. W. Simonds, is just received in an able, well-printed volume of 400 pages. The first 140 pages are devoted to Extracts from Town Committees' Reports, which, however able and excellent, we have always been of the opinion that our State reports would be better off without. Most of them are but a report of time-worn common-places, and it seems too bad to waste so much good paper upon them. Then follow 150 pages upon the "Condition and Progress of Education in the State," most of which is valuable and suggestive. Professor Ruggles' "Methods of Teaching History," given at the State Teachers' Association last fall, struck us then, as it does now, as a model of a paper on that subject. The superintendent's "Questions to Superintendents and Educators," last February, called out a large amount of valuable criticism, from which we hope to cull some of the leading features next week.

Under the head of "Work Performed" by the superintendents, are enumerated: (1), The distribution of registers and blanks and the arrangement and compiling of the returns of more than three thousand schools, itself a task of no mean proportions. New and much improved registers, and also blanks for town returns, have been prepared. (2) Visits to schools; attendance upon a multitude of educational meetings in all parts of the State; conference with school officers, often involving laborious correspondence. (3) The preparation and distribution of nine or ten circulars of information, which have, perhaps, aroused more general interest upon educational matters than anything ever before done in the State. Letters have been received from every part of the State commending this service. These with the preparation of the report have been an ample year's work for one man. Despite the efforts of legislators and politicians to cripple this most important service, Superintendent Simonds has managed to do a most effective work,

which we hope the coming State Association will most emphatically and heartily endorse.

The superintendent discusses at length two important defects which seem mainly to underlie most of the evils of our schools, viz: *inefficiency of supervision* and *unequal distribution of school money*. As an illustration of the former, a town in Merrimack county is cited: "This town maintains twenty-one public schools, having an attendance of five hundred scholars. Its text-books are: Reading, two series, ten books; speller, one series and one book; writing, one series; arithmetic, seven different series, which contain at least nineteen different books; geography, seven different series and fifteen different books; grammar, four series, seven books. This town can have its youth taught reading, spelling, arithmetic, grammar, and geography from fifty-two different books, to say nothing of the unfitness of many of them." Unfortunately this might easily be paralleled by scores of other towns, and not only in the matter of text-books, but of every other essential of anything like competent supervision. The remedy suggested is the election of school boards of three or more for a term of years, one member to be replaced every year, and—the *town district system*. The second defect is well illustrated in another town in the same county where, in the twenty-four schools, the appropriation for each pupil ranges all the way from less than $4.00 to more than $22.00. To remedy this the superintendent forcibly and ably urges a *State school tax* of one mill per dollar of valuation, distributed equally among the scholars of the State. *Twenty-five* of the States already have such a tax, and the others are rapidly moving in the same direction.

We close this hasty survey by culling a few of the principal

SCHOOL STATISTICS, 1875.

School districts,	2,118
Schools,	2,509
Average school per year, weeks,	20
Pupils enrolled,	68,751
Pupils between 6 and 16,	55,685
Ratio of attendance,	.70⅓
Students in private schools,	3,357
Children not attending,	4,164
Total scholars and children,	76,272
Enumerated in April by selectmen,	71,322
Male teachers,	503
Average wages,	$42.61
Female teachers,	3,166
Average wages,	$25.54
School-houses,	2,223
School-houses unfit for use,	388
Value of buildings, sites, and apparatus,	$2,258,059
Average value, buildings and sites,	$1,002
Total revenue from taxes,	$621,649
New buildings and permanent repairs,	$264,244
Miscellaneous expenses,	$61,850
Total expenses,	$742,854
Average per scholar (except new buildings),	$10.08

Many other interesting items are given: Graded schools, 403; schools having 12 pupils or less, 964; having 6 or less, 241—(almost *one-third* of the schools have 12 or less). Average attendance for each school, 18.54. Number of teachers new, 646; teaching successive towns in same school, 1,189; who have attended institutes, 1,891; attended normal schools, 237; *boarded round*, 383. Schools having no blackboard, 58. Average apparatus per school, $13.11! Number of school examinations, 2,480; educational meetings, 113; teachers examined by written examination, 999; teachers refused certificates, 122. Number of lady superintendents, 16.

Increase (since 1873) in number of schools, 103; ratio of attendance .02⅓; wages—males $1.83, female $1.70; value of buildings, $311,280; apparatus, $5,807; total tax, $114,203; new buildings, $162,640. Total expense, $235.408 (mainly in costly new buildings.)

Decrease in number of districts, 65; length of schools, 1½ weeks; scholars, 1,123; male teachers, 24; female, 130; average expense per pupil, $0.52.

Vermont.

— The Bennington village schools opened September 4, with the following corps of teachers: Superintendent, Prof. I. W. Dunham; High School, Miss Esther M. Harrington, principal; Grammar School, Miss Emma F. Wilder, principal, Miss Mary Doyle, first assistant, Miss Kate White second assistant; Primary Department, Miss Grace J. Watkins, principal, Miss Mary F. Slocum, first assistant, Miss Manley, second assistant, Miss Andrews, third assistant, Miss Amelia Burt, fourth assistant. Friday afternoon is to be given to drill in elocution instead of public receptions as heretofore. The pupils doubtless receive sufficient company evenings at their homes.

— The trustees of the Fletcher Library in Burlington recently made application to the board of aldermen for an appropriation to complete the cataloguing of the books, which application was denied. Was it from lack of funds, or apprehension of some legal obstacle, or the conviction that money given to a free public library is wasted?

— Superintendent Conant held a Teachers' Institute at Shoreham, September 7th and 8th. President Hulbert of Middlebury, and Principal Alling of Brandon, delivered addresses.

— Teachers' Institute for Bennington county was held at Peru, September 10th and 11th.

— The Lyndon Centre Institute opens its fall term with about 80 students. It is hoped the number will be increased to 100. The faculty consists of John S. Brown, A.B., principal, George A. Stockbridge, A.B., associate, both graduates of Bates, and Misses Abbott, graduate of New-Hampton Institution, and Pendexter, graduate of Maine Central Institute, assistants.

— The fall term of the Lyndon Academy and graded school began August 30th. W. J. Noyes, A.B., is the principal, and Misses Ella A. Chesley and Jessie Cleveland are the assistants.

— Colonel Royce, member of Congress from the first district, arranged a competitive examination for the candidates for appointment to a West Point cadetship. Messrs. Dane of Rutland, Slade of Middlebury, and Cushman of Manchester gave a day's work to the examination, and unanimously recommended Frederic D. Holton of Bennington for the appointment.

— Mr. C. E. Putney, of St. Johnsbury Academy, has been chosen one of the State executive committee of the Young Men's Christian Association.

BURLINGTON. — J. D. Bartley commenced work as principal of the high school, under favorable auspices. Mr. Halsey left the school in good working order, and with two such good assistants as Miss Brownell, a graduate of Vassar College, and Miss Richardson, late of the Fitchburg High School, the work goes well. Every one is cordial, and we already feel much at home.

— Will the teachers of the State please send us items?

Rhode Island.

SUPERINTENDENTS' MEETING.—The regular quarterly meeting of the town superintendents was holden at the office of the commissioner of public schools on Monday, the 13th inst. A good number were present, all parts of the State being represented. The first subject for discussion was "The Town vs. District System." The discussion was quite general, and with a single dissent it was the unanimous opinion of the meeting that if the district system were abolished in the State the result would be exceedingly favorable to the cause of education. School-houses would immediately improve, more abundant and better apparatus be provided, the teaching become more efficient, and the general supervision and management of schools more satisfactory.

At the conclusion of the discussion, which was earnest and protracted, the following action was taken:

WHEREAS, It is deemed by this meeting desirable to devolve upon the towns the entire control and management of schools, therefore,

Resolved, That the Commissioner, the Rev. W. H. Kling, and David Smith, Esq., be a committee to investigate the subject further and to report at the next meeting what changes ought to be made in the general statutes, and generally what measures should be adopted to secure the ends desired.

Voted, That when the meeting adjourn it be for six weeks from date, the next meeting to be notified at the usual time and place.

THE YOUNG LADIES' HIGH SCHOOL.—The select school now conducted by Dr. Stockbridge is to be honored, as we learn, with a life-size portrait of the founder of the school, the late Hon. John Kingsbury. It is eminently fitting that the place which once knew him so well, and where he was for a generation at once teacher, mentor, friend, should still feel the inspiration of his presence, even though it be through the medium of a lifeless canvass.

PAWTUCKET.—At the regular monthly meeting of the school committee it was voted not to open any evening schools this winter. We understand this action is based upon the lack of interest on the part of those to be benefited thereby. On the other hand it is claimed that so much interest was manifested in one school last winter, that the pupils contributed enough to continue the school for some time after the limit fixed by the committee. We query whether the fact that the boys and girls, for whose good the evening schools are established, do not appreciate them, is a good and sufficient reason for discontinuing them. That line of reasoning would be very injurious to most of the benevolent and philanthropic movements of this and all ages, while even the day schools would in many instances be obliged to succumb.

BRISTOL.—The school committee, at their meeting Monday evening, September 13th, finding that all the primary schools were so crowded that their usefulness was seriously impaired, and that the children were uncomfortable, voted unanimously to establish another school of the same grade, on the 20th inst., in the building formerly occupied by the Center Primary. We understand that three hundred and fifty children have applied for admission, the present term. Query: Will *one* new school reduce the average of *each* school to a proper number?

WESTERLY.—The teachers of district No. 1, of this town, are accustomed to hold "teachers' meetings" once a month. We believe this custom was inaugurated by the committee, and attendance made obligatory, but now it would almost require authority to keep the teachers away. These meetings are so conducted that *all* are included in the list of participants during the term. At the first meeting for this term, held Friday, September 10th, the principal, Mr. J. M'E. Drake, made the assignment of parts for the term, and then occupied the hour with an address to the teachers, in which he set before them some of the obstacles in their path, and the way to remove them; also some of the helps, and the best methods of making them available.

WICKFORD.—The new school-house in this village is completed and the fall term was begun in the new building. Some changes have taken place among the teachers, those for the Grammar department being Mr. Frank E. McFee, of Haverhill, Mass., a graduate of Brown University of 1875, and Miss J. Johnson, of Providence, a niece of Hon. J. D. Cranston. Mr. Marshall, Mr. McFee's predecessor, has become principal of the High School in Medfield, Mass. Miss C. Barton, formerly teacher of the primary has been promoted to the intermediate, and Miss Johnson takes her place in the primary.

NEWPORT.—The schools of the island city have opened with fuller numbers than ever before. New rooms have had to be opened and new teachers hired.

PERSONAL.—Miss Clara L. Swift, a graduate of the Normal School, class of '73, has just obtained, by a competitive examination, a position in the city of Wheeling, West Virginia.

Miss Viola M. White and Miss Mary K. Cady, graduates of the Normal School in June last, have been engaged as assistants in the New Hampshire State Normal School at Plymouth.

Herbert Bliss, of Newport, who was nominated to the cadetship at Annapolis, as the result of the competitive examination, has passed the examination for entrance and been admitted.

Miss Mary M. Cole and Miss Anna Nicholas have been appointed, respectively, principal and assistant in the grammar school at Cranston.

Connecticut.

NEW HAVEN.—The Report of the Board of Education for the New Haven City district is just issued. As that district contains nearly one-tenth of all the children in the State, no apology is required for quoting liberally from the report.

The total receipts of the district for the year ending Aug. 31st, 1875, were $188,185.05; the total of expenses, $167,882.45; leaving a balance in the treasury of over $20,000. The board are happy to say that the district is not only out of debt, but that every dollar received of the tax laid a year ago, and payable the present month, remains to pay the expenses of the schools for the ensuing year.

Of the expenditures for the year, $129,186.33, or more than three-fourths, was for the salaries of teachers. For the first time in several years there was nothing expended for new schoolhouses. In the past ten years, nine schoolhouses have been built, at an aggregate cost of over $345,000, and the annexation of Fair Haven, in 1871, brought into the district another, of the estimated value of $22,000. The real estate belonging to the district, "either estimated at the original cost, or at a low valuation," is $495,400. The valuation of the amount owned in 1865 was $143,200.

The report of Superintendent Parish, which forms an important part of the document under review, gives additional facts, some of which are these:

The number of persons between 4 and 16 years of age enumerated in January, 1875, was 12,918. The number of pupils registered in the year was 11,465; the average number belonging wa 7,595; the average number in daily attendance was 7,211, or 94½ per cent. On the subject of attendance, Mr. Parish remarks: "The record of attendance in all the schools of the district, during the past six years, shows a variation of less than half of one per cent. Ninety-five per cent is the standard and attainable number. Too rigid exacting above that is not desirable."

As this is the tenth report prepared by the present superintendent, he naturally draws some comparisons between the present status of New Haven schools, and their condition when he took charge of them. In 1865 the district occupied 20 buildings, furnished with 4,567 seats. During the past year, 24 buildings have been occupied, provided with 8,339 seats. Ten years ago the district owned 11 school buildings, capable of seating 3,781 pupils; it now owns 19 buildings, containing 7,414 seats. Nine new buildings have been erected, and three others added by annexation and lease, giving 97 rooms, or 4,923 seats; and the seating capacity of the schools has been considerably more than doubled. The school census of January, 1865, gave the number of children in the present limits of the district, 9,226; in 1875, 12,918, an increase of 40 per cent. The increase of attendance in the same period was about 64 per cent. The number of teachers has increased from 95 to 200. The total amount paid for teachers' wages was in 1865, $43,021; in 1875, $129,186; an increase of over 200 per cent. The total *current* expenses in 1864–5, $57,677; in 1874–5, $165,333, or nearly 200 per cent.

Of the male teachers now in the service of the district, one entered that service in 1856, one in 1858, one in 1860, one in 1863, one in 1865, three in 1868, one in 1869, and one in 1871.

Vocal Music was recognized as a branch of school instruction in 1865, under charge of Mr. Jepson. His first efforts were regarded as experimental, and were confined to a few of the higher rooms. In 1869 the number of pupils under his personal instruction was 3,500. Since 1870 he has had under his tuition all the pupils in the district, numbering now over 7,000 in daily attendance.

Drawing was added to the course of study in 1868, under the supervision of Prof. Louis Bail, who gave a preparatory course of instruction to all the teachers. Until 1873 he was employed merely to supervise the work of the teachers, but during the past

two years his whole time has been devoted to instruction and supervision in this department.

A scheme of studies was completed and adopted in 1870, which has largely contributed to a more perfect classification and steady progress in all the departments of the schools. From the primary pupils to the senior class in the High School the work is so laid out that the classes of all schools in the city, of the same grade, are able to make the same progress. Thus pupils passing from one school to another are readily classed, and undue attention to some studies and censurable neglect of others are readily detected.

The High School and the preparatory department connected with it had, in 1865–6 an average attendance of 138. During the past year 348 pupils were in daily attendance, and nearly 400 were connected with the four regular classes the past summer term. A four years' course of study was adopted in 1870, and five classes, comprising in all 105 graduates, have since received diplomas. Of these, nearly all the young men have entered the Sheffield Scientific School, and the young women, having passed through the training school, are prepared to become teachers in the schools where they were educated.

The Training Schools have solved the problem of the supply of competent teachers. One of these schools was established in 1866, as an experiment. Candidates for teachers are placed in charge of schoolrooms, under the supervision of an experienced and competent teacher, and are trained by her, as "apprentices" in all that relates to the instruction and management of a school. It was soon evident that the experiment was successful, and a second school of the same kind was opened in 1869. A majority of all the present female teachers in the public schools of the city have been trained in these schools.

The South Street school was resumed as a parish school by St. John's (R. C.) church in January last, and is now claimed to have nearly 800 pupils. Notwithstanding this withdrawal of scholars our schools the present term have nearly as many registered as they had a year ago.

GROTON. — Lawrence Academy opens on Wednesday, August 25th, with an increased number of pupils. Rev. James Fletcher is principal; E. S. Ball, A.B., professor of Mathematics and Natural Sciences; Miss Laura Watson, a graduate from Mt. Holyoke Seminary, is the preceptress.

ROCKVILLE. — The public schools opened Sept. 6th. In the East district there are four primary, four intermediate, and two grammar grades, together with the high schools. There were nineteen applicants for admission to the high school. Thirteen were received, making the present number 53. Of the class of 1875, those who took the preparatory course have been admitted to Yale College.

Colleges.

UNIVERSITY OF VERMONT. — The Park Gallery of Art, at the university, has just received from London several of the casts of ancient sculptures, the purchase of which by the trustees we mentioned shortly before Commencement. There are the Theseus, a reclining statue of heroic size, which is called the finest of the pediment sculptures of the Parthenon, representing in sculptures of high relief the contests of the heroes with centaurs, and other figures. These have arrived in excellent condition, with the exception of a fracture of one of the slabs, not affecting, however, the scultured portion. The other casts ordered are expected shortly, from Paris.

The Gallery has also received from Mrs. William Norris, of San Francisco—a friend of Rev. Mr. Ware's—a large and elegant portfolio, containing forty superb photographs of California scenery. These are of large size, measuring 30 by 24 inches, taken by Muybridge of San Francisco, and are very perfect specimens of landscape photography, as well as striking presentations of the wonderful scenery of the Yosemite Valley, and other California views.

Dorman B. Eaton, of New York, has made a gift of the large and costly engraving of Paul Delaroche's "Hemicycle in the School of Fine Arts." It is in three parts, a center piece with two wings, some twelve feet, in all, in length, representing Patrons of the Fine Arts awarding prizes to the noted painters, sculptors, architects, and artists of ancient and modern times. This beautiful work of art, rare in this country as well as beautiful, has recently been received by Mr. Eaton, from Paris, and is now being framed by him, in New York, for the Gallery.

The trustees have also received a tender from Senator Justin S. Morrill of a cast of Powers' bust of Charles Sumner.

These contributions will add greatly to the interest and value of the gallery, and are, we trust, but an earnest of the other good things in store for it in the future.

MIDDLEBURY COLLEGE.—The new freshman class has a colored man. The class was larger than anticipated, under the circumstances, and before the close of the term will be enlarged, it is expected. Mr. W. H. Hamilton, class of '76, assumes the duties of Professor Parker during his absence, for a few weeks. . . . The senior class begin the study of Moral Science under President Hulbert. . . . Some of the students propose to get up a rifle-team. The project is looked upon favorably by President Hulbert and the faculty. They think it will afford exercise enough, cost less, and have better influence than boating. . . . During the late fire President Hulbert, assisted by several professors and students, worked on the brakes of an engine, and according to the accounts of their efforts, we judge that they were chiefly instrumental in the checking of the conflagration.

DARTMOUTH. — F. B. Macgregor, '75, is teaching in Bradford, Vt. . . . William Carr, '75, has entered Yale Theological Seminary. . . . W. H. Foster, '64, C. S. D., is in the Thayer School of Civil Engineering. . . . Of the 80 medical students, 19 graduate at the end of the present term, Nov. 4th. Drs. Frost, How, and Ordronaux are now delivering lectures before the department. . . . The office hours of the president for this term are from 8:30 to 10 A. M., and from 1:30 to 3 P. M. . . . An incident of "Words and their Uses."—One freshman asked another recently if he had received his *immaculation* papers. . . . . George L. Morris, '61, professor of Modern Languages in the University of Michigan, has been visiting his alma mater. . . . . The Kappa Sigma Epsilon fraternity, a freshman society, initiated their new delegation Saturday evening. The Delta Kappa fraternity will initiate some time the present week. . . . The gymnasium has been thoroughly repaired and renovated, and is again open to the students. . . . The sophomores, under Professor Quimby, are learning the mysteries of the theodolyte and plane-table by practice in the field. . . . The Dartmouth lecture course for 1875–6 will comprise lectures by the following gentlemen: James T. Fields, Prof. E. D. Sanborn, Hosea B. Perkins, John G. Saxe, James Parton, and Robert Collyer. Mr. Fields delivers the first lecture Sept. 24th. Subject: De Quincy. . . . . At a meeting of the Boating Association, last week, it was voted, among other things, to have a class regatta, this fall, and Bridgeman '76, Rosenthal, '77, Cohen, '78, and Wheatly, '79, were appointed regatta committee. The regatta will probably occur some time in October, and a very pleasant occasion may be anticipated.

AMHERST.—The Freshmen class numbers about ninety men. There have been a few additions to the upper classes. . . . President Stearns' health is much better. He is preparing a collection of hymns for use at morning prayers. . . . The Seniors elected class-day officers as follows: Orator, G. L. Smith, Windsor, N. Y.; poet, W. H. Sybrandt, Argyle, N. Y.; grove orator, O. D. Clark, Montpelier, Vt.; prophet, G. W. Cloak, Philadelphia, Pa.; odist, D. M. Pratt, West Cornwall, Conn.; marshal, John Howland, Jaffna, Ceylon; musical director, R. B. Clark, Newark, New Jersey.

The annual Freshman–Sophomore ball game was played on Hampshire Park on the 18th; '78 made 29 runs to '79's 3. There was no 'rush' afterwords, although '77 did their best to create one. . . . The Gymnasium prize of $100.00 for best attendance and exercise at the gymnasium, was won by the class of '76. . . . John B. Gough delivered his famous lecture on "Eloquence and Orators," in College Hall, on Friday evening, September 17th It was his contribution to our Art Gallery, and netted some $300. . . . The Porter prize of $60.00 for the best entrance examination was awarded to Charles A. Gould, who fitted at the Albany Boys' Academy.

BOSTON UNIVERSITY.—Not long ago a clergyman of the Church of England, a graduate of the English University of Cambridge, wrote to Boston, Paris, Vienna, and Zurich, seeking information respecting the facilities afforded in these cities to women desiring to study medicine. His daughter had just passed her preliminary examination in arts at London with such brilliancy, that a society for the promotion of medical education had awarded a three years' scholarship, yielding a sum sufficient for her support wherever she might elect to take her professional course. After a thorough investigation of the attraction of all these different educational centers, preference was given to those of the trans-Atlantic city, and in a few days the young lady is to enter the School of Medicine of Boston University.

Some one has been illustrating the growth of Boston University in the field of professional education by comparing its last year's statistics with those of Harvard and Yale. The results below given, if correct, are certainly surprising:

	Harvard.	*Yale.*	*Boston.*
School of Theology,	20	103	90
School of Law,	139	53	131
School of Medicine,	192	50	131
Total,	351	206	352

From which it appears that, in departments compared, Boston University enrolled one more than Harvard, and one hundred and forty-six more than Yale. As these three are the only American universities which maintain all the traditional faculties of a fully organized university: namely, those of Theology, Law, Medicine, and the Liberal Arts, the national significance of the young institution and its wonderful growth is at once apparent. A comparison of the number graduated this year from the above-named professional schools, places in a still more striking light the magnitude which the work has assumed. These numbers are as follows:

	Harvard.	*Yale.*	*Boston.*
In Theology,	4	34	27
In Law,	35	14	54
In Medicine,	30	5	30
Total,	69	53	111

The requirements for admission, length of curriculum, and conditions of graduation, are in all three institutions practically identical, and yet it appears that Boston University graduated in Theology, Law, and Medicine, forty-two more than Harvard, fifty-eight more than Yale, and as many, lacking eleven, as both Harvard and Yale together.

COLBY UNIVERSITY (Me.)—About fifty students report for military drill at Colby, and they are to be furnished with muskets immediately. This matter of drill is wholly voluntary, and can be abandoned by any one at any time. A room in the South College will be used as an armory. President Robinson is to give a course of lectures on "Evidences of Christianity," and Professor Elder a course upon "Hygiene" and "Physiology."

YALE.—College term commenced Thursday, Sept. 16th. The new chapel, expected to have been finished during the summer, is behind, and will not be completed before Christmas. The freshman class at present, 113, with a prospect of 87 more, who are out on conditions. Scientific freshmen number 103.

— The freshman class in Brown University numbers 67.

New Publications.

FIRST BOOK IN ZOOLOGY. By Edward S. Morse, Ph.D. New York: D. Appleton & Co. Pp. 190.

Just at present there seems to be quite an interest in the study of natural history in this country, particularly in that department which treats of animals. The army-worm, potato beetle, and grasshopper (properly locust) have "wormed it" into the heads of some of the "big boys" that their lesser brethren are well worth studying in a financial way. Fish culture and protection, as well as the laws relating to lobsters and the like, have provoked a desire to know the secrets of the vasty deep. So the issue of this most excellent little work seems to be, to say the least, very opportune.

It is not a concise treatise, nor is the manner of treatment of the subject "scientific" in the technical sense. The author gives broad but not loose ideas of structure and natural groups. Many practical hints as to methods of study are given before beginning each new department of his subject. This is one of the strongest points of the book. He does not launch out blindly in detail, but tells what to study, where to find it, how to investigate the structure and observe the habits of animals; and finally a short chapter on classification ends the book just where most similar treatises begin.

Dealing with the primary forms of animal life and giving a careful study of one or two specimens instead of a cursory and meager notice of numerous species, the work appears at first to be fragmentary. A very short perusal of these pages, however, will show what a large amount of suggestive material for general culture the author has placed before his readers.

Nothing need be said in praise of the plates. Fidelity to detail and simplicity in execution are most happily combined. We trust that every teacher into whose hands this book may find its way, will follow the author's suggestion, and let the pupils draw each figure on the black-board, and study it there. But two typographical errors are apparent, viz.: the lettering of Fig. 85, p. 87, and on p. 185 the worms have wriggled in between the two last groups of anthropods.

In conclusion, we can only say that we should have blamed the author for brevity, did he not promise us a more extensive work of the same kind. The place for this book is on the desk of a live teacher, and it will hold a high place among the treasures of every live boy.

LIST OF EDUCATIONAL BOOKS JUST PUBLISHED.

[The prices in this list are for cloth lettered, unless otherwise indicated. Imported books are marked with an asterisk: authors' and subscription books, or books published at net prices, with two asterisks.]

Circulars of Information of the Bureau of Education, No. 6, 1875.—Statements relating to Reformatory, Charitable, and Industrial Schools for the Young. 8vo, pp. 208. Paper.

A practical Manual of Appropriate Ornamentation. Edited by a Practical Illuminator. With 16 full-page colored illustrations. 16mo. $1.75.

First Book of Zoology. By Edward S. Morse, Ph.D., formerly Professor of Comp. Anatomy and Zoology in Bowdoin College Illustr. 12mo, pp. 188. $1.25.

The Relations of Education to Public Questions. An Address delivered before the Phi Beta Kappa Society, at Dartmouth College. June 23, 1875. By Hon. James W. Patterson.—"Philosophy the Guide of Life." A Poem delivered before the Phi Beta Kappa Society, at Dartmouth College, June 23, 1875. By George A. Marden. 12mo, pp. 23, 15. Paper, 25c.

Queen Mary. A Drama. By Alfred Tennyson. Being Nos. 181 and 182 of DeWitt's Acting Plays. 12mo. Paper, 30c.

Outline Lessons in Hebrew. By Rev. S. M. Vail, D.D., author of "Deutsche Morganlandische Gesellschaft." 12mo, pp. 28. Paper, 50c.

Elements of English Grammar. By S. W. Whitney, A.M. 18mo, pp. 160. Flex. cl., 45c.

Class-Book of Chemistry. By Prof. E. L. Youman. New edition, revised. 12mo. $1 75.

Switzerland and the Swiss. By an American Resident. 12mo, pp. 203. $2.00.

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Song of a Fellow-Worker.

BY ARTHUR O'SHAUGHNESSY.

I found a fellow-worker when I deemed I toiled alone:
My toil was fashioning thought and sound, and his was hewing stone;
I worked in the palace of my brain, he in the common street,
And it seemed his toil was great and hard, while mine was great and sweet.

I said, O fellow-worker, yea, for I am a worker too,
The heart nigh fails me many a day, but how is it with you?
For while I toil great tears of joy will sometimes fill my eyes,
And when I form my perfect work it lives and never dies.

I carve the marble of pure thought until the thought takes form,
Until it gleams before my soul and makes the world grow warm;
Until there comes the glorious voice and words that seem divine,
And the music reaches all men's hearts and draws them into mine.

And yet for days it seems my heart shall blossom never more,
And the burden of my loneliness lies on me very sore:
Therefore, O hewer of the stones that pave base human ways,
How canst thou bear the years till death, made of such thankless days?

Then he replied: Ere sunrise, when the pale lips of the day
Sent forth an earnest thrill of breath at warmth of the first ray,
A great thought rose within me, how, while men asleep had lain,
The thousand labors of the world had grown up once again.

The sun grew on the world, and on my soul the thought grew too—
A great appalling sun, to light my soul the long day through.
I felt the world's whole burden for a moment, then began
With man's gigantic strength to do the labor of one man.

I went forth hastily, and lo! I met a hundred men,
The worker with the chisel and the worker with the pen,—
The restless toilers after good, who sow and never reap,
And one who maketh music for their souls that may not sleep.

Each passed me with a dauntless look, and my undaunted eyes
Were almost softened as they passed with tears that strove to rise
At sight of all those labors, and because that every one,
Ay, the greatest, would be greater if my little were undone.

They passed me, having faith in me, and in our several ways,
Together we began to-day as on the other days:
I felt their mighty hands at work, and, as the day wore through,
Perhaps they felt that even I was helping somewhat too:

Perhaps they felt, as with those hands they lifted mightily
The burden once more laid upon the world so heavily,
That while they nobly held it as each man can do and bear,
It did not wholly fall my side as though no man were there.

And so we toil together many a day from morn till night,
I in the lower depths of life, they on the lovely height;
For though the common stones are mine, and they have lofty cares,
Their work begins where this leaves off, and mine is part of theirs.

And 'tis not wholly mine or theirs I think of through the day,
But the great eternal thing we make together, I and they;
Far in the sunset I behold a city that man owns,
Made fair with all their nobler toil, built of my common stones.

Then noonward, as the task grows light with all the labor done,
The single thought of all the day becomes a joyous one;
For rising in my heart at last where it has lain so long,
It thrills up seeking for a voice, and grows almost a song.

But when the evening comes, indeed, the words have taken wing,
The thought sings in me still, but I am all too tired to sing;
Therefore, O you my friend, who serve the world with minstrelsy,
Among our fellow-workers' songs make that one song for me.

—Athenæum.

Methods of Teaching History.*

BY PROF. E. R. RUGGLES, DARTMOUTH COLLEGE.

"History," says a great French writer, "has been rightly termed the wise counselor of princes." If this be true, how important the place it should occupy in training the youth of a republican country. In the common schools it is comparatively a new study; in our academies and higher schools it occupies a very insignificant place, and in our colleges is mainly limited to a few weeks' study of the histories of Greece and Rome. Probably the majority of young men among us, when they cast their first ballot, have never studied the history of the United States. Is this as it should be? In a school which I recently visited, at least a dozen pupils were studying two arithmetics, not a single one history. Is it not worth while that our youth should learn something of the discoverers and explorers of this country, something of that great struggle which secured these United States to a Protestant and English-speaking people, something of the signal bravery and heroic endurance which the fathers displayed in that long conflict for civil liberty? Without a knowledge of these things, how is patriotism to be kept alive, our birthright appreciated, our freedom maintained? When the importance of history, and especially of United States history, is urged, it is often admitted; but it is said there is not time for it, and besides it can be read at home. Why not leave the rule of three and alligation, or one whole arithmetic if need be, with the geography of Central Africa, for home reading, and *make* time for it?

Next to United States History, which every pupil should study before leaving the common school, should come a text-book of general history. A general outline is to the history of each country what a bird's-eye view is to the traveler who visits a strange city for the first time. Let him go to some elevated point, where he can get a general view, and note carefully various important landmarks, and then he has comparatively little trouble in visiting the whole. Without this general view he might wander to little purpose, through a maze of streets and thoroughfares until weary, confused, and disgusted.

The preparation of a thoroughly good outline of general history demands experience in the school-room, profound knowledge, and ability of the highest order. The main difficulty is the immensity of the field, and therefore the necessity for a wise choice. An outline, which should notice all events temporarily and locally important, could not be the work of a single author, and a lifetime would be too short to read it through. This being the chief difficulty in the work itself, the unsatisfactory results thus far, considering the number of books produced, must be sought in the writers themselves, resulting mainly from not possessing full and accurate knowledge, from a lack of sound judgment, from prejudice, national, political, or sectarian. From a lack of sound judgment, material is badly chosen; we have burdensome details, or a wearisome labyrinth of dry facts. From a lack of thorough and accurate knowledge, facts are stated incorrectly, or so as to mislead. From prejudice, we have special pleading and unwarrantable conclusions. Two well known examples of histories written with marked ability, the one marred by sectarian, the other by political prejudice, are Lingard's History of England and Clarendon's History of the Rebellion.

One writer is of a statistical turn of mind, and deals in dates, tables chronological, genealogical, and literary, and other equally entertaining matter. Another, fond of details, tells us at great length how Sir Walter Raleigh spread his new velvet cloak in the mire for his virgin Queen Elizabeth to walk over, gives full particulars of the battle of Buzzardville, the Ashantee war, and the triumphal progress of King Kalakaua. In giving details of this kind, only of a local or temporary nature, many of the great events which have changed the destinies of the world must be passed over lightly, or wholly omitted.

In the teaching of history there is a great diversity of practice and result. In our common schools where history is taught, the results are what might be expected under the circumstances; but far from what they should be, considering the importance of the subject. The teacher, nominally the guide, but generally without proper preparation for the task, and without time and material to repair deficiencies, wanders with the class through a dreary tanglewood, with but a single beacon in sight, the end of the book or of the school term, and when either is reached all are little wiser than before. This state of things has probably been slightly improved during the last two or three years, and it is to be hoped our State Normal School will take the lead in correcting it entirely.

In our higher schools, with competent teachers and wide-awake scholars, the common method is to have the pupils memorize as much as possible. In recitation, pupils can often repeat the whole lesson from beginning to end; or, if they get confused, the teacher has but to repeat a few words, naming the place on the page, when they will start off on the double-quick to make up for lost time.

At the examination, many of the class are able to repeat nearly the whole book, giving accurately more dates than Gibbon or Macaulay acquired in a life devoted to historic study. Teachers, scholars, parents, and committees generally regard this as a great success. Is it the highest success that might be attained? Never write a man happy until he is dead; the real test of success or failure should be applied after some time has elapsed. Enter into conversation with one of this class, three months later, and we should be surprised to find how little has been retained, and what a chaos that little is.

There is another method, less showy than the one just spoken of, practiced to some extent, particularly in our higher schools, which has been found by experience to be eminently successful. The class goes over such a portion of the text-book as may be completed during the term at quite a rapid rate, taking from ten to twenty pages a day, according to circumstances. When this is done, the pupil has a bird's-eye view of the whole field, and is prepared to enter on the real work intelligently. In reviewing, only such topics are selected as are of the first importance, and especially such as are nuclei around which a large amount of matter may be grouped. The following is a list of topics used several times in giving instruction in medieval and modern history, and found to answer a good purpose:

1. Barbarian Inroads and Fall of Roman Empire; Goths, Vandals, Huns, Lombards. 2. Era of Justinian. 3. Mohammed and the Arabs. 4. Monarchy of the Franks—Merovingian Dynasty—Carlovingian Dynasty. 5. Alfred the Great. 6. Feudal System. 7. Chivalry. 8. First three Crusades. 9. Last three Crusades. 10. Norman Conquest. 11. Joan of Arc. 12. Wars of

* An abstract of a lecture delivered before the New Hampshire State Teachers' Association, Friday, October 16th.

the Roses. 13. Henry VIII. 14. The Reformation. 15. Mary, Queen of Scots. 16. Massacre of St. Bartholomew. 17. Spanish Armada. 18. Charles I. 19. The Commonwealth. 20. The Thirty Years' War—Palatine, Danish, Swedish, French Period. 21. Peter the Great. 22. Charles XII. of Sweden. 23. Frederic the Great. 24. Louis XIV. 25. French Revolution—Causes and Events until Execution of Louis XVI. —Reign of Terror—The Directory.

The best results have been secured when, first having gone over the whole ground, the student is required to write abstracts of the topic, then get all he can in regard to them from various sources, and finally to give oral abstracts. Discussions of many of the topics have often been introduced with profit. Take as an example, the Spanish Armada; the written abstract of two or three pages is easily prepared in the time allotted for the preparation of an ordinary recitation. Then one, two, or three days may be devoted to the oral abstract, and the fullness and amount of matter grouped about it will depend on the time at disposal. We should ordinarily be content with a brief outline of the Armada itself, but endeavor to comprehend as fully and fix as thoroughly as possible the causes and results. The grouping of events, which is a great aid to the memory, soon becomes easy, and may be carried much farther than we might at first suppose. As the great actors in the Spanish Armada, we have Philip II. and Queen Elizabeth, with their counselors and naval commanders. With Philip we associate his illustrious father, Charles V., which calls up Charles' great rival. Francis I., the Duke of Alva, William of Orange, the Inquisition, and the revolt of the Netherlands; with Elizabeth, Henry VIII., Edward VI., Bloody Mary, and Mary Queen of Scots. By the law of association, any one of these names brings to mind the rest. These topics may be limited or extended in number or scope, but whatever is undertaken should be so thoroughly mastered as to become a permanent possession and a framework for future reading and study. The number of dates learned should be very limited.

I have been asked to say something in regard to text-books. Of the text-books of general history the most available seem to me to be Thalheimer's, Swinton's, and Anderson's. I have tested Thalheimer's for the past year in the recitation-room, and find it well adapted to the wants of tolerably mature and advanced students, provided the instructor does a good deal of judicious sifting. On account of its greater fullness, it is the best of the three as a book of reference. Swinton's is an excellent manual, well suited for use in high schools and academies. It requires, however, that the instructors should have an intimate acquaintance with the subject, that he may be always ready to explain and supplement. Considering the brief space given each topic, it is exceedingly interesting and very suggestive. Anderson's is about the same size as Swinton's, and seems to me peculiarly fitted to relieve the teacher who has little time at his disposal, which is too often the case.

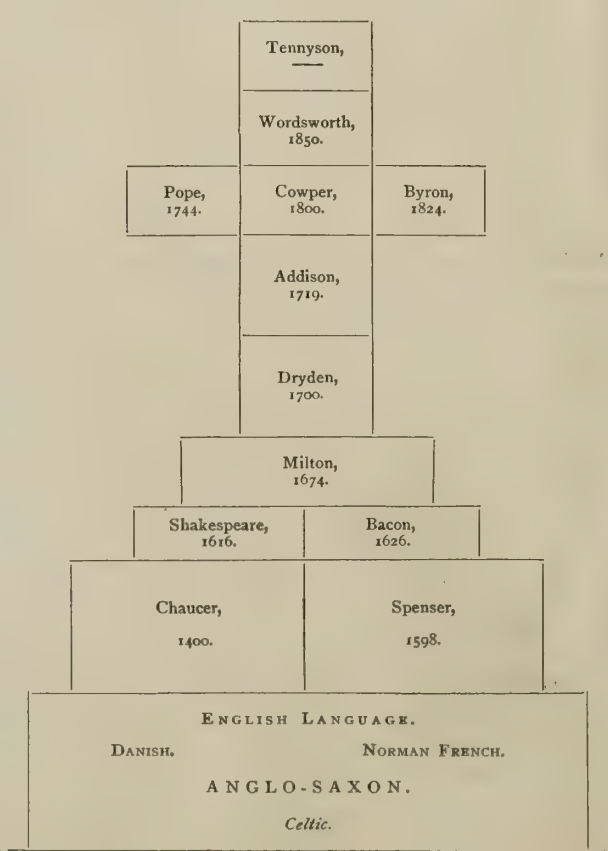
Good maps—each of the manuals named is supplied with them, those in Thalheimer's being the best—are almost as necessary as the text-book itself. The only really good wall maps, designed to illustrate medieval and modern history, with which I am acquainted, are those of Bretschneider, published in Germany. These maps, ten in number, cost about $35.00, and may be obtained through L. W. Schmidt, Barclay street, New York, or Schœnhof & Mœller, Winter street, Boston. In addition to these, I have found of very great service in explaining the migrations of the barbarians and the fall of the Roman Empire, a map designed by myself, and drawn by one of our graduates, Prof. D. F. Thompson, of Troy, N. Y.

The teacher should have at hand the standard historical works, and must make frequent use of them to keep his own interest, however well he may understand the subject. Three small works I have found valuable and suggestive—Collier's Great Events of History, Collier's History of England, and Maugnatt's Historical Questions. Three exceedingly valuable works for those who read German are Spiess and Berlet's *Weltgeschichte in Biographien*, Grube's *Geschichtsbilder*, and Bœttiger's *Weltgeschichte in Biographien*.

A Review Exercise in English Literature.

BY A. F. BLAISDELL.

In order to obtain a comprehensive grouping of the standard authors, after a course in English Literature, and to fix in the memory the principal facts in history, and their relation to the great authors of any particular age, we have made use of different methods. The following plan serves quite well to impress upon the mind of the young pupil the names, dates, principal events, etc. When we are ready for the term or yearly review, we draft on large card-board a figure blocked out like a plain monument, which the scholar is required to copy. First, a large, plain foundation-stone is supposed to rest on the ground. Across the face, beginning at the bottom, are written the words: *Celtic;* ANGLO-SAXON; *Danish; Norman-French;* ENGLISH LANGUAGE. On the foundation-stone rests a smaller stone with a perpendicular line drawn through the middle. Another smaller stone rests on the first, also marked by a perpendicular line. On the third, we place a single block of stone, on which the narrow shaft is erected, divided by a horizontal line into two divisions. A horizontal cross-piece of proportionate length rests on the shaft, divided by two perpendiculars into three divisions, with a top-piece of two divisions surmounting the whole. When all the parts are drawn in proportion, the whole diagram forms a monument, which should be carefully shaded on the right, to make it stand out in bold relief. We have now six stones, beside the foundation, divided into twelve divisions, into which print the names and dates of death of twelve principal authors chosen from those studied during the year or term. From a course of two terms' work, we once selected the following authors: 1. *Chaucer*, 1400; 2. *Spenser*, 1598; 3. *Shakespeare*, 1616; 4. *Bacon*, 1626; 5. *Milton*, 1674; 6. *Dryden*, 1700; 7. *Addison*, 1720; 8. *Pope*, 1744; 9. *Cowper*, 1800; 10. *Byron*, 1824; 11. *Wordsworth*, 1850; 12. *Tennyson*.



We give the above simply for illustration; for, of course, the authors are chosen according to the work accomplished and the good sense of the teacher. This is to be copied by the class into the "topic books," the names and dates thoroughly committed to memory, and in due time should be made the subject of a blackboard exercise. After the whole has been mastered, the teacher should teach the pupil to fill in *orally* such literary, biographical, and historical facts as would be suited to the class. Let the chosen authors and dates on the monument be used like pegs in the hall-rack, on which to hang a variety of valuable facts without great danger of confusion. With younger scholars the teacher could use the "rustic" arch (to be found in an illustrated dictionary), with the Bible for the keystone, and the authors arranged as on the monument. While these diagrams can be used to advantage in literature, they will answer the same purpose in history. Fill in twelve principal events and dates selected from Grecian, Roman, English, or American history, and group around these such other dates and events as are deemed expedient.

The Modern Pronunciation of Latin.

PAPER NO. III.

The question has been asked, in the way of objection to the Roman pronunciation, if there is not something more sonorous, more agreeable to our Anglo-Saxon ears,—something more accordant with the the stately grandeur of the Latin tongue, in the application of our English vowels, than in the mincing, affected imitation of languages that perhaps have preserved the original sounds as poorly as they have the original substance of the language of Rome? The answer will depend very much on what we mean by "sonorous" and "the stately grandeur of the Latin tongue," and "mincing, affected imitation" of other languages; and whether the language we look to most for the preservation of the original sounds, and whose vowels we believe to retain the true sounds, has not preserved the substance of its Latin parent far more perfectly than the English language has preserved the substance of any of the Babel of tongues out of which it is at present composed.

I should suppose that a sonorous language would be one in which the open vowels—I mean those uttered with the lips well open—would be abundant. I should suppose that the vowel sounds *ah*, *ay* (yes), *oo*, would be more sonorous than *aye*, *ee*, *yew*, the latter being the sonorous Anglo-British sounds of the Latin *a*, *ae*, *u*. Stately grandeur would seem to arise from the length of vowel-sounds and the succession of consonants, rather than from any *quality* of the sounds, as distinguished from their time and *quantity*. We say a person talks mincingly who speaks with a hissing or lisping accent, sucking in his cheeks and speaking with nearly closed lips. Now, the English language has the sharp sound of *s* most excessively. The "British hiss" is proverbial among foreigners. The language seems to them full of sharp *s's*, as much as the German seems to us full of gutturals. So our Anglo-Yankee has to use a hissing *s* for every Latin *s*, unless he prevaricates with a buzzing *z* and hissing *s* for every *c* besides, if it happen to be followed by *e*, *i*, or *y*.

For *Kikero*, as the orator's neighbors called him, our Yankee minces out *Sissero;* and for *Kaysar* (*ay*, as in *ay*, *yes*), as the great Julius was called at home, our countryman can only pucker and lisp, *See-zur!*

Let us look a little, and see what reliable analogies or definite principles we can find in the English pronunciation to help a student of Latin. Let us try the vowel-system. It has one merit: it is deficient in only two or three vowel-sounds found elsewhere. It cannot say *u* for a Frenchman, or *oe* for a German. It cannot pronounce the name of the Shakespeare of Germany, Goethe. But it is as full of traps as an old garret. Its letters, *a*, *e*, *i*, *o*, *u*, *y*, are made to do duty for all sorts of noises. Take *i*, for instance. Its name as a letter is pronounced by us exactly like the word *eye*, in which are three of these letters, but never an *i*. It has one sound —its name-sound—in *high*, another in *hill*, another in

fir, another in *machine*. So, if you meet the letter in a strange place, without an introduction, you do not know whether it is *high-eye*, *hill-eye*, *fir-eye*, or *machine-eye*. The only way you can spell it as a syllable, with its English name-sound, and have no chance of mistaking it, is to spell it *igh*. That combination, if I recollect right, is constant; but it takes two dumb consonants to stand guard over it and keep it so. Just so with *a*. Its English name-sound is pronounced exactly like the word *aye*. But it has one sound in *bake*, another in *back*, another in *bar*, another in *ball*, another in *fast*, another in *fare*, another in *what*, and another in *liar*. So, if a child sees *a* in an English word, he will not know, without being told, whether it is *bake-aye*, *back-aye*, *bar-aye*, *ball-aye*, *fast-aye*, *fare-aye*, *what-aye*, or *liar-aye*. He has eight different *ayes*, and so has one chance in eight of guessing right the first time. The other letters give a similarly uncertain sound.

So with the consonant *c*. In *cake* it is *k*, in *cent* it is *s*, in *physician* it is *sh*. And *g* is equivocal, too. In *give* it is itself—the old gamma; in *gin* it is *dj*.

According to the Roman method, each vowel has one sound only, as to quality, varying only in *quantity*. I mean by the term quality, the shape, so to speak, of the sound, not its length. The vowel *a* has the same quantity in *fare* that it has in *fat*, though its quantity or length is a little different in the two. So, the same letter has the same quality in *father* that it has in *fast*, though in the last word it is clipped a little short. In this method *a* always sounds *ah*, *e* always *aye*, *i* always *ee*, *o* always *oh*, *u* always *oo*, *y* always *ee*. The vowels preserve the same quality; they are uttered with the vocal organs in the same position always, though they may be short in one combination and long in another. You have always the same sound, though you may have more or less of it in a particular case. Of the consonants, *c* is always *k*, *g* is always hard as in *get*, *j* is always *y* consonant, *s* is always *s* sharp, *t* is always *t* as in *tin*, never *sh* as in *shin*; *v* is always *w* consonant, and *x* is always *ks*.

The system is so simple that it can be learned in one lesson, by any bright little boy or girl who has had decent training in the sounds of the English language.

COM.

The Nature of Play, and its Importance as a Means of Education.

While the influence of play or games upon the early development of children is generally admitted, teachers do not attach enough importance to this excellent means for their pupils' intellectual and moral improvement in the subsequent periods of life. Yet to the observing eye the individuality of the child reveals itself more freely and naturally in play than during the hours of instruction. An essay by F. E. Beneke contains many excellent remarks concerning the specific character of play and its value as a means of education, and it is my intention to dwell more minutely upon several of the distinguished author's suggestions.

While at work, the child's physical and mental faculties are directed towards a fixed object; but when playing the action of his forces is dependent upon certain mental qualities and inclinations. This distinction, however, does not admit of general application; for children will frequently pursue a specific object in their plays, and while so doing exhibit a strong and perseverant activity of will. Hence we find work sometimes indicated and sometimes prepared for in play.

PERCEPTIONS QUICKENED—IMAGINATION CULTIVATED—PHYSICAL EXERCISE.

A certain kind of games leads to an improvement of the perceptive faculties. The child moves objects, places them in different positions, drops the stone, rolls the ball; he plucks the flower and tears the butterfly to pieces, not yet realizing that he hurts the insect. Here we meet with the first really *experimental* efforts of the child, which, inasmuch as they require self-activity and analysis, are of higher importance for his development than mere observation of objects.

Another kind of play excites the activity of the imagination — the little girl's motherly care for her doll, and the boy's heroic exploits on his hobby-horse, as well as the narrations and the invention of stories, referring either to the real life of the child or to the deeds of mythical and historical persons. As in the case of the fine arts, this class of plays will differ not only with the individual peculiarity of the creative imagination, but also with the means employed in the production of its objects, and thus exhibits an exclusively poetical tendency.

The third class consists of those games in which physical exercise forms the chief factor, such as running, playing ball, throwing quoits, etc. It does not, however, exclude the elements of the first two classes, and admits of intellectual and moral motives, such as expectation, persistency in the pursuance of a certain object, and inventions of means to overcome obstacles.

THE OBJECT IN PLAY.

In the appreciation of plays, especially those of the second class, which are more independent of external circumstances and causes, and consequently reveal more freely the individuality of those engaged in them, the examination of *what* the child produces, or reproduces, appears to be the chief point. Does he think of beautiful objects of nature, of social costumes, or of remarkable incidents? Does he exhibit peculiarities of the intellect, tendencies of the heart, or directions of the will? Does he rise to higher spheres, or descend to the imitation of animals? Such and other investigations will enable us to find the proper basis for future operations. As they frequently indicate the germs of faculties and propensities, plays are said to be suggestive of the subsequent life. But, equally often, they may become the cause of it, or appear as the primary results of such circumstances as will direct the development of the young man into a certain channel. Imitating the occupation of his father or of those persons who arise most prominently on the horizon of his observation, a predilection for a certain activity is created in the young mind, which may lead to its adoption in future years.

GAMES SHOW PROPENSITIES.

The probability of our expectations based upon the early plays of a child being realized, depends partly upon the intensity with which he engages in his pursuit and partly upon his share in the invention and the arrangement thereof. We should therefore ascertain whether the attention be directed to the external and accidental, or to the internal and essential forms of an activity. The boy who builds a pulpit of chairs and deliver sermons, with his mother's apron as a cassock on his shoulders, is not for that reason destined to become a pulpit-orator. He utters nothing perhaps from his high position but inarticulate sounds, and it was only the elevated platform and the black garb that led him to imitate the preacher. But if, in addressing his playmates, or an imaginary congregation, the boy really relate or invent a tale, or discuss some point, then the childish discussion may be indicative of a future vocation. The fact that we find the peculiar propensities of nations represented in the games of their youth, verifies the previous remarks. Cyrus and Semiramis, when children, are both said to have played that they were Asiatic despots. The games of the Spartan boys referred to war and martial exercise; those of the Athenians to rhetorical combats and artistic activity. The boys of Rome favored games in which one of their companions was elected judge. The youth of Portugal delights in playing confessions and mass, while the A b c d-arian of our country, with the greatest composure, risks a million in the most hazardous bet. Taking these points into consideration, it is obvious that we find the predominant inclinations and peculiarities of temper, etc., indicated in the plays of children. Hence, a careful observation of the pupil during his hours of recreation and play becomes a duty for the conscientious educator, and will furnish him a clue to many psychological problems, the solving of which he has attempted in vain during the hours of instruction.

MATERIALS FOR PLAYS.

Originating in the child's desire for an agreeable excitement, any arbitrary interference on the part of the educator would disturb the play and thereby necessarily awaken a feeling of displeasure, which would neutralize its very best effects. The interference of the teacher is, therefore, justifiable only in certain cases. If the plays are deficient in life and inciting elements, he may attempt to introduce such, and will accomplish this purpose most successfully by bringing the influence of lively and energetic companions to bear upon the slow and indifferent. The same liberty should be granted with regard to the intellectual combinations of games. It is therefore not advisable to give children elaborately finished and minutely execnted playthings. The imagination being extremely fresh and fertile at this period, the child neither desires nor needs a definitely laid out plan for the accomplishment of his designs. The little boy parades upon his father's walking-stick as proudly as upon the costliest hobby-horse, and the tender-hearted girl loves and caresses a dilapidated boot-jack just as much as a new and precious doll. That plaything which is least definite in its form and limited in its application, will prove best adapted to the child's intellectual development. Jean Paul recommends clean sand as an excellent means for the proper amusement of young children. That substance, assuming the most homogeneous forms and properties in the imagination, is regarded as "building material, as projectile, as a cascade, water for washing, seed, flour, as inlaid work, and raised work, as a ground for writing and painting." Hence a box with building-blocks is preferable to the most beautiful representation of a mine, since the latter, after a close examination, preserves its features and offers no new points of perception to the mind; while the former admits numerous variations and combinations, which may become even more complicated and original, and thus keep pace with the growing intellect.

THE TEACHER'S AID.

It is the educator's principal task to select for the child such material as will furnish him with the intellectual basis for his plays. Judicious assistance in this direction will produce results of vast importance. The pupil's attention may be directed to pictures of natural objects, or to representations of actions, either drawn upon paper or related in the form of fables and tales. Rousseau, in his "Emille," decidedly objects to the application of the latter, maintaining that they might be employed with propriety in teaching grown people, but not in the instruction of children. He is of the opinion that the immature mind is neither desirous nor capable of receiving ideas under a practical disguise, but requires "the pure and naked truth"; and he contends, furthermore, that the introduction of fables, acquainting the pupils with a false and unreal word, would sow the seeds of future prejudices and errors, and in many cases tend rather to enervate than to strengthen the moral sentiment. Notwithstanding this great author's serious charges, we expect the most beneficial results from a wise and economical application of the means indicated above. It would be a strange phenomenon indeed, if that which was peculiar to the childhood of mankind, and is emanating from the mind of every intellectually active child to the present day, were not suitable for children in general. A proper understanding of higher intellectual and moral ideas cannot be attained during the earlier period of life, and the imparting of the "naked truth" at that period would prove an absolute impossibility. Such a clear comprehension is not even aimed at, and the educator can only attempt to give pictures of an ideal world. The reception of those pictures forms the preparatory process for the acquisition of the general truths which the mature mind deduces, through philosophical investigation, from the phenomena of nature or the history of man. Living in a world in which

the ideal and the real, the intellectual and the sensual are blended, the child looks upon the practical figures of the fable and the legend as "related and applied" to him; and sympathizing warmly with their experiences, their joys and sorrows, noble emotions well up within him, which will tend to purify and elevate his whole moral nature. In addition, we may say that Rousseau's apprehensions are not corroborated by history; for all the great teachers of mankind have availed themselves of this method of conveying truth to the masses.

LIMITS OF PLAY.

With reference to the limitations of play, it is necessary to discriminate between such games as prepare for the earnest pursuit of life and require the exertion of physical or mental force, and such as tend exclusively to the production of agreeable sensations. Considering the former, the child's superfluous strength is consumed in them, and with the relaxation of energy ceases the desire for recreation. If, on the other hand, the feeling of pleasure, either by means of joyful sensations and perceptions, or by means of physical excitement without the necessary intensity and a definite purpose, be the chief object of the play, the determination of the proper limit is beyond the child's power. Hence it becomes the educator's duty to interfere at the right moment, and to train the child to habits of moderation in the enjoyment of pleasure, as well as ready submission of the physical desire to the dictates of reason. Parents who give a great variety of expensive playthings to their children, easily create a spirit of weakly indolence and insatiable greediness. As indicated before, the boy does not appreciate the arrow in proportion to its costliness, but in proportion to the pains he has taken in selecting, smoothing, and ornamenting the rude material of which he has made it. This peculiarity, involving intellectual exertion and personal activity on the part of the child, constitutes the developing agency of games. The play of older children should partake of the character of labor, and form a gradual transition from the former to the latter, as, for instance, the cultivation of a little plot in the garden, the use of tools in manufacturing various articles, and, above all, the collecting, classifying, and preserving of minerals, flowers, and insects. Aside from the valuable knowledge acquired by means of such amusements, a great deal of energy hitherto wasted in rude or trivial discussions would be bestowed upon noble and worthy objects. The youth would not only find recreation and regain physical and mental elasticity, but also by means of intimate intercourse with nature lay the foundation of a habit which would accompany him to manhood, and prove the source of pure joys and refreshing and elevating emotions.

CHANGE IN RECREATION.

The appetite for variety in plays and the occupations just referred to, may be satisfied, as long as it does not manifest itself too often and too intensely. Having discovered and cultivated all the points of relation between the object and himself, the child enjoys a feeling of satisfaction, and is inclined to dispense with the plaything. But the developing influence of a few days upon the mind is sometimes so vast that the child not only looks with different eyes upon the same subject, but also perceives it in an entirely new and extended light. Hence if the desire for change becomes predominant and disturbs the reception and retention of cognitions, or degenerates into sickly whimsicality, the educator should attempt to lead the attention of the child gradually back to the object of which he has grown tired. It is not advisable to adopt compulsory measures, as their application would tend to create an antipathy toward the very thing which it is desired should be the means of awakening new interest. The most successful method would consist in presenting the object as if by accident, from a new point of view, or in new relations. If, for instance, a boy, having played with a hollow rubber-ball for several weeks, and having observed the most prominent properties—its form, smoothness, elasticity, etc., asks for another plaything, and the father drops the ball into a tub of water, or into a pond, the new phenomenon will excite the curiosity of the child. He will, by means of experiment, strengthen the results of his former impressions, and acquire a whole series of new perceptions. The first indistinct idea of the comparative weight of water and air will dawn upon his mind, and perhaps his imagination will people the ball with soldiers in the form of pins, and send it as a man-of-war for the exploration of unknown regions, or look upon it as an island, and exile an unfortunate Robinson Crusoe upon its sterile shore. I may state that the latter part of the preceding sentence is no simile, but based upon a notice which I found in the letters of Madame Genlis. Having at a previous time related the story of Robinson Crusoe to her boy, she found him one day engaged in playing and talking to himself at the side of a pond. He had a string fastened to a ball swimming on the water, and on the surface of the former she noticed two little figures, the one made of beeswax, the other of pitch. When a violent pull at the string brought the wax figure under water, the boy exclaimed: "Save me, Friday; save me, good friend; I am in danger of drowning!" And after the ball had regained its original position, he continued: "Now, Friday, we must build a canoe; the one which I constructed was carried away by the flood." In this manner the boy amused himself for hours with the plaything, his imagination carrying him through all the adventures of the exile on his desolate island.

Man is a social being. He is destined to live, to work, to suffer, and to enjoy with his fellow-men. With the dawn of consciousness the social instinct becomes manifest and remains active even to the decrepitude of old age. Education should therefore aim to lay the foundation of such habits as will render the relation of the individual to the community at large and to a select circle of friends agreeable and useful. Children assemble in the school-room by the desire of their parents, and are subject to rules of discipline during the hours of instruction. But on the play-ground they follow the promptings of their own natures in the arrangement of games and the selection of their companions. We find here the proper opportunity for the development of those virtues which characterize the social intercourse of civilized men.

CULTIVATION OF SOCIAL VIRTUES.

The first condition of a successful organization of games consists in uniting the efforts of several for the attainment of a general purpose. The child must acknowledge and respect the rights of his equals, as well as learn to sacrifice peculiar notions and inclinations for the benefit of the majority. He experiences the world-wide conflict between egotism and sympathy with his kind. He learns not only to accommodate his disposition to that of others, and to suppress the momentary impulses of a rash temper, but also to rise from a state of indifference to a strengthening exertion of his faculties in an eager combat with his companions. The teacher's activity with regard to these mental processes should be limited to prevention of extravagance in any direction. A mild yet firm intervention will check the overbearing spirit of the imperious, and the waves of angry impetuosity will be calmed by kindness and patience, while an earnest appeal to his feelings of honor will prevent the weak and fickle from becoming subservient and cowardly; and an inciting word will kindle new zeal and courage in the heart of the timorous. In cases of obstinacy and quarrelsomeness, a separation from companions and an exclusion from their plays will prove an effective means of correcting the bad tendency. But the reproof should not be too severe; neither should the educator exhibit any passion in its administration, else he might change that which was at first mere petulance into obdurate contumacy, and drive the pupil to deception and hypocrisy. On the other hand, repeated seclusions will poison the child's natural hilarity, deaden his sympathies with his playmates, and fill his heart with malice and hatred. Minute and definite rules for the treatment of isolated cases cannot be given, as the child's individuality and particular circumstances necessitate the adoption of peculiar measures.

NATURALNESS AND FREEDOM.

It is a well-known fact that the natural and social conditions under which the development of children in our country takes place result in an early maturity. Any attempt to restrain this rapid growth would prove detrimental to body and mind; but the tendency of certain classes of society to foster it artificially must be condemned as still more pernicious. In those circles it has become customary to regard the free and poetical language of childhood as sentimental nonsense, and to introduce in its stead an unmeaning social jargon. *Here* the most popular diversions, consisting chiefly in aping the amusements of grown people, deprive youth of its freshest and most delicate aroma, and utterly destroy its very vitality—the pure cheerfulness of the heart, which, in the words of Jean Paul, "is the heaven under which everything but poison thrives; it opens the child to the penetrating All, receives nature, not loveless and defenceless, but loving and armed, and lets all the young powers rise like morning beams, and play upon the world and upon itself; it is at once the ground and flower of virtue, and its crown." The stern reality of life lifts the veil from the mystery of childhood early enough, and only heartless ignorance seeks to bind the wings of the young imagination with the shackles of a prosy and dry etiquette. For the very reason that the all-pervading influence of commercial enterprise and the spirit of constitutional liberty favor an early maturity and require an intense exertion of our energies, rational education should furnish the youth with a counterbalance and secure for him elasticity of body and cheerfulness of mind by providing for him a natural and spontaneous development under the serene sky of a playful childhood. For as our whole moral nature takes its root in domestic education, and as we owe the elements of solid knowledge to school instruction, so many an artist who has realized the idea of the beautiful in majestic buildings, or in sublime paintings, and many a poet, who has breathed the very spirit of his mother-tongue into the melodious songs, experienced the first impulses of awakening genius in his solitary wanderings through the forest, or in the circle of merry companions on the play-ground. *

— There are two sources of waste in educational labor over which the teacher has but little control. The first is the natural stupidity of scholars who find their way into every school and college. It is no waste of labor to spend time on dull scholars, if we attempt to teach them only what they arc capable of learning and what it is essential they should learn. They are entitled to extra labor, as are the deaf and blind. But the mischief is, stupid students are often forced, by their parents or by their own over-estimate of their powers, into classes where they are a dead-weight upon the movements of all connected with them. The exhaustion that comes to the faithful teacher from daily lifting and pulling and encouraging and driving such students is known only to those who have toiled long and seen their efforts as useless as attempts to warm snow or make the blind see by describing colors. Book-learning is not the *forte* of all men. And while some men attempt only those things for which they are well fitted, others are constantly attempting those things for which they are entirely unfit. Their life is a failure because they never understand their own capabilities. Almost every college has students who would make good business men, good specialists in some science, perhaps, but for whom an attempt to acquire a college education means a great waste of time and effort on their part, a waste of strength and patience on the part of their instructors.—*President Chadbourne.*

The Fringed Gentian.

Thou blossom bright with Autumn dew,
And colored with the heaven's own blue,
That openest when the quiet light
Succeeds the keen and frosty night:

Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest.

Thou waitest late and com'st alone,
When woods are bare and birds are flown,
And frost and shortening days portend
The aged year is near his end.

Then doth thy sweet and quiet eye
Look through its fringes to the sky,
Blue—blue— as if that sky let fall
A flower from its cerulean wall!

I would that thus when I shall see
The hour of death draw near to me,
Hope, blossoming within my heart,
May look to heaven as I depart.

—William Cullen Bryant.

PRIMARY.

First Principles of Reading.—II.

BY MARY P. COLBURN.

After the methods advocated in a previous paper have been practised for a few weeks, the teacher will find that her young heroes have been victorious in their struggles with the mystical, unmeaning letters and their relative sounds, and are all ready to march into the mazes of unexplored territory—that witchy land which is to reveal so much of real, untold value to their waiting minds.

Your little recruits, my friend, are intelligent, sentient beings, and have gained an insight into what is before them—into this mine of wealth, this tunnel, which, when explored and bored, will bring out daily some gem to them. The gems may be rough and their value latent, *but it is there*, and in after years will be worthy their setting!

Just here we see the importance of having the right kind of reading matter which is to be such a power for good to the whole future of the child; for now is the time of all his life when the most lasting impressions will be made, and it seems sad to think such golden opportunities should be lost for the lack of proper material. I may be pardoned for again referring to Miss Anna C. Brackett's invaluable article—"*Wanted: A Reader*"—for it contains so much that is preëminently useful and practical—aye, and practicable, too, that it should be placed in the hands of the "powers that be" for instruction as to the needs of the rising community over what they already have.

Having "learned their letters," and become able to interpret short, easy sentences, the little fellows are to be taught system and method in recitation. Heretofore the teaching has been, in a measure, abstract and individual; but now, in the arrangement of classes, *which must be done*, they must learn to do much for themselves which the teacher has been doing for them: such as "taking turns," keeping places, etc.

Now, then, let the entire class stand regularly and in order, each pupil having his book, with the lesson conspicuous before him, and his finger pointing exactly at the word at issue. Thus they, as a whole, and in concert, spell through the sentence or sentences *by sound*. Don't be disheartened if you find some little undersized member of the phalanx—small in capacity, as well as in size and years—stumbling and twisting his little face all out of shape in conscientiously endeavoring to do his whole duty, and perhaps a little more. Even Daniel Webster lay under a cloud for the first years of his life—and how do you know what tremendous latent power there may be under and behind that unpromising little phiz before you! No! help him along, my friend; give to him, then and there, for the benefit of the whole, an abstract lesson for a minute, before proceeding; many will profit by it that perhaps you have not discovered seem to need it.

After this process, the spelling of the consecutive words of the lesson *by letter*, by the scholars, singly and in rotation, commencing with the first scholar, and each taking his turn, is a very valuable exercise.

EXAMPLE.

"*The man hit the ox.*" (This is a fair sample of what the most of our primers furnish for the training of the immortal mind! and if our rising generation is to be fed on such food when it first begins to need and absorb aliment, is it any wonder that, in later years, societies have to be formed for the P. O. C. T. A.?) John begins and spells *t-h-e, the;* Joseph, behind him, follows—*m-a-n, man;* then comes Willie, on the *h-i-t, hit*—and perhaps his eyes will sparkle over the sentiment in it! while Sammy takes *t-h-e, the;* and Tommy winds up with *o-x, ox.* No matter if there are only five simple words in the lesson, or there may be a succession of sentences—the principle is the same; the attention of each child is required on the whole lesson, in order to know when its turn shall come, and he be able to give you the right word at the right time.

If Mary, in another part of the room, is too busy with her neighbor, then of all the school Mary is the one to be called upon to spell the next word in order. Mary can't do it. It is rather unfortunate for the little culprit, but many eyes are recalled to duty by the simple device.

In this way you will engender a plan and system which answers many purposes in one. First, you cultivate in them dependence upon themselves, and courage to speak out; then, you foster an interest in what they are doing; again, they are becoming disciplined in school tactics; and last, but not least, they are fixing the formation of the words in their memory to be utilized hereafter, when their familiarity with them shall be a delight to you.

A half-hour spent thus over one reading-lesson is of great value. Teachers—especially inexperienced ones—are apt to jump at conclusions over the capabilities of children, and to think that an easy lesson requires but little, if any, time in its study. That is wrong;—a lesson may be easy as far as words go, but there are hidden in all lessons, to a child, snags and undercurrents which may upset him in a minute, unless he knows beforehand of their presence.

"Forewarned is forearmed," is as true of a simple reading-lesson as of the most mighty issues of nations! Don't give it up to their unaided powers, unless you want a shipwreck. Be one of them, *learning it with them*, and you are rewarded, mark me, by their increased attention and interest, and an intelligent rendering of the lesson when they shall bring it to you, learned and appropriated, for your criticism.

LANGUAGE.

Parts of Speech.—The Word "What."

"*What* is a compound relative pronoun, equivalent to *that which*."—*Fowler* (and many others).

"*What* must be resolved into the *thing which*, or the *things which*, and antecedent and relative must be parsed separately."—*Weld and Quackenbos* (and many others in substance, though not in the same phraseology).

Here is another fine illustration of *artificial* grammar,—grammar that has no existence, save in the brains and books of grammarians. Thus I was taught to parse this word, following the directions of Roswell Smith, the man who taught us that "Case means condition or state, as for instance when a horse is lean, we say he is in *lean case;* and when he is fat, he is in *fat case!!*" The exclamation marks are mine. They certainly belong there, and so I add them.

No; *what* is not "a compound relative," but an honest, simple relative;—it is not "equivalent to *that which*, or the *thing which*," any more than *whom* is equivalent to the *person who;* it ought not to be resolved into the "thing which, or the things which," for the very best of reasons, viz.: because it does not mean the *thing which*, or the *things which*. When we have occasion to express just what those words convey, we use them, and do not think of using *what*.

What is a simple relative, then, and a very interesting word. It has quite a variety of uses, among the most common and interesting of which are the following. It is used—

1. As Relative Pronoun, without an antecedent. This is its most common use. In parsing it should be disposed of as any other relative. "I do *what* I please." "He told *what* was said to him."

In this use it may refer to something *definite*, or to something *indefinite*. Thus:

"*What* is done cannot be undone."—*Shak.*

Something *definite* here is referred to.

"*What* will hap more to-night, safe scape the king."—*Ibid.*

Here *what*=whatever—an indefinite use of it. In this use it is often employed *interrogatively*. "*What* did he say?"

2. As a Relative Pronoun, with an antecedent. In this case the antecedent rarely precedes, and is never a *noun*, properly considered. This use is less common than formerly. It occurs in the poets, in the Scriptures, and occasionally in our best modern prose writers.

"Look, *what* I speak my life shall prove *it* true."—*Shak.*

"It is true that *what* is settled by custom, though *it* be not good, yet at least *it* is fit."—*Ibid.*

"And I do fearfully believe *'tis* done
What we so feared he had a charge to do."—*Ibid.*

"*What* I tell you in darkness *that* speak ye in light." — *New Testament.*

3, As an *Adjective:*

"*What* god but enters yon forbidden field?"

As an adjective, it should be noted that it is one of the few that permit the article to intervene between themselves and the noun they modify.

"*What a* piece of work is man."

4. As an *Adverb*. In this use it resembles the Latin "*qua-qua*," and has the sense of "*partly-partly*." In this most singular use of the word, it is often followed by *with;* and this fact may have something to do with its employment here, on the principle of alliteration.

"And such a flood of greatness fell on you,
What with our help, *what* with the absent king,
What with the injuries of a wanton time."—*Shak.*

"The year before he had so used the matter, that, *what* by force, *what* by policy, he had taken from the Christians above thirty castles."

5. As an *Adverb*, in the sense of "*as far as*." This is mostly optical:

"His equal mind I copy *what* I can,
And as I love would emulate the man."—*Pope.*

6. As a *Relative-Adverb*, like the Latin *quid* or *quod*. This use is almost entirely poetical:

"*What* (= why), shall I don this robe and trouble you."—*Shak.*
"*What* (= why), shall I need to draw my sword?"—*Ibid.*

7. As an *Interjection:*

"*What!* can you lull the winged winds asleep."

8. As a *Noun*, rare and poetical:

"Come down and learn the little *what*
That Thomalin can sayne.—*Spenser.*

Here *what* is a noun, and means *amount, quantity:*

"I tell thee *what*, corporal, I could tear her."

This last is a very peculiar use of the word. It is really an ellipsis for a clause,—thus: "I tell thee *what the fact is*," or "*what I have to say about the matter.*" But the full expression has much less force, indeed almost no force whatever, as compared with the simple *what*.

—There is something fascinating about science. One gets such wholesale returns of conjecture out of such a trifling investment of facts.—*Mark Twain.*

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SPECIAL NOTICE

TO THE SUBSCRIBERS TO THE

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We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

STATE AGENTS Walton and Hubbard will hold a Teachers' Institute at South Adams, Mass., on Thursday and Friday, Oct. 14th and 15th.

THE Superintendents of Public Schools of Massachusetts held a meeting at the city hall, Boston, on Wednesday, 29d inst., to consult with Secretary White and the State Board of Education, with reference to the manner in which the educational interests of the Bay State shall be illustrated at the Centennial at Philadelphia. A full report of the meeting, too late for this issue, will be given our readers next week. It is full time for all the States to take action in this matter, otherwise the educational department will be but a partial success, which would be equivalent to a total failure. Several of the Western States have organized their committees, and have laid out their work, and the East must not be negligent of its golden opportunities.

THE friends of Mrs. Emily Gould learn, with great sorrow, of her death at Perugia, Italy, Sept. 1st. It is well known that Dr. and Mrs. Gould have devoted themselves with unusual zeal to the education of Italian children at Rome, and Mrs. Gould was well known as the foundress of the Italo-American school at Rome, which was flourishing under her energetic direction. She was the first to introduce the kindergarten system publicly into that city, a system already practiced on a small scale in one or two residents' families. Several bright, intelligent, and civilized children bear witness to her excellent training, though she was permitted but a few years to carry on her work. A more self-sacrificing and devoted friend the Italian children have never had, and her loss will be a severe one to all interested in the true reform in that old country.

THE Catholics of Ireland regard State interference with education as dangerous either to liberty or to their religious faith, and have declared their purpose to sustain private institutions in opposition to the public system. In order to carry out their plans a teachers' training school is to be founded for the instruction of teachers for the Irish Catholic schools. The *Pall Mall Gazette* says:

"The pastoral of the bishops assembled at Maynooth recently intimates that it is the intention to establish a Catholic training school for masters, under the care of the Vincentian fathers. They say the primary education system is more than ever distrusted by them, and declare that the control of the State over the education of the country has been enlarged to an extent perilous to property. They say in a few years the band of professors and masters now being formed by the Catholic University will have the intermediate education of the country in their own hands, and it will become impossible for the State to withhold legal recognition from the educators of the nation.

ONE of the most munificent educational endowments of our time is that of an unknown benefactor, of five millions of dollars, to found an American College of Music. The managers propose to double this sum, and no person can become a member of the corporation without a contribution of at least one million of dollars. A second millionaire, without a near relative, Mr. Daniel Hopkins, is expected to aid the enterprise to any necessary extent. The college is to be located in the city of New York, in the Central Park, on a site worth a million, already appropriated to it by the Legislature and Park Commissioners. The building will cost at least a million. Meanwhile, until its erection, the college will occupy a handsome block on Fifth avenue. Sacred and devotional music will hold the first place in its system, and special pains will be taken to encourage and aid church choirs and singing congregations throughout the country in raising up from among themselves accomplished organists, teachers, choristers, precentors, and choirs. Its large endowment will enable it to make it practically free to all. M. GOUNOD, of Paris, in declining the directorship of this musical institution, suggests, most properly, that an American should preside over its interests, and the press unite with the leaders of music in naming Theodore Thomas as *the man* in America, whose scholarship, tastes, and musical culture fit him pre-eminently for the post. The vast amount of money thus placed at the disposal of the masters of music in America will certainly enable the managers to secure the best talent of Europe, as well as of America, to fill the various professorships, and we may expect to enjoy the benefits which will flow from a national school devoted to this most important service.

SCHOOL DIPLOMAS IN SPAIN.—A Spanish school paper permits us to have a peep at the value of Spanish school certificates, so far, at least, as the ladies are concerned. These diplomas there appear to be of two grades. For the lower as well as the higher, the requirements are: "The principles of religion and of Christian ethics and doctrine; reading, writing, grammar, and arithmetic, with a knowledge of the new decimal system of weights and measures; hygiene and domestic economy. For the higher diploma are added: Knowledge of sacred history, geography, geometry, the history of Spain, needle-work and embroidery." In both examinations the Spanish authorities prescribe the *viva voce* principle.

WE are glad to learn that Leslie Lewis (Yale, '66) has been elected assistant-superintendent of the Chicago public schools. No worthier or more competent man could have been selected.

Whence our Criminals?

Daily a crowd of boys make it a business to congregate at the Junction Station, where they remain the greater part of the day; they are a positive nuisance. Can they not be dispersed in some way?
—Exchange.

At a time when crime abounds, the question is often raised, Whence comes so much of criminal action? Where are the culprits educated in the school of wrong-doing? Thoughtful minds have various answers to give to these questions. The influences of vicious homes, the street, evil associates; the pressure of fearful necessity, the overwhelming power of strong temptation over weak natures; all these and other causes are suggested as the source of so much evil, which curses society. Some candid men even go so far as to regard the public school, in its secondary influences, as a means of inculcating the germs of immorality and crime; and we have been called upon as journalists to give our opinions as to the moral or immoral tendencies of our common schools. We are not prepared to deny that our schools may afford the opportunity, where vicious practices may be first implanted in the minds of the young, and where the seeds of crime may be sown in soil which, under other circumstances, would be free from such evil growth. We can, however, affirm that, in the great majority of cases, the influence and tendency of our public-school work is to foster honesty, integrity of character, and the principles of a pure and upright life. It is difficult, however, to show how much of a man's character is the outgrowth of hereditary instincts, of home-life, of social-life, of school-life, for all of these have a constant and a controlling influence in giving direction to the man-life of the boy. Of one thing we are confident: that a fair degree of intelligence is a barrier against crime, that an educated intellect is usually the companion of an active conscience and a moral judgment which controls and arrests the departure from virtue and honor. This being the case, the school becomes an absolute necessity to society as a preventive of crime, and even without distinct religious teaching, its moral atmosphere may, and should be, as pure and elevating at least as that of the average home. Now the history of all reformatory institutions shows that a course of criminal indulgence is entered upon by some children more from neglect than because of any more vicious inclination than other children have, and it is quite rare that a boy or girl is committed who has had any considerable school advantages. Even such cases as do yield to temptation show that the yielding has been the result of some sudden temptation, where the nature wanted moral stamina to bear the strain it was called upon to endure. It must, then, clearly appear that universal education will so materially diminish crime as to produce its minimum of activity.

General Eaton's report on Reformatory, Charitable, and Industrial Schools for the Young has the following facts:

"By many it is supposed that it is the churches rather than the schools which prevent people from becoming criminals, but the facts indicated by the following statistics show the contrary. The kingdom of Bavaria examined this question in 1870. The result will be found in the following table:

	Per 1,000 buildings.		Per 100,000 souls.
	Churches.	School houses.	Crimes.
Upper Bavaria,	15	5⅓	667
Upper Franconia,	5	7	444
Lower Bavaria,	10	4½	870
The Palatinate,	4	11	425
Lower Palatinate,	11	6	690
Lower Franconia,	5	10	384

"In countries such as Italy and Spain, where the education and moral training of the people have been exclusively under ecclesiastical control, the following are the results:—1. A highly educated few; but among the masses general ignorance. 2. A low grade of morality. 3. A large pauper and criminal class. 4. A lack of national progress and development.

"If there be any particular system of religious teaching which is superior in its reformatory and saving power, there are ample opportunities to test its exclusively potent qualities on the children and youth before they are sent to the reformatory. But, if all

such systems have failed to save the children from vagrancy and crime until they become wards of the State, then is it for the State to appoint the system of reformation which it deems best for the moral regeneration of its minor citizens.

"One-seventh of the population of the United States over 10 years of age cannot write their names. Fifty per cent. of all the criminals in the country can neither read nor write; one-fifth of all the prisoners in the United States are boys.

"A teacher of many years of experience says:

"'It was said in the report of a reformatory of last year that there are three methods in vogue of dealing with this class of children, viz., *banishment*, *punishment*, and *education*.

"'*We educate* with earnest and persistent effort. We aim to reach the minds of these youths left in ignorance, to be made the tools of designing men in after years.

"'We insist that every child has a right to demand that all his faculties shall be developed to the highest degree to which they are capable, that he may learn to love, respect, venerate, and cherish the institutions under which he lives, and become truly an American citizen in the enjoyment of all the blessings accorded to him as such.

"'*We educate* because we *know* that education is reformatory; for while it imparts intelligence sufficient to conduct the ordinary affairs of life, it cultivates, necessarily, habits of punctuality, method, and perseverance; the whole man is toned up, the quality of mind becomes better, and all its strength and activities tend to better acts and nobler impulses.

"'*We educate* because Christian character can be cultivated. It is a quality capable of being inbred and inwrought by Christian culture.

"'We *know* that our labors in the school-room make a marked change among our boys. It is striking to observe the gross animal instincts departing, the face and form robing themselves in the habiliments of a higher form of manliness, the rigid soul softening and growing warm with life. With new energy infused, we find them struggling to work them themselves free from the wretched condition in which they have been so long fixed. One of the roughest lads I ever saw said to me, during the past year: 'I *know* I am bad. I have been a burglar for many years. I have been to Blackwell's Island twice. No one ever took an interest in me; no one ever spoke a kind word to me before. I will never trouble you in the school again.' And he did not. Improvement in him was manifest till he left the institution in which he was, saying, 'I can never forget what you have done for me'."

Foreign Notes.

EDUCATIONAL STATISTICS IN HUNGARY.—Under the supervision of Joseph Körösi, of the statistical bureau of Buda-Pesth, there has just been published a volume of educational statistics which may serve, for completeness and practical use, as a model of its kind. It deals, in a compass of nearly two hundred 8vo pages, with the public elementary schools of the Hungarian capital, over the years 1871–73. This is a most interesting record. It tells us of the school-buildings, the locality in which they are situated, their proportion to the school attendance, etc.; of the school-teachers, even to their social extraction; of the school-books, with their prices; of the branches of instruction, with a critique on their mutual relationship; of the organization of school inspection; of the children, down to the minutest details of family, health, denomination, etc.; of school neglect, in all its causes and various circumstances; indeed, of every possible matter of interest to the scientific educationist, as well as the practical teacher. The Hungarian elementary education act dates from the year 1868; and this publication, the ninth (annual) of the statistical bureau, promises to give a new volume at the beginning of 1877.

SWEDISH SCHOOL BOOKS.—*Apropos* of those interesting details from foreign countries, the writer of these notes may mention one curious fact to his New-England readers. During the year 1871, or '72, the Swedish Education Department sent a complete wooden school-house to the (London) International Exhibition. In it were exhibited the books, maps, blackboards (with ingenious appliances), nay, even, the organs used in the Swedish schools. The books had a double feature which seemed to deserve immediate imitation. They were all bound in thick and glazed pigskin, which prevented the unseemly ink-stains on the covers; and they all had (if the "bull" be permissible) *round corners*, so that there could be no question of "dog's-ears."

NOTEWORTHY FROM SWITZERLAND.—Those who are apt to receive second-hand educational reports from the "highly educated" States of the Continent, will invariably discover, in the end, that such glaring reports are highly and hideously colored. Thus I read in a German-Swiss paper that of 370 recruits in one district of Switzerland, no less than 340 were considered unsufficiently educated, and had, therefore, to be referred to the recruit school. The "after-school" had to be attended by ten per cent. of the military levy. The elementary school can have borne but poor fruit there, and the Swiss paper puts forth the apologetic plea that "most of these recruits have been engaged in agricultural pursuits, where the art of writing, for example, is seldom called into use."

GERMAN SPELLING REFORM.—Even the German scholars begin to clamor for a more uniform, rational, and consistent system of orthography. While Herr von Raumer is mentioned as having undertaken to devise such a system, at the reqnest of the Prussian government, private schemes are daily pouring in from various parts of Germany and German-speaking Switzerland. The latest publication of this kind is from the pen of Dr. Carl Hoffmann, whose system is based on "the physiology and history of language." Another brochure, on the same subject, by Bucher, had hitherto been generally followed in Switerland, one school paper transposing every contribution or quotation into its own orthography. Simultaneously with these, a third pamphlet has been issued by Ernst Götzinger, which is said to be "in commission of the orthographic committee of the Swiss Teachers' Association." Meanwhile, Prof. Whitney's slightly sarcastic *exposé* of the school of amateur-etymologists who started the cause of spelling reform, has been read here with great satisfaction by those interested in the matter.

WHISPERS FROM THE LONDON SCHOOL BOARD.—The following return has been issued from the school board for London, showing, for each division of the metropolis, the number of cases of wife-desertion which have come to the knowledge of the officers of the board in the administration of the compulsory by-laws during the twelve months ending June, 1875: City, 7; Chelsea, 39; Finsbury, 48; Greenwich, about 100; Hackney, 39; Lambeth, 57; Marylebone, 52; Southwark, 48; Westminster, 52. This makes a figure total of 422!

THE FRENCH SOCIETY FOR ELEMENTARY INSTRUCTION.—This society, which was founded as early as the year 1814, has rendered some important services to the cause of elementary education. It greatly facilitated the scheme of M. Guizot's education act of 1833; it founded, even at that time, two "mutual instruction" classes at Paris; it established, likewise, a school record, which is now in its sixtieth year. At present the society, in spite of the most unjust attacks made upon its operations, numbers 380 ordinary members, 180 corresponding members, and 20 foreign associates. Among the first-named are several members of the Institute and 45 deputies. Four of the society's schools have been ceded to the city of Paris, but by the annual distribution of prizes, by the inspection of the lay schools of Paris, as well as by the encouragement of educational publications, the society continues to show its unabated energy. *Inter alia* the society has, since its establishment, granted rewards or encouragements to 14,124 school-teachers; it has "crowned" 730 essays on educational subjects, and given pecuniary assistance to 900 schools. The sum total of such expenses has amounted to 1,500,000 francs=$300,000.

AS TO PROPER SCHOOL HOURS.—Since the school hours, even, have been fixed by the Prussian Minister of Education, several German educationists have taken this matter up. Among these, one of the most experienced gave it as his deliberate opinion that the afternoon hours were a dead loss to teachers and scholars. He wished the school hours to be from 7 a. m. till noon during the summer months, and from 8 a. m. till 1 p. m. during winter. It is not the least amusing of the arguments produced in favor of some scheme like this that "after dinner the children are dull and sleepy"; and that, moreover, if this plan were adopted, the priests and parsons would have no longer to complain about lack of time for religious instruction", since "they could have a whole afternoon to themselves."

Mathematical Study an Insufficient Discipline.

[From the Discussions on Philosophy, by Sir William Hamilton.]

Before entering on details, it is proper here, once for all, to premise,—In the *first* place, that the question does not regard the *value of mathematical* SCIENCE, *considered in itself, or in its objective results, but the utility of mathematical* STUDY,—that is, *in its subjective effect, as an exercise of mind;* and in the second, that the expediency is not disputed, of leaving mathematics, as a coördinate, to find their level among the other branches of academical instruction. It is only contended that they ought not to be made the principal, far less the exclusive, object of academical encouragement. We speak not now of professional, but of liberal education; not of that which considers the mind as an instrument for the improvement of science, but of this which considers science as an instrument for the improvement of the mind.

Of all our intellectual pursuits, the study of the mathematical sciences is the one whose utility as an intellectual exercise, when carried beyond a moderate extent, has been most peremptorily denied by the greatest number of the most competent judges; and the arguments on which this opinion is established have hitherto been evaded rather than opposed. Some intelligent mathematicians, indeed, admit all that has been urged against their science, as a principal discipline of the mind; and only contend that it ought not to be extruded from all place in a scheme of liberal education. With these, therefore, we have no controversy. More strenuous advocates of the study, again, maintain that mathematics are of primary importance as a *logical exercise* of reason; but unable to controvert the evidence of its contracted and partial cultivation of the faculties, they endeavor to vindicate the study in general, by attributing its evil influence to some peculiar modification of the science; and thus hope to avoid the loss of the whole, by the vicarious sacrifice of a part. But here, unfortunately, they are not at one. Some are willing to surrender the modern *analysis* as a gymnastic of the mind. They confess that its very perfection as an instrument of discovery unfits it for an instrument of mental cultivation, its formulæ mechanically transporting the student with closed eyes to the conclusion; whereas the ancient *geometrical* construction, they contend, leads him to the end, more circuitously, indeed, but by his own exertion, and with a clear consciousness of every step in the procedure. Others, on the contrary, disgusted with the tedious and complex operations of *geometry*,, recommend the *algebraic* process as that most favorable to the powers of generalization and reasoning; for, concentrating into the narrowest compass the greatest complement of meaning, it obviates, they maintain, all irrelevant distraction, and enables the intellect to operate for a longer continuance more energetically, securely, and effectually. The arguments in favor of the study thus neutralize each other, and the reasoning of those who deny it more than a subordinate and partial utility stand not only uncontroverted, but untouched—not only untouched, but admitted. . . . . .

The mathematician, as already noticed, is exclusively engrossed with the deduction of inevitable conclusions, from *data* passively received; while the cultivators of the other departments of knowledge, mental and physical, are, for the most part, actively occupied in the quest and scrutiny, in the collection and balancing of probabilities, in order to obtain and purify the facts on which their premises are to be established. *Their* pursuits, accordingly, from the mingled experience of failure and success, have, to them, proved a special logic, a practical discipline—on the one hand, of skill and confidence; on the other, of caution and sobriety: *his*, on the contrary, have not only not trained him to that acute scent, to that delicate, almost instructive tact, which, in the twilight of probability, the search and discrimination of its finer facts demand; they have gone to cloud his vision, to indurate his touch, to all but the blazing light and iron chain of demonstration, leaving him, out of the narrow confines of his science, either to a passive *credulity* in any premises, or to an absolute *incredulity* in all.

— Some people reserve themselves for great occasions, instead of spending their sympathies lavishly along the way. Good old John certainly never spared either sympathy or the expression of his hearty good will. I don't know that the people who sometimes smiled at his honest exuberances ever found him less reliable when greater need arose because he had been kind day after day about nothing.—*Miss Thackery.*

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Readings for Autumn.

—It is not Winter yet, but that sweet time
In Autumn, when the first cool days are past;
A week ago the leaves were hoar with rime,
And some have dropped before the north wind blast;
But the mild hours are back, and at mid-noon
The day hath all the genial warmth of June.
—Henry Timrod.

— How beautiful are these autumnal woods!
The wilderness doth blossom like the rose,
And change into a garden of the Lord!
—Longfellow.

SUMMER OF ALL-SAINTS.

Then followed that beautiful season
Called by the pious Acadian peasants the Summer of All-Saints!
Filled was the air with a dreamy and magical light; and the landscape
Lay as if new created in all the freshness of childhood.
Peace seemed to reign upon earth, and the restless heart of the ocean
Was for a moment consoled. All sounds were in harmony blended.
Voices of children at play, the crowing of cocks in the farm-yards,
Whir of wings in the drowsy air, and the cooing of pigeons,
All were subdued and low as the murmurs of love; and the great sun
Looked with the eye of love through the golden vapors around him;
While arrayed in its glittering robes of russet and scarlet and yellow,
Bright with the sheen of the dew, each glittering tree of the forest
Flashed like the Plane-tree, the Persian adorned with mantles and jewels.
—H. W. Longfellow.

AUTUMN WOODS.

Baths of sunny haze
Steeping the ripened leaves from day to day,
And dainty kisses of the frost at night,
Joined in the subtile alchemy that wrought
Such miracles of change that myriad trees
Which pranked the meads and clothed the forest glooms,
Bloomed with the tints of Eden. Had the earth
Been splashed with blood of grapes from every clime,
Tinted from topaz to dim carbuncle,
Or orient ruby, it would not have been
Drenched with such waste of color. All the hues
The rainbow knows, and all that meet the eye
In flowers of field and garden, joined to tell
Each tree's close-folded secret. Side by side
Rose sister maples, some in amber gold,
Others incarnadine or tipped with flame;
And oaks that for a hundred years had stood,
And flouted one another through the storms—
Boasting their might—proclaimed their pique or pride,
In dun, or dyes of Tyre. The sumac leaves
Blazed with such scarlet that the crimson fruit
Which hung among their flames was touched to guise
Of dim and dying embers, while the hills
That met the sky at the horizon's rim
Dabbled with rose among the evergreens,
Or stretching off in sweeps of clouted crimson, glowed
As if the archery of sunset clouds,
By squads and fierce battalions had rained down
Its barbed and feathered fire, and left it fast
To advertise the exploit!
—J. G. Holland.

FROM "THE PLANTING OF THE APPLE-TREE."

What plant we in this apple-tree?
Fruits that shall swell in sunny June,
And redden in the August noon,
And drop when gentle airs come by,
That fan the blue September sky,
While children come with cries of glee,
And seek them where the fragrant grass
Betrays their bed to those who pass,
At the foot of the apple-tree.
—W. C. Bryant.

APPLES.

Now let us look at the fruit.—
That is a barrel of russets,
But we can hardly discuss its
Spheres of frost and flint,
Till, smitten by thoughts of Spring,
And the old tree blossoming,
Their bronze takes a mellower tint,
And the pulp grows mellower in't.
You will be begging in May,
In your irresistible way,
For a peck of the apples in gray.

These are the Baldwins and Flyers,
Wrapped in their beautiful fires!
Color forks up from their stems,
As if painted by Flora
Or as out from the pole stream the flames
Of the Northern Aurora.

Here shall our quest have a close;
Fill up your baskets with those;
Bite through their vesture of flame,
And then you will gather
All that is meant by the name,
"Seek-no-farther!"
—J. G. Holland.

CIDER MAKING.

Sixteen barrels of cider
Ripening all in a row!
Open the vent-channels wider!
See the froth, drifted like snow,
Blown by the tempest below!
Those delectable juices
Flowed through the sinuous sluices
Of sweet springs under the orchard;
Climbed into fountains that chained them,
Dripped into cups that retained them,
And swelled till they dropped, and we gained them.
Then they were gathered and tortured
By passage from hopper to vat,
And fell—every apple crushed flat.
Ah! how the bees gathered round them,
And how delicious they found them!
Oat straw, as fragrant as clover,
Was platted, and smoothly turned over,
Weaving a neatly-ribbed basket;
And, as they built up the casket,
In went the pulp by the scoop-full,
Till the juice flowed by the stoup-full,—
Filling the half of a puncheon
While the men swallowed their luncheon.
Pure grew the stream with the stress
Of the lever and screw,
Till the last drops from the press
Were bright as the dew.
There were these juices spilled;
There were these barrels filled;
Sixteen barrels of cider—
Ripening all in a row!
Open the vent-channels wider!
See the froth, drifted like snow,
Blown by the tempest below!
—J. G. Holland.

CATAWBA GRAPES.

It is not a song
Of the Scuppernong,
From warm Carolinian Valleys,
Nor the Isabel
And the Muscadel
That bask in our garden alleys.
Nor the red Mustang
Whose clusters hang
O'er the waves of the Colorado,
And the fiery flood
Of whose purple blood
Has a dash of Spanish bravado.
There grows no vine
By the haunted Rhine,
By Danube, or Guadalquivir,
Nor on island or cape
That bears such a grape
As grows by the Beautiful River.
And this song of the Vine,
This greeting of mine,
The winds and the birds shall deliver
To the Queen of the West,
In her garlands dressed,
On the banks of the Beautiful River.
—H. W. Longfellow.

PUMPKINS AND SQUASHES.

On the banks of the Xenil the dark Spanish maiden
Comes up with the fruit of the tangled vine laden;
And the Creole of Cuba laughs out to behold
Through orange leaves shining, the broad spheres of gold,
Yet with dearer delight from his home in the north,
On the fields of his harvest the Yankee looks forth
Where crook-necks are coiling, and yellow fruit shines,
And the sun of September melts down on his vines.
—J. G. Whittier.

MINNEHAHA'S HUSKING.

The maize-field grew and ripened
Till it stood in all its splendor
Of its garments green and yellow,
Of its tassels and its plumage,
And the maize-ears full and shining
Gleamed from bursting sheaths of verdure.
Then the merry Laughing Water
Called the young men and the maidens
To the harvest of the corn fields,
To the husking of the maize-ear.
And whene'er some lucky maiden
Found a red ear in the husking,
Found a maize-ear, red as blood is,
"Nushka!" cried they all together,
"Nushka! you shall have a sweetheart,
You shall have a handsome husband!"
"Ugh!" the old men all responded,
From their seat beneath the pine-trees.
—H. W. Longfellow.

THE CORN-SONG.

Heap high the farmer's wintry board!
Heap high the golden corn!
No richer gift has Autumn poured
From out her lavish horn!

Let other lands, exulting, glean
The apple from the pine,
The orange from its glossy green,
The cluster from the vine;

We better love the hardy gift
Our rugged vales bestow,
To cheer us when the storm shall drift
Our harvest-fields with snow.

Through vales of grass and meads of flowers
Our ploughs their furrows made,
While on the hills the sun and showers
Of changeful April played.

We dropped the seed o'er hill and plain,
Beneath the sky of May,
And frightened from our sprouting grain
The robber crows away.

All through the long, bright days of June
Its leaves grew green and fair,
And waved in the midsummer noon
Its soft and yellow hair.

And now, with Autumn's moonlit eves,
Its harvest time has come,
We pluck away the frosted leaves,
And bear the treasure home.

Then, richer than the fabled gift
Apollo showered of old,
Fair hands the broken grain shall sift,
And knead its meal of gold.

Let vapid idlers loll in silk
Around their costly board;
Give us the bowl of samp and milk,
By homespun beauty poured!

Where'er the wide, old kitchen hearth
Sends up its smoky curls,
Who will not thank the kindly earth,
And bless our farmer girls!

Then shame on all the proud and vain
Whose folly laughs to scorn
The blessing of our hardy grain,
Our wealth of golden corn!

Let earth withhold her goodly root,
Let mildew blight the rye,
Give to the worm the orchard's fruit,
The wheat-field to the fly:

But let the good old crop adorn
The hills our father's trod;
Still let us, for his golden corn,
Send up our thanks to God!
—J. G. Whittier.

AUTUMN.

Thou comest, Autumn, heralded by the rain,
With banners, by great gales incessant fanned,
Brighter than brightest silks of Samarcand,
And stately oxen harnessed to thy wain!
Thou standest, like imperial Charlemagne,
Upon thy bridge of gold; thy royal hand
Outstretched with benedictions o'er the land,
Blessing the farms through all thy vast domain!
Thy shield is the red harvest moon, suspended
So long beneath the heaven's o'erhanging eaves!
Thy steps are by the farmer's prayers attended;
Like flowers upon an altar shine the sheaves;
And, following thee, in thy ovation splendid,
Thine almoner, the wind scatters the golden leaves!
—H. W. Longfellow.

Notes and Correspondence.

CHARLES C. CHATFIELD, ESQ:

Dear Sir:—I have been told you publish a "Poultry Journal"; will you let me know by return mail what your terms are and when the year commenced. Yours, etc., J. H. W.

BOSTON, Sept. 23d, 1875.

MY DEAR SIR: — A slight mistake only. We publish THE NEW-ENGLAND JOURNAL OF EDUCATION," an excellent advisor as to the rearing and treatment of the *household brood* of *little chicks*. We send you a copy of our journal by mail, trusting that, like all good poultry organs, it will "crow" for itself. C. C. C.

HARTFORD, ME., Sept. 20th, 1875.

Having received the JOURNAL OF EDUCATION from some unknown friend, I am more pleased than if I had received a gold dollar in its stead. Among the many excellent articles, the one from the pen of a "Teacher," and Miss N. C. Wentworth, in Sept., No. 10, call to my mind my experience as a school-teacher between the years of 1822 and 1872. Having taught fifty-five common town schools, where both sexes, from four to twenty-one, were scholars (many of them winter schools in villages), all under the supervision of S. S. committees of towns, whose duty was to visit all schools within two weeks from the commencement and close, leaving the government of the pupils under the control of the teacher, I commenced governing the school under the Mosaic dispensation, "an eye for an eye," etc., often using the *ferule*. By experience I learned the better way, to govern by the gospel dispensation—pupils loving me because I first love them. Result: ferule seldom used, and the turbulent and mischievous pupils soon made industrious scholars. As a town school officer for many years, wherever I could instill this principle into the minds of teachers or pupils, the schools were more profitable. W. B.

AMESBURY, MASS., Sept. 22d, 1875.

MR EDITOR:—Allow me to say a word or two in a critical way, and afterwards to make some suggestions and ask some questions, which I would like to have developed and answered by some philanthropical genius. I notice, in the N. E. JOURNAL OF EDUCATION of the 18th inst., under the head of "Examinations for Admission to Providence High School," the fourth question in geography which reads thus: Name the rivers of Asia that flow North, East, and South. I presume the meaning is: Name the rivers of Asia that flow North, that flow East, that flow South; but can this be the meaning as the question reads? If so, how could one better ask a question (than in the form given in the JOURNAL), meaning the rivers that are circuitous enough in their course to flow in the three directions, North, East, and South? In the fifth question, if the fourth is correct, why not say: Name the rivers that flow into the North and Baltic seas? The absurdity of the latter question is evident, as the same rivers can not very well (strictly speaking) flow into both seas, therefore the fourth question is incorrect.

The first question in Grammar reads thus: Write the *plural* of *copy*, *chimney*, *piano*, *octavo*, and *staff*. Is there one form of a word which is the *plural* of all these words? Would it not be an improvement to say: Write the *plurals* of *copy*, *chimney*, *piano*, *octavo* and *staff*? In the seventh question, one of the sentences for correction is: "The partridge sits on her eggs." I think this is correctly written. Set, I suppose, is the word the committee wish exchanged for *sit*. Set never means to incubate, but sit does mean incubate, and is correctly used in the quoted sentence.

The suggestions and questions I wish to offer are these: The object of school-registers in attendance-department, and what is most truly to be considered present for the day or half day. I find some teachers encourage pupils, who are obliged to be absent considerable of the term-time, to be present five minutes in the morning and in the afternoon sessions so as to be marked present for the day, and thus the register shows a higher average attendance than actually exists, and the meaning of the register is that so many have received faithful instruction. Now at college one can graduate by showing that he has a good knowledge of the studies prescribed, even if he may have been absent from recitation in class half the time, and the catalogue shows how many have attended and graduated. Ought not, then, the registers from which the town and State reports are taken, to show how many have been in attendance and received instruction (but not necessarily present every day—if instructed in any way). If this is so, then the pupils who may be absent many days, yet recite privately, or show by oral or written examinations that they understand the subject studied in the schoolroom during their absence, are really the ones to be marked in attendance, and not those who remain five minutes in each session and neglect the studies pursued by the remainder of the class. Will some one let the sun shine into this register-chaos? SEEKER.

DEAR SIR:—As an advocate of the spelling reform allow me to send to you the enclosed scheme, which was circulated some years ago, but of which I have seen no notice in any papers. May I also suggest that an application be made to the U. S. Commissioners of Education, to cause to be formed, in Washington, a head committee, which will cause committees to be formed in each of the United States, and each State-committee to appoint town-committees of such gentlemen of the school visitors as may feel an interest in the spelling reform. These town-committees will give notice in their respective newspapers or periodicals, that suggestions or schemes for a new mode of spelling will be received by them within a set period; and from the received materials they will form a scheme to be sent to their State-committees. Each State-committee will, from the received schemes, form a new one to be sent to the Washington committee, who again form a final scheme. If a similar process were carried on in England, and at last the two head-committees brought together with their final respective schemes, perhaps a satisfactory system of spelling might be secured. C. W. K.

JUST AS WE EXPECTED, GOOD.—A few weeks ago we published a letter on Westernisms, and now the reply comes back through the Eastport (Me.) *Sentinel*:

"The NEW-ENGLAND JOURNAL OF EDUCATION for June 12th (by the way this is the best weekly educational paper we ever saw; its deserves success), says that 'the expressions our Western people use strike one from the East as extremely peculiar.' I am certain that Illinois and the West can assure the writer that the striking is reciprocal—'action and re-action are equal and in opposite directions.' They come to see us and tell us of weet (wheat), weel (wheel), kawn (corn), cellah, fellah, ellah, clahs, commahnd, omitting the sound of *r* very often and showing so much attachment for long Italian *a* that their pronunciation plainly shows them to be neither of the West nor South. As for 'tola'ble' and 'plumb-tired,' I learned those expressions myself when a boy down in good old New Hampshire, and can hear my old father make the reply any day now, when I ask him how he does. No, don't give the West the glory of coining those words. I believe localisms are quite as plentiful in the East as in the West. Of course in Colorado we have none but those that 'mean business.' When we get down to 'bed rock' and 'strike pay dirt,' we expect to 'pan out' well, but we don't 'ghe-dap' to our horses, 'bet three cents,' stay 'to home,' call one lone horse and wagon 'a team,' have 'desperate' big cabbages; and if we do 'reckon,' we 'guess' more seldom that our Eastern parents and cousins."

LATIN PRONUNCIATION. — Professor Richardson's estimate of the pronunciation of Latin in 249 American colleges and universities is: English 37 per cent, Continental 32, Latin 31, while many of the English and Continental advocates familiarize their upper class with the Latin pronunciation. He states that three-fourths of the universities, and, with some marked exceptions, most of the other leading centres of influence, use the Latin pronunciation. So, nearly all of the American and English grammarians and orthoepists, and some German notabilities. Most of the New-England colleges still adhere to the English. The Catholic colleges very generally use the (so-called) Continental. *

Good Words.

The NEW ENGLAND JOURNAL OF EDUCATION is building itself on a solid foundation. Its work is high. All enlightened teachers within my knowledge recognize its great merits, regarding it as an invaluable assistant in the school-room work. It is an honor, as well as an invaluable helper to the schoolroom workers of New England. The teacher who does not patronize and study its columns may fairly be expected to be found in the rear in his profession. I have been in the work for many years, which has given me familiarity with all the educational periodicals and papers published in this country, and I am confident in affirming that in my judgment the N. E. JOURNAL of EDUCATION stands without rival in this field of journalism. May you long live to give to the grand enterprise your earnest and enlightened leadership.

M. B. GOODWIN,
Concord, N. H.

I value the JOURNAL very highly. In the copy of Sept. 18th, I was much interested in the article "Written Examinations in College." I think, why not just as applicable to our grammar schools? The monthly written examinations we teachers do not deem at all objectionable, but very advantageous. Finding the average, weekly and monthly, of our daily marking of every recitation, takes a great deal of time out of school. If the daily marking was abandoned, teachers would have more time to read educational publications. One teacher, who takes your journal, said to me, the other day, that she considered the JOURNAL very valuable indeed, and could read only the more important articles of each copy, but would like so much better, if she had *time*, to read the whole of each copy. She agreed in thinking less marking would allow her more time to read. Two teachers, who do not take your paper when I asked them to subscribe said they thought the JOURNAL must be excellent, but thought they would not have time to read it. E. C. R.,
Northampton, Mass.

I have been a constant reader of the NEW-ENGLAND JOURNAL, as I was of the *Massachusetts Teacher*, and I consider it our most reliable educational publication. Containing suggestions applicable to all grades of schools, no live teacher can afford to do without its assistance, and your subscription list ought to contain the name of every teacher and friend of education.

LEROY F. GRIFFIN,
Prest. Peddie Institute, Hightstown, N. J.

— A man's good fortune often turns his head; his bad fortune as often averts the heads of his friends.

STATE DEPARTMENTS.

Maine.

— Warren High School is in successful operation, under the principalship of W. O. Fletcher, who first organized it two and one-half years since. Miss Olin S. Eaton is assistant. Miss Eaton was one of the recent graduates, and is doing very finely: a good scholar, and shows the elements of a good teacher. The school has three fine classes, and a total number of over fifty, or about the same as last year. Out of the recent graduating class of 14, Misses Fannie Fuller, Mary Andrews, Annie Rogers, Cora Watts, besides Miss Eaton in the High School, are successfully teaching. Others are intending to do so. One of the class, Mr. C. H. Eaton, a fine young man, has just entered Dartmouth.

— The Eastport *Sentinel* encourages school visiting by the following paragraph: — Will not our citizens take time to visit the Boynton School, and see what improvements have been made in the internal arrangements of the house? And see, too, how orderly, well-behaved, and studious the scholars are. We have a new teacher. Visit the school, parents; make the acquaintance of the teacher, and show him and your children that you are interested in the work in which they are engaged. And, after you have visited that school, and become interested in it, then go to the other schools—you will find them all in a prosperous condition. At no time within our recollection have the schools here been more profitable than now.

— The summer term of the Up Island school closed on Saturday, 18th inst. It was taught by Miss Mary V. Winchester, to the entire satisfaction of all interested.

— The village schools of Brunswick opened with a goodly number of pupils in the different rooms.

— A schoolboy says that when his teacher undertakes to show him "what is what," he only finds out "which is switch."

New Hampshire.

STATE REPORT.—Superintendent Simonds struck a good vein when, following the course of General Eaton of the National Bureau, he issued his "Questions to Superintendents and Educators." The answers, of course, are of every possible variety, yet they show better than anything else could the condition of our schools and the educational questions most seriously agitating the public mind. Amid all the differences there is a general unanimity upon all the more important present issues that is truly encouraging. The superintendent has laboriously collected these answers, and his general conclusions are appended.

Question 1, as to the progress and success of schools compared with last year. Four towns report retrogression; 50 answer indefinitely; 11 cannot answer; 25 say "stationary"; 58 report "favorably"; and 70 say emphatically "progress."

2. Progress in (*a*) uniformity of books, (*b*) apparatus, (*c*) courses of study, (*d*) grading. Eighty-three towns report no progress; twenty-five report some advancement—eight in grading, eight in courses of study, twenty-eight in school apparatus, forty-two in uniformity of text-books.

3. Improved supervision. One hundred and thirteen are not ashamed to say they are still "in the old rut"; fifty-one report marked progress; the rest being doubtless in the first class, very modestly declined to reply.

4. Interest of parents and citizens. Seventy-four answer "lack of interest"; fifty-one, "fair"; thirty-seven, "encouraging."

5. Competency of teachers. Twenty-four (10 per cent.!) report "excellency"; eighty-five, "fair"; *sixty*, "incompetency." And that last answer comes from sixty men who have sworn to do their duty in preventing any such result! Oh, for some power to root out "incompetent" superintendents!

6. New school-houses. In no year before, probably, were there so many good school-houses erected in the State; one in Concord cost $12,500; one in Lebanon, $20,000; one in Manchester, $65,000; two in Nashua, one $12,000, the other $100,000. The report truly says, "Costly buildings and exquisitely furnished school-rooms are incomparable with the means and sterling good sense of the patrons and supporters of the public schools in a majority of the school districts of our State." There can be no doubt whatever that $50,000 carefully and wisely expended, will furnish a better building for all practical school purposes, more convenient, *more usable*, than any of the more costly structures in the State. In all ordinary villages, $7,000 to $15,000 will fill every need just as well as the $25,000 and $40,000 edifices that are now the style. The pinch of the times is going to bring about a reaction in this matter that cannot fail to be a public benefit.

7. Town teachers' meetings. Fifty-seven towns "heartily approve;" forty-nine "earnestly advocate;" forty favor, but hesitate; thirty-one say "impracticable with them"; four croak out in doleful minor, "It will be of no good—will not pay."

8. "Would you recommend a law authorizing annual county meetings of town superintendents?" Six doubtful, seven do not reply; thirty-four say "no;" *one hundred and seventeen* answer affirmatively. Say that at the State House next June!

9. Re-establishment of the institutes. Twenty cannot express an opinion for lack of information; thirty-nine say "no;" one hundred and three say "yes." Make that *felt* at the State House.

10. A law constituting town boards of education. Ninety of the larger towns approve; fifty-two favor, but hesitate to recommend to the smaller towns; thirty-three do not reply.

11. The two leading defects in your town. The following are some of the pairs mentioned: Lack of home discipline and unwillingness to provide proper school accommodations; want of interest and paucity of scholars; small schools and lack of interest; want of interest; want of interest and want of method; lack of money and ignorance of what constitutes a good school; poor teachers and want of interest; lack of male teachers and short terms; change of committees, lack of *general* knowledge in teachers; small schools and poor teachers; poor teachers and lack of interest; lack of good teachers and also of permanent supervision. We suggest the above as a *pleasant* theme for the next State Association.

The replies to "Questions to prominent educators," it is impossible to condense. (1) The *kind* of elementary instruction needed, is well answered by Mr. Edgerly of Manchester. (2) Need of system, etc., is ably put by Professor Avery of Tilton Seminary. (3) How to secure better method and management, is answered at length by Rev. C. M. Palmer, Plainfield. (4) Value of merits and rewards, has a variety of answers, generally of moderate approval. (5) Institutes. Messrs. Averill, B. W. Chase, Cleveland of Bath, Farrar, Harriman of Raymond, Knight, Orcutt, Palmer of Plainfield, Quimby of Sunapee, Robinson of Tilton, and Miss Taylor of Derry, emphatically favor their re-establishment. Professor Messervey says, "The institutes have done a great deal of good, but it may be well not to revive them till the present system has had a fair trial." George R. Brown, Esq., Newport, says, "Institutes ought not to be re-established. They are valuable, but the benefit is not commensurate with the expense. Teachers who ought to attend them rarely do so. The instruction is not practiced. Our teachers have such rotation of schools, short terms, so many systems, that scientific modes of instruction will not work. Permanent teachers don't need institutes, having had better opportunities. A journal of education would be more beneficial." One against eleven, several of the latter the most eminent teachers in the State. (6) Value of State Report. The superintendent says that during his term of office "It has not been possible to meet the demands for the report urgently made from persons who should receive it." (7) Need of a State board of education. The pointed replies of Professors Orcutt and Perkins we have cut out for a future number, as also Professor Robinson's apt remarks on the institute question.

Vermont.

OBITUARY.—The sudden death of Mrs. Hattie D. Lampson, one of the school teachers of Brattleboro, Thursday afternoon, 2d inst., was wholly unlooked for and surprising to all her friends. She was in her usual health that morning, and had planned a walk of two miles, for which she was making preparations. Noticing a peculiar feeling in one of her eyes, and a slight dizziness about her head, she mentioned the fact to her husband. A few minutes later, while lying on the bed, a numbness began to come upon her fingers and her tongue, and in ten minutes she had entirely lost the power of speech. Every effort was made to restore the vitality of her paralyzed limbs, but without avail. She died about 5 o'clock. The attending physician pronounced the disease apoplexy, and it is thought that this was caused by a contusion upon the back of her head in being thrown from a carriage about six weeks ago. She had suffered only a slight inconvenience from the fall, although the blow was a very severe one. Her health had been so perfect that there was no other cause which her friends could recognize for the sudden and fatal attack.

— Teachers' Institutes were held for Windham counties at Grafton, Sept., 17th and 18th, and for Windsor county at Norwich, Sept. 21st and 22d. State Superintendent Conant conducted both, assisted at Grafton by L. F. Ward, Esq., of Westminster, and Miss Alice Guernsey, of the Randolph Normal School; and at Norwich by Principal Leavenworth, of Randolph, Hiram Orcott of Tilden Seminary, Principal Perkins of Windsor, and Principal Morrill of Norwich Classical School.

— The State Board of Agriculture will hold a meeting at an early day in the autumn, to lay out work for the winter. Parties desiring to have meetings held in their towns should make application to the secretary, Professor Collier, at Burlington, immediately.

— The Catholic schoolhouse at Montpelier will be completed the first of next month, and opened with teachers from Montreal.

— Marshall R. Peck, a graduate of Dartmouth College and Yale Theological Seminary, and for two years principal of the Northfield Graded School, has just been ordained as a missionary to India, and sails from New York Oct. 2d.

— The hall of the Delta Kappa Epsilon fraternity at Middlebury College was burned in the recent fire, with a library of 500 volumes and valuable paintings and furniture; loss $1,500, insured for $400.

— The Burlington public schools opened week before last with an attendance of 737 pupils.

— The Catholic parish school at Montpelier has about 135 pupils, and that at St. Johnsbury 150.

— Valuable pearls are found in the Winooski river.

Massachusetts.

BOSTON.—The board of aldermen, by a vote, four in favor six against, has negatived the proposition to furnish accommodations for a high school in East Boston. Alderman Prescott opposed the order on the ground that it was against the interests of education to establish more high schools in the outlying wards, and that the great problem of the proper high school education in this city is not yet solved. Instead of establishing more high schools, he thought it would be more advantageous to raise the standard of our grammar schools so as to include the first year of our present high school course. He read from statistics showing that while the number of scholars had increased not quite 100 per cent, in the last twenty years, the salaries of teachers had increased over 400 per cent.

Alderman O'Brien saw no reason why East Boston should not have a high school. Roxbury, Brighton, and Charlestown each have their high schools, and why should not the 30,000 people of East Boston have the same privileges. Is it right or just that the children of East Boston should be obliged to go from three to five miles to get the advantages of a high school? He referred to the financial arguments, and asked if the money judiciously expended for educational purposes was thrown away.

— Mr. Angell, President of the Society for the Prevention of Cruelty to Animals, is to lecture before the faculty and students of all departments of Dartmouth College, in the college chapel, Oct. 4th, on "The relation of animals that can speak to those that are dumb."

SPENCER.—Our schools were never in a more prosperous condition. But few changes have been made in teachers. The high school numbers 57, in three classes—there being no class in the fourth year. Another year, when the number of classes is complete, the school will be full to overflowing. The management of the school has been so successful that there are a number of scholars from neighboring towns.

Miss Etta F. Mullin takes the place of Miss Laura Arey in Grammar School "On the Hill," and Miss Ruby Gould takes the place of Miss Mullin in the primary school.

GLOUCESTER.—The high school and the grammar schools are crowded. The high school numbers 194, 40 more than last year. The Collins sixth class alone numbers 140. Miss Lizzie E. Scamman, who has charge of the "Branch High School" in the Unitarian vestry, is an experienced and very successful teacher, having taught in the Portland High School, and more recently in New York.

AMHERST.—The Massachusetts Agricultural College prize of $30.00 offered by the Hampshire Agricultural Society to that member of the freshman class of the Agricultural College who should make the most improvement during the year, was awarded to Charles O. Lovell, of Amherst. The prize of $20.00 for second best improvement was awarded to Willie L. Boutwell, of Leverett.

— A pupil in a certain school in Groton shot himself the other day in his hand, during school hours. It was ascertained that four other boys in the same school had pistols in their pockets.

— L. H. Elwell, a native of Northampton, who recently graduated at Amherst College, has been appointed a teacher in a military institute at Poughkeepsie.

— The managers of the Art department of the Essex Institute at Salem, are making arrangements to hold an art exhibition there during the latter part of October or the first part of the following month.

— The school committee fix the price of books used in the public schools of Lynn, and have a city agency to sell them.

— H. C. Strong, of Palmer, who graduated in the last class at Amherst, has received the appointment of acting-master of the Dorchester Everett's School at Boston, with a salary of over $2000. He has eleven assistants, and over three hundred pupils under his charge.

— The Westboro high-school teacher superintends the whole town school system. He hears a few recitations in the more advanced studies in the high-school room, but the rest of his time is spent in visitation of other schools.

— All the schools in Plainfield are in session, except at the Centre, which is taught in winter, admitting scholars from the other districts, provision being made for all who choose to attend.

— Mr. Henry L. Lovell, class of 1875, Amherst College, leaves Amherst, Tuesday, Sept. 21st, to enter upon his duties as principal of male department in public schools at Moorefield, Hardy County, West Va.

— Wanted, the following numbers of the *Massachusetts Teacher*: June, 1872; January, 1873; February, 1874; September, 1874.

— A petition signed by several hundred parents is now before the city government of Cambridge, asking that a military system of drill be introduced into the high school. The State will loan all the arms needed, and it is thought that a drill-room could be secured in the city building, so that there would be no expense beyond that of a competent instructons.

— Professor Park, after a year's rest, is in better health than he has been for years. He has resumed his lectures to the classes in Andover Seminary.

Rhode Island.

PROVIDENCE.—It is now, and has been for many years, the custom for all of the teachers to meet the superintendent once each term. At these meetings the superintendent is accustomed to criticise the work of the school, and also to report the criticisms of the committees, when they were of such a general character as to warrant such a report. Again the teachers are requested and expected to bring up for advice or discussion points of difficulty, and thus in many ways has the custom proved itself a valuable one. One peculiarly valuable fruit of their regular series of meetings has been the gradual tendency to leave the arrangement of the course of study largely to the judgment and experience of the teacher, so that we have, in fact though not in name, a working illustration of the use and advantage of a "faculty of teachers," so ably recommended by Dr. Eliot at the late session of the American Institute of Instruction.

PORTSMOUTH.—On Friday evening, the 17th inst., quite a large number of people assembled at the school-house in district No. 2, to join in the dedicatory exercises, in which the Hon. T. B. Stockwell, commissioner of public schools, and other speakers, were expected to assist. None of the speakers announced, except the commissioner, being able to be present, he occupied the time with an address, congratulating the district upon the possession of a fine building, and then proceeding to develop the uses of such an institution and its true relation to the community in which it stands. A few remarks were also volunteered by Mr. W. W. Gifford. Much credit is due the district for erecting—after so long and earnest a struggle—so fine and pleasant a house, for it is one that any district might well be proud of, and one that the pupils will appreciate and enjoy.

SOUTH KINGSTOWN.—At a special meeting of the school committee of South Kingstown, held September 10th, 1875, in the afternoon, present Rev. E. H. Watson, chairman, Rev. W. H. Kling, H. T. Braham, D. B. Rodman, Thomas G. Hazard, and J. G. Perry; all the members excepting Azel Noyes, Esq.:

WHEREAS, Rev. E. F. Watson, Rev. W. H. Kling, and J. G. Perry, before appointed a committee to examine into the condition of certain school-houses in this town, and said Watson and Kling, two of the committee this day reported in writing that they had examined the school-house in district No. 19, at Narragansett Pier, in reference to its condition as a suitable place for a school, and suggested that it be condemned: It was thereupon voted by the school committee that when they adjourn it be to the 20th inst., to meet at the county court-house at 2.00 p. m., and that said report be referred to said time and place for consideration, and that in the meantime the clerk give notice to the legal voters and all persons interested in said district, by posting the same on the door of said district school-house, of the time, place, and object of said meeting, that they may appear and be heard thereon if they see fit.

An adjourned meeting of the school committee was held on the 20th of September—members all present. The proceedings of school district No. 21 passed at a meeting of said district, August 28th, 1875, appointing Elisha G. Sherman and Nicholas N. Congdon, a committee to procure repairs on the school-house in said district, were approved by the committee.

A motion was then made by Thomas G. Hazard, and seconded by D. B. Rodman, to condemn the school-house in district No. 19, at Narragansett Pier, and upon the yeas and nays being called Rev. E. F. Watson, Rev. W. H. Kling, Thomas G. Hazard, and D. B. Rodman, voted yea, and Azel Noyes, H. T. Braman, and J. G. Perry, voted nay, and the clerk was instructed to notify the district through its trustee of their action thereon.

A vote of said school district No. 19, passed at a meeting the 18th of September, to raise the sum of $350, on the ratable property of said district to defray the expense of the winter's term of school, 1875–6, was then approved.

At a special town meeting, held on the 10th of September, to consider the question of establishing a high school, quite a large number were present. The meeting was called in consequence of the somewhat summary way in which the report of the committee on the high school had been disposed of at the previous meeting. At that meeting it will be remembered that the offer of Hon. R. G. Hazard to build and furnish a building suitable for a high school was rejected, through the fear on the part of the town, that their acceptance of the offer might bring upon them the burden of the maintenance of the school which they were unwilling to assume. Considerable discussion took place during the interval between the two meetings, and it was apprehended that there might be some earnest words at the meeting. Such, however, happily proved not to be the case. The proposition was made and carried without opposition, to appropriate $5,000 of the Robinson fund, so-called, to build and furnish a building, and to devote the income of the balance of the fund to its maintenance. The same conservative element, however, that defeated the acceptance of Mr. Hazard's offer, secured the passage of a proviso that nothing in any vote passed should in any way be construed to bind the town to support the school.

CUMBERLAND.—A personal inspection of all the schools in this town during the past week, revealed much that was very commendable. Especially were we struck with the evidence, everywhere visible, of the guiding hand and instructive voice of the superintendent. The registers invariably testified to his faithfulness to his duty; while the demeanor of the pupils towards him and the readiness with which he took up the work of the classes and carried on the recitation showed that he was no stranger in their midst.

Connecticut.

THE INSTITUTE AT COLCHESTER, Sept. 16–18, was very successful. This thriving and beautiful town has not the convenience of immediate railroad communication, as the nearest station is four miles distant. Notwithstanding this disadvantage, there was a large attendance. The exercises throughout were of a high order. Among the lecturers on Saturday was Rev. Dr. Leonard Bacon, who spoke on "The Influence of Character in a Teacher," and Prof. T. A. Thacher, whose subject was "The Economic Value of Education." These two gentlemen addressed an educational meeting, at Lebanon, on Saturday evening. Other speakers at Colchester were Superintendent Apgar, of New Jersey; Prof. W. H. Niles, of Cambridge, Mass.; Prof. J. C. Bodwell, of Hartford; H. E. Sawyer, Superintendent of Schools, of Middletown; and L. L. Camp, of New Haven. Secretary Northrop was, of course, the guiding and impelling spirit of the meeting. Prizes in spelling were awarded as follows: The first to Miss E. A. Hutchins, of Columbia; the second to Miss J. K. Ives, of Colchester; the third to Mr. E. P. Button, of Cromwell.

As we write, another Institute is in progress at Old Saybrook, where most of the speakers above named will participate. With the advantages of beautiful weather and easy accessibility, it is safe to predict a large attendance.

REVOLUTIONARY HISTORY.—A candidate for the position of teacher, in Fairfield county, insisted before the examining board that America was discovered in 1765, that the battle of Bunker Hill was fought in the Mexican war, that Napoleon Bonaparte commanded the American army in that conflict, and that he was finally overthrown by the French. Several years ago a near neighbor of this historical genius (*not* "the genius of history"), applying for admission to the Normal school, informed the then principal that the king of England who granted the charter of the Connecticut colony was King David. Our common schools do not teach history in that fashion.

"RUSHING" PROHIBITED.—For several years the sophomore and freshman classes in Yale have had their "rush" in Hamilton Park, on the western border of the city. This has been called a "time-honored custom." There is no manifest reason why such a custom should be "honored" at all, and the custom of rushing is of very recent origin. It has now come to an end, as the faculty have prohibited it for the future.

SCHOOL ELECTIONS.—The law directs that school districts hold their annual meetings in June, July, August, or September. Many districts consider it advisable to hold their meetings as early as practicable, that the newly-chosen committees may secure a good choice among teachers. But these districts which retain the same teachers for several years have no necessity of this kind. Last year the religious question was prominent in the elections of several of the largest districts, and the same is true, to some extent, this year. This is much to be regretted. When our schools are conducted either in the interest, or in open opposition to the interest, of any religious denomination, they will be occasions of strife and bitterness. The mingling of sectarianism, of whatever kind, with public school questions, can lead to nothing but evil.

PERSONALS.—Mr. Augustus Jay DuBois, of New Haven, a graduate of the Sheffield Scientific School in 1860, has been appointed professor of Civil and Mechanical Engineering in Lehigh University, South Bethlehem, Penn. . . . Mr. Julian Kennedy, of the last class in the Scientific School, a renowned oarsman, is now assistant to Prof. C. S. Lyman, in that school.

MILFORD.—The school committee have employed as principal of the new graded school, Mr. Alexander M. Drummond. He is a graduate of Syracuse University, and has been for the past eight years in charge of graded schools on Long Island; four years at Port Jefferson, and four at Patchogue. The fall term of the Milford graded school will begin early in October, as soon as the new building is completed. This is the first school of the kind ever establisned in the town. The Milford high school which did good work in its day, was established in 1842, and discontinued in 1868. It was not a "free school," in the present meaning of these words, as it was supported partly by public money and partly by tuition fees. Several young men were fitted for college in this school. Mr. Drummond, the new principal named above, will also act as superintendent of all the schools in the town. There will be three, and perhaps four or five of these, beside the graded school.

PEDDIE INSTITUTE, at Hightstown, N. J., opens its fall term under the principalship of Prof. LeRoy S. Griffin, formerly of Phillips Academy, Andover. Mr. G. leaves New England with the regrets of his numerous friends, and with a good record of his efficient labors, and we are confident that this school over which he has the charge will immediately feel the influence of his enthusiasm and scholarly spirit. The fall term opens well with seventy students, and with the thorough training which the school affords it can easily be made to secure even a larger patronage. The school affords two distinct courses of instruction, one preparatory for college, and the other for practical business life. A fine corps of teachers is engaged for the current school year, and we see no reason why this institute may not do as good work as the older schools of New England and the Middle States.

Colleges.

YALE.—The faculty, not to be behind in the work of reform, have forbidden the Sophomores, under the severest penalties, to participate in the annual 'rush' this fall. The club system of boating has been started by the formation of the Dunham Club, by F. W. Stevens, '58.

BOWDOIN.—Mr. A. H. Davis, class of '60, recently of the Worcester High School, has not been appointed professor of Latin in Bowdoin College, as stated in the JOURNAL last week, but provisional instructor in Latin, for one term merely.

TUFTS.—The Tufts College Publishing Association has been organized by the election of the following officers: *Board of Directors*—W. S. Woodbridge, president; C. B. Leonard, vice-president; H. H. Eddy, secretary; F. B. Harrington, treasurer; W. P. Beckwith, F. A. Dillingham, C. M. Jordan, C. E. Maxfield, B. B. Platner, U. H. Squires, L. W. Aldrich F. A. Bisbee. *Business Committee*—H. D. Nash, D. R. Brown, C. E. Maxfield, H. S. Whitman. *Board of Editors*—W. P. Beckwith, editor-in-chief; *Literary*—H. H. Eddy, S. C. Campbell; *Scientific*—F. A. Dillingham, C. A. Sprague; *Educational*—W. P. Beckwith, B. B. Platner; *General News*—C. B. Leonard, W. D. T. Trefry. The first number of the second volume of the *Tufts Collegian* will be issued immediately. Its first volume has been an entire success. . . . Practice has been resumed at foot-ball, and a strong eleven will soon be ready to take the field. L. W. Aldrich continues as captain, and most of the men who played last spring continue to practice this fall. . . . The Russell lecture, so-called, was delivered on the first Sunday of the term by Rev. A. St. John Chambré, of Franklin. Subject: "The sufficiency of the promises of the Gospel to meet the reasonable wants of man in time and in eternity."

MIDDLEBURY.—Ex-President Kitchell and wife are expecting to make Florida their home the coming winter. . . . President Hulbert is abundant in labor. Besides his recitations and lectures with the Seniors in Moral Philosophy, he is almost constantly called upon for educational and pulpit work throughout the State. . . . W. H. Hamilton, of '75, is doing Professor Parker's work while the latter is among the Adirondacks, mostly under the flank of Whiteface, finishing up his annual sneeze. Those aristocratic invalids who turn up their noses and make ugly faces at "the best air in the world," and lay it all to the hay-fever, should know that there is a large undefined tract of country around Franklin Falls, Bloomingdale, Saranac, and regions beyond, which offers immunity to the army of sufferers from this annual plague, as Professor Parker and many from this region can testify. St. Armand should be adopted as a patron saint by the fraternity of hay-fever patients, in whose domains among the rural population, at a small expense, they may be free from the annual visitation of the frightful summer catarrh. . . . Other qualities than "blood will tell." At the fearful fire, a fortnight ago, which destroyed so large a part of the business portion of our village and imperiled nearly all, the college students, trained as they are, were conspicuous for their coolness, energy, and intrepidity in preventing the further spread of the fire as well as rescuing property from buildings doomed to destruction.

New Publications.

LATIN COMPOSITION: An Elementary Guide to Writing in Latin. Part I. Constructions. By J. H. Allen and J. B. Greenough. Pp. 117. Boston: Ginn Brothers; 1875.

The publication of this work marks the completion of the series of preparatory text-books which have been announced by the joint editors, and which have achieved such immediate popularity. It is constructed on a plan somewhat different from that of previously published treatises, in that it approaches Latin Composition from an English standpoint, putting before the student good idiomatic English—in some instances modern, contemporary English—and requiring him to express it in classic Latin. Such a work undoubtedly presents unusual obstacles to the learner, but is likely also to initiate him much more rapidly into the knowledge of Latin constructions and facility in their use, than a treatise constructed on the imitative plan, in which the materials furnished the learner are typical sentences translated from Latin classics, to be turned back into the form which Cicero or Caesar gave them. Briefly stated, "thinking in Latin," not grammatical drill, is the object sought, though the latter is necessarily secured in equal proportion.

In furtherance of this design, we find paragraphs, embracing the whole or main part of an anecdote, or narrative, inserted very early in the book, for the most part derived from Roman History; but, here and there, our eyes encounter the unwonted names of "patient Griselda," and—not *Balbus*, but "Balboa."

Writing Latin, to the average student, is a dull and uninteresting business, and any device which will relieve the tedium of such exercises will be warmly welcomed, by teachers as well as scholars. Besides this incidental advantage, such extracts afford much better opportunities for comparing the "genius and spirit" of the two languages, than mere isolated sentences, as every classical instructor well knows. Moreover, the constructions can be seen in their natural position and construction, and thus the memory is aided by the association of connected ideas, as well as by the narrative form.

The only objection that we can discover to the plan of the book is that it affords little room for the repetition of difficult constructions, and therefore imposes upon the teacher the task of inventing numerous supplementary exercises. It is true, no book can, or ought to be made so full and complete as wholly to dispense with original instruction from the teacher; but a few additional pages of exercises, or an occasional review-sentence or exercise, would not make the volume bulky, and they certainly would be suggestive and helpful in many ways to teachers and pupils both. It ought to be mentioned here, however, that the book is not for beginners, but for students in the last year of the preparatory course and in colleges, and that it is designed to be a sequel to the Latin Method by the same author. The definitions and explanatory remarks preceding each exercise are admirable for clearness and precision, and on such difficult topics as the Subjunctive, we could wish that these remarks might be a little more extended. The references to the grammar, however, furnish all the additional help that is really needed.

The English-Latin vocabulary in the back part of the book is one of unusual excellence, and evinces on every page the most scrupulous care on the part of the editors. The work of the publishers has been most thoroughly performed, and typographical errors are extremely hard to find.

We commend the work to the careful attention of instructors in our preparatory schools and colleges, and bespeak for it a welcome as hearty, and an adoption as general, as have been accorded to the other admirable works of the same series.

MAGAZINES, ETC.

APPLETON'S AMERICAN CYCLOPÆDIA—Among the important articles in Vol. XIII., which is just ready, are the titles—Palestine, Paris, Park, Paper, Palm, Partnership, Patents, Paul, Pauperism, Peach, Pear, Pennsylvania, Philadelphia, Periodical Literature, Persia, Peru, Petroleum, Philosophy, Phonography, Photography, Physiology, Piano-Forte, Pigeon, Pine, Pistol, Pittsburgh, Plant, Plough, Poland, Political Economy, Pope, Portugal, Post, Potato, Pottery, Presbyterianism, Printing. The volume is illustrated by more than 500 engravings and maps, and is altogether one of the best of the series.

"THE MISSION OF MUSIC."—Those who are interested in music, whether as students, teachers, or patrons, will value an article in *Harper's Monthly* for October, entitled "The Mission of Music." After a review of the history of the art, and a statement of the requirements to be fulfilled by a Conservatory of Music, the writer concludes with a sketch of an institution of which every American may be proud—the New-England Conservatory, which, under the direction of Dr. E. Tourjeé, has, by the fulfillment of those requirements, attained the distinction of being the model music school of the age.

Wide-Awake offers to the young folks: A Narrow Escape, by E. Stuart Phelps; The Lost Luggage of a Mermaid, by Jennie Saunders; Young Rick, by Julia A. Eastman; No. IV. of A Queer People, with lots of other nice things for the children. Miss Farman makes a delightful child-magazine, and Lothrop & Co. are wide-awake publishers.

Blackwood's Edinburgh Magazine, for September, opens with Part V. of an illustrated article on life in India, under the title of The Dilemma; In My Study-Chair is a chatty article on books, libraries, and school-life; Northwest Pembrokeshire describes a pleasant resort in Wales. Tennyson's Queen Mary, Horatian Lyrics, and Elegies, make this a truly poetic number, of more than usual interest.

The Medical Record contains a well-written article on Consumption, its History, Pathology, and Treatment, by Edward O. Mann, M.D. The list of subjects taught, and the teachers of the principal Eastern Medical Schools, will be a valuable reference table.

Scribner for October. The best things in it are: An Overland Trip to the Grand Cañon; Minor Victorian Poets; A Fairy Story, under the title of Pierrot, Warrior and Statesman; and chapters 24 and 25 of Dr. Holland's exquisite serial, The Story of Sevenoaks. Scribner is always good, and the publishers promise more and better things for the future. Bret Harte begins a story in the November number; E. E. Hale's story, Philip Nolan's Friends, or Show Your Passports, will commence in January. The publishers spare neither money, labor, nor skill to make this the most popular magazine in the world.

The Riverside Press publish Charles Francis Adams' Address, delivered at Amherst College, before the members of the Social Union, July, 1875. Mr. Adams deals with the idea that the demand of the country upon its colleges is for a class of accomplished scholars, who shall be skilled in oratory, become fitting exponents of sound and pure doctrines through the press, and impressive preachers of a true and living faith. A. Williams, Boston, sells the pamphlet.

The Sanitarian for October contains three valuable articles concerning the proper care of children, an illustrated article on the Topographical Drainage of New Orleans, besides valuable editorial articles.

Appleton's Journal, Sept. 25, describes a tiger-hunt in India.

ANNOUNCEMENTS OF FORTHCOMING PUBLICATIONS.

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The Diamond. By F. C. Hamlin, M.D.
Greek Literature. By R. C. Gibbs.
Latin Literature. By Dr. Farrar.
English Literature. By Rev. Stopford Brooke.
Climbing Plants and their Habits. By Prof. Charles Darwin.

Publisher's Notes.

The Health-Lift.—The following is from the pen of a well-known writer and prominent minister, Rev. J. F. W. Ware, D.D., of this city:

In common with many others, I had heard vaguely of this thing, with the same sort of vagne indifference or skepticism with which one almost always hears of new things. The chance word of a friend at the right moment—the word in season—followed by the prompt "*Come with me now!*" led to the mysteries and blessings of the "Lift."

Never shall I forget the sensations of my first lift and my introduction to parts of myself unknown or forgotten. It sent a glow all over the body that was as luscious and cheery as any that have been told of by Turkish bath enthusiasts, and then—I am afraid it will betray me—an exhilaration purer and more subtle and enduring than that of best champagne. My experience has been a record of many joys—joys that come of soothing and strengthening to fagged brain, and a weary body, and a pestered soul. I take my lift before my late dinner, when the day's work is done. I carry to it whatever weariness the day has made—of body, of brain, of heart—and I go away another than the man I came. Head-ache, limb-ache, heart-ache are gone, or toned down to easy bearing, and a new counteractant vigor set at work in all the pulses. It seems to get behind the heart, and bolster that first seat of power and action. It is the best of rest.

The Health-Lift is the gradual, easy, complete waking up of every torpid molecule in brain, liver, and blood, the sending through and possessing the entire man with a new sense, a re creating him then and there, so that he turns from his few minutes at his Lift a new creation. It rouses all the universal lethargy of the body; it sends the stagnant blood to the places nature intended it for; routs it from its hiding, its loafing places, and sends it to its duties; it removes surplus fat or distributes it; it decreases the girth of men growing portly, and increases the girth of the lungs of men growing hollow; it helps digestion, increases power and endurance of the voice, and sets one up generally. These are things whereunto I individually bear witness. Others have their other say. As I walk from my lift into the air, I feel as if I could carry Atlas—his load—without stooping; I feel life down to the uttermost filament of my lungs, the glory and the joy of mere being. I feel so perpendicular as if I must be nadir and zenith to the universe. Amid all the summer luxury and enjoyment I have felt the need of and missed my daily life.

— The library of Bowdoin College owns a rare old volume, containing what appears to be copies or original papers connected with the case of John Hampden, a relative of Cromwell, who refused to pay the tax termed ship-money, more than two centuries ago. It has the opinions or arguments of the barons, justices, judges, lord chief barons, and lord chief justices. It is a volume of some 500 pages, written in legible style on substantial paper, and bound in parchment.

— When Dr. Falk, the Prussian Minister of Public Instruction, lately visited Bonn, the professors of the University were presented to him. Among these were four co-religionists. Jewish professors are also at the universities of Berlin, Gottingen, Marburg, Halle, Breslau, and Konigsberg.

— "Mamma," asked a New Hartford five year older, "when you faint away, do you forget everything?" "Yes, certainly," was the reply, "for the time being, you do." "Well, then, mamma," continued the youngster, "suppose I faint away, won't I forget my A B C's, and have to learn them all over again?" Mamma didn't reply.

— Teacher to colored pupil: "Now, my bright lad, what is a fact?" Pupil: "A fact, missus, is a mule." "A mule!—what do you mean by saying that?" "I reckoned, missus, that as you said facts were stubbon things, they were the same as a mule!"

— The Austrian Minister of Public Instruction has issued a circular to the effect "that all pupils of a school, whose religion is not represented in the religious teaching of the school, must produce a certificate from a Protestaut clergyman or a rabbi, proving that they have received the necessary instruction."

— Bookseller (to Lanarkshire country gentleman, who had brought his back numbers to be bound)—"Would you like them done in 'Russia' or 'Morocco,' sir?" Old Gentleman—"Na, never maind aboot Rooshy or Moroccy; I'll just hae 'em boond in Glassgy here!"—*Punch.*

— An injudicious burglar worked five hours, burrowing into one of the railroad buildings at Chester, and after he effected an entrance, exhausted, perspiring, and profane, he had his choice of stealing a hand-car or a disabled freight-car truck. Long, long, after he had passed out of sight down the railroad track, the people of Chester could hear him swear.

—Tennessee's new school law provides that for like services of male and female teachers like salaries shall be paid.

— An awful fate has overtaken a Texas lawyer. The Bonham *Enterprise* says: "Joe Dupree made his first speech on Tuesday, assisting Capt. Sims in the prosecution of Alex. Rodgers. The jury sentenced him to be hanged."

— The tobacco-worm has attacked the plants, and good elocutionists are posted on the fence by the farmers, reading the excellent anti-tobacco tracts by the late Mr. Trask.

— The boy with the bare feet, tesselated pants, father's coat, and a gaudy base ball cap on his head, appears to have gained a permanent stand in the community.—*Danbury News.*

— An innocent young man from Rusticity, who entered a South-street drug store as clerk lately, was heard to ask a young party who called for soda water, "what kind of seasonin'" they'd have?

— The Vicksburg *Herald* of recent date gives this anecdote:—"The other day, while a packet was dropping some people here, a small colored boy, whose parents were passengers aboard, fell into the river, and was rescued in a half-drowned condition. He could have been easily pulled out by a negro floating along in a skiff, and when some one swore at the darkey for his lethargy, he replied—'Dis yer is my last paper collar, an' de boy was kickin' water like an alligator.'"

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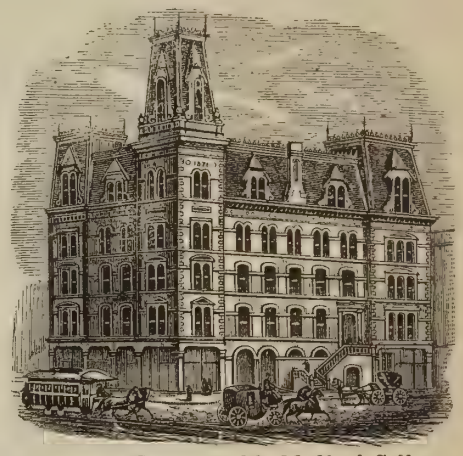

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Ruth.

In the lnnd of Bethlehem, Judah,
Let us linger, let us wander!
Ephrath's sorrow, Rachel's pillar,
Lieth in the valley yonder;
And the yellow barley harvest
Floods it with a golden glory.
Let us back into the old time,
Dreaming of her tender story,
Of her true heart's strong devotion,
From beyond the Dead Sea water
From the heathen land of Moab,—
Mahlon's wife and Mara's daughter.

On the terebinth and fig-tree
Suns of olden time are shining,
And the dark leaf of the olive
Scarcely shows its silver lining;
For still noon is in the thicket
Where the blue-necked pigeons listen
To their own reproachful music;
And the red pomegranates glisten.
As a queen a golden circlet,
As a maid might near a blossom
So the valley wears the cornfields
Heaving on her fertile bosom;
And the wild, gray hills stand o'er them
All their terraced vineyards swelling,
Like the green waves of a forest
Up to David's mountain dwelling,

Lo! the princely-hearted Boaz
Moves among the reapers slowly;
And the widowed child of Moab
Bends behind the reapers lowly,
Gathering, gleaning, as she goeth
Down the slopes and up the hollows,
While the love of old Naomi
Like a guardian angel follows.
And he speaketh words of kindness,
Words of kindness, calm, and stately;
Till he brake the springs of gladness
That lay cold and frozen, lately;
And the love-flowers that had faded
Deep within her bosom lonely,
Slowly open as he questions,
Soon for him to blossom only—
When that spring shall fill with music,
Like an overflowing river,
All his homestead; and those flowers
Bloom beside his hearth forever—
Mother of a line of princes,
Wrought into the race's story,
Whom the Godhead, breaking earthward,
Marked with an unearthly glory!

Still he walks among the reapers,
And the day is nearly over,
And the lonely mountain-partridge
Seeks afar his scanty cover;
And the flocks of wild, blue pigeons
That had gleaned behind the gleaner,
Find their shelter in the thicket;
And the cloudless sky grows sheener
With a sudden flush of crimson,
Steeping in a fiery luster
Every sheaf-top in the valley,
On the hill-side every cluster.

Slowly, slowly fade, fair picture,
Yellow lights and purple shadows,
On the valley, on the mountain,
And sweet Ruth amid the meadows!
Stay awhile, true heart, and teach us,
Pausing in thy matron beauty,
Care of elders, love of kindred,
All unselfish thought and duty.
Linger, Boaz, noble-minded!
Teach us—haughty and unsparing—
Tender care for lowlier station,
Kindly speech, and courteous bearing;—
Still each soft and liveliest color
Shrine the form beloved and loving,
Heroine of our heart's first poem,
Through our childhood's dreamland moving,
When the great old Bible opened
And a pleasant pastoral measure,
As our mothers read the story,
Filled our child's whole heart with pleasure.

—[Selected.

The Modern Pronunciation of Latin.

PAPER NO. IV.

Professor Sophocles, a native of Greece and an eminent linguist, in a little work on the History of the Greek Alphabet, first published in Cambridge, makes these sensible remarks: "To pronounce a foreign language correctly, is nothing less than to pronounce it like a well-educated native. To pronounce a dead language properly, is simply to pronounce it according to the usage of the most flourishing period of that language." The presumption is, that it is no proper pronunciation of Latin to utter it in the motley jargon of the most irregular language of the civilized world, however strong, expressive, or sonorous that language may be. The probabilities are that if a correct pronunciation ever existed in that tongue, it has become changed in the general confusion of sounds.

For the true sounds of a language which has ceased to be vernacular, we should look first to its nearest descendant. The nearest descendant of the Latin, occupying the old homestead of that tongue, is the modern Italian—a language with an abundant and fastidious literature, written and spoken for centuries by cultivated scholars. In this language, which uses the Latin letters, *a* has but one sound, *ah*. This, however, is a little shortened without changing its quality, in closed syllables, or when it ends a final syllable and is marked with an accent. *Amo* (I love) is precisely the Latin word with the same meaning, and is pronounced *ah-mo*. *Castro* (a castle) has the *a* shortened a little, and sounds like the *a* in the English word *fast;* it is not the sound heard in *back*. *E* is pronounced nearly *aye*, but commonly without the vanishing sound heard in the English word *aye*. Its quality is not changed when shortened. So *credo* (I believe) is *crey-do*, very nearly indeed. *I* is pronounced like *ee* in English, and changes only its quantity. *O* is like *o* in *note*, without the vanishing *oo*-sound heard in the English vowel. *U* is simply *oo*. *Y* is not used. The consonants *c* and *g* have become uncertain much as in English, *c* being *ch* as in *church* where it would be *s* or *sh* in English, and *g* being soft (*dj*) in cases where it would be soft in English. *J* is pronounced like *y* in *young*. *V* has the same sound as in English. It can be shown that the soft sounds of *c* and *g* are not the original sounds, but have been acquired in the softening and weakening of the consonant system, in the growth of the modern language. There is no reason to suppose that there has been any change in the vowel-system; it is simple, uniform, and reliable.

It will be observed that the new method of pronouncing Latin adopts the powers which the Italian, the nearest descendant of the Latin, uniformly gives the vowels common to both. Some one may ask whether the Italian is one of the languages "that have preserved the original sounds as poorly as they have the original substance of the language of Rome." To see how well this language has preserved the substance of its parent, will be best accomplished by making a comparison. The English is claimed to be the lineal descendant of the old Anglo-Saxon, occupying its homestead and preserving its substance. Indeed, we are said to have "Anglo-Saxon ears," so familiar is the idea. Milton is one of the great writers of English, and Dante is to the Italians what Milton is to the English. Milton's *Paradise Lost* and Dante's *Divina Commedia* are somewhat similar works. Take, now, the first ten lines of the *Divina Commedia*, and out of the forty-seven different words only six are not distinctively Latin. That is, over eighty-seven per cent. of the substance of those ten lines is of Latin descent. Now take the first ten lines of Milton's *Paradise Lost*, a passage of admirable, almost faultless English. Out of fifty-three words, fourteen are clearly not of Anglo-Saxon origin. That is, a trifle less than seventy-four per cent. of the substance of those ten lines is of Anglo-Saxon descent. If more modern Italian than that of Dante is thought to be desirable for comparison, take Manzoni, for example, and his *Promessi Sposi*, a work which has been translated into nearly all the languages of Europe. I will select the first paragraph of the sketch of Friar Christopher. In this there are eighty-one different words clearly of Latin descent, and eight words probably of foreign extraction. Thus ninety-one per cent of the words used are the substance of the parent tongue. Or, again, take from Shakespeare the first ten lines of the famous soliloquy of Hamlet: "To be, or not to be—that is the question;" and you will find that a little less than seventy-three per cent. of the different words are of Anglo-Saxon origin. Which has preserved the substance of the parent tongue the best: the language of Milton, with less than seventy-four per cent. of that substance, or the language of Manzoni, with ninety-one per cent., and of Dante, with over eighty-seven per cent. of it? It can be shown that the English has preserved the pronunciation of its Anglo-Saxon ancestor much more imperfectly than it has the vocabulary.

The end is not yet, good reader; but it approaches—and so does Christmas. Com.

The Spelling Reform.

SHALL WE "ORTHOGRAPH" CONSISTENTLY?

BY ELIZA B. BURNS,
Teacher of Phonography at Cooper Union, New York.

The publication of an article by a leading educator, so decidedly favoring a change in English orthography as that which appeared in the Journal of Sept. 4, is proof that the proposed reform has passed the stage of ridicule, and will henceforth be treated with respect and due consideration by well-informed people. The arguments adduced by the early spelling reformers, Franklin, Alexander J. Ellis, Latham, Haldeman, Horace Mann, and others, are indeed unanswerable; they are now reiterated and enforced by Whitney, March, and many more able philologists, and the only real opposing force is that which arises from *habit* and the money invested in books and type. The latter is, however, so paltry a consideration, when compared with the immense saving of time, labor, and money that would be effected by using a phonetic alphabet, that it seems

"penny wise and pound foolish" to delay longer than is absolutely necessary this most important of all educational reforms. The nineteenth century has set itself to the work of universal education, but until the *spoken* English is provided with a simple and consistent alphabet to represent it, the work will be as unsatisfactory, and almost as barren of results, as that of Sisyphus in ancient fable.

The chief difference between the advocates of a spelling reform twenty years ago and those at present agitating the subject, seems to be that the latter do not propose to adhere rigidly to the rule, "One certain letter to be invariably used for one certain sound." Perhaps there is wisdom in this; for it is unquestionable that a strong popular dislike exists to the new letters used in phonetic books, because they make the pages really unintelligible to the ordinary reader. New and even modified type will have to be introduced very gradually. Doubtless, for the use of children and all persons who have yet to learn to read and write—for the generations yet to come—an adequate alphabet of single and differently shaped letters would be best; but this appears for the present to be impracticable, and therefore some advocates of revised spelling have proposed the placing of diacritic marks over the five vowel letters, as in pronouncing dictionaries, and employing these marked letters in all books and papers, as well as in school books. The objection to this device is, that a frequent recurrence of marked letters gives a blurred and dazzling appearance to the printed page, which is offensive to good taste and injurious to the eye-sight. The only remaining expedient appears to be a judicious use of digraphs.

In the adoption of any plan for phonetic writing (which will no doubt be the precursor of phonetic printing), it will be found essential that there shall be some simple and easily applied rules to take the place of that one long rule—Webster's or Worcester's unabridged. A few attempts at phonetic writing *without* some definite and sufficient rule by which any and all pronunciation in common use may be denoted, will result in dissatisfaction, if not disgust. It will not be found sufficient, even in this early stage of reform, to direct those who desire to write phonetically, to "omit silent letters and use each letter of the alphabet to denote its most commonly recognized sound." All writers, whether learned or unlearned, will need and desire a *full, unequivocal* alphabet. The following is offered suggestively:

1. Use the consonant letters, *b, d, f, h, j, l, m, n, p, r, s, t, v, w, y,* and *z*, to denote their most usual consonant sounds; also the digraphs *th*, TH, *ch, sh, zh,* and *ng*.

2. Use *g* invariably for its hard sound as in *go*, and *c* for its sound in *come;* use *ks* or *gz* instead of *x*, and *cw* in place of *qu*.

3. Represent each vowel sound by the single letter or digraph which denotes that particular sound in the key-word above it.

LONG VOWELS.

1	2	3	4	5	6	7	8
feel,	fail,	fare,	far,	fur,	fault,	foe,	fool.
ee,	*ai,*	*ae,*	*ā*	*ū*	*au*	*oe*	*oo*

SHORT VOWELS.

1	2	3	4	5	6	7	8
fill,	fell,	fat,	fast,	fur,	fop,	phonic,	full
i	*e*	*a*	*ȧ*	*u*	*o*	*ȯ*	*u̇*

DIPHTHONGS OR COMPOUND VOWELS.

1	2	3	4
fie,	foil,	fowl,	few.
ie,	*oi*	*ow*	*ew*

It will be observed that all the key-words begin with the letter F; also that the only diacritic marks used are the "longum," to distinguish between the long vowel sounds, and the single dot, between the short. With the exception of the marks over *a* in *far* and *u* in *full*, the dashes and dots may be dispensed with in writing, except when required to note *exact* pronunciation. In printing, the digraphs, both consonant and vowel, would soon be cast in a single type, some perceptible difference being made between the breath sound of *th* in *thin* aud its vocal in *them;* and the vowel letters, also, would be modified in shape, to avoid using diacritic marks. Thus phonic type would be gradually brought into use.

SPECIMEN OF PHONETIC PRINT.

At a speling mach last spring, the maior ov Nashvil, Tenesee, hwen prezenting the victor with a copi ov Websterz dicshuneri, denominaited it "The Sarcofagus ov the English langwej." Woz hee a profet?

Fōnetic Rieting.

Thoez hoo dezier tū trie thi merits ov thi abuv alfabet for script purposes mai āmit aul marks oever leters ecsept thi dash oever thi "a" as in "far" and thi dot oever the "u" as in "full," unles it is dizierd tū egzibit a veri egzact prōnunshiashun. Thi dot oever "i" mai aulsoe bee saifli āmited hwenever it iz yoozd as part ov a diegraf and hwen it terminaits wurds. Distinguish thi "th" in "thin" from that in "thee" bie āmiting tū cross thi later.

It may be thought that in this vowel scale, unnecessary distinction is made between some unfrequent sounds. But it should be borne in mind that scarcely any accomplishment is more desirable than a clear and correct utterance, and for the purpose of cultivating this among *all classes*, the typic page should constantly present to the eye the most exact and elegant pronunciation. Not until it does so will the nation be "of one speech."

It is not claimed that this scheme for a phonetic representation of English is the very best that could be devised. The *best* thing is not always the *fittest* for a particular time or occasion. Linguists and others conversant with foreign languages will desire to carry the revision a step further and (as has been attempted by Mr. Isaac Pitman, of England, in his phonetic publications) to bring the English use of the vowel-letters into harmony with their sounds in the Latin, and most prominent continental languages of Europe. That is, to use the letter *a* uniformly to represent its sound in *father; e* for the sound in *they; i* for its sound in *marine;* and *u* for its sound in *pull;* marking or modifying letters for the other vowel sounds, and denoting diphthongs by a combination of the letters which denote the component sounds; thus, *ei* for the compound vowel in *fie, au* for that in *fowl, iu* for that in *few*. This arrangement would be of great advantage to the millions of foreigners who desire to learn English, and would enable Americans to learn foreign languages readily after becoming acquainted with their own. It would also do much toward furthering the adoption of English as a medium of communication between all commercial centers, and making it the basis of a universal language.

But the present necessity is for educators to take *one* advance step in the direction of orthographic reform, and that upon a level sufficiently broad to enable them to stand firmly while they work for the attainment of still higher ground.

— How can we expect a harvest of thought who have not had a seed time of character?—*Thoreau.*

Sectarian Schools.

Respect is due to all views presented in the JOURNAL OF EDUCATION, and especially as they appear in its editorial department. That respect, however, may be shown by a candid criticism. "Let us not forget," says a late comment on the difficult subject suggested by the above title, "that the State is a temporal power and nothing else; and that the church is a spiritual power and nothing else. The provinces of their administration are entirely distinct." Is this so? The criticism I would make on the reasoning grounded on such a premise is drawn from its extreme facility. An argument may be too easy, and that breeds suspicion of its soundness. It is called "a perplexing question." Such is the language of the editorial referred to. Why perplexing? Why has the "school question" called out so much of argumentative strife, if it can be settled in this summary way? The secular and the spiritual entirely distinct! The history of the State, the history of religion and of religious opinions, the history of ethical and political philosophy, the entire history of man, we may say, contradicts the facile assumption. The very next sentence in the editorial throws doubt upon it. "The church," it proceeds to say, "may claim the right of protection from the State, but may not touch its sovereignty; and the State may appeal to spiritual influence only to increase the fidelity of its subjects." How shall the State be aided by spiritual influences and spiritual instructions, it does not acknowledge, and which it would banish from its schools? And how can it make the "appeal" spoken of except as an *educating* power, which the State claims to be, and by making spiritual ideas, in some degree and form, a part of the instruction deemed necessary for the formation of a good citizen? If religion is admitted "only" as a *police* power, still it must be a true spiritual influence, or it will have no such effect. The lower aim cannot be attained without connecting it with the higher. If religion is called in aid it must be *as religion*, whatever may be the motive of the State, or of the statesman in using it.

The next comparison, with all respect to the writer would I say it, strikes me as equally unfortunate: "As the functions of the body are entirely distinct from the exercises of the soul, so must the institutions of the State be completely separate from those of the church." Is this so? Without going into the question of pure immateriality in another state of being, we may say, unhesitatingly, that soul and body are most closely united in this. Hardly anything can affect the one without affecting the other. This position is maintainable on any hypothesis, spiritual, materialistic, or pantheistic, in respect to original difference, or original identity. Whether the soul is a growth of the material organization, or the latter the growth of soul, or both separate and independent entities united by a higher divine power, they are now acknowledged as distinct departments, indeed, yet inseparable in their influence, one upon the other. There still remains the question: Which is the higher, which is the *end*, which exists for the sake of the other? This becomes important in education, and the State cannot ignore it any more than the individual. The *spiritual* for the *material*, if there is any such thing as the spiritual, separately regarded: that is one view of the human existence; though, perhaps, few of its real maintainers would accept it in that wide, or, as they would call it, gross form. The soul for the body as a *means* to an *end*, — as keeping it alive, as giving it a pleasurable activity, as contributing to its happiness, or that summed amount of "pleasing sensations" into which all happiness, all well-being, are resolvable according to the Bentham arithmetic: such is the worldly epicurean idea when most fully and plainly stated. Such must be the aim of the individual, such the aim of the State as representing the aggregate individual thought and feeling; and such, accordingly, the standard and aim of educa-

tion. It reminds us of an odd saying of the old stoic, Chrysippus, in his controversies with the Epicureans, Benthamites, or "practical men" of his day. "The soul of the swine," he says (its *anima* or vital principle), "stands to it in the place of salt": *cui quidem, ne putresceret, animam ipsam pro sale datam esse;* it is valuable only as making the better pork. So the human soul is valuable, not for itself, but only as making the body more sentiently active, more capable of enjoyment, more lustful, or more abundantly furnished with appetites as inlets to the greatest possible amount of "pleasing sensations." In this way, too, intellect is a good only as a means of a greater "success" in the attainment of such a *summum bonum.*

The following out of this line of argument would lead me to occupy more space than can be allowed in the JOURNAL OF EDUCATION. If permitted, something more may, perhaps, be offered on some other occasion. My aim, at present, is not simply to point out an inconsistency, which would be a poor motive and amount to little by way of argument, but to produce the impression that the question is a very great one, a very difficult one, a most important one to the age, although, as yet, almost wholly untried in respect to its consequences! It is to be hoped that very serious thought will be given to it before, as now seems most likely, religion is utterly driven out of our schools and colleges. T. L.

School Discipline.

Much has been written and said on this subject, and yet in our district schools we find constant failures. In our country districts the schools are composed of pupils with ages ranging from five to fifteen years in summer, and five to twenty in winter, coming together full of animal spirits, and most of them with little idea of their real need of improvement. The parents see them off to school, but seldom see them in the schoolroom, and often do not see the teacher, nor have any communication with him or her, during the term. The following term a new teacher is usually hired, and the programme is repeated. Into these schools many a teacher has gone with sanguine hopes of success, and left, disgusted with the work, and with an unquestioning faith in the depravity of human nature. Having had experience in these schools, I would be glad to encourage and help those entering on the trying but interesting work.

First, it is very necessary that the teacher be qualified to teach the text-books. Few things seem to be more demoralizing to the good order of a school than a knowledge among the members of the incompetency of the teacher; and however rude and uncouth they seem, they are quick to discern this, and their confidence and respect decrease in proportion, and their interest and ambition are, in a great measure, lost. Many teachers who pass the regular examinations and receive their certificates find it up-hill work to teach the text-books. They learn that it is a far different thing to answer fifty or sixty per cent of a prescribed number of questions, from teaching and explaining the whole book to rude but hungry minds. It is of the first importance that they understand all the principles of what they engage to teach, and they should not take a position without first learning the advancement of the school and the work they are expected to do.

Second, interest in the work is of great importance. Real love for it, in a great measure, insures success. Those who enter it with a view only of spending the six hours per day required, and therefore receiving pay, cannot fail to infuse into the school the same lack of energy and interest which characterize themselves. The teacher who danced the night away at a ball, and on the next day gave up her place in the recitations to some of the older scholars, while she took a nap on the long "back seat," ought to have been thankful to have found the schoolhouse standing and the pupils still in their seats, when she awoke. Such teachers do more harm than good, and leave a school far worse than they find it. The advancement in the studies, if any, cannot compensate for the lawlessness inculcated; and the next teacher has a double work to do. It is indeed strange that parents and taxpayers who support schools allow such things to be; but what better can we expect when they take no pains to inform themselves concerning the work of the schoolroom, and if informed, do nothing more than drop the information into their gossip-bags, and have it to parade at all the social visits in the neighborhood? A teacher should bring to the work real, live energy, and accept it as an earnest labor of brain and nerve and muscle. To awaken the minds with which they have to deal they must be themselves awake; and then the children and youth, who are always so susceptible, will be almost sure to catch the lively working mood; and when the interest of the school is all alive for work, play is forgotten, and the rough, harum-scarum boys and mischief-loving girls will often show themselves capable of unlooked-for achievements. The interest may be enhanced by promised rewards and by reports of standings, but it may be awakened in a great measure without these. An heroic officer at the head of an army makes heroes of the men. A wide-awake teacher, who is not afraid to work, produces a similar effect in the school.

Third, to be mentioned, but by no means third in importance, is self-command. At the head of a school one needs to present an appearance of undisturbed decision and patience, which never fails to inspire confidence and respect. Many young teachers, eager to do right and really earnest in the work, fail for want of this. Something perplexing comes up, and they show themselves in a dilemma. The unruly members are quick to perceive this, and ready to take advantage of it, and increase the confusion of the teacher in every possible way. Another teacher flies into a passion, and a disgraceful row ensues. It has ever been a mystery to me how Peter the Great could command armies when he could not govern himself; for, with the little armies in our schoolrooms I have always found it to be impossible. There are schools that require sternness sometimes, but none where passion or fretfulness will avail anything. A calm decision, that shows no ruffled surface, exposes no fears, and requires obedience without an "if," is what is wanted. When the pupils learn that the teacher is ready for any emergency, and cannot be discomfited or thrown off guard, a great point is gained. Keep yourself firm, and you will appear so. Don't show yourself fretted or perplexed, for the moment you do you are losing ground.

Fourth, justice and love are necessary in this work. By these we draw out the best in those around us. To be truly just one must be alert, that he cast not blame where it is not deserved. The smallest child in the schoolroom will resent an injustice, while I have often found many, who were called the worst scholars in school, who would receive a merited punishment with a good grace, if given in love and not in anger. They should be made to understand that it comes from a sense of duty on the teacher's part, and not from ill-will. Justice demands impartiality. The bright, active, prepossessing child, with neatly-combed hair and clean apron, has no more claim upon the teacher than the dull, morose one, with unkempt locks and dirty clothes. It is a fine thing to be able to draw out pupils, and to enable them to appear to the best advantage; to wake up the sluggish ones, and tone down the rogues, and keep them all in cheerful harmony with one's self. All young people are very susceptible to kindness and love; to show pupils that they are trusted and expected to do well, often increases their self-respect and makes them more worthy to be trusted. If we rouse the nobleness that is in them in this way, and by showing an interest in them individually, we shall wonder at the good which will show itself where there appeared nothing promising before. Justice requires truthfulness. Promises of rewards and punishments should not be made unless they can be promptly fulfilled. Teachers should take no position which they cannot maintain.

Finally, Christain principle is what strengthens and glorifies a teacher's work.

"Thou must be true thyself,
If thou the truth wouldst teach;
Thy soul must overflow, if thou
Another's soul would reach:
It needs the overflowing heart
To give the lips full speech." †

Walks among the Trees.—No. III.

BY L. W. RUSSELL.

Now, we will take our boys, and girls, too, to the woods, for another ramble among the trees. There is no more delightful season for such a walk than our autumn, when the artistic pencilings of the year appear more and more bright and beautiful, with the successive mornings, till the rude November blasts sweep fruit and leaf to the ground, and tree, and bush, and flower go to sleep, even the vegetable world teaching us a lesson by taking, regularly as the seasons roll, periods of rest.

While we are studying the trees and their ways of life, we should learn, too, to catch the spirit of life and beauty in the combinations of groves and fields, brooks and meadows, with the reliefs of rounded hills or sharp crags, making landscape and woodland pictures, which we may hang up in memory's gallery to recall when, perhaps, we no more can visit the actual scenes. A walk upon one of these dreamy, September days, when the earth seems holding out her fruits and brightest flowers for the benediction of the year, inspires us with feelings of thankfulness for this beautiful world and its bountiful harvests, and impresses us with a desire to be in more intimate friendship with it.

Whatever department of nature we study, whether it be the rocks, the flowers, the mosses, or the shells on the land or in the water, the birds or the quadrupeds of the woods, or the *trees* themselves, we shall everywhere, and always, find something to interest us, and to lead us on to still further search.

We have been observing the oaks, and have already learned to admire their sturdy forms, their beautifully formed leaves, and their attractive fruit, so neatly set in their trimly formed cups. We will, to-day, try to find some of the *white* oak family, which you probably know by name. We will go to a spot where there is said to be the finest group of white oaks in New England, and the boys and girls who do not know where it is may possibly find out the place by reading the JOURNAL OF EDUCATION, in which our "walks" are reported.

So, we Boston boys will take the cars on the Fitchburg road, and, after a half-hour's ride, alight at the Waverly station in Belmont—what charming names!—when we shall be quite impatient to get among the trees that make the region in this vicinity one of the most delightful in the suburbs. We will take the road leading to the north, and passing by several beautiful residences, we soon notice, after a turn in the road to the west, a small pond on the right, bordered with a row of several large button-wood trees, the American "Plane" tree. It is a strange-looking tree, with its scattered, stiff branches, and its spotted bark, reminding one of a leopard's hide. This species of trees was much esteemed by early settlers in this country, as was the now discarded Lombardy poplar; but, for a number of years, it has declined, from some unknown cause, giving it a starved, sickly look, as you perceive.

A little further, and in the pasture yonder, to the left, what do you see? Yes, there are the oaks, along that gravelly ridge, and beyond. We will cross the brook, and, on the way, notice the noble elm overhanging it, with a tall but slender ash tree growing right up through the center. How different they are, yet how well fitted they seem for each other's company. "If one should die, what would the other do?" O die, too, soon.

And you want to know "if there are trees in heaven!" What a strange question! But who knows?

What a finely carpeted lawn! just as nature made it from the rich earth brought down from the hills when this little brook was a large stream. I see you are impatient to reach the oaks. But wait a moment to take a view of the general appearance of the trees, for we should study them entire, at a distance, as well as in detail, near by. Here we are, under the largest. This is a white oak, in as nearly the perfection of its growth as we shall probably find it in New England. It was undoubtedly a very old tree when the pilgrims landed. We have been told that Agassiz estimated the largest trees of this group to be from six hundred to eight hundred years old. They seem destined by their thrifty, hardy appearance, to make up a thousand years, an age to which quite a number of oaks of a similar kind in England are known to have reached. You find by your tape-measure that the body of this tree is twenty-five feet in circumference, and one of the limbs, pushing out like a titan's arm, fifty feet long! What a tree! Its huge limbs, with the gathered strength of centuries in them, defy the severest storms. Its massive trunk is anchored to the earth by huge roots striking deep, directly under it, and spreading far beyond the reach of its limbs. This species may well be taken as an emblem of strength and durability, so unyielding is it to the elements of destruction, through its centuries of growth. The nature of the wood corresponds with the appearance of the tree, its compactness and toughness of fiber giving it that resisting power which renders it so valuable for timber work, in which this quality is indispensable.

Yes, if you have visited ship-yards you must have noticed the "ship-knees," and other timbers for hulls, hewn from the white oak. The demand for this kind of timber for ship-building alone has robbed our woods of most of the large trees of this kind. It is only recently that a sentiment has arisen among us for the preservation of these grand old patriarchs of the forest. But this appreciation of forest trees is now seen to have such a money value that great care is taken to preserve and propagate them wherever homes are to be made. Many of the old and extensive parks of England are valued chiefly for the noble trees in them, and many single trees have become famous in history. "Tell you about them?" Well, sometime; but we must make a few observations more, and return.

The bark, you notice, is ash-colored, and on different trees varies from almost white to quite dark. The outer part usually hangs in loose scales, as you see. The bark is excellent for tanning hides, but is too scarce here to be much used. The leaf is a thing of beauty. It is often copied in ornamental work. Now study the foliage of the white oak carefully and compare it with that of the *red* oak family, and note the result in your memoranda.

Here are plenty of acorns, and you see they are on this year's growth of wood instead of last year's, as in the red oak family; so, in this section of the oaks, it takes but six months to ripen the fruit, instead of eighteen, as in the other. You find they have not the excessive bitter taste of most kinds of acorns, and boys think them to be quite good to eat, especially when roasted. They are relished by swine, bears, wild turkeys, and some smaller animals. Notice their form and size, that you may learn to distinguish different species of trees by their fruit.

Now let us see your notes upon the *white oak.*

Mem.

(*a*) Tree, in open grounds, wide spreading, — limbs large, crooked, of great strength, — the whole top rounded, of medium height.

(*b*) Trunk massive, throwing out huge branches near the ground.

(*c*) Bark whitish, varying from light ash to dark gray —valuable for tanning.

(*d*) Leaves, long, narrow at base, with rounded lobes (usually three on each side), destitute of bristly points, deep rounded sinuses, making a leaf of beautiful shape, often copied in ornamental work—whitish underneath, light green above.

(*e*) Fruit, a long, slender, oval acorn, set in a delicately scaled cup, enveloping it one-third way to the somewhat elongated apex—sweet and edible.

(*f*) Roots large, strike deep, spread wide.

(*g*) Wood, compact, tough, and durable—much used in ship building.

(*h*) Tree lives to a great age, abounds in New England and to the south and west.

Now we will visit some more trees of this scattered group, and the charred remains of an old fallen patriarch near by, and bid good-bye to these attractive grounds, which ought to be purchased by the city of Boston for a public park.

The Shape of the Soul:

A Puzzle for Scholars in Mental Science.

BY J. P. LACROIX.

Proposition: Either we cannot predicate locality of the soul, or it is of some shape.

If we cannot predicate of it locality—that is, if we cannot say of it, that it is in *some place*, then we have to say that it is in *no* place; and is not this the same as to say that it does not exist as a reality at all? But if it does exist as a reality, then evidently it occupies space in some form or manner; it occupies either the entire infinitude of space, or a definite, finite quantity of space. This much we evidently cannot avoid admitting; for, if the soul is not nowhere, if it is *any*where, then it must be either *some*where or *every*where. But as few will claim that it is everywhere, we shall suppose for a moment that is somewhere.

The next question, then, is: *Where* is it? Is it within the body, or outside of it? or is it partly within it and partly without? or does it occupy the whole of the space occupied by the body? or does it occupy the whole of the body and some of the circumambient space about it? or does it simply occupy the space occupied by the brain? These are not mere idle questions; their answers are involved in our assumption that the soul is somewhere.

But whether we can give them a definite answer or not, this much at least we are forced to admit—that the soul has *some shape.* For if it occupies space at all, and yet not the whole infinitude of space, then evidently there are bounding limits inside of which the soul is, and outside of which it is not. These limits inclose the space occupied by the soul—that is, these limits constitute and bound the shape of the soul.

Now, what is this shape? It is not a mere mathematical plane, nor a line, nor a point; for these do not inclose space. Its shape must have the *three* dimensions of all quantums of space. Now, any such shapes must be *either* a perfect globe, *or* a perfect cube, *or* some of the smaller varieties of shape between a globe and a cube.

Here now, then, a number of whimsical and seemingly absurd consequences result. Thus: If the soul is anywhere, then it has length, breadth, and thickness, or it has a diameter and a periphery! It is irregular or regular, rough or smooth! It is solid or fluid, stable or fluctuating—like a stone, or like water, or like gas, or like electricity! It is long or short, or thick! It is confined within the body like an oyster in its shell, or like Noah's dove it may sally forth with the imagination, and then come back.

What, now. is the fallacy in all this? If the soul is anywhere, does it not occupy space? and can it occupy space without having shape?

— Two reasons why some persons don't mind their own business: One is, they haven't any business; and the other, they haven't any mind.

California: Her Resources, &c.

MR. EDITOR: — It is with peculiar hesitancy that I write of California, knowing that those readers who have been there will complain because my pen does not better portray the real grandeur and beauty of the country, while those who have not been there will think everything overdrawn. It is a thankless task, satisfying nobody.

California is as another world. Everything is so unlike New England, there is nothing with which to make comparisons. It is a State of magnificent heights, depths, and distances. You sail upon Lake Tahoe at an elevation equal to the summit of Mt. Washington, the lake being thirty-two miles long and twenty broad, with a depth of thirty-five hundred feet, while it nestles among hills nearly as high above its surface as Mt. Washington. At the Yosemite you look over precipices down into a valley a mile below you, perpendicular depth; you gaze upon a single fall of water, falling eight times the distance of Niagara; you stand upon earth that seems trembling above the infernal regions; you ride through a single snow-shed for thirty miles, the cost of which, at some points, was $170,000 per mile; you walk around trees out of which Bunker Hill monument could almost be carved; you traverse a hotel equal in accommodations to all the first-class hotels of Boston combined; you see single vineyards of five thousand acres all cultivated by the vine, capable of supplying all the markets of Boston for the season.

Everything is superlatively superlative. Does it rain? it rains all the time. Is it fair? it is fair for months. It is practically impossible to describe it, but we will attempt, as best we can, to give our readers some idea of the State which is of itself equal to twenty-five such States as Massachusetts, with an extent, depth, and fertility of soil capable of furnishing grain, fruit, vegetables, etc., for all New England and New York State combined. Indeed, it seems too productive from a commercial stand-point. Does it pay to raise grapes? then every man is going into the culture of the vine, and the quantity produced is so enormous that the price is run down to half a cent per pound. Does it pay to raise wheat? then a million acres ripen into wheat the coming season. Does it pay to raise wool? then every mountain in the State will be alive with sheep, until there are not ships or cars sufficient to freight it. However disheartening this may be to the producer, it is encouraging to the consumer, who can purchase his meats, flour, and fruits exceedingly low.

The principal reason for this is not in the fertility and abundance of the soil, but in the peculiarly favorable climate, which is never uncomfortably cold, even in the heart of winter. From November to March, they have abundant rain, not so disagreeable as storms but more like showers, supplying the soil with unlimited moisture. By the middle of March the seed has germinated, the plant gets firmly rooted, and becomes saturated with fresh, juicy sap, until it has all the stock and leaf necessary for the season; then the rains cease, and the sun pours forth his rays, developing the abundant sap into speedy fruit, fresh and fair, though less luscious than when it has a more even mixture of sunlight and shower. In this dry atmosphere and sunlight the grain ripens more perfectly than elsewhere on the globe. They cultivate no hay-fields for other than city use, feeding their cattle out of doors by summer and winter. This clear, hot season of eight months, and no winter to chill the roots or buds, is one of the rare features of California, and we are led to give explanation of this peculiar climate.

WHY IT DOES NOT RAIN.

Along the coast of California and Oregon there is an under-current of intensely cold water coming from the melted icebergs of the Northern Pacific, and when this current nears the shallow shore it comes to the surface. Thus the shore waters are severely cold—cooler than the ocean waters.

The coast range lies along the coast at an elevation of from fifteen hundred to several thousand feet, but are, as a rule, less than two thousand feet; these mountains are very warm at the base, bringing the winds filled with ocean moisture in towards these heated mountains; but when these vapor-filled winds meet the atmosphere above the cold water lying upon the shore, they are chilled, and settle in upon the land as a dense fog, which is an unpleasant feature of San Francisco. The coast range wards them off, so that they do not reach the country back from the shore. In the winter months there is less difference between the temperature of the ocean waters and shore waters; the base of the mountains are not so heated, therefore the winds rise to a higher altitude and pass the mountains, carrying the moisture to the interior for four months, until the conditions change again, bringing the fogs to the coast and the dry season to the interior.

Thus we see why California is destined to be such a popular home for our citizens; land is abundant, soil rich, climate perfect for agricultural and horticultural purposes. We have not space to add a description of the many grandeurs of the State, nor to give an account of the schools as we saw them, but in some future article will attempt to describe what we saw in the leading school on the Pacific Coast. LAWRENCE.

READING, MASS., Sept. 1875.

MARCO POLO AS A TRAVELER AND VISITOR.—Col. Henry Yuli in his introduction to the second edition of "Polo's Travels," sums up as follows "his undisputable and in their kind unique claims to glory:"

"He was the first traveler to trace a route across the whole longitude of Asia, naming and describing kingdom after kingdom which he had seen with his own eyes—the deserts of Persia, the flowering plateaux and wild gorges of Badakhshan, the jade-bearing rivers of Khotan, the Mongolian steppes, cradle of the power that had so lately threatened to swallow up Christendom, the new and brilliant court that had been established at Cambaluc; the first traveler to reveal China in all its wealth and vastness, its mighty rivers, its huge cities, its rich manufactures, its swarming population, the inconceivably vast fleets that quickened its seas and inland waters; to tell us of the natives on its borders, with all their eccentricities of manners and of worship; of Tibet, with its sordid devotees; of Burma, with its golden pagodas and their tinkling crowns; of Laos, of Siam, of Cochin-China, of Japan, the Eastern Thule, with its rosy pearls and golden-roofed palaces; the first to speak of that Museum of Beauty and Wonder, still so imperfectly ransacked, the Indian Archipelago, source of those aromatics then so highly prized, and whose origin was so dark; of Java, the Pearl of Islands; of Sumatra, with its many kings, its strange, costly products, and its cannibal races; of the naked savages of Nicobar and Andaman; of Ceylon, the Isle of Gems, with the sacred mountain and the Tomb of Adam; of India the Great, not as a dreamland of Alexandrian fables, but as a country seen and partially explored, with its virtuous Brahmins, its obscene ascetics, its diamonds, and the strange tales of their acquisition, its sea-beds of pearl, and its powerful sun; the first in mediæval times to give any distinct account of the secluded Christian Empire of Abyssinia and the semi-Christian Island of Socotra; to speak, though indeed dimly, of Zanzibar, with its negroes and its ivory, and of the vast and distant Madagascar, bordering on the dark ocean of the South, with its Ruc and other monstrosities; and, in a remotely opposite region, of Siberia and the Arctic Ocean, of dog-sledges, of white bears, and reindeer-riding Tunguses.

"That all this rich catalogue of discoveries should belong to the revelations of one man and one book is surely ample ground enough to account for and to justify the author's high place in the roll of fame; and there can be no deed to exaggerate his greatness or to invest him with imaginary attributes."

— Whoever learns to stand alone must learn to fall alone.—*Auerbach.*

— He who always receives and never gives, acquires, as a matter of course, a narrow, contracted, selfish character. His soul has no expansion, no benevolent impulse, no elevation of aim. He learns to feel and think and care for himself.—*Hawes.*

SCIENTIFIC.

The British Association.

The annual meeting of the British Association for the Advancement of Science was held at Bristol, England, from August 25 to September 2. The arrangements seem to have been made on a very large scale. A local subscription of £2,400, or about $12,000, was raised to defray the expenses of the meeting, and for the other purposes of the Association. The general meetings were held in the evening, in a hall capable of seating 3,000, supplied with not only the usual offices, but a refreshment-room, telegraph, post-office, and book-stall for the sale of periodicals and scientific publications. The Association is divided into seven sections, lettered from A to G; and the meetings of these sections were held in the day-time, in various buildings. On the back of every Association ticket was printed a plain map of about one square mile of the city, showing, in red, all the buildings in which meetings were held—a most valuable help for visitors.

Many objects of interest were freely thrown open to members of the Association. "Churches, old buildings of all kinds, libraries, ships, quays, warehouses, parks, and mansions were alike at the disposal of the visitors." A banquet was given by the "Merchant Venturers' Society," at which about one hundred of the leading members of the Association were entertained. The jubilee of the Bath "Royal Literary and Scientific Institution" was celebrated by a public meeting and banquet, at which Sir John Hawkshaw, president of the Association, and other distinguished guests, were expected to be present. But these attractions were a little aside from the regular programme of the Association, to which we wish to call attention.

The exercises were opened on the first evening by the address of the president, Sir John Hawkshaw, so well known as an eminent civil engineer. Of him Prof. Tyndall spoke as follows:—

"It is my privilege to introduce to you as your president for the coming year, Sir John Hawkshaw, a name celebrated throughout the world for the practical application to works of the greatest magnitude, of some of these sciences which it is the function of this Association to foster and advance. In him, I doubt not, you will have a wise and prudent head, a leader not likely to be caught up into atmospheric vortices of speculation, about things organic or inorganic, about mind or matters beyond the reach of mind, but one who, struggling, Antæus-like, with his subject here to-night, will know how to maintain throughout a refreshing contact with his mother earth. I have looked forward for some time to the crowning act still in prospect of his professional career, to give our perturbed spirits rest in crossing the Channel in visiting our fair sister France. But pending that great achievement, it is his enviable lot to steer this British Association through calm waters to a haven of, at all events, temporary rest—rest all the more sweet and needful from the tempestuous weather which rasher navigators who preceded him thought it their duty to encounter rather than to avoid. To his strong hand I commit the helm of our noble barque, wishing him not only success, but triumph in that task he has undertaken, and which I now call upon him to fulfill."

These words undoubtedly attracted special attention; for his audience could not have forgotten the idea advanced by Prof. Tyndall on a similar occasion, nor the tumult he thus awakened, especially in the religious world.

The new president selected for his subject no theory respecting the origin of life, or the relation of mind and matter, but one that became a practical man. He said:

"Past presidents have already discoursed on many subjects—on things organic and inorganic, on the mind and on things perhaps beyond the reach of mind; and I have arrived at the conclusion that other themes will not be out of place on this occasion. I propose in this address to say something of a profession to which my lifetime has been devoted—a theme which cannot, perhaps, be expected to stand as high in your estimation as in my own, and I may have some difficulty in making it interesting; but I have chosen it because it is a subject I ought to understand better than any other. I propose to say something on its origin, its work, and kindred topics."

He seems to have searched the records of all parts of the world in order that he might place before the Association the achievements of engineers, architects, and other practical men, from the earliest times to the present year. And yet the allusions to many modern subjects show clearly that he sees things from a British stand-point. For instance, he refers specially to the history of electric telegraphs, steamboats, and railways, with no lack of allusions to British names; yet, under the head of the telegraph, Morse is only incidentally mentioned, and no name is given in connection with the duplex telegraph. He uses this language:

"One of the most striking phenomena in telegraphy is that known as the duplex system, which enables messages to be sent from each end of the same wire at the same time. This simultaneous transmission from both ends of a wire was proposed in the early days of telegraphy, but, owing to imperfect insulation, was not then found to be practicable; but since then telegraphic wires have been better insulated, and the system is now becoming of great utility, as it nearly doubles the capacity for work of each wire."

Prof. Balfour Stewart presided over Section A (Mathematical and Physical), and other eminent men over other sections. Each delivered an opening address, appropriate to his own section. Some other papers of general interest were upon the theory of chemical combinations, the transit of Venus, the proposed flooding of Sahara, the deep-sea fauna, oceanic circulation, Murchison's classification of palæozoic strata, the ethnography of races at the commencement of civilization, the Channel and Severn tunnels, the coal question, and railway safety. Two evenings were devoted to "soirées," at one of which many living specimens of microscopic animals were exhibited. For this purpose one hundred and ten microscopes were arranged in classified divisions, devoted to crustacea, marine and fresh water fauna, ciliary action, vertebrate circulation, vegetable circulation, fertilization of flowers, etc. One evening was devoted to a lecture by Dr. W. B. Carpenter, addressed specially to working men, upon "A Piece of Limestone"; another was given to a lecture by Mr. Wm. Spottiswoode, on the "Colors of Polarized Light," illustrated by brilliant experiments. The programme also included a "Complimentary Concert," on the last evening. The following day a dozen or more excursions were arranged to various points, such as Bath, Salisbury, Stonehenge, Wells, etc.; and thus ended the great meeting.

The records show the attendance of nearly 2,200 persons, including about 650 life and annual members, and 670 ladies. Of foreign members, 16 were present, including a few from the United States.

It is considered worthy of mention that at a meeting of the Association held in Bristol, in 1836, Dr. Lardner, an able scientific man, expressed his opinion that the scheme of crossing the Atlantic by steam was an *impossibility;* and yet, soon after this statement was made, the first steamship started from Bristol and steamed to New York in seventeen days. Well does Sir John Hawkshaw say: "The marvelous progress of the last two generations should make every one cautious of predicting the future."

WANT OF FAITH.—"Hence, nearly all our powerful men in this age of the world are unbelievers; the best of them in doubt and misery; the worst in reckless defiance; the plurality in plodding hesitation, doing as well as they can what practical work lies ready to their hands. Most of our scientific men are in this last class; our popular authors either set themselves definitely against all religious form, pleading for simple truth and benevolence (Thackeray, Dickens), or give themselves up to bitter and fruitless statement of facts (De Balzac). or surface-painting (Scott), or careless blasphemy, sad or smiling, (Byron, Béianger). Our earnest poets an deepest thinkers are doubtful and indignant (Tennyson, Carlyle), one or two—anchored, indeed, but anxious, or weeping (Wordsworth, Mrs. Browning); and of these two the first is not so sure of his anchor but that it drags him now and then with him.—*Ruskin.*

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SPECIAL NOTICE

TO THE SUBSCRIBERS TO THE

New-England Journal of Education.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

THE annual meeting of the New Hampshire Teachers' Association will be held at Wolfboro, Thursday and Friday, Oct. 14th and 15th. The programme presents some of the best New Hampshire educators as lecturers and speakers. A full and interesting meeting is expected. The cause of education in the Granite State has never shown a more promising aspect than at the present time, and the leading school officers and teachers are united in their efforts. The recent report of the State School Superintendent, Symonds, shows that the time is at hand for a better state of things in educational affairs, and with so many earnest teachers to support him, he has reason to be greatly encouraged in his work.

HAVE you seen the new postal card? The change is not for the better except in the color and in the quality of the card-board—lighter in color, thinner in substance, superior in texture. The good goddess in the corner, inclosed in a frame-work of we know not what symbolic meaning, is no improvement, as you will notice, over the deposed goddess on the old card. Then, who does not like a marginal dress on his postal card, as in the old? and to us crooked-fingered writers we cannot excuse the absence of ruled lines to guide our superscription. Our proclivities are to run up hill with our pen—a sure sign of wealth; and we and our friends who run their writing down-hill, and with those of us who do not know just where to begin or to end our postal direction, with title, P. O. and all, will find a multitude of ways to do it; and woe to the unlucky son of the P. O. Department who does not read our bad chirography, with its crooked delineations! We wish the new postal were better, so that we might say a good word for it; but our petition to the Department is to supply THE NEW-ENGLAND and its correspondents, as long as possible, with the old postal cards. Tell us, thou Jewell at Washington, the name of your special artist, and our word for it, we schoolmasters and mistresses will give him a wide berth, as the sailors say, when we want our nice work done. Our artist shall be one of the school-boys of Boston, or Newton, or Lowell, or New Bedford, who did such splendid work for us at the annual exhibition last summer. Mullett as an architect and Mr. Blank as an artist! Let Nast try it for once. Our pledge that he will do it well.

Just now, our English correspondent sent us the English postal, and the new British foreign postal card for all countries included in the postal union. The size is a little smaller than ours. The Queen presides with her usual grace over the treasury in the right-hand upper corner, and a fine red border surrounds the face of the card. It is a very neat affair, and only wants the ruled lines to make it quite perfect in its design. "Post Card" is its title, beneath which is the British coat-of-arms. We think our special artist could improve on both, but we will not run before we are sent.

WHETHER President Grant speaks, or is silent, his motives and acts are placed under condemnation by a hostile public press. This time he has spoken, out of his usual custom, to a gathering of military chiefs and subordinates at Des Moines, and in his written speech he saw fit to express his convictions in regard to national matters, and among them was the question raised so generally by the Catholics and their supporters with reference to the division of our school funds for sectarian uses. General Grant has been educated in the American idea that the public schools are of the people, for the people, not of a sect or party, for that sect or party. It would be difficult to make a true American citizen believe that a tax levied upon the property of the people for the public welfare could be devoted to other than public uses; and when the subject is referred to the people, the verdict is so strong, that there can be no doubt of the popular mind and will on this point of sectarian schools. Just now, even New Jersey has spoken with a will, and the voice will undoubtedly be heeded by the noisy claimants for sectarian education. So strongly did the fathers feel upon this subject that into the State Constitutions of several of the States, the principle was inwrought that the school funds should never be divided for sectarian uses, as if anticipating just such a time as this, when some denomination should arrogate to itself the supreme power even against State Constitutions to legislate into its own treasury the people's money. In this the fathers builded wisely, perhaps wiser than they knew; and there need be no better evidence of political and moral degeneracy, than the efforts of the children to subvert the foundations of our State government in educational concerns. Now because President Grant agrees with our constitutional founders and expounders, and because he sees fit to express his opinions—such opinions as every true patriot will rejoice that he possesses—a partisan press sees fit to sneer at his sentiments, and to accuse him of bidding for a continuance of power. Well, let it be so. His position is certainly tenable, whatever the motive which has led to its declaration. The President may be needlessly alarmed, as we think he is, when he asserts that the next civil war in this country will be a war of religious sects rather than one of sections or parties. We are not alarmed at all about that, even if the President is. But it is the duty and within the province of good statesmanship to sound the alarm of danger, even though it be remote or hidden from the public view.

Once awakened to the existence of the evil, the people may be safely trusted to avert the calamity. Forewarned is forearmed. Whatever changes may be demanded in the management of our public school system to improve and elevate it, one thing is very certain: that it cannot be advantaged by a division of the school funds to every sect which may demand it. One thing more is as certain: that the great majority of the people know this to be true, and knowing the truth of the matter, they will not allow the error to establish itself.

Popular Education from a Broad Outlook.

The prospects of a just education of the masses, often seem very discourgaing. We expect them to be educated in the schools. We look to the teachers to make the schools. Hence, our hopes rest alone upon the prevalence of good teaching in the schools.

But when we look at our public-school teachers as a class, do we find our hopes well-founded? So many teachers are young, untrained, inexperienced! So many have not the slightest notion of pursuing the work of teaching as a settled vocation! So many are wholly wanting in an ambition to attain a just professional skill and success! So many drop out of the business after two or three years practice! How can we, with all our effort, secure good teaching in the great body of our schools, so long as immaturity, inexperience, mercenary aims, profound uninterest, and constant change, are against us?

The fact is, to those of us who confine our attention solely to the relation of the *teaching* to the education of the people, we seem only to be struggling to hold our own; struggling to keep the ranks of our teachers full; struggling to keep our schools from retrograding. As to filling the schools with adequately trained teachers, or perfecting them in all their work as the great educating agency, it looks altogether like a passage in the "Music of the Future." Hence, the query is, what chance is there for a just education of the people, what is all our increasing expenditure, but waste; what is all our enlarged effort, but comparative failure? Discouraging truly!

Now, our difficulty is, we are at fault, simply from confining ourselves to too narrow a view. We are looking at a single object alone,—a central one it is true, but yet a single one. We are losing sight of other, not so central or comprehensive factors, but yet important ones. We are, as it were, fixing the eye intently upon the vast central spire of the Mätterhorn, but losing sight of the gigantic slopes below, and the immense outspread of its supporting base. We get no just view of the magnitude and majesty of the mountain. So with our view of our educational work: we limit its value, and circumscribe its results, beyond what is either just or necessary, and so get no just view of either.

The truth is, we are educating the masses, not only in the more direct and specific training of their children in the schools, but in a broader and more varied field,—we are, in ways too little taken into the account, educating the people *themselves.* Every teacher trained for the school is not only one of the people educated, but is one educated to exert an influence, either greater or less, in behalf of schools and learning, outside of the school. Every person, old or young, who teaches for either a longer or a shorter period, is one of the people, who, by sheer contact and experience, if in no other way, is learning something which adds to the common stock, and who will, even though teaching be abandoned, take an after interest in education that will have its influence. Of the great body of school officers, however incompetent or stolid many of them may be, there cannot but be a goodly number who are growing in knowledge of the nature and value of schools; growing into a knowledge and interest which, however below what is to be desired, would not be otherwise reached at all. The agitation of school questions is educating the press, itself in reaction, a means of educating the masses. It is difficult to overestimate the educational importance of the attention now given to school matters by our great dailies. Then the constant keeping of schools and school matters be-

fore the people, by the necessary demands of the school systems, is itself an educating power. We cannot make a definite estimate of the precise degree in which the masses are thus elevated; but we can form some notion of it, perhaps, by imagining what would be the state of things were all this wanting. What would be the intellectual condition of a people, for a generation, left without occasion for thought, expenditure, or effort in behalf of schools and education; with no reference to them in the public prints; and with no teachers going from among them into the schools, or returning from them again to common life, it is not difficult to conceive.

With all the short-comings of our educational schemes and efforts, then, are we not really educating the people? Are they not—though like the uprising continent, not always with a visible motion, nor in all places, with the same bold emergence from the ocean,—still being lifted above the dead level of an otherwise inevitable ignorance and stolidity, with a certainty and a power that are full of hope?

A Contribution to American Pedagogy.

To the Editor of N. E. Jour. of Education:

My Dear Sir: Will you kindly allow me to call the attention of your readers to a treatise on education which, from the nature of the case, would not be likely to come under the notice of many of them. It is entitled, "Graded Course of Instruction for the Public Schools of New Bedford, with accompanying Directions to Teachers;" 1874.

A school manual is, or ought to be, a codification of the laws which govern the *methods* of educating youth, together with specific directions to teachers regarding the application of those laws.

The United States Bureau of Education has stated that the teachers in the United States do not, on the average, continue in the profession more than three years; so that 120,900 *new* teachers are annually demanded throughout our country. Of these the number who are graduates of colleges is extremely small; in fact, it is almost nothing in comparison with the whole number; while the normal schools can supply only about 4,000. In other words, there are in the United States about 117,000 teachers with absolutely no professional training, to whom is intrusted the highest and most important of all the sciences—education. How much law or medicine would be intrusted to similar persons?

There is a good deal of educational literature printed throughout the country every year, from which much useful information might be got. But most teachers have not the money to buy it. Moreover, it is so widely scattered and so miscellaneous in character, that few hard-working teachers have the time or vitality to sift the chaff and digest the wheat. The Germans have many works on the science and the art of teaching, among which is the valuable cyclopædia of Schmid, in ten volumes. But these can do Americans little good; for the majority of American teachers are not enough familiar with German to master many German books. Moreover, it would not assist them much if they did; for the aim of most European schools is to make obedient subjects, while the aim of American schools is to make intelligent and independent citizens.

A practical and well-digested treatise on the theory and practice of education is therefore a great desideratum. It should discuss methods of governing and methods of teaching—two very distinct things, by the way; for many teachers can govern well, who cannot teach well, and *vice versa*. The manual mentioned above contains much useful knowledge, reached only by long experience and by close observation of children, schools, and methods of teaching,—knowledge that no young teacher naturally possesses at the outset, and yet what every teacher ought to possess at the outset. For example: "No teacher can expect his scholars to be more mannerly and courteous, or more high-minded and virtuous than he is himself. He must first *be* what he would have his scholars *become*." Also: "The defect of dull scholars, for the most part, is not primarily intellectual, but *moral*. They have feeble wills. They have ability enough; but they fail through lack of courage and perseverance." Again, in regard to discipline: "A sharp discrimination must be drawn, in the infliction of punishment, between the offences which result from the heedlessness and restlessness characteristic of youth, and the outcrop of vicious propensities. Three-quarters of school offences are of the former class; and how many a scholar has been punished because impatient nature could not longer endure to be victimized by overtasking regulations!"

This manual has an outline of the *philosophy* of education. It also discusses the *relative values* of different studies. This is rarely thought of, and is of great importance. Some studies, of course, are of much less consequence than others. And yet, in a large majority of schools no distinction is made, and in few of the manuals that ever came under my notice, is there any discrimination in this respect.

This manual states clearly the *specific object* of each study. All teachers may not agree with the deductions of the author, but they will at least be set to thinking. Clear conceptions regarding the object of each study are essential. For example, arithmetic used to be considered, without question, an indispensable instrument for training the logical faculty. Whereas this manual leads one to doubt the correctness of this assumption; and it states explicitly what arithmetic does produce, namely, the habit of accuracy and of abstract attention. It seems to be well established that good mathematicians are not necessarily good logicians in every-day affairs. Because mathematics has nothing to do with the ordinary laws of cause and effect. In addition to these, there is always a margin of uncertainty in daily life, for which training in mathematics does not prepare, and of which it takes no cognizance. True wisdom is shown in the sagacity with which this element of uncertainty is managed in our every-day life. As mathematical conclusions follow directly and exactly from their premises, there is no such margin of uncertainty. It is important, therefore, that the limitations in the study of mathematics should be recognized and provided for, as well as its advantages.

This manual also shows superiority in the character of its details. To secure a comprehensive system is one of the greatest difficulties of the teacher, and one of the most important services of a manual. Most manuals map out the work of the school-room in such an arbitrary, minute, and formal way as to hamper and embarrass the teacher, destroy his individuality if followed, and defeat the very object they have in view, substituting a greater evil for a less. The manual, while it is minute in detail, "prescribes only the minimum to be acquired in each branch of study, leaving the methods to accomplish its work, together with the whole broad filling-up of its skeleton suggestions to the unfettered volition of the teachers."

Teachers are enjoined to be thorough. "Yet it is to be observed that *thoroughness* and *exhaustiveness* are not necessarily interchangeable terms. One may not wade wholly across a stream, yet as far as he goes may touch bottom with every step. So with the stream of knowledge. A slipshod superficiality is harmful; yet there are many studies which are expected to be only partially taught."

My object in this communication is more to call the attention of the teaching profession to the practical value of this book, than to give an outline or discuss its merits. It would be of great use if it had been printed for general circulation, as well as for a local manual of a single city. Henry S. Mackintosh.

Every one now a subscriber to the New-England has the privilege of sending in names of new subscribers for three months for *only fifty cents*. See first editorial page.

Massachusetts School Supts. in Council.

Agreeably to a call issued by School Superintendents Tweed and Harrington, a meeting of school superintendents of Massachusetts was held on Wednesday, at the City Hall, Boston, to consult together, and with the Board of Education, with reference to the State's preparations for an educational exhibit at the approaching Centennial Exposition, in Philadelphia. The State Board of Education was represented by its secretary, Hon. Joseph White, and by state agents Walton, Hubbard, and Philbrick. The following named town and city superintendents were present:

Charles Morrill, Lowell; J. Kimball, Chelsea; John W. Allard, Gloucester; J. H. Davis, Somerville; W. W. Waterman, Taunton; Joseph Osgood, Cohasset; B. F. Tweed, Charlestown; A. D. Small, Salem; H. F. Harrington, New Bedford; G. E. Hood, Lawrence; E. H. Davis, Woburn; H. Coggswell, Cambridge; A. P. Marble, Worcester.

The department of education at Washington was represented by its chief, Hon. John Eaton, Jr., United States Commissioner of Education.

The meeting was organized by the election of Superintendent Tweed, of Charlestown, as chairman, and Superintendent Small, of Salem, as secretary.

Superintendent Harrington stated the object of the meeting to be to consult together as to *what* Massachusetts should do at the Centennial, *who* should do it, and *when* it should be done and to what extent, and how much money there was to do with. The superintendents had convened the meeting in accord with the sentiments of the Board of Education, in order that a definite plan of action might be laid down, and that each superintendent might know what he was expected to do.

Hon. Secretary White stated that the State Government had committed to the Board of Education the preparation of the educational exhibit at the Centennial, the board had accepted the trust, and it welcomed the coöperation and advice of the city and town superintendents, and other school officers of the State, in order that Massachusetts might make a worthy presentation at Philadelphia. Mr. White stated also that it was the purpose of the board to prepare an illustrated historical record of the educational institutions of the State, and their work from the early settlement to the present time. This historical view of education would naturally fall under several groups: I. Public schools, with their various grades and departments, Normal, and Normal Art Schools, Evening, and Evening Drawing Schools; II. Colleges; III. Professional Schools, as Law, Divinity, Medicine, etc.; IV. Technical Schools, as Agricultural Colleges, Institutes of Technology, etc.; V. Academies; VI. Free Public Libraries; VII. Miscellaneous, as The Massachusetts Historical Society, New England Historical Genealogical Society, American Academy of Arts and Sciences, etc.

In order that the educational department may be well represented, the secretary was of the opinion that at least $10,000 should be devoted to that purpose.

Mr. Philbrick, of the State Board, read a paper, an abstract of the article by the same gentleman published in the New-England Journal of Education in its Centennial issue of July 10th,—and for which we refer our readers to that issue. Mr. Philbrick still further stated that the high-school system of Massachusetts should have a good showing in historic aud statistical form, and in order that the towns should be well represented, each should prepare and send by model, drawing or otherwise, its most excellent thing in school matters, those for which that town or city was peculiarly distinguished. There should be a depot in Boston to collect and forward all furniture, models, drawings, school-work, etc. He thought that Massachusetts should erect and furnish on the grounds at Philadephia a model country school-house. This was expected of her. The State, he thought, should prepare an historical account of the rise and growth of each department of education. Towns and cities should furnish by model or drawing whatever was excellent and unique to its own locality. Models of school-houses, engravings, drawings, systems of light, heat and ventilation, etc. Schools should furnish written work, such as penmanship, drawing, written examination papers, etc. Individuals and associations should furnish models, furnishings, drawings, etc., etc.

General Eaton was invited to address the superintendents, and expressed his great satisfaction at finding the educators of Massachusetts alive to the great interests at issue at the Centennial. He said that the tendency was to allow the educational interests to become secondary to those which were purely material, and that the action of educators in the several States was a matter of great encouragement to him. The State superintendents in the Mississippi valley have held a meeting to push on the enterprise. All are working for aid from the State and general appropriations. Everywhere there seemed a determination to do something. The great danger is that profit rather than the interests of science and education would have the uppermost seats at Philadelphia, unless earnest action were taken. It was the duty of educators to counteract this. Commissioner Eaton was ready to coöperate with the school officers and others in the States to forward the educational work at Philadelphia, which he was assured would be a great success.

Further remarks were made by other gentlemen, after which Superintendent Harrington offered a resolution that a committee of three be appointed to consult with the Association of School Superintendents, and to recommend a plan of operations and a scheme for action on the part of school officers and others, in harmony with the plans of the Department of Education. On the passage of this resolution, Messrs. Harrington, Tweed, and Marble were made the committee.

The following resolution was also adopted:

Resolved, As the sense of this body, that a sum not less than one-fifth of the amount appropriated by the State for Centennial purposes is needed for a fair representation of the educational interest of the State.

The superintendents then adjourned to meet Friday, Oct. 22d, at 2 p. m., at City Hall, Boston.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

Indian-Summer in New England.

BY JOSEPH STORY.

It is now the early advance of Autumn. What can be more beautiful or more attractive than this season in New England! The sultry heat of Summer has passed away; and a delicious coolness at evening succeeds the genial warmth of the day. The labors of the husbandman approach their natural termination, and he gladdens with the near prospect of his promised reward. The earth swells with the increase of vegetation. The fields wave with their yellow and luxuriant harvests. The trees put forth the darkest foliage, half shading and half revealing their ripened fruits, to tempt the appetite of man, and proclaim the goodness of his Creator.

As yet, the forests stand clothed in their dress of undecayed magnificence. The winds that rustle through their tops, scarcely disturb the silence of the shades below. The mountain and the valleys glow in warm green or lively russet. The rivulets flow on, with a noiseless current, reflecting back the images of many a glossy insect that dips its wings in their cooling waters. The mornings and evenings are still vocal with the notes of a thousand warblers which plume their songs for a later flight. Above all, the clear blue sky, the long and sunny calms, the scarcely whispering breezes, the brilliant sunsets, lit up with all wondrous magnificence of light and shade and color, and slowly settling down into a pure and transparent twilight. These, these are days and scenes which even the cold cannot behold without emotion, but on which the meditative and pious gaze with profound admiration; for they breathe of holier and happier regions beyond the grave.

The Pirate-Colonel and his Captive, the Latin-Grammar Master.

(Reading and Tableau from Dickens.)

To do the Latin-grammar master justice, he was no craven, though his white hat, his short gray trowsers, and his long snuff-colored surtout, reaching to his heels (the self-same coat in which he had spited Boldheart), contrasted most unfavorably with the brilliant uniform of the latter. At this moment, Boldheart, seizing a pike, and putting himself at the head of his men, gave the word to board.

A desperate conflict ensued in the hammock-nettings,—or somewhere in about that direction, — until the Latin-grammar master, having all his masts gone, his hull and rigging shot through and through, and seeing Boldheart slashing a path toward him, hauled down his flag himself, gave up his sword to Boldheart, and asked for quarter! Scarce had he been put into the captain's boat ere "The Scorpion" (the Latin-grammar master's ship), went down, with all on board.

On Captain Boldheart's now assembling his men, a circumstance occurred. He found it necessary, with one blow of his cutlass, to kill the cook, who, having lost his brother in the late action, was making at the Latin-grammar master in an infuriated state, intent on his destruction with a carving-knife.

Captain Boldheart then turned to the Latin-grammar master, severely reproaching him with his perfidy, and put it to his crew what they considered that a master who spited a boy deserved?

They answered with one voice, "Death!" "It may be so," said the captain; "but it shall never be said that Boldheart stained his hour of triumph with the blood of his enemy. Prepare the cutter!"

The cutter was immediately prepared. "Without taking your life," said the captain, "I must yet forever deprive you of the power of spiting other boys. I shall turn you adrift in this boat. You will find in her, two oars, a compass, a bottle of rum, a small cask of water, a piece of pork, a bag of biscuit, and,—MY LATIN GRAMMAR! Go! and spite the natives, if you can find any."

Deeply conscious of this bitter sarcasm, the unhappy wretch was put into the cutter, and was soon left far behind. He made no effort to row, but was seen lying on his back with his legs up, when last made out by the ship's telescope.

[For the tableau, see the illustration, "The Pirate-colonel and his Captive," p. 432, Library Edition of Works of Charles Dickens. It requires one very small boy, in naval officer's full dress, as Captain Boldheart; a much larger boy in the described costume of the Latin-grammar master; a large boy in sailor's dress and hat, as William Boosey; another, in sailor's shirt and trowsers, and holding a big carving-knife, while heads of several others are seen. A barrel marked guupowder, a pirate's flag, an old pistol, and a Latin grammar are needed to fill the picture.]

Nonquitt.

BY MRS. LOUISA P. HOPKINS.

Summer has flashed her golden shuttle by
My dreaming eye;
Its shining web of days so soft and fair,
Without a care,
Is folding down into the silent past,
Too bright too last.

Night unto night has told its peace serene,
While Luna, queen,
Paved her white shimmering path above the deep,
That stirred in sleep
To lisp its dreamy bliss around the shore
Forevermore.

Day unto day ushered its beauty in
With happy din;
Thrush and song-sparrow trilling through the hours,
While myriad flowers
Bespangled dewy grass and fragrant wood;
And all was good.

The odorous breeze wafted its music round,
A varied sound;
Called from the wide campaign the whistling quail;
The tern's shrill wail
Answered afar; and boomed from rock to rock
The billow's shock.

Here have I sat without my cottage door,
And watched the shore,
Followed its curving line to where the town
Lies sloping down,
Its clustering gems in simple beauty set,
Fair coronet!

And still along its amber thread of strand
Stretches the land,
Till the grim fortress at the harbor's mouth
Looks threatening south,
But hears no sound save dash of spray that wet
Its parapet.

Then on and on the rippling waters spread;
By cliff and head,
By long, low neck, and sunny, sanded isles,
The blue bay smiles,
Till, like a soul within the conscious seas,
Sits Penikese.

And to and fro the opal sails have sped,
Or glimmered red
The seven coast-lights about the land-locked bay;
While night and day,
The broad blue sky with sun or star has lit
Light-bathed Nonquitt.

But now the slopes are shadowing with wings,
And southward swings
The clamoring host of swallows o'er the sea;
'Tis time for me
To seek my closer eaves, and, sighing, fold
This cloth of gold. —*The Index.*

Katie Ray.

BY JAMES A. BARTLEY.

We all remember Katie Ray,
She was the scholars' pet;
For she was sweet as any rose
With morning dewdrops wet.

Through sun and shine she came to school,
Nor ever lost a day;
And so her happy school weeks passed
In studiousness and play.

But once when Autumn's frost had nipt
The leaves and latest flowers,
And birds that made the summer glad
Had flown to southern bowers:

There fell a deathly frost upon
Our darling petted rose,
And shadowed was the schoolroom now
Where each one softly goes.

The days passed by, and all was o'er—
We heard the village bell;
To every heart for miles around
It sounded Katie's knell.

Then to the church the teacher led
The school, all bowed with grief,
To think that Katie, good and sweet,
Had had a life so brief.

And when the funeral words were said,
And earth was heaped above,
We knew the clods had buried there
A portion of our love.

The House that Jack Built.

BY M. B. C. SLADE.

SCENE: — *A Kitchen.* CHARACTERS: DOLLY, *the milkmaid;* JACK, *her lover.*

Dolly. (*Sweeping.*)—Peeping out of the window, who is it I see?
Young Jack! Silly Jack, coming wooing o' me!
Jack. (*Entering.*)—Good-day, pretty Dolly; and how do you do?
Dolly. (*Saucily.*)—Not any the better for seeing of you!
Jack. (*Meekly.*)—But I own the house that Jack built.
Dolly. (*Contemptuously.*)—O fie, on your house, as still as a mouse,
With nothing in it;
Your housekeeping—how do you mean to begin it?
Jack.—There is some malt,
That lay in the house that Jack built.
Dolly.—Oh! fie, on your malt! no meat and no salt!
Nobody can eat it!
No creature alive, I repeat it.
Jack.—There was a rat that ate the malt
That lay in the house that Jack built.
Dolly.—Oh! fie, on your rat! what story is that?
Tell another to match it;
You'd better run home and catch it!
Jack.—There was a cat that caught the rat
That ate the malt
That lay in the house that Jack built.
Dolly.—Oh! fie, on your cat! does she tease the rat?
Poor thing! I believe it!
You'd better run home and relieve it!
Jack.—I have a dog that worried the cat,
That caught the rat—that ate malt
That lay in the house that Jack built.
Dolly.—Oh! fie, on the cur! I'm ashamed of you, sir!
Sweet pussy to worry!
Go, call off your dog, in a hurry!
Jack.—There is a cow, with a crumpled horn,
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built!
Dolly.—Oh! good for my cow! I can seem to see how!
Nice Mooley! I'll pat her!
She's pussy's friend, that's what's the matter.
Jack.—Are you the maiden, all forlorn,
That milks the cow with the crumpled horn,
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built?
Dolly. (*Angrily.*)—Who says I'm forlorn? I deny it with scorn!
All day I am singing.
Don't come here, your silly talk bringing.
Jack. (*Offering kiss.*)—Here's a man with heart all tattered and torn,
That would kiss the maiden all forlorn,
That milked the cow with a crumpled horn,
That tossed the dog that—
Dolly. (*Interrupting.*)—'Rout! 'tout, 'tout! You may just clear out!
With your house and your malt
Without meat or salt;
With your rat and your cat,
Your dog, and all that,
And your crumpled horn.
Do you call *me* forlorn!
Take your hat and your heart,
And begone, sir;—start!
Such sauce, sir, as this,—
To give *me* a kiss!
(*Driving him with the broom.*)—Clear out o' my door,
And don't you come here any more!

We'll Try.—Autumn Recitation.

BY M. B. C. SLADE.

Little Girl.—When Spring came, calling to the flowers,
"Come forth, there's work to do!
The blossoming for Summer hours
And Autumn's ripening, too;"
Did any little tender plant
Shrink down beneath the soil?
Did any floweret sigh, "I can't!"
When called to Summer toil?
Several.—Ah, no! they said, "We'll try, we'll try,
We'll see what we can do;
We'll bud and bloom, nor ever sigh
The livelong Spring-time through!"

Little Girl.—In Spring-time when before us lay
The work for Summer hours,
There came, to cheer us on our way,
As sunshine cheers the flowers,
A kindly and a welcome band
Of friends and parents dear;
Oh, could we shrink from pleasant work,
When these were smiling near?
Several.—Ah, no! we said, "We'll try, we'll try!
We'll see what we can do;
We'll patient toil nor ever sigh,
The livelong Summer through!"

Little Girl.—The flowers that budded in the Spring
Have blossomed in the sun,
And Autumn's garnered sheaves may sing
"The season's work is done!"
Kind friends, our season, too, is done,
Our Summer's work is o'er;
We would that, for each sheaf we've won,
We had a hundred more!
Several.—Cheered by your love, we'll try, we'll try,
To see what we can do.
Begin anew, and never sigh,
Autumn nor Winter through.

Notes and Correspondence.

Teachers in Iowa — Their Qualifications.

MARSHALLTOWN, IOWA, SEPT. 25, 1875.

Editor N.-E. Journal of Education:

DEAR SIR:—As you found room in your JOURNAL for a letter from me a short time ago, I will drop you a few lines again.

Our annual Normal School has come and gone, and now we all feel ready for another year's work in the schools. There were present at the Normal just 150 teachers. The attendance was very good indeed, about 60 of the class not being absent at all, and the average of attendance was ninety-seven, and the punctuality higher still, showing an earnestness on the part of the teachers not often found in so large a class.

This (Marshall) county is in want of about twenty-five live, earnest teachers, and if you know of any such among the hills of New England that think of going "out West," send them here — that is, if they are such as you can hardly consent to let go. If you can spare them as well as not, so can we, for it is only such as are wanted everywhere that we need.

About half of the schools of this county are on the township plan, and the other half are independent districts, and there seems to be a rivalry among them as to which shall make the best showing at the end of each school year, and the result seems to be better than would be obtained under either system alone. Most of the school boards pay for teachers according to the grade of certificate which they hold. For third grade, thirty dollars a month; for second, forty; and for first, forty-five; a third grade certificate is only given for one term of school, and if the teacher who has it can not bring up his standing to get a second by the time that one expires, he is not granted another of the same class. A second grade is given for a year if obtained at the Normal School, but if it is given after the school is closed it is only granted until the time of the next Normal, even if that be but a month. A first grade is given for a year from date, and is considered good proof that the holder is capable of teaching any school in the county.

Applicants for any of these grades must pass an examination in the following branches: Orthography, History, Grammar, Geography, Arithmetic, Physiology, and Penmanship. A third grade must average 75 per cent, and on none of the branches be lower than 60 per cent; a second must average 80 per cent, and on none be lower than 65 per cent; a first must average 90 per cent, and on none fall below 75 per cent.

There is also a professional certificate given upon the following conditions: The applicant must have taught two years with good success in the county, must have passed an examination in all the branches that there are required for the other grades, and then in three (his choice) of the following six other studies, and must average 95 per cent; applicants for this grade are examined in October, and if successful they obtain a certificate good for two years. These are the extra branches: Composition, Philosophy, Physical Geography, Elocution, Drawing, Algebra. Examinations are all written, and no assistance is allowed, the rules in this respect being very strict.

But perhaps your patience will have given out by this time, and so I will not trouble you any longer; however, I must say the JOURNAL improves with each number, and I have come to look for its arrival as for that of an absent friend, and I hope that it will prove to excel even your fondest hopes. MONITOR.

A Model of Diffuseness, and its Substitute.

Th the Editor of The New-England:

[Before beginning the explanation of the three nouns, strictly thus named, it will be desirable to exhibit the comparative method in its bearing upon that form of the structure, with whose features the observer is already acquainted by his pursuit of earlier studies; that is of course the primary. As this exhibition progresses, it will be possible for us to detect those relations of successive type forms, which collectively make up the prominent characters and limiting marks of our subject.]

Here is a parody, in eighty words, completely disguising a paragraph of exactly the same number of words, in a scientific textbook of a really very high order, as to its substance, and, to some extent, as to its form also; though capable of being reduced probably at least ten per cent in size, with little if any loss of matter, merely by condensation of expression.

The paragraph in brackets would be amply expressed for all the purposes of the student, thus:

[Before explaining the three Nouns, we shall exhibit the comparative method in its application to the Primary.]

Here seventeen words say better, for the purposes of a learner; form a better guide-curve to properly direct his thoughts at this point, than did the previous eighty. This would be more vividly apparent in the actual sentence here parodied, since the former relates to a cognizable subject matter, but the parody to none. But why better? 1. Because the distinction between the "explanation" as a whole, and the "beginning" of it, is useless, and hence only burdensome. 2. Because the phrase, "it will be desirable," is a comment on what we are going to do, and not a simple, straightforward declaration of the intended purpose; it therefore savors of indirectness. 3. Because the long clause between "upon" and "the Primary" tells the learner in a quite circuitous way what he knows already. If *any* intermediate words were useful here, the many used could all be expressed by—to the [already familiar] Primary. Here, *two* words are better than *twenty-three*. 4. Because all after "Primary" is prophetic in *matter*, and abstract and high-sounding in expression; and therefore quite lost upon the learner, who has just struggled up to this point, and needless to one who has mastered the subsequent matter.

My reasons here given may be drawn from wild rhetoric and mental philosophy, rather than from the cultivated articles. But, as we often say of strawberries, and such like, it may be that the wild is better. Indeed, does not a great deal of the so-called cultivation only cultivate the nature and life right out of one?

R. P. I. T.

Some Changes in Spelling.

Editor of New-England Journal of Education:

In a recent number of the JOURNAL appears the following statement, by "Pedagogicus":

"Probably nineteen out of every twenty of the words in regard to which Webster proposed an improved orthography, are now almost universally spelled after his method. In Todd's Johnson's Dictionary, edited by Worcester, and published in the year prceeding the appearance of Webster's large work, under the letter *A* there are one hundred and twenty words, the termination of which is given as *ck:* as *almanack, angelick, antick, atheistick, athletick*, etc., showing this to have been the general usage at that time. The mission of the *k* is now universal, as in music, public, antic, etc. The same proportion runs through the other letters of the alphabet. So in regard to *favour, honour, neighbour*, etc., *now* given *honor*," etc.

These assertions are so erroneous, and the inferences which one would naturally draw from them are so false, that you, as truthful journalists, will be glad to get the facts of the question.

I have open before me a duodecimo volume entitled "A Compendious Dictionary of the English Language. . . . To which are added, for the benefit of the Merchant, the Student, and the Traveler [*sic*], Tables, etc. By Noah Webster, Esq."; 1806. This is the first dictionary put forth by the now well-known lexicographer. We quote from the preface:

"In omitting *u* in *honor* and a few words of that class, I have pursued *a common practice* in this country authorized by the principle of uniformity and by etymology, as well as by *Ash's Dictionary*. In omitting *k* after *c* I have unequivocal propriety and the *present usage* for my authority."

Webster did not claim the credit of being the first, or among the first, to drop the *u* in *honor*, etc. He says this spelling is "a common practice in this country," authorized by Ash's Dictionary, which was issued in 1775, thirty years before that time. Nor did he claim to be the first to drop the superfluous *k* in *antick, angelick*, etc. He didn't "propose an improved orthography." He says "I have *the present usage* for my authority," thus not setting up as a reformer or a pioneer in this respect, but taking the proper ground of the lexicographer—usage, reputable usage, we must believe, or he would not have valued it. Will any one, whether Pedagogicus or publisher, now say, that it was "general usage" in 1827, to retain the *k* after *c*? If so, we leave him to Dr. Webster.

In regard to Todd's Johnson's Dictionary, edited by Dr. Worcester, in 1827, a few words will be sufficient. Dr. Worcester's name did not appear in the title-page, and so far is it from being true that he favored keeping the *k* in *antick*, etc., that in some introductory remarks of that work he spake as follows: "The general usage, both in England and America, is, at present, so strongly in favor of its omisson that the retaining of it seems now to savor of affectation or singularity." But the publisher, not the editor, determined to let the orthography of Dr. Johnson and Mr. Todd remain, with few exceptions, unaltered. We may reasonably suppose that as the title of the book, "Johnson's Dictionary improved by Todd," was kept, the publishers might have thought it very proper to represent the orthography of those lexicographers. So far is it from being true that it was the general usage to write *almanack, angelick*, etc., that at least eight different dictionaries had dropped the *k* in such words before 1827, and even the most popular spelling-books in England at that time gave the present orthography of that class of words.

What we have quoted from Dr. Webster and Dr. Worcester should settle this question forever. But it will not. Self-interest and ignorance will continue to assert that Dr. Webster was the originator of the reformed spelling—*or* instead of *our*, and *ic* instead of *ick*. Great is falsehood, and it will prevail—if there's millions in it. Our excuse for giving this one a whack on the head, is that of the Irishman at Donnybrook Fair—'it was so good a head to hit!'

Pedagogicus also says: "Few persons who have not given the matter particular attention, are aware in how great a preponderance of cases the changes in orthography, which Dr. Webster recommended, have prevailed universally compared with those not adopted or in regard to which there is diversity of usage." The meaning of which, in English, is, we suppose, that most of Dr. Webster's changes in spelling have been accepted by everybody.

PROVIDENCE, R. I., September 27th, '75.

Editor of N.-E. Journal of Education:

DEAR SIR:—In your paper of last week, F. C. Clark asks to be informed where a poem entitled "The Creed of the Bells," by Charles Mackie, can be found. In "One Hundred Choice Selections," No. 4, page 33, is a poem bearing this title, by George W. Bungay. I think this is the one which Professor Hibbard read before the Teachers' Institute, last January.

Yours truly, A READER OF THE JOURNAL.

STATE DEPARTMENTS.

Maine.

— Gould's Academy, Bethel, commenced the fall term with 40 scholars, under the charge of Mr. A. B. Hall, A.B.

— The Bridgton High School commenced September 6th, under the instruction of George E. Sturgis, of Orono College.

— Rev. W. S. Stockbridge, formerly of Lewiston, recently of Deering, accepts the position of principal of Lapham Institute, North Scituate, R. I., and enters at once upon his duties.

— Mr. Hiram Campbell, of Brunswick, one day last week dug up at the bluff at Maquoit a human skull very large and very thick. The lower jaw was of extraordinory size, and both were well set with teeth.

— There are two terms of the free high school being taught in Plymouth the present season; one by Granville Mansur, Esq., of Plymouth, and the other by M. J. Dow, of Brooks. The attendance is good, and successful terms are anticipated.

— Jordan Stacy, 2d, one of our best teachers, is keeping the district school at Mill Village. The high school at Porter Village, under the charge of Silas McDaniel, of Freedom, N. H., is in a flourishing condition. The high school at Kezar Falls, L. A. Poor, teacher, has been in session three weeks, and numbers 51 scholars.

— The Rumford High School, at Rumford Center, opened September 7th, under the instruction of E. W. Bartlett, assisted by Miss Juna Bacon. The school now numbers 55, and more are expected.

— Prof. W. A. Pike, of the State College, has discontinued his labors for the remainder of the present term on account of ill health. He hopes to recover sufficiently to be able to resume his position next term.

New Hampshire.

State Teachers' Association.

The twenty-second annual session of the New Hampshire State Teachers' Association will be holden at Wolfeborough, October 14 and 15, 1875, commencing at 2.30 o'clock, p. m., Thursday, October 14.

ORDER OF EXERCISES.

THURSDAY, 2.30 P. M.—Organization: Remarks by members of the Association and citizens. The Duty of the Teacher to the Parent: S. W. Clarke, principal Portsmouth High School. Art Education: J. Warren Thyng, Salem, Mass. Originality: D. A. Clifford, principal of Franklin Street School, Manchester. A United Educational System: Prof. R. E. Avery, Tilton. Guessing: Rev. W. E. Spear, superintendent of schools, Dunbarton. 7.30 P. M.—Lecture—How to make our Common Schools Practical: Hon. J. D. Philbrick, Boston.

FRIDAY, 9.00 A. M.,—Election of officers and other business. The Common Sense School: Rev. A. C. Hardy, Fisherville. The Moral Element in Teaching: Edward D. Mason, principal of Dover High School. Radicalism in Teaching: Prof. H. O. Ladd, principal of State Normal School. Practical Education: E. A. Kingsley, principal of Nashua High School. Progress of Education; Defects—Remedies: Hon. J. W. Simonds, State superintendent of public instruction. 2.00 P. M.—Discussion: What studies should be pursued in our common schools, and to what extent should the State educate?—J. G. Edgerly, Rev. Henry Powers, Manchester, and others. New Hampshire at the Centennial: Hon. J. G. Dearborn, superintendent of schools, Manchester. Class Recitations: Prof. Hiram Orcutt, West Lebanon. How to Teach Geography: G. H. Jenness, Rye. Reading: B. F. Dame, principal Lincoln Street School, Manchester. Lecture—Citizenship: Rev. Henry Powers, Manchester.

Ample time will be allowed for the discussion of these topics.

RAILROADS.—The B. & M., Eastern, B. C. & M., and Northern, will carry for half fare. The Rochester & Nashua will issue "round trip" tickets at reduced rates. Steamer leaves Alton Bay at 12.00 m. and 4.00 p. m.; Weirs, at 5.00 p. m. Connecting with these steamers trains, leave Dover at 11:55 a. m. and 3:10 p. m.; Concord at 3.20 p. m.

CHANNING FOLSOM, Dover, *President.*

SYLVESTER BROWN, Manchester, } *Secretaries.*
DANIEL G. THOMPSON, Dover, }

STATE INSTITUTE.—One of the speakers at Whitefield last year urged that the State Association *organize* for active, agressive work, advocating among other things, a normal institute, sometime in the summer. We quote: "Organize! First, to arrange a live *Normal Institute* of one month, at Winnipisaukee, next summer. Let Agassiz be our inspiration. Able instructors enough in the State and out would give their time to a work like this. A small tuition would pay all expenses. Organize no shows, no shams, but devote the month of August to plain, honest instruction in methods of teaching, arithmetic, grammar, geography, reading, insects, flowers, and the rest. Go at it with our might, and we start an Institute that shall be a glory to our State." This matter has been thoroughly and successfully tested in many of our Western States. We commend the subject for consideration at Wolfboro'. Might not the State Association be better held at this time than in October, as at present?

THE CENTENNIAL.—This issue of THE JOURNAL will give an account of what Massachusetts proposes to do at Philadelphia next year. What is New Hampshire to do? Superintendent Simonds and one or two other of our leading educators have already had the matter under advisement. It is one of the most important questions to come before the association next week, and should receive cautious yet decided action. We trust Mr. Simonds and two other good men will be appointed a committee of the association with full powers to attend to the whole matter, and that the association will offer to raise, by subscription in the State, $500 or $5000, as may be needed to give us a creditable representation at the centennial.

THE STATE EDITORSHIP will be another important matter to come before the association. Being fortunately out of that issue, the present editor may be allowed a word. It is no desirable duty. Fifty columns a year—a column every week—it takes but a moment to read, but to look over the week's papers and letters, to scissors and condense; to say a pretty thing about every teacher and school; to say a sharp thing and not get anybody mad; to show up Superintendent Simonds' follies and not get the Democrats—or Superintendent Edgerly's, and not get the Republicans down on you; to try to create a column out of nothing some Saturday when you are utterly exhausted with fifteen hours a day of school duties for the past week—well, try it! We have done our column a week as well as we could, cheerfully, gladly, at the bidding of our association, but we most respectfully submit that it is too much to ask of any one man. Half the amount of labor expended on articles for the paying papers would give a man at least $200 a year. We talk frankly because we are the first man out of the harness, and we doubt not our confreres would say much the same if they could with propriety. We have our own most emphatic opinion as to what ought to be done. THE JOURNAL is getting to be something to be proud of, but educators must lift a little longer. We submit that instead of requiring everything of one man, the State Association should pay at least $2.00 a column for this State editorial work. Will not the New-Hampshire Association take *advanced* action on this matter? We trust that the time for any more four-pence-ha'penny educational work is past in New Hampshire. Mr. Treasurer Hussey, put the present editor down ten dollars on that subscription.

GENERAL EATON, the United States Commissioner of Education, has been conferring with the superintendent of Public Instruction relative to the part our State may take in the educational exhibit at the Centennial. We trust that the friends of education in the Granite State will see that its interests are well presented. We have the materials; our public schools have been the pride of the people. We understand the superintendent is deeply interested in the matter.

— Littleton village schools, 250 in attendance.

— Joseph G. Edgerly, Esq., of Manchester, has been elected superintendent of schools in Fitchburg, Mass., at a salary of $1,800 per annum, and commenced his labors the present week. Glad to have Brother Edgerly for our next-door neighbor. His anxious friends in New Hampshire may rest assured that we will do our best to keep him straight.

— Prof. E. S. Stearns, principal of the Robinson Female Seminary, has been appointed president of a new State Normal University, with which the Nashville University is to be connected.

— McCollom Institute has its quarter centennial proceedings issued in a neat 48 page pamphlet.

— Pupils from Maine to Mississippi, Minnesota, Colorado, etc.: the next graduating class will be the largest ever before *here*. That's the toot from *Tilden*.

— "Meriden students fifty dollars!" That's what we heard a man say the other day, at Nashua, when the subscriptions were taken for carrying on the Y. M. C. A. work in the State. "Hanover seventy-five dollars!" We think President Smith said that. At any rate, he said a good many other things worth even more.

— Mr. Charles M. Schwarzavér, of South Charlestown, is receiving a good many students in German. Mr. S. is a lately converted Jew, and is deserving of Christian sympathy.

— Mrs. Augusta Pierce, of Chesterfield, is teaching her forty-seventh term of school.

— Captain John Bertram, of Salem, Mass., recently presented the Young Ladies' Library Association, of Plymouth, with his check for $500.

— Andover has a private school, Rev. A. H. Morrill, principal, 30 pupils. Gorham — 140 pupils in the new schoolhouse, under the instruction of J. B. Chaffin, Esq., assisted by Miss Maggie I. McKenty and Miss Abbie Knight.

— Miss Helen Wadleigh, daughter of Senator Wadleigh, and Miss Belle Batchelder, of Milford, have entered Wellesley College.

— The scientific party in charge of Professor Alexander, of Riverton College, who made extensive arrangements, at Manchester, for observing the late eclipse, revealed the important fact that annular eclipses are sometimes total, and not always caused by the moon.

— Tilden Seminary is in full tide of prosperity. The school is full, and a corps of twelve teachers aid Principal Orcutt in his energetic work. Miss M. F. Torrey, an elocutionist of note, instructs in reading.

— President Robinson of Tilton Seminary writes us that the institution opens the fall term with 140 students, and the number will doubtless increase to 150 or more.

— P. S.: The postman kindly stands with the mail-bag open to permit us to say paternally that at Wolfboro', next week, we sincerely hope the big ride on the lake, and all courting and flirting expeditions, will be postponed till *after* the Association. A certain class of New Hampshire teachers need to get above such things. Go up to Wolfboro, to *work for education*, and when you get there make a record to be proud of! Would we might be there, too.

Vermont.

— Teachers' Institute for Essex County was held at West Concord, September 24th and 25th. Superintendent Conant was assisted by Mr. W. A. C. Converse, formerly a teacher in Toledo, Ohio, Wm. C. Crippen of the Johnson Normal School, and H. T. Fuller of St. Johnsbury.

— The Institute for Orleans County is to be held October 14th and 15th, at Barton, and that for Orange County is at Randolph, October 22d and 23d.

— The trustees of the Fletcher free library, of Burlington, have closed the institution, on account of the failure of the common council to make an appropriation for the current expenses, in accordance with the terms of the bequest establishing the library. Up to the date of the closure it had been in working order just sixty-one days. During that time more than six thousand books had been lent, or an average of over one hundred a day—and this with a comparatively small portion of the library open to the public.

— The Rutland High School has 88 pupils; the grammar school, 98; and intermediate school, 60. The following is the list of teachers for the schools of the village: High school—Judah Dana, principal, Marcia P. Brown (formerly of Burlington), preceptress, Ellen L. Merriman, assistant; grammar school—Kate C. Phalen, principal, Belle Ruggles, assistant, and Nellie E. Lord, supernumerary teacher in high and grammar schools; secondary schools—Mary Meldon, Nettie L. Sanderson, and Emma H. Armstrong; primary schools—Delia G. Meldon, Etta C. Spaulding, Ednah G. Edson, Abbie A. Adams, and Ella A. Tufts.

— The graded school at Vergennes is doing good work under the charge and instruction of Henry H. Ross, principal, and Miss May Dana, assistant. The teachers of the lower department are Misses Miles, Pierce, and Tracy.

— The Reform School farm at Waterbury has been sold to Russell Butler and Dr. Henry Janes for $7,500, and the boys were last week removed to Vergennes.

— The freshman class in the University at Burlington thus far number 29, including one or two young ladies.

PERSONAL.—Prof. M. Stuart Phelps, for some time past connected with Yale College, accepts the professorship of Intellectual Philosophy in Middlebury College, and will enter upon his duties at the beginning of the winter term.

Mr. Samuel Merrill, son of Giles Merrill, Esq., formerly of St. Albans, is managing editor of a weekly paper at Dartmouth College, called *The Dartmouth*.

Miss Sarah A. Stevens, of St. Johnsbury, returns again to her work among the colored people of Memphis, Tenn. During the yellow fever scourge at Memphis two years ago, Miss Stevens remained steadfastly at her post working heroically among the sick and the dying, and escaped the touch of the pestilence, when almost every other teacher from the North were stricken down.

Massachusetts.

New-England Association of School Superintendents.

The next semi-annual meeting will be held in the rooms of the school committee, City Hall, Boston, on Friday, October 22d, 1875, beginning at 9.30 o'clock, a. m.

Exercises: The presentation and discussion of the following topics and of others that may be suggested:—1. Elements Essential to our Public School System; Hon. Warren Johnson of Maine. 2. The Ideal Teacher; Rev. Daniel Leach, of Providence, R. I. 3. Is Reform needed in Instruction in Geography: If so, in what respects? A. P. Stone, Esq., Springfield, Mass. 4. Discussion, opened by Hon. B. G. Northrop, of Connecticut.

All school superintendents in New England are cordially invited to be present and participate in the discussions.

For the committee of arrangements,

AUGUSTUS D. SMALL, *Secretary*.

SALEM, MASS., September 26th, 1875.

GROTON.—Lawrence Academy opened Wednesday, August 25, with an increased number of pupils. Rev. James Fletcher has been for several years its principal; E. S. Ball, A.B., appointed to fill the chair of Mathematics and Natural Sciences in Cushing Academy, accepts his reappointment as professor of the same in Lawrence Academy; Miss Laura Watson, a graduate from Mount Holyoke Seminary, also returns as preceptress.

— A series of institutes for teachers in the western counties of Massachusetts will be held during the successive weeks, commencing at South Adams, October 14 and 15, and continuing through the months of October and November, to be under the direction of State agents Walton and Hubbard. The second institute of the series at Orange, on Thursday and Friday, October 21 and 22.

Rhode Island.

PROVIDENCE. — It will be remembered that some months since the city council appointed a joint special committee of five to investigate the whole subject of our public schools. Since that time the matter has rested till last week on Tuesday, when the committee held their first public meeting.

A formal notice of the meeting and an invitation to be present succeeded in drawing together *three* persons besides the committee. This fact shows, either that the people take no interest in their schools, or else that there is not the general distrust of the system that is claimed in some quarters. The meeting was of a preliminary character, more to define a line of action to be pursued in conducting the investigation than for the discussion of the merits of the system, and as it was deemed possible that the inquiry would embrace the consideration of a number of subjects requiring protracted deliberation, the services of a phonographic clerk it was thought would be necessary. The basis of the inquiry was settled upon, and some of the topics likely to engage the attention of the committee will be the massing of large numbers of children in one school; the advisability of having the details of the system more generally understood by members of the city council and the school committee; the possible reduction of the number of the school committee, the present number being regarded as too unwieldy for the proper supervision of the schools; the necessity of uniformity in the system of instruction; of superceding less capable by better educated teachers; of more attention to the care of school property, and in the purchase and dissemination of text-books.

We are glad the inquiry has been instituted, and believe it will result in awakening an increased interest in the public schools of the city, while we are very confident that it will secure a more just and natural arrangement of the details of the school system.

PAWTUCKET.—*Schoolhouse Improvements.* — The Grove street and Summit street schoolhouses were considerably enlarged during the recent vacation, but the improvements were not fully completed at the commencement of the fall term. They are now completed. New seats, of the same style as were put into the Laurel Hill and Lebanon Road schoolhouses, have been supplied. At the Summit street house the yard has been newly graded, owing to the street having been cut down in grading at this point. A new fence has also been erected. One alteration has been made which, we think, can hardly be called an improvement. Instead of the children's clothing being hung in the schoolroom, as formerly, they are now hung in the entry-way, where they are wholly unprotected from the depredations of any prowling thief, the outside doors of the entry being left open. We noticed that, at the last meeting of the school committee, they voted to allow the teachers in the above schools the full amount of pay for the term, as they did not consider that they were to be losers through the negligence of the town to provide accommodations in season.

RICHMOND.—The fall term of school at Wyoming commenced Sept. 20th, Mr. Andrew Moore acting as principal in place of Mr. Clark Gardiner, who died Sept. 23, of typhoid fever.

LINCOLN.—At a meeting of the school committee of this town, held a few days since, a tax of $3,000 was approved in district No. 10, "Friends," to meet the expenses of enlarging the schoolhouse in this district, which has been accomplished during the summer vacation. The schools commenced their fall term on Tuesday of last week, with an additional department: consequently, two teachers instead of one, as formerly.

BRISTOL. — We are glad to notice that the evening schools have been already started in this town. We are more and more convinced that a week before the holidays is worth two after them. Hence the advantage of an early beginning.

TIVERTON. — The schools of this town passed before our gaze the past week. They appeared well, though some were laboring under the fearful disadvantage of from 33 to 60 per cent. of absences. We were glad to notice that both the chairman of the committee and the superintendent were unreserved in their approval of the few normal school teachers they had, and that they were desirous of securing more of them. Miss M. Estelle Newell, a graduate in Jan. '75, begins the school, this week, in District No 7, on the Stafford road. Harvey's New Graded Readers have just been introduced into the school in place of Willard's.

CLASSICAL TRAINING SCHOOL FOR GIRLS.—Two girls, graduates of the classical department of the Providence High School, were last week *unconditionally* admitted to the Boston University. Another high school girl has been a year in Michigan University, while two others enter this year Wellesley College. Miss Louise L. Aborn, graduate of Normal School, Jan. '75, has taken the school in District No. 7, East Providence, succeeding Miss Sarah H. Monroe, who has been engaged to take the grammar department in District No. 10, "Friends," Lincoln.

Connecticut.

TEACHERS' ASSOCIATIONS AND INSTITUTES.—The State Teachers' Association will hold its annual meeting in Hartford, October 21 and 22. The Hartford County Teachers' Association met in the Brown School hall, October 2. The teachers' institute at Old Saybrook, September 23—25, was numerously attended. Among the speakers were Hon. T. B. Stockwell of Providence, commissioner of schools for Rhode Island, and Mr. J. B. Baker of Hartford, the successor of the late Chauncey Harris as principal of the South District School in that city. The first prize in spelling was awarded, after an animated contest, to Mr. Ernest P. Butler of Cromwell, a recent graduate of the Normal School. He also took a spelling prize at Colchester, the previous week. His name was given incorrectly in the last number of this journal. The Meriden institute had not the advantage of fine weather, yet 123 teachers and a large audience of others, were present Friday morning, October 1. Another institute will be held at New Canaan, Fairfield county, October 15–17.

SCHOOL BUILDING BURNED. — In a recent number of THE JOURNAL, mention was made of the Ellington School, founded in 1829. The school building, erected in that year, has long been a very conspicuous object, as it occupied a commanding situation, and was of large size, being one hundred and twenty-eight feet in length, and in the center four stories high, including the basement. Early on the morning of Thursday, September 30, it was discovered to be on fire, and in two hours was totally destroyed. It had been unoccupied for a long time, and must have been intentionally set on fire.

NEW BRITAIN.—The report of Mr. Charles Northend, the acting visitor, shows that the schools of this town have been prosperous, and have accomplished a good work during the year. The number of children enumerated last January (from 4 to 16 years of age) was 3,028, an increase of 108 over the previous year. The whole number of different scholars in attendance some part of the year was 2,522, an increase for the year of 126. Ten pupils graduated at the high school, of whom three entered the Scientific School at New Haven. The new class in the high school, admitted after strict examination, numbers 35. The entire cost of the schools for the year was $28,888. This town abolished its old school districts a few years since, and now manages its schools on the "union district" system, which appears to be satisfactory to all its citizens. Drawing is taught in the schools, also the German language to such as desire it. The teachers of the town and the members of the board of education hold monthly meetings to consider and discuss matters pertaining to the improvement of the schools.

EAST HAVEN.—This town has also conducted its schools on the union district plan for four year past, and shows no inclination to go back to the former district system. During the last year the board of education have adopted a new code of rules, designed to remedy some prevalent evils, and have partially accomplished the desired object. The nearness of this town to New Haven attracts some of the more advanced scholars to the excellent schools of that city, to the detriment, somewhat, of the schools in their own town. In the town report appears the following passage: "The work of education, our schools do not and cannot accomplish. They are not intended to do it. They are established for a different purpose, and that purpose is the *instruction* of our children. But this is not education in its fullest sense. When a youth is *instructed* he *knows* something; when he is *educated* he is *made* something. That is not always the best school where one learns the most. The test is not 'What does he know?' but 'What is he?' * * * Each one has a *body*, *mind*, and *soul*. The public school * * * simply operates upon the mind. * * * But each one of these three elementary parts must be educated, in order to the proper development of the man. If the *mind* alone be cared for, then knowledge becomes a power for evil as well as good, and, without any other education, we only make of the youth entrusted to our charge men wise to do evil. If the *body* alone be trained, we make an athlete, much muscle and little mind. If the *soul* alone be cared for, we make young people very pious but very weak and silly. Each one of these is to be properly developed—the development of one counteracting the evils of the others—and this proper development is education."

Colleges.

BOWDOIN. — The term opened Thursday, Sept. 23, with an examination of candidates for the several classes. There were nine applicants for entrance to the freshman class, and one for the sophomore. These, together with those who have already entered will, if none are unfortunate enough to be rejected, insure a class of 34, a little below the average. The upper class men are returning in large numbers, and the prospect is that very few will remain out to teach.

TUFTS. — The game of ball between the freshman and sophomore classes was played on the 25th ult., and was closely contested. It proved very interesting to upper class men. The first two innings resulted in draws, and the third was won by the freshmen, who were greatly elated by their victory. . . . The course of study for the degree of B.P., which has heretofore occupied only two years, is to be entirely remodeled, and will require four years for its completion. Latin is to be required, as in the regular course, and the place of Greek is to be supplied by the modern languages and higher mathematics. . . . The 29th annual session of the Grand Chapter of the Zeta Psi Fraternity is to be held at the Revere House, Boston, on the 20th and 21st inst., by invitation of the Kappa (Tufts) Chapter. Public literary exercises consisting of an oration by Z. L. White, Esq., of Danvers ('66), of Washington, D. C., and a poem by Mr. Frank M. Hawes ('72), will be held. . . . An effort is being made to purchase a new boat for the boat club. The effort promises well, the subscriptions among the students being quite large. The first number of the *Tufts Collegian* was issued on the 30th ult. It retains the same general form, but is now printed on tinted paper, which greatly improves its appearance.

YALE. — Last Saturday evening, 25th inst., the initiation into freshman societies took place. Delta Kappa, as usual, secured the largest number, with Sigma Epsilon second, and Gamma Nu last. . . . Wednesday, the 29th, the Yale University Boat Club held its regular annual meeting, for the election of officers. For president, E. P. Howe, of Worcester, Mass., was chosen. R. I. Cook was re-elected captain. . . . The delegates chosen to attend the Delta Kappa Epsilon convention, at Syracuse, were Messrs. Hyde and Porter, '76, Barnum, Percy, and Winston, '77. . . . M. S. Phelps, tutor here in Logic, has been offered a professorship in Middlebury College, Vt., and has accepted. He will enter upon his duties at the beginning of next term.

AMHERST. — H. N. Morse, '73, who has since been studying Chemistry in Germany, has been appointed assistant-professor in that department here. He received the degree of Ph.D., *cum summa laude*. . . . Dr. S. R. Brown, a missionary in Yokohama, has sent two superb specimens of the giant crab, measuring four feet across, to our cabinet. . . . The faculty have voted that the last recitation may last till 6 p. m., between March 1st and Nov. 1st, and till 5:30 p. m., the balance of the year. . . . The '76 board of editors of the *Amherst Student* retired with the last issue. They won the confidence of the college, and have received many encomiums on their labor. . . . The ball association is being managed with unusual vigor. A subscription of $230 was made last week—more than enough to pay all debts. The University nine expect to play Brown, Oct. 9th. . . . The faculty intend granting another Mountain Day this year. . . . The catalogue will be issued earlier than usual. . . . Term does not close till Dec. 22d. The seniors have Moral Science twice a day with Professor Seelye. . . . The sophomores had a midnight pow-wow lately, but the faculty have taken the affair so seriously that there is little likelihood of its happening soon again. The freshmen consequently sleep in peace.

DARTMOUTH.—The fall course of lectures was opened by James T. Field, on Friday evening, Sept. 24th, on DeQuincy. An audience of about two hundred was present, which the lecturer held, with his sweet-toned voice and pure English, in the closest attention for an hour. He selected the best English authors of the present century for comment and illustration, while he drew vivid pictures of the character and appearance of the great "writer and opium-eater." Professor Bailey gave his last lecture before the college September 29th. . . . The university base ball nine has been organized by the captain, Clarke, as follows: Smith, '77, p.; Pomeroy, '79, c.; Clarke, '76, C. S. D., l.f.; Whidden, '79, 3b.; Gerould, '78, C. S. D., 2b.; Morton, '77, s.s.; Hill, '76, C. S. D., r.f.; Sewell, '77, c.f.; Staples, '76, 1b. . . . In connection with the college amusements, along with the class races there is to be a new feature this year, namely, athletic sports. Two prizes will be offered for nearly all the contests.

TRINITY COLLEGE.—Portraits of ex-President Eliot and Kerfoot have recently been placed in the college library. In accordance with the wishes of the late president, Rev. Dr. Jackson, his widow has given his valuable private library to the college.

— Nearly fifty new students, representing twenty different colleges, have entered the School of Theology of Boston University.

Good Words.

NEW HAVEN, CONN., Sept. 30th, 1875.

I am gratified to hear of the success of the NEW ENGLAND; it deserves it. Very truly yours, H. N. DAY.

WORCESTER, MASS., September 30th, 1875.

The weekly advent of the JOURNAL is hailed by us with joy. It may have its equal in our land; but if so, I do not know it.

Your friend, J. A. SHAW,
Principal of Highland Military Institute.

ALCORN UNIVERSITY, RODNEY, MISS., Sept. 20th, 1875.

I am endeavoring to get up a club of twenty-five for the invaluable JOURNAL. Wishing you God-speed in your noble efforts, and pledging my earnest endeavors in behalf of THE JOURNAL and the cause it seeks to elevate,

I am truly yours, S. P. VASHORNE.

New Publications.

SHELDON'S FIFTH READER. New York: Scribner, Armstrong & Co.;—Boston: Thompson, Brown & Co.; 1875.

This book contains a collection of the best prose and poetical selections of our language, for the object of teaching children to read. The author has omitted the usual rules and definitions which textbooks in reading usually contain, believing that it is a waste of time to burden pupils with formulas in reading. The only thing that approaches drill work, as such, are the phonic exercises in the brief appendix. The best models are given to the pupil, selected from the most celebrated French, German, and English literature. In order to lead the pupil to the dictionary, the author has omitted all definitions of words.

There are forty illustrations scattered throughout the book, and the printing and binding are excellent. The author's name as an educator will give the book a prominent place in school literature, and the merits of the work will commend it to the use of good teachers in reading.

AMERICAN STTAE UNIVERSITIES. Their Origin and Progress; a history of Congressional University Land-Grants; a particular account of the Rise and Development of the University of Michgan; and hints toward the future of the American University System. By Rev. Andrew Ten Brook. Vol. I. 8vo, cloth; $3.50. Cincinnati: Robert Clarke & Co.

This book covers ground hitherto unoccupied by any educational writer, except in a statistical way, and opens a field of interesting history and discussion. It originated in the sketches of the rise and growth of Michigan University; and the interest which was awakened by this review led the writer, at the solicitation, as he says, of high authority, namely, President Hiven and others, to attempt a more general examination of the subject of American universities and their relations as wards to the general government as a patron.

The style of the author gives an easy and interesting narrative, and the warp of dates, statistics, etc., is interwoven with a story of personal and educational interest, which makes the work one of the most readable to the general reader, as well as to the educational explorer. A brief sketch is given of the early progress of higher education in the Atlantic States, beginning with the establishment of Harvard College. The rise of the academy system is also sketched, from the establishment of the Dummer school at Byfield, Mass., in 1763. The educational tone of the several colonies is traced from the character of the founders, and the leading ideas of these men are set forth in their ideal institutions. The principles of State endowments for higher education, as well as for the common school, is clearly set forth, and most of the colonies established or aided these institutions by gifts of lands or money. The difference in the status of education in the colonies after the Revolution is traceable to the more or less stable foundations established by the settlers of the Northern and Southern sections; and the tidal wave of education moved westward with the flow of emigration, with but slight variations from the parallels of latitude in which it commenced its action.

The New-England Ohio Land Company was the first great movement which carried moral worth and intelligence west and north of the Ohio river. This colony was made up of stray men from New England and the Middle States, and the character of the Ohio settlement was but a reprint of the Eastern ideas in religion and education. The interest of the pioneers in education, and the vast quantities of unoccupied lands in their midst, led to the appropriation by Congress of portions of these lands for the endowment of schools and colleges. The difficulties which attended the adjustment of the claims of the older States for their portion of land-grants, is a matter which the author briefly but graphically sets forth.

The author passes from the discussion of the difficulties and trials of the early Western settlers, and their educational encouragements and discouragements, to sketch the state of culture and education in Michigan, and the early steps of her founders to secure and utilize the land-grants made by Congress for the State's benefit, and fully describes the acts and influence of individuals and the State in founding the University of Michigan, first at Detroit, and then at Ann Arbor. Mr. Ten Brook devotes a chapter to an account of the organization of the school administration of the endowment fund, and how wisely ordered were some of the events which seemed to threaten adverse fortune to educational prospects. He gives the rise of union schools, which were to become feeders to the University, and gives the history of the several administrations which have built up the University from its small beginnings to a position of the leading college in the West. The history is one of struggle and toil, through a long period of adverse influence, up to the history of triumphant success; and the educators of the country will see in this but the type of all similar institutions whose life is worth a record. The book is written to illustrate the growth and educational progress of the University of Michigan, but in the nature of the case it shows it to be but an outgrowth and an adjunct of the great schools of New England in which its founders had their education; and the author gives full credit to this source of power and blessing, and every true educator in the country will rejoice in the merited prosperity of an institution which, founded in the wilderness, as were Harvard and Yale, has by its influence, as did the older northern colleges, make the wilderness to bud, blossom, and bear rich fruit. Educators everywhere will read this valuable contribution with pleasure and profit.

FORBRIGER'S PATENT DRAWING TABLETS. Published by Strowbridge & Co., Cincinnati, O.

There are some novel features about this treatment of drawing. As we desire to encourage all attempts to devise new and better educational methods, we wish we could fully and heartily endorse the result of Mr. Forbriger's attempt; but that we cannot do. While we approve of the result in some particulars, we must decidedly condemn it as a whole.

The pupils are not permitted to see any copy until the time comes for them to draw it. By this arrangement, which keeps them in ignorance of what is coming next, it is claimed that their interest in drawing is better maintained. Undoubtedly there is something of truth in this, when the pupils are only six or seven years old; but the same thing is better and more cheaply secured by the use of cards, and might be secured by pasting the edges of drawing-books together. Older pupils, however, like to look ahead,—like to know what is coming, what is to be the end attained by their efforts. So far as keeping up interest in drawing is concerned, one has only to teach in the way that will give the best results, and the interest will take care of itself. Never doubt that.

One of the most valuable ends to be attained by instruction in drawing is development of the taste. Toward this hardly any other thing can contribute more than the repeated contemplation of beautiful objects. For this reason, all the copies which pupils are required to draw should be made as beautiful as possible; then they should carefully work at them, not only once, but again and again. If the copies are what they should be, they will not cease to please by being frequently looked at. Hence the pupils, especially older ones, should have access, in advance, to the copies which they are to draw. Indeed, they should have access to them both before and after drawing. Even if the teacher were to sit down with his class, from time to time, and do nothing but look at the drawing-copies, and discuss their points of beauty, he would find it an exceedingly profitable exercise. If, however, the copies are in bad taste, then the less seen of them the better; and we regret to say that many of the copies in Mr. Forbriger's primary course should be kept out of sight as much as possible. To look at them can only vitiate the taste.

As we understand Mr. Forbriger's plans, each drawing made by the pupils is to be taken away from them as soon as it is executed. Thus the pupils have no chance to look back upon their work and compare the earlier stages of their progress with the latter. So they are deprived of one great source of pleasure and profit, for there is no pupil who does not like to turn over his old drawings, from time to time. One of the objections to young learners drawing on slates at the outset, arises from the fact that the drawings cannot be preserved. It is also to be remembered that teachers should be able at any time to look back and examine the work done by their pupils.

It is said that, by thus having the drawings sent to headquarters, the superintendent of drawing can readily ascertain just what each class is doing on any day. But this is a matter of trifling importance. At suitable intervals the standing of each class can be secured in some other and much less objectionable manner.

Mr. Forbriger proposes to continue the same plan of operations throughout his whole course. To this there is a most fatal objection: the impossibility of producing good results in drawing by following any one method exclusively. Drawing embraces much more than can be taught in any one way.

We may also observe that insufficient attention is paid to proportional enlargement and reduction, to memory and dictation exercises, and to original design. For memory exercises, scarcely a suitable form is given, for there is scarely one worth remembering. We believe but a single classic form is to be found among all the exercises. Hardly a word is said about the principles of design, when there should be much said.

We rather like the manner in which Mr. Forbriger begins his exercises, following what, we believe, is called the stigmographic method. He gives the pupils the measurements and leading points of the figures to be drawn, and leaves them to do the filling-in. For very young pupils this is a good way to begin, but the practice should not be continued long. Mr. Forbriger also begins rightly by giving copies involving only length and breadth, and having severe geometrical outlines; but he keeps the pupils altogether too long upon straight lines alone. The usual French manner is to begin with curve lines at once; but that, we think, is an error in the other direction. We are also glad to see half-tint introduced at an early stage; but nothing is said of its proper use, while altogether too much is given. To work in half-tint consumes a great deal of time, and teaches very little. That little, however, should be learned quite early. Mr. Forbriger pays some attention to conventional forms, but by no means enough; while the historic element appears to be wholly neglected. Historic, classic features should be strong in the earliest instruction in drawing.

We should say that there can be no saving of money by using this course of drawing.

COMMON-SCHOOL LAW FOR COMMON-SCHOOL TEACHERS. Reprinted from the *School Bulletin* and *New York State Educational Journal*. Albany, N. Y.; 1875.

This manual, although edited by an able teacher of New York, with reference to the laws of that State, is also well-fitted in the exposition of principles of school legislation to any State in the Union, and its reference to cases covers the judicial decisions of the several States. While this work is not an attempt at an exhaustive discussion of the laws governing the teachers and school-officers, it treats of topics most vital to the profession: Legal Qualifications, Contracts, Authority. (1) As related to School-officers; (2) As related to Parents; (3) Corporal Punishment; (4) In loco parentis. The Wisconsin decision upon parents' control of children's studies, with opinions of intelligent school-men upon the subject, is also given. This little book should be in the hands of teachers, that they may know their rights and duties upon these important questions, which occupy the minds and trouble the actions of even the most intelligent and faithful teachers.

THE SHINING RIVER: A new collection of Sabbath School Songs. By H. S. and W. O. Perkins. Price 35 cents; $30 per hundred. For sale by Oliver Ditson & Co., 451 Washington street, Boston.

The children will sing, and they must have Sunday-school music, and among the writers and compilers of this sort of work none have a better reputation, or are more popular, than the Messrs. Perkins of New York. The words and music are new, bright, and beautiful, and such as children will love to sing every day of the week. The names of a few of the songs will perhaps most readily introduce the whole: The Beautiful Story; Seek we Early; No Friend like Jesus; My Saviour's Voice; Glad Tidings; More Love; Wandering Child; Song of Home; Walk in Love; Rojoice! Rejoice! Golden Jerusalem; Father Take Us.

PICTURE MUSIC CARDS.—*Something New for the Children.*—Attention is called to two sets of beautiful songs, originated and copyrighted, in 1875, by G. N. Boardman. The "Reward Songs" consist of seven original melodies, with words, expressly arranged for children's voices, intended for Sabbath schools, public schools, and home recreation: to be used in the same manner as the present "Rewards of Merit." "Music Leaves" comprise a set of six original songs, printed on a large card. Both are executed in colors, with a beautiful vignette in chromo tints. "Reward Songs," per package, set of seven songs, 25 cents; "Music Leaves," per package of six songs, 30 cents.

The cards are designed to be placed in the hands of the pupils of a school, while the words and music are to be copied upon the blackboard and taught to the school, as a class. At the close of the week the scholars are presented with the cards as a reward of merit for their attention, proficiency, etc. The selections are excellent, and the pictures are very pleasing, and in the hands of a good teacher the plan cannot fail of success.

MESSRS. ROBERTS BROTHERS are preparing an agreeable sensation for hosts of readers, in the shape of a new book by Miss Alcott. "Eight Cousins" will be the first book in the "Little Women" series issued since "Little Men," which was published in June, 1871, four years ago, thirty-eight thousand copies having been called for in that month. The series consists of "Little Women," "Little Men," and "An Old-Fashioned Girl," three works without doubt the most popular of the time, their combined sale in the United States exceeding two hundred thousand, and England, France, Germany, and Holland swelling the number with their respective editions. "Eight Cousins" adds another to these felicitous domestic histories which have made their author so famous, and in which girls, boys, and their parents take equal delight, and its perusal will convince all that she has lost none of her powers of fascination.—Messrs. Robert Brothers have also nearly ready "Madame Recamier and her Friends," translated from the French by the translator of "Memoirs and Correspondence of Madame Recamier," which work, published several years since, has had a wide popularity, and is now complemented by the new book containing Madame Recamier's own letters omitted in the first volume.

THE BEST EDUCATIONAL JOURNAL.—We recently received the following letter from a teacher in the Netherlands, wishiug us to name the best educational periodical in the United States:

SIR: You would greatly oblige me if you would have the kindness to communicate to me which is the best periodical, weekly or monthly, on educational science, published in the United States, and what is the price of it. Where there are so many publications, as in your country, it is difficult to decide which are the best and most scientific ones. I hope you will excuse me for having taken the liberty to address myself to you. I am, Sir, your servant,

J. GELUK,

Teacher at the Public School at Dinteloord, in the Netherlands.

We confess that the question is not an easy one to answer. The only really great educational publication that has appeared in this country is *The American Journal of Education*, edited by Dr. Barnard; but this is now discontinued. Shall we say the *New-England Journal of Education*, or the *Pennsylvania School Journal?* or are there some other educational periodicals superior to these? Who will suggest a reply?—*The Normal Monthly.*

We heartily appreciate the compliment paid us by Prof. Brooks, in placing the NEW-ENGLAND JOURNAL at the head of the list of the best educational periodicals in America. Had the letter been sent to us, we certainly should have added *The Normal Monthly* to the list, but our Dutch friend probably knows of its value by a personal acquaintance with the editor.

THE first volume of the English translation of "*L'Historie de la Guerre Civile en Amerique*," by M. le Comte de Paris, is now in preparation by authority of the author. The volume will be an 8vo, with maps aud battle-plans, and will include the first two volumes of the French. The Comte de Paris, grandson of the late King Louis Phillipe, it will be remembered, came to this country in 1861, and served upon Gen. McClellan's staff. He has received valuable contribution to this work from private letters and journals of Gens. Grant, McClellan, Johnston, and other officers, both of the Federal and Confederate armies. Also, through President Grant's lively interest in the forthcoming history, the author has enjoyed access to important and interesting government documents and records, including those of the late Southern Confederacy.

LITERARY NOTES.

— Rev. John E. Todd, of New Haven, Ct., has written a life of his father, Rev. John Todd, D.D., which will soon be published by the Harpers.

— E. S. Nadal, the author of the new book, "Impressions of London Social Life," is a son of the late Prof. B. H. Nadal of Drew Theological Seminary, and a graduate of Yale, class of 1865.

— Prof. Tayler Lewis' biography of the late President Nott, of Union College, announced, two or three years ago, by the late firm of Gould & Lincoln, will shortly be published by Sheldon & Co.

— Prof. Joseph Haven, late of Chicago University, has written a "History of Ancient and Modern Philosophy."

— "Osgood's Vest-Pocket Edition" will be published soon, as a sort of supplement to "Little Classics."

— Dr. Thomas Hill, late president of Harvard College, has written a book called "The True Order of Studies," which Putnam's Sons will publish.

— Frank R. Stockton, a bright and entertaining writer, has collected a volume of his stories, "Tales Out of School," which Scribner, Armstrong & Co. will publish.

— Julian Hawthorne's "Saxon Studies," which have appeared in an English periodical and occasioned remark by their hard, unsympathetic spirit, will be published in book-form by Osgood & Co.

— We understand that Prof. T. R. Lounsbury, of Yale College, has just written a book on subjects connected with his department, Early English.

— John Wiley & Son, Astor place, New York, do a large book importing business for colleges and schools, as well as professors and teachers. Books for libraries and samples of new books for teachers are free of duty.

LIST OF BOOKS JUST PUBLISHED.

[The prices in this list are for cloth lettered, unless otherwise indicated. Imported books are marked with an asterisk: authors' and subscription books, or books published at net prices, with two asterisks.]

* St. Paul: His Life, his Work, and his Writings. By W. H. Davenport Adams. With map. 12mo, $1.50.
* Æsop's Fables. New edition. With 100 illustrations. 18mo, 75 cents.
* A Practical Treatise on Coal Mining. By George G. Andre, F.G.S. Parts V and VI. Royal 4to, pages 48 and 6 plates. Paper, each $2.00.
Lectures on Jurisprudence. The Philosophy of Positive Law. By the late John Austin. Abridged for the Use of Students, by Robert Campbell. Large 12mo, $3.00.
*Beeton's Pictorial Speller. With numerous illustrations. 18mo, 50 cents.
*Stories of Bird Life. A Book of Fact and Anecdotes, illustrative of the Habits and Intelligence of the Feathered Tribe. By Henry Berthone. Illustrated. 12mo, $1.50.
*Practical Geometry and Engineering Drawing. By George Sydenham Clarke. With 20 plates. Demy 4to, pp. 116, $7.20
The Works of Charles Dickens. Illustrated. Gadshill edition. In 15 vols. Vol. I. The Pickwick Papers. Crown 8vo, pp. 851, $2.00.
*Society of Engineers. Established May, 1854. Transactions for 1874. Edited by Perry F. Nursey, member Society of England, Secretary. With plates. 8vo, pp. 173, $7.50.
Practical Ethics for Schools and Families. By Matilda Fletcher. 8vo, pp. 154, $1.00.
History of Trial by Jury. By William Forsyth, M.A., late Fellow of Trinity College, Cambridge, and author of "Hortensius; or History of Lawyers." New edition. Prepared by James Appleton Morgan, Esq., author of "The Law of Literature," etc 8vo, pp. 358, $3.50.
*French Classics. Vol. VI. Contents:—Le Joueur, a Comedy, by Regnard, and Le Grondeur, a Comedy, by Brueys and Palaprat. Edited, with English Notes, by Gustave Masson, B.A. Clarendon Press Series. 12mo, pp. 240, $1.00.
*Specimens of Greek Dialects. Being a Fourth Greek Reader. With Introductions and Notes by W. W. Merry, M.A., Fellow and Lecturer of Lincoln College, Editor of Homer's Odyssey. Books I—XII. Clarendon Press Series. 12mo, pp. 371, $2.00.
*Fifth Greek Reader. Selections from Greek Epic and Dramatic Poetry. With Introductions and Notes by Evelyn Abbott, M.A., Fellow and Tutor of Balliol College. 12mo, pp. 333, $2.00.
The Odyssey of Homer. Translated into English Verse by William Cullen Bryant. Roslyn edition. 12mo, pp. 528, $4.00.
Independent Primary Reader. An Alternative of the Independent First Reader. 12mo, pp. 80. Boards, 25 cents.
*The Rudiments of German Etymology. A necessary Appendix to every German Class-Book. By Henry Klein, A.M. 12mo, pp. 93. Bds, 60 cents.
Impressions of London Social Life. By E. S. Nadal. 12mo, $1.50.
*The Natural History Scrap-Book. With large engravings by the best artists, and descriptive letter-press. 2 vols. Imp. obl. 8vo. Per volume, $1.00;—Same, in one vol., $2.00.
Charles Reade's Novels. Illustrated Library edition. In 6 vols. Vol. I. Griffith Gaunt, and Put Yourself in His Place. 12mo, pp. 544, $1.50.
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Library Notes. By A. P. Russell. Crown 8vo, pp. 400. $2.00.
The Waverley Novels. By Sir Walter Scott. Illustrated Melrose edition. In 13 vols. Vol. I. Waverley and the Antiquary. Crown 8vo, pp. 1338, $2.00.
Brought Home. By Hesba Stretton. 16mo, $1.25.
*Journal of the Society of Telegraph Engineers. Including Original Communications on Telegraphy and Electrical Science. Published under the Supervision of the Editing Committee, and edited by Major Frank Bolton, Hon. Secretary, and George Preece, Secretary. Part 9. (Published Quarterly.) Crown 8vo, pp. 184, paper, $2.00.
Elements of Zoology. A Text-Book. By Sanborn Tenney, A.M., Prof. of Natural History in Williams College. Illustrated by 750 engravings. 12mo, pp. 503, $2.50.
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We will furnish any book in the above list on receipt of the retail price, postage paid by us. Address N. E. JOURNAL OF EDUCATION,
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Elsie's Womanhood. By the Author of the "Elsie Books."
Daily Thoughts. By Rev. T. DeWitt Talmage, DD.
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Eventide.

Yon pale cloud
Is tinting with the sunset's hectic flush,
So is the distant Tor now glory-browed;
And now a solemn hush
Steals from the skies adown the mountain side;
'Tis the deep stillness of the eventide.

The white moon
Grows golden in the grey dome of the sky;
Brighter she climbs the dark'ning steep, and soon
Will lighten radiantly.
Now in the shifting purple-hues of even
Earth, air, and sea seem melting into heaven.

The tall trees
Throw now no shade, for all is dark around;
The star is splendid o'er the seas; the breeze
Is dead with every sound
But the sweet streams. Myriads of loving eyes
Yearn on the earth from out the bending skies.

The brown tint
Has faded into gloom on the sharp crest
Of the far mountain. Only starlight's glint
On the stream's heaving breast.
The lark and bee are quiet; the warm glow
Has left the cloud and the hill's frowning brow.

Heavy dews
Pearl the soft eyelids of night-cradled flowers,
That opening, smile but where the warm sun woos
In daylight's golden hours.
Sadness comes o'er me with the twilight gray;
And, with the day, my rhyme is laid away.

—*Selected.*

The Modern Pronunciation of Latin.

PAPER NO. V.

In my last paper some of the evidence, drawn from ancient or contemporary sources, concerning the actual sounds of the Latin vowels, came under consideration. It is now proposed to consider a little of the evidence concerning those consonants which, by the restored pronunciation, sound differently from what we have been accustomed to hear. These consonants are *c, g, j,* and *u* or *v*. First as to *c*. No scholar has any doubt that the ancient Greeks pronounced their *k* (kappa) exactly like the modern Greek kappa and the English *k*. But they wrote the contemporary Latin proper names, Cicero, Cæsar, Decius, Lucius, Scipio, as they were pronounced by their Roman neighbors, with slight terminal variations, thus: Kikerou, Kaisar, Dekios, Loukios, Skipiou.

On the other hand, in Greek proper names, the Romans, writing them in their language, uniformly represented the Greek kappa by the Latin *c*. Thus, for example, Cicero in his first book of his Tusculan Discussions, has occasion to mention the Greek names Dikaiarchos, Cineas, Scepsius, Cynieus, Lacæna.

Priscianus, a Latin writer already mentioned, speaking of *k, c, g,* says, "*K* and *I*, although they may seem to have some difference in shape and name, nevertheless contain the same power with *C* as well in the sound of words as in their metre." That is to say, the quality or sound of *k, g,* and *c*, is the same, and they affect the quantity of the preceding vowels alike.

And Quintilian, a Latin grammarian and rhetorician, in his treatise De Institutione Oratoria (Book I., ch. 7), referring to a growing usage in his time of writing *k* for *c*, when *a* follows—remarks: "*K* however, I think should be used in no words except those which it signifies, when it is placed alone. In this matter I have not overlooked this fact, that some persons think that is necessary, whenever *a* follows: *although there is the letter c which preserves its own force before all the vowels.* In the first of these two sentences, he evidently alludes to the customary use of *K* as an abbreviatian for the name *Kaeso* (or Caeso) and for the word Kalendæ, *Calendo.*

From all this it must be apparent that the Latin pronunciation of *c* was exactly the same as that of our *k*, in whatever position it was found. Otherwise we must suppose that Quintilian did not know the sounds of his own alphabet, and that Cicero deliberately perverted a proper name which he knew was pronounced *Kineas* into the entirely dissimilar word Sineas, and took the trouble to do it with a *C*, when the unequivocal Latin *S* was freely at his service.

Nobody, I suppose, has any doubt that the ancient Greeks pronounced their *gamma, g,* always hard like the English *g* in *give.* If two gammas came together, it is possible the first became nasal, like our *ng* in *hang;* but in that case the effect is the reverse of making a dental consonant like our *j* or *dj*. But if the Greeks in their common word *gumnasion* pronounced the *g* hard, the Romans, who spelled the same word *gymnasium,* must have pronounced it *ghymnasium* or else they were guilty of a monstrous and unnecessary absurdity.

The Greeks uniformly expressed the Roman *g* by their gamma; and no hint from any of the ancient writers has been discovered, that the *g*, in either language, was ever anything but a simple guttural, or a nasal guttural, whether it preceded *e, i,* or *y*, or any other vowel.

J and *I* are only different forms of the same letter in Latin, and the form *J*, now generally printed mostly at the beginning of words, appears to be of comparatively recent introduction. In English *i* and *j* are different letters, having entirely different power. Many of the best German editions of the Latin Classics do not use the form *j* at all. The word *jam*, as now printed in English editions, is printed in those German editions simply *iam.* No one, probably, supposes that the Greek *iota* (*i*) ever had the sound of *dg* (*dj*) which we give to our *j*. Yet the Greek writers in writing Latin words beginning with the letter in question, uniformly express it by their iota.

And conversely the Romans in writing Greek words commencing with iota, use the Latin *i*, written in English editions *j*. Thus the proper name which in English has become John, was written by the Greeks Ioannes, and by the Romans Iohannes or Johannes. The same name now appears in German as Johann, pronounced Yohan. The old Latin grammarians, so far as I have been able to ascertain, give no intimation that the letter now written *j* had any dental or lingual sound at the beginning of a word or any where else. Its proper *ee*-sound when the letter was used as a consonant, would become a little clipped, so as to sound precisely like the *y* in *yoke;* which is simply *eeoke*, the *ee* being a little hurried, and pronounced without any separation of *o*.

U or *v*, like *i* and *j*, as has been remarked already, are merely different forms of the same letter. English editors print the form *v*, wherever it precedes a vowel with the force of a consonant; but ancient inscriptions show the same form used indiscriminately. Priscianus says: "*V* placed in the position of a consonant (that is, before a vowel with which it is uttered like a consonant), had in all cases the same power with the Latin that the digamma had with the Aeolians."

And Dionysius, the Greek grammarian quoted before with reference to the vowels, says that the digamma had the sound of *ou* (*oo*), and was prefixed by the very ancient Greeks to many words beginning with a vowel, where in later times it had been wholly dropped. It seems to be agreed among scholars that the Greek digamma was precisely the English consonant *w*, which is merely *vv*, two *v*'s joined together.

Nearly all of the English words now beginning with *v* are from the Latin. In a few words, such as wasp, Latin, *vespa*, waste (desert) Latin, *vastum*, widow, Latin, *vidua*, the English has preserved the original initial sound, *w;* but in most of the words from Latin words beginning with *v*, the modern *v* is the initial sound.

But as to the ancient pronunciation of the Latin *v* consonant, the testimony of Priscian and Dionysius must be conclusive. Nor should this pronunciation be very shocking to an English scholar, who is at all acquainted with his own language.

The Anglo-Saxon language has no *v* at all, though it has a superabundance of *w*'s, with a letter wholly its own to represent them. And in the English language the number of words beginning with *w* is to that of words beginning with *v* as nine to seven, or thereabouts. So that if the Latin *Vinum* (wine), is uttered with the initial sound of *w*, the change of initial sound should be no surprise to an English ear. Dickens has a scene, in the celebrated trial of Bardell *vs.* Pickwick, which amusingly illustrates the interchangeable use of *v* and *w* among the uneducated of England. Mr. Sam Weller is called to the witness' stand, where the following colloquy occurs:

"What's your name, sir?" inquired the judge.

"Sam Weller, my lord," replied that gentleman.

"Do you spell it with a *V* or a *W*?" inquired the judge.

"That depends upon the taste and fancy of the speller, my lord," replied Sam. "I never had occasion to spell it more than once or twice in my life, but I spells it with a *V*."

Here a voice in the gallery exclaimed aloud: "Quite right, too, Samivel: quite right. Put it down with a *we*, my lord; put it down with a *we*."

The voice of the elder Weller, issuing from the gallery like the benediction of an approving angel, embalms in its expression a simple philological fact, namely, that traces of ancient usage grown obsolete among the cultivated, may often be found preserved among the ignorant. Caesar's famous letter to Rome after his victory at Zela, in Asia Minor, "*veni, vidi, vici,*" if its three words are pronounced *Way-nee, wee-dee, wee-kee,* may sound ludicrous to those who have been accustomed to read it with a sonorous and stately grandeur, "*Vee-nigh, vigh-digh, vigh-sigh.*" But if Priscian, Caesar's learned countryman, knew anything about the sounds of his language, the Roman Senate, when they heard the dispatch of the modest conqueror of France and of Asia

Minor read, must have heard simply, *Way-nee wee-dee, wee-kee :* "I went, I watched, I worsted them," without any grand *v*'s or sonorous *ighs*.

Permit me to close these papers with a quotation from Horace :

> Vive-vale. Si quid novisti rectius istis,
> Candidus imperti : si non, his utere mecum,

which may be interpreted thus :

Live and farewell. If you know anything better than these things, frankly impart it : if not, take these and use them as I do. COM.

Arithmetic.—Where is the Fault ?

It seems to be a generally conceded fact that children do not "like" Arithmetic. Should the opposite be the case, the parents will state the fact as a strange truth, one which cannot be understood, but still one which may spare the child a great deal of hard work and a great many weary moments. To be sure, in later years, when the girl has grown old enough to appreciate the subtle laws governing numbers in different relations,—when she can form for herself the tables of squares and cubes, then she may begin to enjoy what before was a tedious task.

Owing to this wide-spread notion that to a child there can be no interest, and therefore there must be weariness in mastering the fundamental principles of numbers, a majority of the children who are in private schools, or who have private governesses, and therefore are allowed more choice as to studies, reach the age of twelve without knowing anything of arithmetic. They can "add" by counting on their fingers, very rapidly, it may be, but still counting ; they can subtract not at all ; they can multiply by beginning at the first number of the line and going on till they reach the desired number, and they can divide after going though the same operation. Such—with the addition of one or two tables of weights and measures, learned without any knowledge of the weights or measures themselves, and perhaps with a vague idea that a fraction is some mysterious thing obtained by cutting an apple into pieces—is the stock in trade with which the pupil leaves her elementary work and begins her regular course of study.

I am speaking now of girls only ; of the boy's education a better record would be given, because the boy looks forward to a classical or a scientific diploma, and his elementary work must be planned in reference to that. To the girl, on the contrary, higher mathematics are wholly unnecessary, and so she is slipped along until she reaches the point just spoken of.

Now what is to be done for her ? If she continues under the same instruction, she will in all probability go through the pages of an arithmetic, and possibly follow that with an Algebra, but there will be no interest in the work, and even the rules, which can be committed to memory, and so followed, will be immediately forgotten.

The French and the German, perhaps, delight her, and she thinks that natural philosophy would be very interesting, were it not for the inevitable arithmetic, which spoils all. Should she desire to study astronomy she finds it all dark without more knowledge of mathematics, and turns from it wishing, for the first time in her life, that she "liked" arithmetic.

But suppose that the instructors are changed, and the girl enters on a more thoroughly planned course of study. A child of twelve years who cannot perform the four fundamental operations, will seldom see the full beauty of mathematics, for she is too old for the mechanical part of the work, which must form the basis of the rational. She sees her companions filled with pleasure at some pretty example, which to her is nothing but adding and multiplying numbers, without any apparent reason, and she sighs over the past, and either by dint of perseverance overcomes her want of accuracy, or else settles down into a state of hopeless indifference.

Of course the twelve-year-old girl may go on with her companions into the various subjects treated of in our school arithmetics, and in the more advanced parts she may find some satisfaction, even if the foundation be badly laid ; but she has to spend so much energy on the simple calculations that she has less power to appreciate the harmony of the laws.

Now in case a girl reaches the age of sixteen without knowing thoroughly anything in mathematics, a conscientious teacher has a very difficult problem to solve. In some schools it is the custom to examine all new-comers, and when the older ones are found deficient in arithmetic to form a class for them by themselves. Of course that is better than putting them with young children, and sometimes it may be a wise plan ; but generally it would be more apt to disgust them with their school work, and so defeat every aim. Either they must be left in mathematical darkness, or some other way must be found.

There is one plan which has proved serviceable in such cases : that is the only one of which I have any practical knowledge. The girls have been given an elementary algebra, and by going along very slowly have received a great deal of practice in numerical, as well as literal arithmetic. But at the best it is up-hill work, and the end of the study is hailed with delight.

Now the theory that the simple numerical operations must be drudgery to little children is entirely wrong. There is no reason why a child should not be as enthusiastic in discovering, for instance, that she can always tell at once the answer obtained by adding nine to any number with two digits, — for the right-hand figure is one less, and the left-hand figure one more than in the number she started with,—as she is when she finds for the first time that the little leaf-buds will open out into the leaves which give her their shade ; and if her attention is directed to the fact, she will make out a table of the endings of the lines in the multiplication table, with the same pleasure that she makes out in the object lesson the list of properties of the piece of sugar before her.

It is impossible for me to give the cause of this wide-spread dislike, but I know it is unnecessary, for I have seen a class of twelve children, all under ten years of age, who were positively excited over the multiplication table, and were much disappointed because they were not required to learn results higher than twelve times twelve. Their faces beamed with delight when once their teacher told them they might have an extra thirty minutes to work out their arithmetic, and the one who succeeded in having no error in her work was made happy for the day. Truly there is mistaken teaching somewhere, for it is not owing to the natural feelings of the child, but to her misdirected energies, that she so often is found to dislike arithmetic.

It is said, with a great deal of truth, that no one should attempt to teach algebra who does not understand analytical geometry ; and it should also be said that no one who does not understand and enjoy algebra should teach arithmetic, even to little children. Where the teachers are enthusiastic mathematicians we find, as a rule, that the children enjoy their lessons ; and I think it is safe judgment to pass on a teacher that, if the majority of the pupils whom she has instructed from the first lessons dislike mathematics, she cannot be a good teacher.

Of course every one has her own *modus operandi*, and some of the results derived by one teacher from a few years of practice may be given at another time.

— Such themes given to composition pupils as, "The praise of industry," "The importance of youth," etc., are ostrich eggs, upon which the poor pupils sit and brood with their *too short* wings and make nothing warm but themselves.—*Jean Paul.*

— What is fame but a famous element recognizing itself ? The ordinary man pays homage to himself full grown.—*John Weiss.*

William Wilkinson.

BY REUBEN A. GUILD, LL.D.

Agreeably to the expressed wishes of the editor to present to the readers of the NEW-ENGLAND JOURNAL OF EDUCATION "a great variety of matter," we have compiled the following sketch of a teacher of the olden time, hoping that its perusal may serve to interest and instruct.

William Wilkinson was born in Thompson, Conn., in the year 1760. His parents, who were originally from Rhode Island, removed to Providence when he was thirteen years of age. The following year, 1774, he entered the freshman class of Rhode Island College, now Brown University. This institution, then in its infancy, was presided over by the eloquent and accomplished Dr. Manning, one of the best educators of his time, and one of the most remarkable men that has ever graced the annals of the city or State. His "Life, Times, and Correspondence," published ten years ago, makes an attractive volume of five hundred pages, instructive and interesting to all lovers of documentary or local history. Under the guidance of so able a president, young Wilkinson made commendable proficiency in his studies, until interrupted by the stern realities of war.

On Saturday, Dec. 7, 1776, Sir Peter Parker, the British Commander, with seventy sail of men-of-war, anchored, says the record, in Newport harbor, landed a body of troops, and took possession of the place. Providence was at once in confusion. Troops were massed throughout the town, martial law was proclaimed, college studies were suspended, and the students were dismissed to their respective homes. From this date until May 27, 1782, the college was closed, and the beautiful edifice now called University Hall, which had been erected only six years previous, was occupied for barracks, and afterwards for a hospital, by the American and French forces.

The first Commencement after the close of the war, was held on the first Wednesday in Sept. 1783. No record has been preserved of the order of exercises upon this occasion. The Providence *Gazette*, the only paper published in the town at the time, thus speaks of it : "As soon as the corporation had taken their seats, the audience were entertained with an anthem ; after which the president made a prayer well adapted to the occasion. The candidates then proceeded to perform their respective parts, which consisted of several orations on different subjects, and a forensic disputation. An oration was likewise delivered by Dr. James Mann, of Harvard College." The degree of Bachelor of Arts was conferred on Jacob Campbell, George Tillinghast, John Tillinghast, Othniel Tyler, and the subject of our sketch, William Wilkinson. In the evening continues the record, the Rev. Dr. Stillman, of Boston, preached an anniversary sermon from Luke xv, 32 : "It was meet that we should make merry and be glad ; for this thy brother was dead, and is alive again ; and was lost, and is found."

Immediately after graduating, Wilkinson was appointed principal of the Grammar School which had been established by President Manning, in 1764, as an auxiliary to the college, and which is now continued as the "University Grammar School," under the efficient management of the Messrs. Lyon Brothers. In this important work he continued eleven years, preparing young men for a collegiate course, and training them for the responsible and active duties of life. Among his pupils may be mentioned the names of Hon. Samuel Eddy, LL.D., Secretary of State, and Judge of the Supreme Court ; Hon. James Burrill, LL.D., United States Senator from Rhode Island ; Hon. James Fenner, LL.D., United States Senator and Governor of the State ; and his honor Samuel W. Bridgham, first Mayor of Providence. In connection with his duties as instructor, he was for several years librarian of the college.

During the administration of Washington he was ap-

pointed postmaster, and like most of Washington's appointees, was removed from his office by his successor, Thomas Jefferson. About this time he opened the first book-store in Providence, at the corner of what is now Market Square and Canal street. This store he retained, in connection with John Carter, a prominent printer of his time, until the year 1817. Together they carried on the business of book-binding, book-selling, and printing. Much of their stock was lost in the great gale of September, 1815. Their successor in the store was one Oliver Kendall, grandfather of the present Oliver Kendall, who resides on Pine street.

While librarian Mr. Wilkinson resided in the college, several rooms on the first floor of the north part of the college building having been finished off for his use. Here two of his children were born. He afterwards resided in different parts of the city. In 1840, or thereabouts, he built a brick house on George street, where he spent the remainder of his days, and where his daughter, Mrs. Tibbitts, now lives. He was devotedly attached to the college, attending every commencement regularly for a period of seventy-eight years, from 1773, to 1851, and walked in the procession to the church. He was a member of the town council in 1824, and a representative from Providence to the General Assembly during the years 1813–18. He was also, we may add, a prominent and active member of the Masonic fraternity, succeeding his friend and associate, Thomas Smith Webb, as grand-master of the Grand Lodge of Rhode Island, and afterwards as grand commander of the Grand Commandery of Massachusetts and Rhode Island.

In person, Mr. Wilkinson was tall, slender, and erect, and in dress neat and precise, wearing almost to the last the silken cue of the olden time. As an evidence of his strength of memory, it is stated that many pensions were granted by the government to veterans of the Revolution, solely on his testimony. In his religious belief he was a Congregationalist, attending in succession upon the ministry of the Rev. Dr. Hitchcock, Rev. Dr. Edes, and the late Rev. Dr. Hall. He died on the 16th of May, 1852, in the 92d year of his age, having retained until the last his mental faculties. An excellent portrait of him, taken when in the prime and vigor of life, adorns the parlor wall of his house on George street. Mr. Wilkinson was twice married. By his first wife, Chloe Learned, of Killingly, Conn., he had six children, two sons and four daughters, none of whom are now living. By his second wife, Marcy Wilkinson, of Pawtucket, he had eight children, four sons and four daughters. Two of his daughters survive him, viz.: Mrs. Tibbits, to whom we have already referred, and Mrs. Goodwin, of Bristol, widow of the late Rev. Daniel LeB. Goodwin.

Anecdote of the French Painter Corot.—This eminent painter, who has just died, earned something like two hundred thousand francs a year; of which sum it may be fairly said that the half was employed for works of charity. One day the mayor of his *arrondissement* in Paris sent for him, and wished to restore to him a sum of five thousand francs which he had contributed for the liberation of the soil of the country from invasion.

"I shall not take them back," said Corot. "Nothing annoys me more than to put again into my pocket what has come from it; my pocket does not like that way; and then it would confuse my accounts."

"Well," said the mayor, "how would you like me to give these five thousand francs on your behalf to the professional school of young men?"

"Capital!" cried the landscape painter; "do so by all means." And he started to go away. Hardly had he taken twenty steps when he returns. "Mr. Mayor," said he, offering him five thousand francs more, "you have doubtless a professional school for young girls! we must not cause any jealousy; take these for them."

—Translated from the French.

SCIENTIFIC.

Expensiveness of Scientific Education.

There is, of course, no antagonism between literature and science as mere pursuits; but in the field of education, or as representing methods of cultivating the human mind, they are inveterate rivals. This was less apparent when education was limited to the favored classes, and the scientists and the *littérateurs* could go their respective ways in peace. But in the new dispensation of popular enlightenment, when everybody is to be educated and everybody is to be taxed for the purpose, a conflict arises as to which of the two systems shall have precedence. The people are to be secured a larger measure of mental cultivation. It is their destiny to be occupied with the matter and forces of Nature, and they are creatures of an inexorable system of natural law; shall their education be conformed to these facts, and deal with the direct phenomena of experience, or shall it stop with symbols and be predominantly an affair of books? The issue can neither be forced nor escaped; it belongs to time and the growth of ideas. It is not that Literature is in the saddle and is to be unhorsed by Science; but the undoubted tendencies of the past must work in future with increasing power, and lead, we believe, to the ultimate ascendency of the study of natural science.

But, while recognizing the direction of the great mental movement which marks especially the present age, it will be wise to moderate our expectations and recognize also the formidable character of the difficulties which stand in the way of scientific education. Among these is its great expensiveness. Literary education has here an enormous advantage. Books are cheap. It is not the label that costs, but the thing labeled. Economy admonishes us to stop with symbols. Phenomena are displayed only as realities; and things real are property and must be paid for. Experimental facilities are expensive, and museum collections represent immense labor. This is a potent reason why there is so much sham in so-called scientific education; or, perhaps, we might more properly say why it falls so far short of what is expected from it. The poor student who cannot get the objects and materials for observation and experiment, is tempted, if not compelled to make such shift as he can with books and pictures. This is a difference between the two systems of education which is deep and must continue, and it will operate powerfully to hinder the popular spread of true science. There are, of course, differences in the expensiveness of different branches of scientific study; botany, for example, being cheaper than chemistry. Of the two classes that may be taken generally as most ignorant of the science of their business, cooks and congressmen, it will cost at least ten times more property to educate the former than the latter.

Yet this difficulty of scientific education is by no means incapable of mitigation, although but comparatively little has thus far been done to overcome it. The training of professional scientific students for the work of research has hitherto engrossed the main attention, and here much has been done to simplify and cheapen operations. Experimental physics is more expensive than chemistry, but efficient efforts are making to reduce the old scales of cost. We notice that in the scientific school at South Kensington, in London, they have adopted the plan of putting the student methodically at work, at the outset, to make his own apparatus. This is an important step, and as a short apprenticeship of this kind soon renders him to a considerable degree independent of instrument-makers, and enables him to go on with his inquiries by utilizing resources that may come to hand in almost any circumstances.

Yet the problem from our point of view is still unresolved. Scientific education in its popular aspect, does not aim to make investigators or discoverers; it only proposes to acquaint general students with some of the branches of science which may be selected, but to do it by actual familiarity with their subject matter. What may be now fairly demanded is, that a certain portion of physics, chemistry, botany, or zoölogy, be actually mastered; that is, their phenomena and facts shall be seen, and their principles known by all who take a liberal course of study. This is indispensable to counteract the evils of a purely book education, and to avoid the uncertainty and illusiveness that prevail in the realm of mere words. The importance of this end being admitted, the question remains, how to provide the most economical facilities for this kind of study. It is beyond doubt possible, by the employment of suitable objects that are everywhere available, to give reality and thoroughness to scientific study without great expense; but the method of doing this has yet to be elaborated. Perhaps the only exception to this statement is botany, which can be studied so cheaply that there is no excuse, on the score of cost, for not introducing it forthwith into all common schools. A method has been developed which is rigidly based upon the principle that the pupil shall study the actual objects at first hand, so that he may "know what he knows" of this interesting subject, and not stop with book representations of it, while the objects of examination are to be had everywhere by merely plucking them. Something like this, as far as it shall prove possible, is yet to be accomplished for the popular study of physics, chemistry, and zöology.

—Popular Science Monthly.

Additions to the British Museum.—A zoölogical collection of remarkable interest, the *Times* states, more particularly to Londoners, has been added during the present year to the British Museum. It consists of the Thames Valley series of remains of British elephants, rhinoceri, deer, ox, etc., which have been discovered in the Ilford Marshes, near Stratford, during the last thirty years, and has hitherto formed the unique private collection of Sir Antonio Brady, of Stratford-le-Point. The nature and value of this collection, as now exhibited at the British Museum, will appear from the following facts: — It contains remains of no less than 100 elephants, all of which have been obtained from Ilford. These are referable to two species, viz., *Elephas primigenius*, the mammoth, and *E. antiquus*, a more southern form. The skeletons of each species are represented by many fine examples, and the collection of teeth and jaws represents elephants of every age and size, from the sucking calf with milk molars, to the patriarch of the herd, whose last molars are so worn that they must have become useless for grinding his food. One characteristic of the Ilford elephants is the number of plates in the last molar tooth, which has never been found to exceed nineteen or twenty, as against the twenty-four and sometimes twenty-eight in other species. The largest tooth is ten inches in length. The rhinoceri of the Thames Valley are represented by eighty-six remains, of three species, distinguished by the character or the absence of the bony nasal septum—viz., *Rhinoceros megarhinus*, *R. leptorhinus*, and *R. tichorhinus*. The British lion, which recent geology shows to have been no myth, is represented by a lower jaw and a phalanx of the left fore-foot. The Brady collection also included the Thames Valley hippopotamus, which is found at Gray's, as well as at Ilford. The ruminants, such as the stag, bison, and ox, constitute fully one-half the collection, numbering more than 500 specimens. They include seven specimens of the great Irish Elk (*Megaceros hibernicus*) and fifty of the red deer.

—Nature.

— Great talent for conversation should be accompanied with great politeness. He who eclipses others owes them great civilities; and whatever mistaken vanity may tell us, it is better to please in conversation than to shine in it.

LANGUAGE.

Parts of Speech.—Relatives.

It requires considerable time and not a little effort for the young sailor to "learn the ropes" of a ship. As there are some dozen or more different sails, and as every adjustment of every sail has to be accomplished by means of ropes, it is manifest that the number of these must be great at best. But, it is certain that there is among them all not one useless one. Where so many are needed, it would be exceedingly detrimental to the convenient working of the vessel to add superfluous cordage, every unused rope serving only to confuse the sailor, when he would put his hand on the right one.

So in English grammar. Why multiply superfluous ropes? why, by making so numerous subdivisions of the parts of speech, the majority of which are of no practical value, mistify, instead of enlighten the pupil? Let us have those which are *useful* in the subsequent course of the pupil, and *no more*. Now, among the useful subdivisions of the parts of speech, that of *Relatives* is of very great importance.

Relatives, then, are those words which combine in themselves the functions of both *significant* and *connective* words. Thus: "He built a house in *which* he lived"=He built a house *and* in *it* he lived" (which=*and it*). Relatives are divided into—

1. *Relative Pronouns.* 3. *Relative Adverbs.*
2. *Relative Adjectives.* 4. *Relative Connectives.*

The Relative Pronouns are: *Who, which, what,* and the compounds of the same; the demonstrative *that* and the connective *as* also become relatives by *use.*

The Relative Adverbs are: *Where, whence, whither, when, while, whilst, why, how,* and the compounds of such as may be compounded.

The Relative Adjectives are *which, what,* and the compounds of these.

There is only one Relative Conjunction, viz., *whether.* This word was formerly a pronoun, but has now lost its old pronoun use, and is simply a connective. The word *if* is likewise often *used* as a relative conjunction. It should be noted, likewise, that relatives when used in asking questions are termed *Interrogatives.*

Now, the pupil should memorize the list of relatives. As the peculiar characteristic of each is the expression *wh,* they may be easily remembered; he must learn, however, not to confound them with numerous other words beginning with the same letters.

One word, now, in regard to the propriety of our classification, as made above. All grammars have "Relative *Pronouns,*" but few, if any, class the corresponding *adjectives* and *adverbs* as *Relative* Adjectives and *Relative* Adverbs. The *Relative* Adjectives are termed Adjective Pronouns, a terminology of no possible *use,* because while it is true of the pronouns in question that they are used adjectively, it is also true that all other pronouns may be, and are, used adjectively. Hence a classification that identifies nothing is worthless, simply as a *classification,* while the fact that, as in this case, it serves no consequential useful purpose, makes it doubly unfortunate. I said *all* pronouns may be used adjectively. Thus: "I *myself,*" "*my* book," "I spoke to James, *him* who was present," etc. Here, '*my,*' '*myself,*' and '*him*' are all used *adjectively.*

But, again, the grammars have no Relative *Adverbs;* they are termed *Conjunctive* Adverbs. Thus:

"A *Conjunctive Adverb* is an adverb that usually connects two clauses, by relating to a word in one, and forming a part of another."—*Kerl.*

"*Conjunctive Adverbs* are those which express the adverbial relations of a dependent clause and connect it with the verb, the adjective, or the adverb which it modifies."

"Some adverbs of manner, time, and place, besides modifying verbs, connect parts of sentences. This connecting is an office usually performed by conjunctions, and the words in question are therefore called conjunctive adverbs."—*Weld.*

So all the grammars. Now, I object to this terminology, with reference to the words which I have called Relative Adverbs—

1. Because this classification involves the same inconsistency as that mentioned above with reference to "*adjective pronouns,*" and is for that reason equally worthless.

2. Because these adverbs are just as truly *relative* in force and function as the corresponding pronouns. They have precisely the same *connective* power, in precisely the same way; and they *relate* to an 'antecedent.' "The house in *which* I lived." "The house *where* I lived." 'House' is just as truly the 'antecedent' of *where,* in the second example, as it is of *which* in the first. If *where* ought to be called a *Conjunctive* adverb, *which* most certainly should be called a *Conjunctive* pronoun. In calling one relative and the other conjunctive, a distinction is made without a difference. Nor is this a matter of small moment. The common sense of the pupil is stultified by telling him now that *three* apples and two apples make five apples: but that three *pears* and two *pears* make *four* pears. The words *which* and *where* differ essentially in one particular, and therefore all agree in calling one a pronoun and the other an adverb; in all other particulars recognized in the classification they are precisely alike. Then why *make* a difference?

3. But there is another, if possible, still more important reason why the words in question should be classed as relatives and not as conjunctions. This last classification is of *no service whatever* to the pupil. It is not only a wrong definition,—it is a *dead* one; and so, if it is accepted, it is only a grammatical *corpse!* Then, let it be buried out of sight.

On the other hand, if we class these adverbs as relatives, we gain a very important end. Indeed, a formal recognition of their peculiar character, as secured by this classification, is indispensable to the convenience and success of future discussions. We cannot go far in the study of language without making frequent reference to the relative clause. But relative clauses are as often introduced by the words in question as by relative pronouns. "I have sold the house where (=in *which*) I formerly lived." The clause introduced by the word *where* is certainly, in the view of everybody, a relative clause. In Latin and in Greek, as well as in English, it could be introduced by a relative *pronoun* (with a preposition) as well as by a relative adverb. If, then, it is a relative clause, the English grammars are teaching the pupil that a relative clause may be introduced by a *conjunctive* adverb!

Here, then, is an important reason why we should be consistent in our definitions, seeking always such classifications only as are true, significant, and serviceable.

I hold, then, to a classification of relatives, such as I have given above, as eminently consistent, correct, and useful; and must call all clauses introduced by any of these words relative clauses, and must, moreover, observe the same principle of procedure, as for years has been my wont, in all other languages.

— Charles Lamb said of one of his critics, "The more I think of him the less I think of him."

SCHOOL ARCHITECTURE.

Hartford High School.

It is believed that a classical school was in existence in Hartford as early as the year 1639, and that this school was afterwards merged in the Hartford Grammar School. The latter, however, owes its prosperity, if not its existence, to the munificent liberality of Governor Edward Hopkins, who emigrated from London, with other prominent men, in 1637. He died at London, in March, 1657, leaving by his will a large bequest to be expended "for the breeding up of hopeful youths, in the way of learning, for the public service of the country in future times." The proceeds of the bequest were not made available for several years, but in 1664 the surviving trustees gave £400 to the town of Hartford for the maintenance of a Grammar School, and divided the remainder between the towns of New Haven and Hadley (Mass.) for the support of similar schools in those places.

Hartford High School.

Upon the death of the original trustees, the funds of the Hartford Grammar School passed into the hands of the town, where they remained for more than a century.

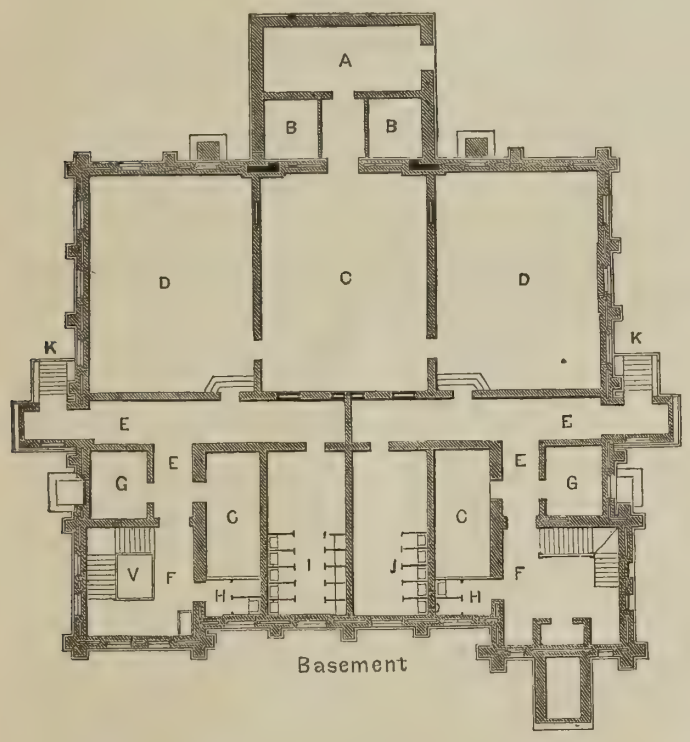
In May, 1798, upon a petition of the town, the school was incorporated by the State Legislature, and trustees were appointed, with power to fill all vacancies, occasioned by death or otherwise.

The Public High School was opened Dec. 1st, 1847, and an arrangement was effected with the trustees of the Grammar School by which that institution was practically incorporated with the High School, to form its Classical department, although it was still to continue under the care of the trustees, they agreeing to furnish and support one teacher, and to limit the number of their pupils to thirty-five. Mr. William B. Capron, the principal of the Grammar School, came with it to

the new High School building, remaining in charge of that department until 1853.

This union of the two schools has been maintained to the present time, although the High School has now a Classical department, which numbers more than 250 pupils.

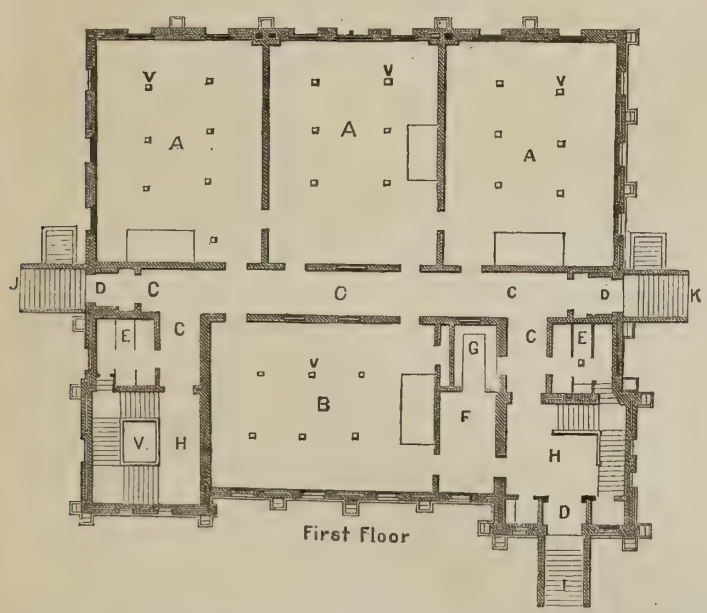
Mr. Joshua D. Giddings was called from Providence, R. I., to take charge of the High School, but after a few months resigned on account of ill-health. He was succeeded by Mr. Thomas K. Beecher, who remained until 1850.



A, Coal Rooms. B, B, Boilers. C, C, Store Rooms D, D, Gymnasia. E, E, Passage Ways. F, F, Staircase Passages. G, G, Janitor's Rooms. H, H, Teachers' Closets. I, Boys' Closet. J, Girls' Closet. K, K, Entrances to Basement. V, Ventilating Shaft.

After Mr. Beecher's administration the school was for a short time under the care of Mr. McLauren F. Cook and Mr. C. A. Leach, successively. They were followed in July, 1851, by Mr. T. W. T. Curtiss, under whom the school prospered greatly for another decade. Mr. Curtis is too well known in Hartford as a teacher to make it necessary to describe his excellent management and discipline. In Sept., 1861, Mr. H. A. Pratt, previously at the head of the Suffield Literary Institution, was called to the principalship of the High School, followed in April, 1865, by Mr. S. M. Capron, who had been since 1853 the principal of the Hartford Grammar School. Mr. Capron continued to be principal of both schools until his death on Jan. 4th, 1874. By the thoroughness of his methods, and by the symmetry and purity of his character, he raised the school to its present condition of prosperity and efficiency. The impression which he made upon all his pupils, and the tender affection with which his memory is cherished, evince the soundness and excellence of his life. A memorial tablet, suitably inscribed, was placed in the senior room by the graduating class of 1874, and his portrait in oil, by W. R. Wheeler, has been hung in the Public Hall by the teachers and scholars.

After the death of Mr. Capron, Mr. Joseph Hall, the present principal, who for more than ten years had held the position of vice-principal, was elected as his successor.



A, A, A, Fourth Class Rooms. B, Senior Class Room. C, C, Corridors. D, D, Vestibules. E, E, Wardrobe Rooms. F, Reception Room. G, Library. H, H, Staircase Halls. I, Main Entrance. J, Boys' Entrance. K, Girls' Entrance. V, Ventilating Shaft. *v*, *v*, Ventilating Register

The school owes its success in no small degree to the efficiency, the appreciative liberality, and the good judgment of the committees, who have successively administered its affairs, and whose names are worthy of record for faithful services. Those gentlemen who have officiated as chairman, and have therefore assumed the chief responsibility in the management of the school are as follows: Amos M. Collins, David F. Robinson, Charles Shepard, Thomas Smith, Heman H. Barbour, H. K. W. Welch, and Elisha Johnson.

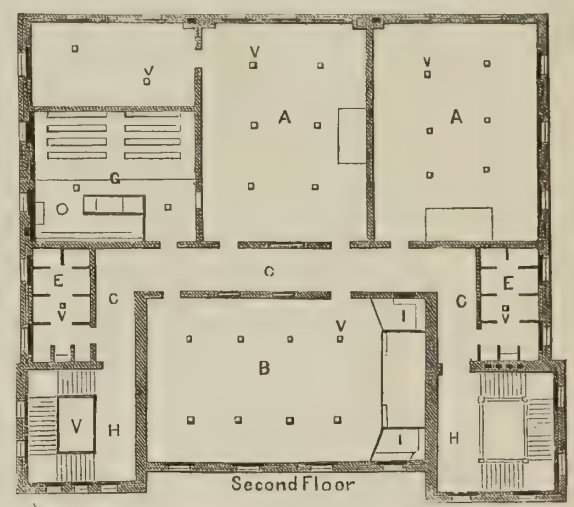
Description of the Building.—The building, which was first occupied on Jan. 1st, 1870, and a perspective view of which is given herewith, is located on Asylum Hill, in Hopkins street. The street receives its name from Governor Hopkins, the liberal founder of the Hartford Grammar School, which now forms a part of the Classical department of the High School. The building stands 500 feet south of Asylum street, and 1000 feet from the railroad station, on the abrupt southern brow of the hill, overlooking the park, and commanding an extensive prospect in all directions. The lot is 305 feet front, and 295 feet deep. The building itself, in its external dimensions, is 100 by 85 feet, and stands about 60 feet back from the street.

In the north-east corner of the building is the observatory tower, 120 feet in height. The observatory itself is an octagonal room, 12 feet in diameter, with windows upon all sides. It contains a fine refracting telescope with an object glass of 6¼ inches aperture, and with a focal length of 87 inches. Below this is the clock room, containing a clock with four dials. Another tower, 68 feet high, on the south-east corner, is occupied by a ventilating shaft, around which the boys' staircase ascends.

The main entrance is on the eastern front, ornamented with brown stone columns, having foliated capitals and bases of Ohio stone, and is approached by a flight of stone steps with a heavy balustrade. The entrance-doors for the girls are on the north side, one leading into the first story, the other directly beneath into the basement. Similar entrances for the boys are on the south side of the building. The three vestibules are deeply recessed, and paved with a tessellated mosaic of North River stone.

In the basement is a gymnasium for the boys, 30 by 40 feet, and 12 feet high, well supplied with apparatus; also a play-room of the same size for the girls. On this floor, also, are water-closets, janitor's rooms, rooms for coal and ashes, and for storage. The entire floor is paved with brick, and cemented.

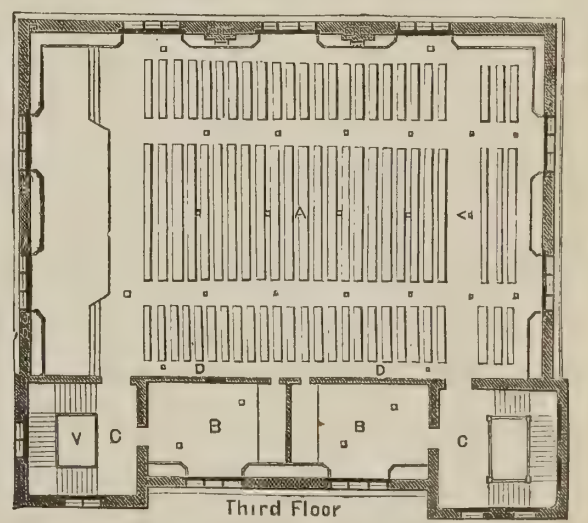
In the first story are four rooms, 30 by 40 feet, and 14 feet high, designed for fifty-six pupils each. One of these is the Principal's room, in which are bell-pulls connecting with gongs in the four stories, and speaking-tubes communicating with different parts of the building. Contiguous to the Principal's room, and between it and the front entrance, is the library and reception-room. On each side of the entrance are wardrobe-rooms for the teachers, supplied with marble basins and other conveniences. The wardrobe-rooms for the pupils on this floor are four in number, two for each sex, 12 by 11 feet. In these rooms the available space for hanging garments, etc., is multiplied by transverse partitions, extending 5½ feet inward from the wall, upon which, as well as upon the walls, are stout iron hooks for clothing, all numbered. These rooms are



A, A, Third Class Rooms. B, Junior Class Room. C, C, Corridors. E, E, Wardrobe Rooms. G, Laboratory. H, H, Staircase Halls. I, I, Philosophical Apparatus. V, Ventilating Shaft. *v*, *v*, Ventilating Registers.

likewise furnished with iron sinks, having self-closing faucets, fixed wooden stools, and other conveniences.

On the second floor are two session-rooms, 30 by 40 feet, for fifty-six pupils each, and one somewhat larger, 30 by 50 feet, to accommodate seventy-five pupils, in which are two cases for philosophical instruments, 7 by 6 feet, inclosed with glass frames to the ceiling. On this floor, also, is the laboratory, 24 by 30 feet, well furnished with chemical apparatus, provided with sliding window-shutters, so arranged by means of an adjustable panel, that light can be entirely excluded or admitted only through apertures from one-half inch to three inches in width, as may be desired in optical experiments. To enable a class to see experiments more readily, the operating table and pneumatic



A, Large Hall. B, B, Recitation Rooms. C, C, Staircase Halls. D, D, Cabinets. V, Ventilating Shaft. *v*, Ventilating Registers.

trough are placed on the level of the floor, from which settees enough to seat sixty pupils, rise in four tiers, upon platforms 8 inches high. In the rear of the laboratory, but not connected with it, is a recitation-room, 16 by 30 feet. For the pupils in the second story two wardrobe-rooms are provided, 21 by 11 feet, furnished in all respects like those below. The third story, which is in the Mansard roof, is occupied chiefly by the hall or chapel, a large room, 60 by 87 feet, and 22 feet in height, used every morning for devotional exercises, and many times a week for other purposes. It is capable of seating 1000 persons. In this room are cabinets of minerals and shells, and connected with it, as well as with the stairways, are two recitation rooms, each 16 by 25 feet.

The New-England JOURNAL OF EDUCATION,

THE UNION OF

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The Massachusetts Teacher,
The Rhode-Island Schoolmaster,
The Connecticut School Journal,
And The College Courant (Conn.)

A WEEKLY JOURNAL,

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Boston, Mass., October 16, 1875.

SPECIAL NOTICE

TO THE SUBSCRIBERS TO THE

New-England Journal of Education.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

THE Educational Rooms in connection with this Office are open to all our friends who visit Boston. A cordial welcome, all; a warm fire, and good friends.

THE Hartford High School is one of the finest institutions of its kind in New England, and we take great pleasure in furnishing to our readers pictorial views of the buildings and an historical account of the school. Connecticut has great reason to be proud of her school history, and her capital and leading city has a record well worthy of a large following all over the country.

AN asteroid was discovered at Marseilles, October 7, 23h. 4m. right asc., and 6° 36′ dec. It is of the twelfth magnitude, and moving south. Here is a good chance for high-school teachers having telescopes of moderate power to test their skill in searching for this new little wanderer. Its periodic time must be about four and one-half years, like all asteroids, and the inclination of its orbit does not appear to be remarkably great.

JOHN KNEELAND, Esq., formerly a successful teacher, at the head of one of the most flourishing public grammar schools of Boston, and at present a member of the School Board of the city, has been elected as one of the State agents of the Board of Education, and has entered upon this work in Norfolk and Worcester counties. Mr. Kneeland's large experience in connection with schools, his ripe judgment, and his active spirit will make him a successful worker in a field where work is needed and will be appreciated.

CONNECTICUT takes the lead in a revised system of orthography, for the Governor of Connecticut has appointed William W. Fowler, Prof. William D. Whitney, J. Hammond Trumbull, James C. Van Benschoten, B. G. Northrop, and Samuel Hart, commissioners to examine into the propriety of adopting an amended orthography of the public documents hereafter to be printed in that State, and to report thereon at the next session of the General Assembly. The names of the commissioners is a guaranty of an able report, which will be looked for with interest. Will the State which gave us Noah Webster, with his universal speller, give us also the leader in the great orthographic reform, which is now assuming a real form, and something more than a name?

THE *Tribune* of the 12th contains a letter from William Blakie, on the Centennial Regatta on the Schuylkill, in 1876, in which not only the American colleges will be represented, but the famous university crews of Europe have accepted invitations to participate. The transfer of the race from Saratoga to Philadelphia, and a change of character to an international contest, will awaken a new spirit of enthusiasm in the several American colleges, and the excitement of 1869 will be more than equaled by the struggle for championship in 1876.

Mr. Blakie speaks in high praise of the work at the last regatta, and has a word of advice to each of the crews in their preparation for the next. He urges the selection of the best men, the trial of the paper boats, if these be the best, and a thorough and a constant exercise through the winter in coaching. He urges the students to enter upon the labor as a patriotic matter, and claims that a withdrawal of a college on account of a defeat would be a lasting disgrace, which is evidently true. He says, "On the whole it is comforting to note that many of the crews, which have already proved fast, retain so large a proportion of their men; and if they will but work, if all as well as the best of them will make the most of foot-work and rowing-weights and wherry-rowing, and throwing the heads on, and, using their arms as little as possible, will row more with their weight and less with their muscles, and above all, not forgetting the paper boats, will never tire of careful coaching, they will at least know, if beaten by the English, that they have done all they could do, and have made a stand that cannot fail to be creditable. It is a patriotic matter this time, and all private ends must give way in order, if possible, to repeat with the British in a friendly contest what, if they did not once experience along the Schuylkill they certainly did at Saratoga.

THE drift of practical education is found in the following note, sent to one of the teachers of a New-England public school. Lest we should mar the impression which the letter would naturally make, we prefer not to preface it with note or comment. We rather like the naturalness of expression, and the new term, "figurist," which we commend to all practical "educationists":

Miss Burlingame
i am sorry i cant comply with your request, will get John an arithmetic but no geography nor drawing Book, i intend he shall read & spell well—write and be a good figurist and when he has advanced Enough to suit me then i will give him—according to my means Respectfully P. D. B———.

KING ALFONSO opened the Madrid University last week. In his speech he said: "Education and enlightenment can alone regenerate Spain." Surely, a government as old as that of Spain should have learned that fact long ago, but it is better to learn a useful lesson late than not at all. Spain has now ten universities, and has about one and a half millions of pupils in her public schools. In 1860, only one in five of her population could read and write, and one in four could read. Universal education is the great need of any country to give it a stable government, as well as a prosperous, peaceful, and happy people.

MANY friends have regarded the favor which we have offered, to send the NEW-ENGLAND JOURNAL OF EDUCATION to any address sent to us by a subscriber, for the remainder of the year from October 1, for fifty cents. Will every subscriber do the same, and thus enlarge the acquaintanceship of our journal, or as a correspondent says, "*our gornal*"?

WHEN wealth and benevolence join hands, great good is the usual resultant of their action, and especially does education feel the quickening influence. Many men of wealth appreciate the needs of secondary schools, and have applied their generous bequests to found colleges for young men; but the young ladies have not hitherto been so fortunate in the possession of wealthy patrons for their aid in educational advantages. Dr. Holland, in *Scribner*, makes an appeal to rich women to aid women's colleges, and we cordially indorse his views:

"We do not hesitate to say that the average woman, educated in the better class of schools in this country, is a better scholar and a more capable and accomplished person than the average college graduate of the other sex. What we want is cheaper schools of an equal excellence. The farmer's boy goes to college, finds cheap tuition, wins a scholarship, perhaps, boards in commons, earns money during vacation, and gets through; while his sister stays at home, because the only places where she can get an equal education are expensive beyond her means. There is no college that needs to be so richly endowed as a woman's college. Women are not men, quarrel with the fact as we may, and they cannot get along so cheaply and with such self-helpfulness as men while going through the processes of their education. If we are to have women's colleges, we must have well-paid professors, philosophical apparatus, cabinets, collections, art galleries, laboratories, and they must be provided for by private munificence. Provision should be made for the poor, so that high education shall come within the reach of all. There is not a woman's college, or an advanced public institution for the higher education of women, that is not, to-day, in need of a large endowment for the purpose of bringing its advantages within the reach of those whose means are small. Now we commend this matter particularly to rich women. There are many scattered up and down the country, who are wondering what they shall do with their money when, and even before, they die. To all these we beg the privilege of commending this great object. Let the boys alone. They have been pretty well taken care of already, and the men will look after them. It is for you, as women wishing well to your sex, and anxious for its elevation in various ways, to endow these institutions that are springing up about the country in its interest, so that the poor shall have an equal chance with the rich. You can greatly help to give the young women of all classes as a good a chance as their brothers enjoy, and you can hardly claim a great deal of womanly feeling if you do not do it."

THE Rhode Island Medical Society has a good record for its progressive spirit and its honest and laborious inquiries after truth in its special department. During the past six months its character and credit have had public recognition in the general publication of a series of resolutions on school hygiene, which were honestly credited to that society, but which never were adopted by it. At the last quarterly meeting, however, a new committee reported on the same subject, and that report was adopted, the substance of which may be considered worthy of general consideration and adoption. The committee submitted the following conclusions:

That the health of females is more likely to suffer than the health of males, and that discrimination should be made in their favor; that study at home or out of school should not be required of pupils under ten years of age in the primary or intermediate schools, but may be allowed with short sessions; and for pupils over twelve years with longer sessions; that long sessions without intermissions are decidedly injurious to the young and enfeebled; that two short sessions are better than one long one; that, all things considered, the present system of three hours each, as in this city, are best for the greater number of localities, provided that not less than two recesses of fifteen minutes each be allowed to pupils over ten years of age, and three of twenty minutes each for younger pupils; that in other localities a single recess of reasonable length would amuse a sound body and mind; that attendance at school is no more detrimental to the health than other occupations in which people are engaged; that exhibitions and examinations where special preparations are required are injurious to a large number of pupils; that pure air is most important in the school-room; that gymnastic exercises are of great value, especially where they develop the chest.

The committee recommended the appointment by the town council of each town of a medical inspector of schools, whose duties should be to examine twice every year into the condition of the health of the school pupils, removing those whose health is such as to make attendance injurious to themselves or to others; and also to examine everything connected with the school buildings affecting the health of the pupils, and make report to the town council or school committee, with such suggestions as the circumstances seem to warrant.

THE SCIENCE OF CORPORAL PUNISHMENT.—In a printed and circulated "Programme of the public elementary schools of the royal residence and capital, Dresden," Anno Domini 1875, we find the Saxon school-teachers discussing the mysteries of bodily castigation in most terrible earnest. First, they draw up a long list of such misdemeanors as would come within the precincts of the ferule, and these vary between "wilful damage to property" and "obscene designs." Then, they take to considering the various available instruments of scholastic torture. A box on the ear is "*gans probat*," but the rod "does not operate sufficiently"; the ruler, again, is "not sufficiently pliable"; but then, the cane must be "neither too supple, nor too thick, nor too long"; in fact, a cane of "seventy centimeters in length, with a circumference of three." Nine blows will generally suffice at a time, etc. The latter recipe is evidently the outgrowth of modern Saxon civilization; compare with it the following transcript from an old English two-penny illustrated spelling-book: "As for that boy that loveth not God, nor liketh his school nor his book, but playeth with such boys as tell lies, swear, steal, and take God's name in vain, he will come to some ill end, if he be not well whipt *at school and at home, day and night*, till he leaves off such things." What a thoroughly practical prescription this, by the side of German science! The very fact of caning a boy for twenty-four hours a day would barely leave him time to play with bad companions; neither would he have much breathing-time for swearing.

INSTRUCTION OF THE DEAF AND BLIND.—Last year the Prussian house of Deputies made inquiry of the government as to the precise number of deaf and blind children that were then growing up without any instruction whatever. This petition has resulted in supplying us with the following statistics: During the year 1874 there were in the Prussian kingdom 1050 blind children from 7 to 16 years old; of these, 356 were attending the special schools established for them, 259 received the common education of the communal school, while 435 received no instruction at all. Of Prussian deaf-mutes there were 6,521, and of these 2,257 were cared for in the proper schools (Amenan's system?), 1,415 were attending the ordinary day school, and 2,849 remained utterly neglected. Of the latter, only 14 had been declared incapable of learning anything.

PROPOSED UNIVERSITY FOR SIBERIA.—Before his departure for West Siberia, Governal-General Kasnakow received the express command from the Russian Emperor to make himself as well as possible acquainted with the condition and requirements of the country which he was about to govern. Since then, the Governor has, among other measures of reform, favored the establishment of a university. Considering that there were only half a hundred of competent physicians in this immense territory, the Finance Minister consented to draw 250,000 roubles for such a purpose as the Governor contemplated; and it is now reported by the *Journal de Pétersbourg*, that a university is about to be established with, at any rate, two faculties—jurisprudence and medicine. So rejoiced were the population of Siberia on receiving this information, that a private subscription list towards the establishment of the scheme was opened at once.

COMPULSORY BY-LAWS IN PRUSSIA.—On the 28th of August last, the Prussian Education Department issued a compulsory by-law affecting the rural population, of which the following are the salient points: Except under extraordinary circumstances, children of both sexes and of all denominations must be sent to the school in their fifth year. The attendance may be deferred to the sixth or seventh year, under local difficulties, such as great distances or isolated villages. The compulsory school term ends with the fourteenth year, provided the district inspector be satisfied with the progress of the pupil.—By the side of this we read that a Prussian schoolmaster has been condemned to six weeks' imprisonment for "imperfectly keeping and falsifying the books" relating to school attendance and school neglect.

THE BERLIN SCHOOL RATE.—The Prussian capital seems somewhat heavily rated for some of its higher schools: According to the Prussian *School Gazette*, the cost for every child in a higher girl school is 17.30 mark; in the common schools, 49 mark; in the Real schools, very nearly 72 mark; in the Gymnasia, 90 mark, and in the technical schools, 110 mark (10 mark = $3.00?). It should be remembered that the communal schools levy no pence, so that 60,000 children receive a free education at the expense of the city.

Foreign Notes.

[From our Special Correspondent.]

PORTUGAL.—Education in this country is at a low ebb, on account of the poor remuneration offered to teachers, who, according to a local journal, only receive from three to four francs a week; while the hygienic condition of the school-houses is of the worst kind.

JAPAN.—The *Gazette Scolaire* of Prussia states that the government of the Empire of Japan has had translated into the language of the latter country, the law of public instruction of the kingdom of Denmark, considering it as the best among European laws upon the subject.

FRANCE.—At the last annual prize meeting of the Academy of Floral Games of Toulouse, this literary society received no less than 70 odes, 42 small poems, 13 epistles, 2 sermons, 2 eclogues, 29 idyls, 51 elegies, 25 ballads, 38 fables, 50 sonnets, and 24 hymns, all addressed to the Virgin Mary, besides 258 other compositions in verse, making a total of 604. Of pieces in prose the number was very small.

ITALY.—M. Vegetti, librarian of Bologna, and commander of the order of the crown of Italy, has bequeathed 15,000 francs for the erection of a monument to the learned polyglot, Cardinal Mezzofanti, who spoke something like seventy languages; it is said that he commenced his knowledge of the different European tongues while caring for the wounded and sick soldiers in the hospitals of Bologna, his native town.

SPAIN.—The *Magisterio Espanol* states that the Society for the Protection of Animals and Plants intends to commence a war upon the favorite Spanish spectacle the bull-fights. It bases its opposition on two grounds: first, that these bloody spectacles are destructive of a race of useful animals; and secondly, that they are injurious to popular education and to the moral and intellectual culture of the Spanish people. The municipality of Malaga has already forbidden these sanguinary exhibitions; and it is to be hoped that a practice so debasing and demoralizing may soon give way, throughout Spain, before the spread of education and an improved public sentiment.

THE SCHOOLMASTER IN SAXONY.—Although this country has been for a long time one of the most advanced in Germany in the matter of popular education, anomalies are not wanting. Gustave Nieritz relates, in his autobiography, that when he was pensioned by the city of Dresden, in his capacity of superintendent of schools, the circumstance was thus related in the official paper: "Pensions have been granted to the Counsellor B., 1150 crowns; to the secretary of the chamber of justice, 700 crowns; to the registrar, 450 crowns; to the copyist, 300; to the quartermaster, 300; to the messenger, 237; to the teacher of fencing and quarterstaff, 200; and to the superintendent of schools, 200. He consoled himself for being placed after the master of single-stick by the thought that in his quality of schoolmaster they had doubtless taken him for the master of the *ferrule*.

BELGIUM.—On the 12th, 13th, and 14th of September a meeting of Belgium teachers was to take place at Brussels, resembling in its character the institute of our New-England educators. Great preparations had been made by the municipal authorities of Brussels to welcome the Belgium teachers to the capital; and amongst other things a grand banquet was to be given to them in the beautiful Zoölogical Gardens of the city. As meetings of this character appear to be of very recent occurrence in that country, this occasion was looked forward to with more than usual interest. In the evening there was to be an illumination of the public buildings of the capital.

SWITZERLAND.—Eighteen teachers of the Canton of Berne received from the government a moderate sum of money to assist them in paying the expenses of a visit to the late Exhibition at Vienna, upon the condition that each would, on return, make a report on some particular part of the Exhibition. These reports have just been published in a collected form by the authorities of the canton, and afford a vast amount of useful and instructive matter. As the Federal Government of Switzerland has voted a handsome sum to enable the Swiss Republic to figure to advantage in the approaching Centennial at Philadelphia, it is thought that a part of this sum will be devoted to assist any Swiss teachers who may wish to be present upon that interesting occasion.

SALARIES OF PUBLIC SCHOOL TEACHERS IN FRANCE.—The French National Assembly, in its session of the 19th of July last, adopted a resolution providing for the increase of the salaries of public-school teachers; which the minister of education, in a circular to the prefects of the different departments, announces with the following preliminary flourish of trumpets. "You know the general arrangements of this law; you know what a benevolent spirit it breathes towards that class so worthy of interest, the teachers of our children; and you know with what unanimity the representatives of the nation voted the measures which, while improving the position of these masters, will tend to elevate their moral dignity."

The sum total of the increase thus voted will amount to 3,600,000 francs, about $700,000; and probably our readers will agree with us in thinking that an increase was needed, when we mention that there are teachers who have been receiving only 500, 600, 700, and 800 francs per annum! These hard-working men and women are to be gratified with an increase of 100 francs annually, so that there will still be some who will be forced to exist upon the miserable annual income of 600 francs, not quite $120! We do not know that there can be much "elevation of the moral dignity" of a class which is compelled to support life and maintain a certain position upon such a miserable pittance. We *do* know that many worthy teachers in France, unable to support life on the miserable salaries attached to their office, are obliged to perform duties which are neither appropriate nor becoming to their position as instructors; which lower them in the estimation of their pupils, and by depriving them of the respect which they ought to enjoy, diminish to the same extent their influence for good over the scholars intrusted to their charge. The minister of education has made a step in advance, and we appreciate his good intentions; but he must not rest there, for it will need a good many repeated augmentations of the nature alluded to, to place the respectable and hard-working teachers of France in a position suitable to the dignity of their profession and to the elevated rank which France claims to hold among the nations.

A FRENCH BISHOP ON EDUCATION.—In a speech before the National Assembly in France upon the question of a higher standard of education, Bishop Dupanloup, one of the most talented and eloquent of French prelates, used the following words: "Look at Germany and England! the men most honored there are the corps of teachers. When the celebrated botanist de Candolle came to France he placed on his cards 'M. de Candolle'; when he was in Germany he signed 'the Professor de Candolle.' It is the same thing at Rome: the Baron Visconti, in the eyes of the strangers who desire to see that capital, is none other than the Professor Visconti. Wherever there is no organization for a superior order of teaching, the culture of the mind is in great danger. In the place of men of genius who discover new planets and new worlds, —thanks to the depth and sagacity of their intelligence,—you will have only commonplace *vulgarisers*, often barren but presumptuous; and all the progress of science will be fatally arrested; in a word the Columbuses of science will disappear, and you will have but petty coasters instead of great navigators and discoverers."

EDUCATIONAL PUBLICATIONS IN GERMANY.—The *Schoolboard Chronicle* states that the German Empire has 93 educational reviews and journals. Prussia alone possesses 42, of which 30 are published in Berlin. In the same empire there are 150 normal schools.

OBJECT TEACHING IN FRANCE.—It appears that in one of the French departments, that of Savoy, which has formed a part of France only since the annexation of Savoy and Nice in 1860, the authorities, about two years ago, established a sort of public annual competition in the matter of object teaching, in which the different teachers of both sexes were invited to take part. A handsome sum was voted by them for the purpose of giving prizes to those who were thought to acquit themselves the best in this branch of instruction; and the exhibition, which took place latterly before the religious, literary, and political celebrities of the department, excited general interest, and produced a strong feeling in favor of that method of teaching which, though much practiced and esteemed in Germany and Switzerland, has up to the present time received but little favor in other parts of France. Possibly the proximity of Savoy to the Swiss Republic, where object teaching is so successfully carried out, may have had something to do with its introduction and profitable development within its own borders; and one might add that a competition of the nature alluded to, is quite likely to be of public service in any country where object teaching is appreciated as it deserves.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

Selection for Autumn.*

There are days that occur in this climate, wherein the world reached its perfection; when the air, the heavenly bodies, and the earth, make a harmony, as if Nature would indulge her offspring; when in these bleak upper sides of the planet, nothing is to desire that we have heard of the happiest latitudes, and we bask in the shining hours of Florida and Cuba; when everything that has life gives sign of satisfaction, and the cattle that lie on the ground seem to have great and tranquil thoughts. These halcyons may be looked for with a little more assurance in that pure October weather, which we distinguish by the name of the Indian Summer. The day, immeasurably long, sleeps over the broad hills and warm, wide fields. . . . The tempered light of the woods is like a perpetual morning, and is stimulating and heroic. The anciently reported spells of these places creep on us. The stems of pines, hemlocks, and oaks almost gleam like iron on the excited eye. . . . How easily we might walk onward into the opening landscape, absorbed by new pictures, and by thoughts fast succeeding each other, until by degrees the recollection of home was crowded out of the mind, and we were led in triumph by Nature.

—*Ralph Waldo Emerson.*

* Read with this "Summer of All Saints," in JOURNAL of October 2.

The Creeds of the Bells.*

BY GEORGE W. BUNGAY.

How sweet the chime of the Sabbath bells!
Each one its creed in music tells,
In tones that float upon the air,
As soft as song, as sweet as prayer;
And I will put in simple rhyme
The language of the golden chime;
My happy heart with rapture swells
Responsive to the bells, sweet bells.

"Ye purifying waters, swell!"
In mellow tones rang out a bell;
"Though faith alone in Christ can save,
Man must be plunged beneath the wave,
To show the world unfaltering faith
In what the Sacred Scripture saith;
O, swell! ye rising waters, swell!"
Pealed out the clear-toned Baptist bell.

"Oh, heed the ancient land-marks well!"
In solemn tones exclaimed a bell;
No progress made by mortal man
Can change the just, eternal plan;
With God there can be nothing new;
Ignore the false, embrace the true,
While all is well! is well! is well!"
Pealed out the good old Dutch Church bell.

"In deeds of love excel! excel!"
Chimed out from ivied towers, a bell.
"This is the church not built on sands,
Emblem of one not built with hands;
Its forms and sacred rights revere,
Come worship here! come worship here!
In rituals and faith excel!"
Chimed out the Episcopalian bell.

"Not faith alone, but works as well,
Must test the soul!" said a soft bell.
"Come here and cast aside your load!
And work your way along the road,
With faith in God, and faith in man,
And hope in Christ, where hope began;
Do well! do well! do well! do well!"
Rang out the Unitarian bell.

"To all the truth we tell, we tell!"
Shouted, in ecstasies, a bell;
"Come all ye weary wanderers, see!
Our Lord has made salvation free!
Repent, believe, have faith, and then
Be saved! and praise the Lord! Amen!
Salvation's free! we tell! we tell!"
Shouted the Methodistic bell.

"Farewell! farewell! base world, farewell!"
In touching tones exclaimed a bell;
"Life is a boon to mortals given,
To fit the soul for bliss in heaven;
Do not invoke the avenging rod,
Come here and learn the way to God;
Say to the world, 'Farewell! farewell'!"
Pealed forth the Presbyterian bell.

"In after life, there is no hell!
In raptures rang a cheerful bell;
"Look up to heaven this holy day,
When angels wait to lead the way;
There are no fires, no fiends to blight
The future life; be just and right.
No hell! no hell! no hell! no hell!"
Rang out the Universalist bell.

"The Pilgrim fathers heeded well
My cheerful voice;" pealed forth a bell;
"No fetters here to clog the soul;
No arbitrary creeds control
The free heart and progressive mind,
That leave thy dusty paths behind.
Speed well! speed well! speed well! speed well!"
Pealed forth the Independent bell.

"No pope, no pope to doom to hell!"
The Protestant" rang out a bell;
"Great Luther left his fiery zeal
Within the hearts that truly feel
That loyalty to God will be
The fealty that makes men free.
No images where incense fell!"
Rang out old Martin Luther's bell.

["Find rest! find rest! find rest! find rest!
Upon our Holy Mother's breast.
From wearying strifes that never cease,
The Mother Church gives rest and peace;
Come, penitents, your sins confess,
Where white-robed priests the faithful bless,
While sacred masses peal and swell!"
Deep tolled the Roman Catholic bell.]*

Neatly attired, in manner plain,
A pilgrim see,—no spot, no stain,—
Slowly, with soft and measured tread,
In Quaker garb—no white, no red—
To passing friend I hear him say,
"Here worship thou, this is the way;
No churchly form,—it is not well;
No bell—no bell—no bell—no bell."

* A correspondent in a recent JOURNAL asked where this poem could be found. is taken from "Elocutionist's Annual," a fine little collection of Prose and se for Recitation. The price is 35 cents. Send for it to the publisher, J. hoemaker, Philadelphia, or to the editor of this department.

* Recently added by another author.

A Lesson in Grammar.

A dialogue for four little girls.

BY E. S. F.

Julia. (*Fanning herself violently.*)—Oh, dear! I'm so tired and hot, I don't know what to do. What can we play that's cool!

Annie.—"S'cool?" Yes, *school*, let's play school!

Hattie and Belle.—Oh, yes, let's play school!

Julia. — Well, Hattie, you must be the teacher, 'coz you're the tallest.

Hattie. (*Stretching up, and stepping out in front with quite an air.*) — Yes, I'll be teacher. Play I'm Miss Wilson, and this is the Baker School, and you go to it.

Annie. (*Mopping her face with her handkerchief.*) — Baker School? You might as well say *Bakery* at once, for it's as hot as an oven.

Hattie.—Well, come now, stan' in a row. I'm goin' to give you a lesson in grammar.

Annie, Julia, and Belle. (*Thrusting their hands high in the air, and waving them violently.*)—Miss Wilson! Miss Wilson!! Miss Wilson!!!

Hattie. (*A little indignantly.*) — Well, what's the matter? I ain't a *nomnibus* nor a *hoss-car* to be stopped that way!

Annie.—Please, may we correct you when you make a mistake?

Hattie. (*Reluctantly.*) — Why, yes, I 'spose I must be corrected sometimes: even teachers 'casionally make mistakes. The one that corrects me can go to the head of the class, and the one that makes a mistake, all 'cept the teacher, must go to the foot. Have I sad anything wrong yet?

Annie.—Please, you said "Stan' in a row."

Hattie.—Yes, I b'lieve I did. You may go to the head.

Julia.—You said "*goin'* to give."

Hattie. — Oh yes, so I did. It has always been hard for me to mind my g's ever since I was a little girl. Now, Julia, you may go up to the head.

Belle.—And, Miss Wilson, you said "*hoss*-car."

Hattie. — Well, 'most everybody does say hoss-car; but, of course, now I'm a teacher, I must take care to say horse-car.

Annie. (*Raising her hand.*)—Miss Wilson!

Hattie.—Well, Annie, what is it now?

Annie.—Had you ought to say "'*most*" everybody?

Hattie. — No, I mean *almost* everybody; but, Miss Annie, you must'nt say "*had you ought*": that isn't proper; say *ought you.* You must go to the foot. (*She goes*). . . . Now I'm goin'—go*ing* to begin again. 'Tention all! Julia, what is grammar?

Julia.—Grammar is speakin' right, and writin' right.

Hattie.—Speak*ing* and writ*ing*. Mind your g's as well as your p's and q's, Miss Julia.

Belle. — Please, Miss Wilson, why do they call speaking right *grammar* when *gra'mas* almost always speak *wrong*, and *gran'-pas* too?

Hattie.—H'm! yes, well,—I guess its a Greek word, or Persian, or something; when you get into the first class, you'll know all about it.

(*To Annie.*)—Annie, what are the parts of *preach?*

Annie.—The parts of preach are—the parts of preach are—are—the long words that ministers use.

Hatiie.—That's right. How many *parts of preach* are there, Belle?

Belle.—When our minister preaches, I think there are as many as nine hundred and ninety-nine; but when he 'changes with Mr. Chatterton, I guess there are a million.

Hattie.—But I don't mean in sermons, I mean in grammar-books. Julia, can *you* tell how many *parts of preach* there are?

Julia. (*Hesitating.*)—Let—me—see. There are nouns and pronouns, and verbs and—and *pro*-verbs—

Hattie.—*Ad*-verbs, not *pro*-verbs.

Julia.—Nouns and pronouns, verbs and *ad*-verbs, and—I can't 'member no more.

Hattie.—*Any* more, not *no* more; now, Julia you must go to the foot. Belle, can you name any more *parts of preach?*

Belle.—Well, there's artiples and *part*iples—

Hattie.—Part'*ciples*; I b'lieve there's a *c* in it.

Belle.—Yes, so there is; I forgot; artiples, and part'ciples, and—and—oh, some dreadful long ones that I've forgotten. (*She bites her finger, and hangs down her head, as she goes to the foot.*)

Hattie.—Annie, can you 'member the long ones?

Annie.—Injunctions, dejections, and propositions.

Hattie.—Yes, that's very good; you may go to the the head. (*Annie tosses her head and walks proudly up.*)

Hattie.—That will do for to-day. You done very well, all of you.

Julia, Belle, and Annie. (*Hands raised frantically.*)—Please, Miss Wilson, is it grammar to say *you done?*

Hattie.—Oh, no! 'scuse me, I forgot. You *have* done very well. (*She bows to the class and dismisses them, and turns to the audience, saying.*) And I hope you all think so too. (*Bows again, and retires.*)

The Days of the Week.

BY ELSIE BEE.

(*A recitation for the very youngest class.* SUNDAY *may hold a book;* MONDAY, *a toy tub, or keeler;* TUESDAY, *a toy flat-iron;* WEDNESDAY, *a cooky and saucer-pie;* THURSDAY *may wear a tiny thimble and be provided with some patch-work, or other sewing;* FRIDAY *may carry a small broom, or duster; and* SATURDAY, *a tiny pail. The children should be taught to make appropriate gestures, in order to display these implements.*)

Snnday.—Sunday's the first day, and I like it, too;
For that day mamma is not busy,
And can tell pretty stories, that are true,
Or read nice books to me and Lizzie.
In Sunday-school I must not play,
Nor once forget that Sunday is *God's day.*

Monday.—The next day's Monday. In my little tub
My mamma let's me dollie's dresses rub;
And I can help her, too,—'tis good as play.
To hand the pins to her on *washing day.*

Tuesday.—The third day's Tuesday, and I always try
To make my dollie's dresses smooth and dry.
I can help mamma, too; my little flat
Can iron the handkerchiefs, and things like that.
To help my mamma iron is good as play,
Although I burned my arm last *ironing day.*
(*Shows the burn.*)

Wednesday.—The fourth day's Wednesday. Mamma's day to bake,
And I can help by bringing chips and wood.
Sometimes she lets me help her stir the cake
Or cut out cookies; and when I am good,
She makes some little pies for me to play
Tea-party, with my doll, on *baking day.*

Thursday.—The fifth day's Thursday. Mamma mends the clothes,
She darns the stockings, and long rips she sews.
She teaches me to thread the needle's eye;
Sometimes to sew on buttons lets me try;
I can't do much—but then I always play
That I help mamma "lots" on *mending day.*

Friday.—The sixth day's Friday. Mamma sweeps up stairs.
She says I help by dusting off the chairs.
And in my baby-house I always play
That it needs cleaning up, on *sweeping day.*

Saturday.—The seventh day's Saturday; the last one.
I like to go to school, but then its fun
To have one day to visit grandma in,
Or, these fine days, to go blackberrying.
I run on errands some, but mostly play
Fills up the hours of the nice *holiday.*

All.—Seven days there are which we can tell,
And we will try to spend them well;
We'll help mamma, as well as play;
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.

Notes and Correspondence.

Teaching Under Difficulties.

To the Editor of The New-England:

While on a pedestrian tour through the northern part of Rhode Island, the writer, a few days since, made it in his way to visit a little school. The following lines will show what he learned and what he thought.

He found the teacher to be a young lady, of slight figure and nervous temperament, affable, and earnest in her work. The pupils were of all ages between six and seventeen, some of them quite dull, and others well advanced in their studies. It was evident that the teacher had won the respect and love of her pupils, and consequently their obedience, to a certain extent. He arrived on the scene in time to witness the opening exercises, and was much pleased thus to do. The merry bell sounded out its cheerful call to the hall of learning, a few quick taps summoned the sun-browned troop to the rank and file, and a tap from a little bell set the lines in motion. Up the steps and through the hall they marched, in remarkably good order. Monitors soon disposed of hats and bonnets, and quiet reigned supreme. A tap upon the little bell was the signal for every head to fall upon the folded arms upon the desk-tops, and "Our Father which art in heaven" proceeded from every tongue. Again, the forms became erect, and "The Lord is my shepherd, I shall not want," was the language of every child. Another tap of the bell, and out came books and slates, and all the children studied, while the teacher silently took the record. Recitation followed recitation in quick succession until recess, and thence until noon. Some scholars showed marked proficiency, and all were sufficiently expert in their performances to show that they had a teacher of the proper mould. While listening to the recitations the attention was called to the schoolhouse and appurtenances. The building itself was neat and commodious, and its surroundings quite pleasant, but there was an evident lack of apparatus. An old chair, which had by some means become dilapidated, stood in the entry, and one of its rungs served as a pointer and an instrument of torture, as occasion required. A single chart, for the benefit of the A-B C department, was standing on the floor because no better place was to be found. There was a single eraser, which for size had no equal, but the wool was nearly all worn from the sheepskin covering; and, worst of all, the board of which it was made was split in two near the middle. The teacher's desk was supplied with a small bell and a school-register, and nothing more, only as she brought it from her home.

If a teacher can do so well under such circumstances, is it not proof enough that she is a good teacher? And how much more would she do if the school was better provided for?

Notes taken by AN OBSERVANT PEDESTRIAN.

What to Teach our Sons.

To the Editor of The New-England:

IN THE JOURNAL of Sept. 25th, was an enumeration of excellent things to be taught to our daughters. As I read them, the thought came to me that if it was necessary for our daughters to be thus instructed, it was equally urgent that our sons enjoy similar advantages. We do not see why the average young man will not be as much benefited by this knowledge as the average young woman by that to which I have alluded:

WHAT TO TEACH OUR SONS.

Teach them self-reliance.
Teach them to chop wood.
Teach them to make a garden, and make it profitable.
Teach them to foot up store-bills.
Teach them not to wear a stove-pipe hot.
Teach them not to smoke.
Bring them up in the way they should go.
Teach them to be more ashamed of being called fast than green.
Teach them to black their own boots and be their own barbers.
Teach them that a dollar is only a hundred cents.
Teach them to wait on themselves.
Teach them not to drink.
Teach them every day dry, hard, practical, common sense.
Teach them to say no, and mean it; or say yes, and stick to it.
Teace them to wear over-alls and do it like kings.
Teach them that a manly, healthy farmer is worth a hundred dyspeptic clerks.
Teach them to regard the morals, and not the money, of their lady loves.
Teach them some trade, that they may be able to earn their living by manual labor.
Teach them not to have anything to do with silly young women.
Teach them that the further one lives beyond his income, the nearer he gets to the poor-house.
Rely upon it, that upon your teaching depends in a great measure the weal or woe of their after life.
Teach them that a good, steady house girl is worth a dozen dawdlers in silk.
Teach them to drive fast horses, to row, and other manly sports, if you have time and money to do it with.
Teach them that God made their feet in the best possible way, and no amount of pinching with tight boots will improve the model.

S. S. M.

German Schools.

To the Editor of The New-England:

Henry S. Mackintosh in "A Contribution to American Pedagogy," in the JOURNAL of the 9th instant, speaking of German educational works, says:

"But these can do Americans little good; for the majority of American teachers are not enough familiar with German to master many German books. Morever it would not assist them much if they did; for the aim of most European schools is to make obedient subjects, while the aim of American schools is to make intelligent and independent citizens."

If the gentleman means by "European Schools," the German schools, he is very much mistaken. It was my good fortune to spend two years in examining German schools. From the time a German child enters school until he leaves it, is his teaching objective. No rules, definitions, explanations, are made to him that he cannot see with his eyes, unless it be those of a purely arbitrary character. The text-book in Geography is an atlas merely; in Arithmetic, examples, without a rule or definition; in History, an outline alone; in Physics, few text-books, if any, are used. The teacher masters his subject, then uses all the apparatus obtainable to illustrate, explain, and develop it. There teaching is made a great art, and the pedagogical works are full of discussions of the laws of mind, upon which all proper methods are based. Professor Harrington's plan of education is, if I understand it, a German one. We are all painfully conscious of the great contrast to this kind of teaching which we find in this country. Which system, then, is calculated to make the more intelligent and independent citizen?

J. W. PARKER.

QUINCY, MASS., October, 1875.

"Teaching of Gesture."

In our issue of August 21st we introduced an article on "Artistic Gestures," as follows:

In the August number of that unique and sprightly educational journal the *School Bulletin*, there is a notice of Dr. H. B. Sprague's paper on the "Teaching of Gesture," read before the New York University Convocation, and a sharp critique upon both his theory and its illustrations. The strictures passed upon both were, in our judgment, no less just than sharp.

The following letter from Professor Sprague leads us to publish his reply as given to the *School Bulletin*.—[ED.

Editor of The New-England:

DEAR SIR: — In your valuable journal you have unwittingly done me injustice in the article of which I inclose herewith a printed copy. Will you be so kind as to publish also my reply, which accompanies it in the slip cut from the *School Bulletin?* You will perceive that my positions were somewhat misapprehended. I trust also that my reply may contain matter of sufficient general interest to warrant its publication.

We are engaged in the same great work of education, and I most heartily wish you and your journal great prosperity.

Very respectfully yours, HOMER B. SPRAGUE.

To the Editors of the School Bulletin:

I notice in your issue for August, an article on page 119, entitled *The Inter-Academic Rhetorical Contest.* It contains some not very intelligent remarks on a paper which I read at the recent University Convocation on "A Method of Teaching Gesture." Permit me to correct some of the mistakes made by your critic. He begins by saying, "Dr. Sprague's scheme is elaborate and minute in its detail, and carries the analysis of gesture to the extreme of thoroughness." As the reading of my paper occupied less than twenty minutes, he must mean that the principles which I laid down were intended to cover all classes of gesture. In this sense, his remark is true, but not in the natural and obvious meaning of his words. I laid down three general principles, according to which all gestures are reducible to three classes. First, gestures of *place*, which answer the question, *where?* Secondly, gestures of *imitation*, which answer the question, *how?* Thirdly, gestures of *emphasis*, which show the degree of the speaker's *earnestness.* I claimed that this classsification is founded in nature, that it is correct in its philosophy, and perfectly simple and easy of application. I was at some pains to illustrate each of these three kinds of gestures; but notwithstanding my repeated disclaimer, your critic evidently thought that I was endeavoring to show skill in delivery. Otherwise why does he assert, "Dr. Sprague's art is but crude; it does not conceal art"? I reply, my object was not to conceal, but to exhibit the art, not skill, side by side with the theory, to show just where and how and why the art comes in. Your critic still supposing I was attempting to give a finished declamation, and still blunderingly misinterpreting my endeavor to show the gesture separate from the thought though parallel with it, proceeds to say, "the hollowness of his [Dr. Sprague's] theory revealed itself in the evidently forced and studied effort to make the gesture follow the rule that had been prescribed!"

The "rule that had been prescribed? What "rule?" I laid down no rules, unless the three following suggestions are such: First, conceive as vividly as possible the things you would locate, and *yield to the impulse of nature* to glance or point in the direction in which they are imagined to be. Secondly, conceive as vividly as possible the action or scene described, and *yield to the impulse of nature* to imitate, being careful always not to "overstep not the modesty of nature." Thirdly, *yield to the inclination* to strike or nod or bow for emphasis, being careful "in the very torrent, tempest, and whirlwind of passion, to acquire and beget a temperance that may give it smoothness. Fourthly, avoid gestures for which you can give *no* reason. These in substance are all the so-called "rules" I gave. To which of them does your critic take exception?

"Regent Hale," proceeds your critic, . . . "showed . . . . that the attempt to apply gesture by art and rule was very dangerous, even in the training of learned professors, and that in the training of schoolboys it led to the strangest absurdities." Regent Hale, I fancy, showed no such things, but just the opposite. His principal illustration was the case of the school-boy solemnly lifting high his coat-tail in declaiming Addison's lines:

"Soon as the evening shades prevail,
The moon takes up the wondrous tale."

The point of the joke is in the real or pretended blunder of the good-for-nothing boy in the interpretation of the word *tale*, etc. It was ridiculous in the boy to lift his garment and show his stupidity; but it was proper enough in Regent Hale to lift *his* garment, as he did in telling the anecdote, and show *how the boy* did it. The boy illustrated his own absurd and funny misapprehension of the meaning. Regent Hale illustrated admirably my second class of gestures, those of *imitation*, and showed the correctness of so much of my theory.

Your critic proceeds to say, "Dr. Sprague had declaimed a passage from a speech of Webster, using a profusion of gesture that quite obscured and enfeebled the great orator's thought." Again your critic misunderstands my object, which was to show, not what gestures Webster used or ought to have used, but what gestures of any kind, and particularly of *imitation*, *might* not unnaturally or improperly be used in that extract, and how they were all *included in my classification.* I had selected the piece for the simple reason that it *allowed* a large number of gestures; and step by step, as I declaimed it, I stopped and pointed out the *how* and *why* of all these *possible appropriate* gestures. I had no idea of declaiming it in the best manner. Of course in the original delivery of such a speech, the gestures of the orator would be proportioned to the vividness of his imagination and the intensity of his feeling. Clay would have used more gestures than Webster, Regent Hale more than Chancellor Pruyn. Your critic adds, "Regent Hale offered the suggestion, founded upon his knowledge of Webster's style, that Webster himself had not used a twentieth, or even a hundredth, of the gestures which Dr. Sprague had made in rendering his language." I have carefully re-examined the passage, and I find that the number of gestures of all kinds which I used in it could not possibly have exceeded thirty-eight. What becomes of the regent's sweeping statement?

I do not attach much weight to the number or kind of gestures which Webster or any other orator may or may not have used in any given passage. They will vary greatly with his mental moods. No man is always at his best, and we know that on ordinary occasions Webster was dull. It required a great question, a great audience, a great occasion to rouse him. A gentleman who heard him deliver a lyceum lecture in Providence assured me that it was a very tame affair. But lest Webster's example should again be quoted by your critic as adverse to profuseness of gesture, I will state a fact not generally known.

In the famous passage, descriptive of *true eloquence*, in Webster's Eulogy on Adams and Jefferson, the passage beginning, "When public bodies are to be addressed upon momentous occasions," and ending, "It is action, noble, sublime, godlike action," we are fortunate in having Webster's actual gestures, carefully observed and noted down at the instant, by that prince of American elocutionists, the late Prof. William Russell. The professor had devised a convenient method of notation of gestures, and as he was watching with intense interest and with an artist's eye, the delivery of the great orator, he saw him at one moment step forward as if in preparation, and with a look and manner which denoted that some thought which the speaker deemed of great importance, was to be delivered. It was the passage in question. Pencil and paper in hand, Professor Russell, sentence by sentence as they were uttered, wrote down his instantaneous memoranda. A year or two before his death, he gave a copy of that paper to a near friend of mine. The document shows that Webster's gestures in this passage were large, profuse, and vehement, sometimes with one hand and sometimes with both. So much for Webster's example.

One word more. I had nothing to do with getting up the inter-academic contest, except to nominate two of the twenty-seven competitors for prizes in elocution. One of the two received a first prize; the other, a third prize. Your critic admits that the premiums were properly awarded. I have it, however, from unquestionable authority, that many of the audience, and among them some of the best teachers in Albany, were of the opinion, which was shared by at least one of the Albany newspapers, as appears in its editorial article, that my second candidate should have received a first prize instead of a third. So much for the practical results of my system. I will only add that Rev. Dr. Upson, of Albany, whose long experience and distinguished success as an orator and a professor in elocution have made him a judge, perhaps second to none in this State, informed me that his many years of study and practice had led him to substantially the same results as those set forth in my brief paper read before the Convocation. The opinion of one such scholar, "must, in your allowance, overweigh a whole theater of others."

HOMER B. SPRAGUE.

MARTHA'S VINEYARD, MASS., August 18th, 1875.

STATE DEPARTMENTS.

New Hampshire.

"Yet once, methought,
It lifted up its head, and did address
Itself to motion, like as it would speak."—*Hamlet.*

The funniest part of the last State School Report is the replies of town superintendents who are opposed to reviving the institutes. Rev. W. Applebee, of Alexandria, "don't believe they amount to much." Dr. J. A. Dana, Ashland, says, "if the Normal School is properly managed and supported, I think it unnecessary." A Barker, Esq., Colebrook, calls them "a useless expense." B. L. Bartlett, Deering, thinks "teachers should be educated, but they will be all the better for educating themselves, especially after the State has provided the preliminaries." Just what those "preliminaries" are, we are not told; probably the minds and hearts of children, on which teachers may experiment at the State's expense while "educating themselves." Dr. J. C. Wheat, Groton, is "for economy. Spend the money for the young." W. L. Barnes, Hanover, says: "I am decidedly opposed to such a law. I do not believe the people ought to be taxed for the expense of such gatherings. They have failed to meet the expectations of the people. Teachers cannot be modeled, or made to meet the wants of the school-room if they are not adapted for teachers before." W. W. Cate, Loudon: "I think they ought not to be established. Retrenchment would be one reason for its remaining as it now is." P. Wentworth, Esq., Southwick, "would not re-establish them. They give a few an opportunity to show themselves, but the show does not pay." M. Symonds, Windsor, says, "I always have 'gon' against it." If he had said, "allers gon agin it," he would have shown a little more exactly his mental status; but we will not be too exacting. We are at a loss which most to admire, the logic or the grammar of the above writers. We are more and more impressed with the need of our new law that we have long advocated, viz., that town superintendents should be required, as a prerequisite to their exercising the duties of their office, to obtain of the State superintendents an ordinary third-grade teacher's certificate.

CORRECTIONS. — The only relaxation the editor of this column has had the past year has been when his weekly "copy" was ready for mailing, to think of the bother and wrath of the compositor in trying to decipher it. It must be fun to behold. But of course we could not complain of the numerous things we were made to say that we never thought of. Most of them slips between writer and printer have been evident enough, as when, week before last, we were made to say that Superintendent Simonds "collected," instead of collated, or that costly school houses are "incomparable," instead of incompatible, with good sense. One thing only we protest against: we never wrote such possessives as Simonds', Ruggles', but always Simonds's, Ruggles's. There is no exception to the ordinary rule for singular possessives, unless it be a few stereotyped phrases. We respectfully submit that those old possessives are obsolete in the best modern journals.

— The report of Hon. J. W. Simonds, Superintendent of Public Instruction, is altogether the best that has come from that officer, and in plan and completeness is a credit to the State. It gives us pleasure to make this acknowledgment, as we have heretofore freely criticized the reports of Mr. Simonds, and the marked improvement which the present report exhibits should be passed to his credit.—*Telegraph.*

The *Telegraph* plants itself squarely in favor of teachers' institutes, giving a batch of samples of the objections to them, which it declares "really too trivial to weigh anything."

PEMBROKE ACADEMY.—About 80 students this term. Professor Walker has had double duty to do during the illness of Miss LeBosquet, his excellent preceptress.

EDWARD HOWARD CATLIN, the successful competitor for the West Point appointment at the recent examination at West Lebanon, is a son of Rev. B. R. Catlin, of Plainfield. He is a promising boy of 17, and is now a clerk in one of the departments at Washington.

TILDEN SEMINARY receives $2,000 by the will of the late Jacob S. Prescott, of West Lebanon. It is to be known as the "Prescott Educational Fund," and is to be used in aiding indigent students who are natives of the town.

MANCHESTER. — The school committee of Manchester has engaged Professor Bailey, of Yale College, to deliver at the high school in that city a course of lectures on elocution, at an expense of $250. Where is the *Union* man? Such extravagance in his own city, by his own party, too! But just wait till next week — "dinna ye hear it comin'? Its the slogan o' the Campbells!"

THE *Telegraph* is one of the few papers in the State that ever takes any broad view of questions outside the dirty slum of politics. It remarks in a late issue: "We congratulate Mr. Edgerly on his call to a State where so many sons of New Hampshire have found a broader and richer field, higher honors, and more generous rewards than they would have found at home. It ought not to be so, and we live in hopes that one day, not far distant either, New Hampshire will adopt a policy so liberal and enlightened as to reserve and vitalize her own depleted life-blood by calling back some of that which a narrow and short-sighted policy has driven abroad to enrich and invigorate other States." Amen to that last. But the newspapers of the State will have to take a higher position than they have yet done in those matters. The *Telegraph* is emphatically taking the lead in this direction, though the *People*, also, is doing a good work. We bid them God-speed; the educated men of New Hampshire have been long enough ashamed of the littleness of her press.

— The papers tell us that a Cherokee Indian, a Japanese, and a retired clergyman, are among the students at Dartmouth. We are not informed as to which one is found easiest to civilize.

Vermont.

BURLINGTON.—We are glad to learn that the difficulties in regard to the free library have been settled. The trustees, having received assurances that the current expenses of the library will be provided for, will re-open the library next Monday. At that time, two additional departments — those of History and Biography — will be opened to the use of the public. We understand, also, that the work of cataloguing, etc., has made such progress that the entire library will soon be available for reference and circulation. We are informed that the trustees have in preparation, and will publish in due time, a statement of the cost, current expenses, and condition of the library, and of their action, which will give the public all needful information in regard to the matter. All concerned are to be congratulated on the solution of the dead-lock; and we trust that nothing of the sort will occur again.

HOUSE FOR DESTITUTE CHILDREN.—On Wednesday, September 29th, the new building of the Home for Destitute Children was dedicated with appropriate introductory exercises and an historical address by Charles E. Allen, Esq., of Burlington. From this address we condense the following:

On the third of October, 1865, through the persevering charitable efforts of a confirmed invalid, and oftentimes a great sufferer, a little family of *seven* destitute children—girls—were gathered in a small house in our city, and thus the great work was commenced. Appreciating, from the first, the importance of the charity, the extent of its influence, and the responsibility of the undertaking, should it be properly managed, an act of incorporation, approved November 1st, 1865, was obtained of the Legislature, which constituted Laura Hickok, Harriet Shedd, Julia Loomis, Eliza Smith, Mary H. Phelps, and Susan M. Edmunds—a board in which each denomination of the Protestant Church was represented—a body corporate and politic, under the name of the "Home for the Destitute Children," the object being to provide for this class a "home" to "supply their necessities; promote their intellectual, moral, and religious improvement, and fit them for situations of usefulness and self-maintenance."

As soon as the existence of such an institution became known, applications came to the board of managers, too numerous and appealing in their character to be altogether ignored. Fortunately with the demand came, though in a very limited degree, the means of supply. A larger house was purchased, only to be immediately crowded. A matron was obtained, and the work systematically begun.

In the summer of 1866, the general government ordered the sale of the United States Marine Hospital, which was situated in the southern part of this city, and about half a mile distant from the lake. This was a fire proof-building, two stories in height and fifty feet square. It was built ten years previous, at the cost of $40,000. The location was a commanding one in many respects, embraced ten acres of land and was well adapted to the requirements of an institution of this character. An opportunity to purchase this valuable property for $7,000 was considered by the board of managers to be too favorable not to be, if possible, improved.

Trusting to the charitable liberality of friends, they assumed, on the 16th of July, 1866, the responsibility of the purchase, and on taking possession of the premises, on the 8th of the following October, they found that they had sufficient room to comfortably accommodate forty children. The new building was consecrated November 26th, 1866. Up to this time only girls had been received by the institution; now the managers decided to take children of both sexes. All they wanted was the means to provide for the additional number. The plan which the managers originally adopted, that of personal solicitation for annual contributions to defray the current expenses of the charity was continued, and until 1869 the amount thus raised was their entire reliance.

In 1867 it was proposed to raise a permanent fund of at least $50,000. In 1870 a manager was appointed from each county in the State, and the ladies of the whole State have become more or less interested in the enterprise. Of the permanent fund proposed, $45,000 have already been raised, and the new building just dedicated has been erected at a cost of $22,000.

During the ten years of its work the Home has received two hundred and seventy-six children who have been supported at the low average annual expense of seventy dollars each. Yet more than four hundred applications for admittance have been denied.

We append a list of the officers of the Home:—President, Mrs. L. A. Hickok; vice-president, Mrs. H. J. Shedd; treasurer, Mrs. L. M. Clapp; corresponding secretary, Miss Kate Morton; recording secretary, Mrs. C. E. Allen; managers—Mrs. H. J. Shedd, Mrs. L. M. Davis, Mrs. L. C. Dodge, Mrs. F. C. Kennedy, Mrs. Edward Martin, Mrs. L. M. Clapp, Mrs. B. S. Nichols, Mrs. E. C. Turk, Mrs. P. T. Sweet, Mrs. E. C. Allen, Miss Kate Morton, Miss Mary Walker. Matron, Mrs. Mary Bragg; teacher, Miss Selinda Bailey; assistants—Miss Amanda Wright, Miss Minerva Booth, Miss Ellen Harlow. *County Managers.*—Addison county, Mrs. A. M. Beckwith; Bennington county, Miss S. E. Park; Caledonia county, Mrs. M. E. Fairbanks; Franklin county, Mrs. E. B. Whiting; Grand Isle county, Mrs. A. M. Wheeler; Lamoille county, Mrs. A. M. Noyes; Orleans county, Mrs. Martha H. Pease; Rutland county, Mrs. M. B. Rowell; Washington county, Mrs. J. M. Poland; Windsor county, Mrs. H. A. Johnson; Windham county, Mrs. C. F. Thompson.

MONTPELIER. — The ceremony of blessing the new Catholic church, in this village, was performed on Monday afternoon, Oct. 4th, by Bishop DeGoesbriand, of Burlington. Among others present, were very Rev. Z. Druon, of St. Albans, Rev. J. Cam, of Swanton, and Rev. J. Dunarth, of Island Pond. The school opened on Monday, and has one hundred and twenty-three scholars in attendance. The services of four female teachers, connected with St. Joseph's School in Burlington, have been procured. In addition to other branches, instruction will be given in French and music.

Notwithstanding the above attendance upon the new school, we learn, upon inquiry, that less than thirty scholars have thus far been withdrawn from our public schools. Doubtless, quite a number failed to enter upon the present term, waiting for the new school—but many more, we apprehend, have been taken from the street—and to that extent, all must regard their being gathered in as an unmixed blessing.

WATERBURY. — School district No. 6, at a school meeting warned for that purpose, Sept. 27th, voted to instruct the committee to make arrangements with the principal of the Green Mountain Seminary, and have scholars of the district instructed in the seminary the coming winter term.

Massachusetts.

ORANGE.—The prizes offered by the Massachusetts Temperance Alliance to the pupils of Orange High School for the best two compositions on "The Evils of Intemperance and the Remedy," have been awarded to Fred C. Tenney and George E. Dexter, of '76. The distribution of prizes will take place at a public meeting held by the Alliance in Orange some time during October. The prizes offered in the grammar school have not yet been announced; will probably be awarded at the public meeting, also.

A Teachers' Institute will be held at Orange, Mass., commencing Wednesday evening, October 19th, and closing Friday evening, October 21st. Mr. Walton will lecture on Wednesday evening, and Rev. A. D. Mayo, of Springfield, will lecture on Thursday evening, on "The American Farmer and Mechanic at his Books." State agents Walton and Hubbard will conduct the institute and will give lectures and addresses, aided by other successful workers.

NORTHBRIDGE.—The schools in this town, sixteen in number, are faithfully supervised by the chairman of the committee, Dr. R. R. Clarke. A large proportion of the teachers are graduates of normal schools. In Whitinsville, a teachers' association, with Miss E. W. Aldrich, president, and Miss Mary C. Toole, secretary, has been organized, and meets once a month, to discuss questions relating to the practical every-day work of the school-room. The teachers have this object in view, viz.: to learn one another's methods, that they may work together with as much uniformity as possible, and each retain her own individuality.

Rhode Island.

PROVIDENCE.—The annual report of the school committee for the city, for the year ending June, 1875, is just issued. It is a document of some size, and treats of quite a number of topics connected with the educational interests of the city. The preparation of the report was placed in the hands of a sub-committee of three, in accordance with custom. Of the committee the Rev. E. M. Stone was chairman, and we shall doubtless only bestow well-merited praise in the right quarter, when we attribute to his labor and experience the credit of their report.

The first topic considered at length is a historical sketch of the schools of the city, tracing their growth and development up to the present time. The various grades of schools are severally alluded to and their condition set forth, and a few words are given in passing to the discussion of the studies of *music*, *drawing*, and *writing*.

The subject of criticisms of the schools and school expenditures receives quite a thorough analysis. While a fair and intelligent inspection and criticism of the schools and their management is to be welcomed, the writer considers the present disposition in many quarters to engage in a flippant and unintelligent discussion of the question, one that should be discarded. In the matter of expenditures the report shows that the ratio of increase has been *less* in the school department than in any other prominent department of municipal affairs.

The charge that the public schools are "godless schools," as is so often asserted by those interested in the attempt to divert the public funds to sectarian uses, is fairly met and refuted. Under this topic attention is called to a fact in connection with the establishment of the public schools in this country, that is often overlooked in discussions upon this subject. The *initial steps* of any movement often afford the best commentary upon the subsequent development thereof, and serve better than anything else to elucidate the dominant principles of its being. We commend this topic to the notice of all interested in this subject.

Under the head of "Deterioration of Health," the answer is briefly but well made, to the oft repeated charge that our public schools are breaking down the health of the children. The committee have no difficulty in finding causes far more potent and more reasonable, as we think nearly all will agree who may look at the subject.

"School Hygiene" calls for several very practical suggestions and recommendations to the teachers and the committees at large in reference to ventilation, gymnastics, light reading, size of schools, etc.

In conclusion, the committee say that "at no time have our schools been in so satisfactory condition as at present"; but they assert that "it is only by raising high the standard of qualifications for teachers, and maintaining it that they will keep pace with the advance of the higher institutions of learning, and continue to be the just pride and glory of our city.

INSPECTION OF THE PUBLIC SCHOOLS BY VICE-ADMIRAL WELLESLEY.—Prominent among the features of the civic reception given by the city to our distinguished naval visitors on Friday last, was an inspection of the Point street school, and a musical welcome by the children from the various grammar schools, to the number of about 1,200. After visiting the different departments, and having the details of the system quite fully explained, in which the visitors manifested great interest, the party were escorted to the large hall where the chorus of children were assembled under the lead of Mr. B. W. Hood, principal teacher of music in the public schools.

As the distinguished party made the grand *entrée* the boys cheered lustily, while the girls gave vent to their enthusiasm by the waving of tiny handkerchiefs. The visitors took positions on the platform, when they were greeted with "God save the Queen." The effect, was almost thrilling as these thousand clear, and ringing voices of the children rang out the tune so familiar and dear to them, and a tear in more than one eye testified to the power of song. The "Star Spangled Banner" was then rendered in the same effective style, when Mayor Doyle made a brief address, in which he stated the cost in English currency of maintaining the public schools, the expense incurred by the city for school-houses and lots, the cost incurred by the fire and police departments, in order to enable the visitors to obtain as near as possible, a correct idea of the estimate we place upon our public schools. "Good Bye" was then sung by the pupils, after which Admiral Wellesley made a few remarks, thanking the pupils for their reception, and expressing his great interest in all that he had seen and heard.

BRISTOL.—The evening schools, to which we alluded last week, have begun under the most favorable circumstances. One hundred and sixty-five scholars have already entered their names—90 males and 75 females—showing a large increase since the last winter. They are chiefly employés in the large manufacturing establishments, who are, from necessity, deprived of the advantages of the day schools.

Mr. Walter F. Marston, a graduate of Bowdoin, and lately submaster of the Somerville (Mass.) High School, has been appointed to the principalship of the High School.

WESTERLY.—The summer term of the school at *Niantic* closed on Monday, the 4th inst. Ten pupils were successful in achieving either perfect scholarship or attendance. The close of the school was signalized by a programme of literary exercises in addition to the usual examinations of the classes. Very general satisfaction with the appearance of the school was expressed by the large number of visitors present. While we are glad that such attractions will draw out the friends of a school in large numbers, we should be much better pleased to know that the regular routine work of the school had sufficient attraction to draw even a much smaller number. The real test of the work of a school is made by an inspection of it in *working* order, rather than when it is on dress parade.

Connecticut.

THE HARTFORD COUNTY TEACHERS' ASSOCIATION held its annual meeting Oct. 2d, in the hall of the Brown School, Hartford. After preliminary exercises, the first address was delivered by Prof. I. N. Carleton, of New Britain, the president of the Association, upon "Honor in Teaching." The point particularly brought out and dwelt upon was the duty of the teacher to respect the rights of scholars to receive sound instruction, and the claims of parents and the community upon him to impart instruction to the very best of his ability. After a short discussion upon the views presented in this address, a paper written by one of the teachers in the Brown School was read, by F. F. Barrows, the principal, upon Phonics in Teaching. This paper explained the new, and as is extensively believed the better, method of teaching the alphabet. A valuable paper was also read by Miss E. B. Welsh, of the Asylum Avenue School, Hartford, on "The Use of Dr. Edwin Leigh's type in teaching Reading." This paper is soon to be published.

In the afternoon, Prof. W. B. Dwight of the Normal School, gave some interesting illustrations showing how chemical experiments can be conducted in district schools, at small expense. Mr. J. B. Baker, of the South School, Hartford, read an essay upon "Teachers' Associations." He showed that beside increasing the knowledge of teachers, and wearing off accumulating rust, they afford an opportunity for discussing all questions pertaining to our school system, and thus do much to protect the higher interests of the schools. He also dwelt forcibly upon the folly of teaching grammar by a set of rules, at the expense of having pupils express themselves clearly and correctly.

THE TEACHERS' INSTITUTE AT MERIDEN, Sept. 30—Oct. 2, was attended by 178 teachers, and by large assemblies of the people of that city. Among the lecturers were President Porter, of Yale College; Dr. Bacon, of New Haven; and Hon. T. Megota, of Japan, sent hither by his government to inspect the educational institutions of the United States. President Porter gave a rich and stirring address, enforcing two points: *First*, the teacher should learn every lesson before he undertakes to teach it, a habit which relieves very much the process of instruction. We shall therefore learn something fresh concerning every lesson, and thus avoid going on in the same routine. Even the teacher of a primary school can and should do this. The simple elements which she teaches may be made the foundation of broad and extensive acquirements. "One can teach elements with constant and never-flagging enthusiasm," said the president. "I came to my classes with ever new interest."

Second, the teacher should adapt his instructions to the permanent wants of each pupil. "Put yourself in his place," should always be the teacher's motto. This is the secret of every successful preacher, teacher, and physician; the lack of this explains multitudes of failures. A constant sympathy with pupils is indispensable to success.

Dr. Bacon held the close attention of a large audience to an address of considerable length, on "The Influence and Importance of Character in a Teacher." He affirmed that the influence of the Great Teacher was due far more to the constant and uniform exhibition of his lofty and perfect character than to his oral teachings, though these were the embodiment of divine wisdom.

Hon. T. Magota, who was graduated at the Cambridge Law School in 1873, and has recently returned to this country on the mission above mentioned, addressed the institute, exciting much interest, giving a condensed account of the present condition of Japan, describing it as a period of transition in religion, politics, education, and material interests. Until four years ago there had been no common schools, though there were seminaries for the higher classes in the large cities, there was no scientific education, and little knowledge of Mathematics. Now the common people are taught writing and history. "Now," said the speaker, "we have educational institutions like yours. In Tokio, the capital, we have three colleges — medical, scientific, and linguistic — one being for ladies. For our recent progress we are especially indebted to this country."

At the spelling match which was held during the institute, the first prize was awarded to Miss Jennie L. Colton, of East Berlin; the second to Miss Mattie E. Libby, of Meriden; and the third to Miss Alice H. Darby, of Meriden.

The last exercise, and one of the most interesting, was conducted by Jepson, the successful teacher of singing in the New Haven schools, with a company of more than thirty children about 8 years of age, taken from 12 different schools of New Haven, who had never sung together, and knew not what they would be required to do; he delighted all present with a rapid exhibition of their acquirements and capabilities.

ST. MARGARET'S SCHOOL FOR GIRLS, WATERBURY.—At the last session of the legislature an act was passed incorporating this school, which is to be under the special charge of the Protestant Episcopal church. The beautiful building and grounds formerly occupied by the Young Ladies Collegiate Institute have been purchased, and the school has been opened under the thoroughly competent supervision of the Rev. Prof. F. T. Russell, who has resigned his pastoral charge to become principal of the new institution. The first term opened with 85 pupils, 70 of them residents of Waterbury. With Professor Russell at its head, this school cannot fail to deserve extensive patronage.

PERSONALS.—The inauguration of Dr. Foss as president of Wesleyan University, will occur Oct. 20th. . . . Mr. John P. Slocum, Yale, '72, for two or three years past principal of the Guilford Institute, has become principal of the academy in Glastenbury, which continues to prosper as heretofore. . . . Mr. Wm. Louis Woodruff has opened a boarding and day school in the rural town of Bethany, ten miles from New Haven, and the same distance from Waterbury, which he calls the "Bethany Academy." Terms very moderate.

— Read the "Special Notice" on first editorial page.

Colleges.

MIDDLEBURY. — The Adirondacks have given up the straying members of our faculty for the season, and now Florida is to have for the winter some who have recently been connected with college. Besides D. Mitchell, who, after loitering by the way visiting several places, and remaining at Washington until the assembling of Congress, is to spend the winter there, Professor Robbins, late professor of Greek, is to make it his winter home. . . . Announcements that next year's college commencement is to be set forward to the last of June, are premature. Such may be the case in some of the years to come, but as the corporation at its last session made no such change, the old order of a July commencement will be observed. . . . M. Stuart Phelps, instructor in Logic in Yale College, is to take the place of Professor Webber, as instructor in Logic and Metaphysics, at the beginning of the winter term. . . . The annual college hunt is on before the leaves are off. As one waits for the sky to fall to catch the larks, so usually the leaves are permitted to fall before the squirrels are caught. . . . The people of Salisbury are delighted to get on Sunday the part of Professor Brainard that is left over after his many recitations and exercises during the previous week, enjoying as they do his pulpit ministries. . . . Austin and Boyel, now of the senior class, are the successful competitors for the last year's Botanical prizes, putting in large and beautifully prepared collections of the native plants of Vermont.

AMHERST.—President Angell delivered a lecture before the students on the relations of man to dumb animals, Wednesday evening, Oct. 6th. . . . Friday, the 8th, was "Mountain Day," Some 70 students went to Mount Toby, while other parties visited Mounts Holyoke and Tom. This holiday is very popular. . . . Saturday, the 9th, Amherst defeated the Brown University nine, by a score of 15 to 8. . . . The seniors think Professor Seelye will "astonish the natives" when he arrives in Washington. . . . The class of '75 have founded two prize scholarships of $70 each. One is to be given to the student who makes most progress in French, and the other for like work in Chemistry. Professors Montague (French) and Harris (Chemistry) both graduated in this class. . . . An Athletic Association has been formed, with these officers: President, G. W. Cloak, Philadelphia, Pa.; vice-president, L. G. Beck, Delphi, Ind.; directors—the vice-president, D. W. Morrell, '77, W. M. Ladd, '78, and D. M. Pratt, '79; secretary, H. L. Barbour, '78. . . . The contests will come off on Saturday afternoon, Oct 30th, at Hampshire Park as follows: 1, Potato race; 2, throwing ball; 3, 100-yard dash; 4, sack race; 5, three-mile walk; 6, three-legged race; 7, the quarter-mile run; 8, standing jump; 9, hurdle race, 120 yards; 10, two-mile run; 11. wrestling. Two prizes will be given in each contest. . . . The new board of *Student* editors published their first number last Saturday. It was very well liked.

DARTMOUTH.—On Monday morning, the 4th inst., the usual exercises were omitted, while George T. Angell addressed the students in the chapel, on the subject of "The relation of man to animals." The lecturer recited many interesting facts, and proved by authentic reports that a great portion of the meat we consume is rendered unwholesome by the inhuman treatment that animals receive. . . . The second lecture of the course was delivered by Prof. E. D. Sanborn, on Friday evening, the 8th inst., on the subject, "Race, color, and condition." We rarely listen to finer eloquence or to a production that shows deeper thought. The lecturer received the closest attention from his audience throughout his discourse. . . . Fairfield and Vanderpoel have gone to Syracuse, N. Y., as delegates to the *D. K. E.* convention. . . . President Smith is unable to perform his accustomed duties, on account of ill-health. . . . The prospect is very promising that the athletic sports which are to occur the present week will be a success.

HARVARD.—The question of voluntary recitations for seniors will be decided Monday night. If it is then concluded to continue the plan, seniors will have to report at some one recitation before Oct. 14th, or incur the penalty of a "public." . . . Messrs. A. W. Gould, R. W. Willson, and W. E. Story have been appointed tutors for the ensuing year. Mr. Gurney will remain as dean until December. No action has been taken as yet to appoint a successor. . . . The tables at Memorial Hall have been arranged so as to accommodate 540. Up to Wednesday night 475 had applied for places, and there is no doubt that every seat will be filled.

TUFTS.—A game of foot-ball has been arranged with the Harvard eleven to be played at College Hill on Saturday afternoon, October 16th. Other games are talked of, and some improvements on the play-ground are confidently expected. . . . President Capen preached the sermon at Warren last week on the occasion of the ordination of Mr. R. H. Aldrich (Divinity School '75).

YALE.—The following gentlemen of the present sophomore class have received prizes for excellence in Mathematics: First, W. H. Taft and J. J. McDonald; second, E. L. Morse and R. W. Wilcox; third, C. H. Kelsey. . . . In the class champion series of base-ball games, thus far, the junior class is ahead, having won 3, lost 0.

New Publications.

THE NEW TESTAMENT; with Notes and Comments, accompanied with Maps and Illustrations. By Rev. Lyman Abbott. *Matthew and Mark.* New York and Chicago: A. S. Barnes & Co.; 1875.

At a time when the Bible is attacked on all sides by every form of unbelief, it is refreshing to witness the multitude who flock to its defence, and the vast amount of scholarship and learning brought to its exposition. Perhaps at no time within the history of the Christian Church has there been such a thorough searching of the Scriptures, and so full and clear a vindication of their merits against all the attacks of their opponents. It is also true that the great body of Christian believers is more fully devoted to the daily, personal study of the scriptures of the Old and New Testaments than ever before. The object of the commentary before us is to aid clergymen, parents, teachers, Bible-women, and lay preachers in their Christian work to promote the knowledge of the principles which Jesus, the Christ, came to establish. It aims to give the results rather than the processes of scholarship, the conclusions rather than the controversies of scholars; and clergy and laity alike will find it a torehouse of valuable material, gathered from the latest studies and researches in Bible truth. It is founded on the original Greek; whenever that is inadequately rendered in our English version, a new translation is afforded by the notes. Special topics, such as the Temptation, the Baptism, the Trial, and the Crucifixion of Jesus, are treated separately from the textual exposition. This volume contains thirty such articles. The most recent discoveries in Biblical archæology have been embodied so as to make it serve in part the use of a Bible dictionary. Illustrations from antiques, photographs, original drawings, and other trustworthy sources, are freely used to aid the student in understanding the life and character of the people of Palestine, so singularly like their life and customs in the time of Christ. The authorities of the best Bible expounders are freely quoted, especially such as are not likely to be accessible to American readers.

Parallel and contrasted passages of Scripture are brought together in the notes, and full Scripture references are appended to the text, taken mainly from Bagster's large edition of the Polyglot Bible. This commentary is intended to be a complete apparatus for the study of the New Testament, and when completed will be fully furnished with maps, of which there are four in this volume; a gazetteer contains a condensed account of all the principal places in Palestine, mentioned in the Saviour's life, and an introduction traces the history of the New Testament from the time of its writing to the present, giving an account of the nature and evidences of inspiration, the growth of the canon, the character and history of the manuscripts, the English version, the nature of the Gospels and their relation to each other, a brief life of Christ, and a complete tabular Harmony of the four Gospels. The writer has aimed to avoid all sectarian bias in his exposition of the truth, and his work certainly claims a high place in the esteem of the true Bible scholar. The publishers have done their part of the work well, although we would prefer a larger type for the scripture text.

ECLECTIC EDUCATIONAL SERIES. *The Elements of Physics:* A Text-book for Academies and Schools. By Sidney A. Norton. 16mo. Cincinnati and New York: Wilson, Hinkle & Co.; 1875.

The natural and physical sciences are advancing with rapid strides. To keep pace with their advance there must constantly be new text-books, embodying the latest discoveries, or treating of the most recent theories. Nothing indicates the progress of these sciences more than the demand for good text-books and the steady improvement of these. We now have before us one which bids fair to be successful. In his modest preface the author states that it is prepared at the request of many teachers, for the use of academies and common schools. For their use we should think it well adapted. The book, which is clearly printed and well illustrated, is divided into twelve chapters. These bring before the student in a simple way the principal physical laws and the experiments that verify them. In form, the volume is compact and handy; and in looking it over we can suggest no decided improvement. One point only we could wish amended. We think that every scientific book should have, besides its table of contents, a copious index. This might be easily added in a subsequent edition, which we hope the success of the first may warrant.

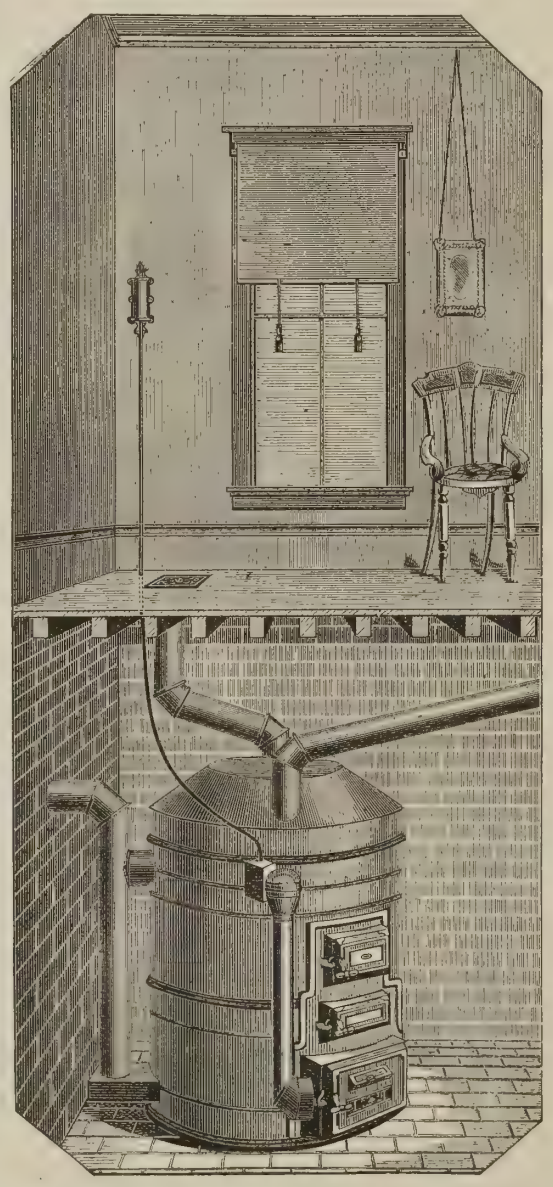
The Industrialist entered our sanctum to-day. *Industry* we know, for we have tried it from our youth up, and it has become very like an old friend of ours. *Industrial* has a good name and place in practical life. It looks, acts, and sounds well. Just so with *industrious. Industrialism;* well, Worcester and Webster both say you are all right; but Carlyle is your god-father, and his word-making has not always proved the most popular paternity. But here comes *Industrialist.* We don't know you, and what is more, we don't want to. You say: "The masses are industrialists." Well, they may be; but we do not belong to that class. We don't like the blood, the stripe, nor the caudal terminus. We tried one whole day to be an educationist, but a week of disability to brain and nervous system was the result of the shock. What will become of agriculture or the mechanic arts when the skilled workman addresses his fellow as his brother *industrialist*? The farmer will certainly use the sharp edge of his hoe on such (*litter*ary) literary words in his way, and the tinker will try his hammer on the metal to see if it has the true ring. We propose to have a grand meeting of all this *ist* family at the Centennial. We have invited the *musicist*, the *educationist*, the *figurist*, the *commercialist*, the *financialist*, the *hand-organist*, the *boot-blackist*, and the *industrialist*. Won't we have music in our camp? It will be a great occasion for the *Centennialist*.

Improvements in Heating Apparatus.

HILL'S AUTOMATIC HEAT REGULATOR.

Perhaps no one question is receiving more attention to-day, among school boards, than the one of heating and ventilating school rooms. This is indeed a vital question and worthy of all the attention it has received, for the health and development of our children have been jeopardized in nearly all our schools by a proper want of pure air. The many new inventions brought to the attention of the public, in the way of new and improved furnaces and steam apparatuses for heating, would seem each to have solved this great problem could we take all that is claimed for them as true. Experience proves that the question is not yet settled, and we fear it may not be fully for years to come. Could every school go to the expense of the English government, in bringing pure air into the Houses of Parliament, or be willing to burn four times the amount of coal they now do, pure air would be found in all our school rooms. As it is we cannot expect this.

One step in solving this problem is



Hill's Automatic Heat Regulator.

Nearly all schools are heated by furnaces in which anthracite coal is used. Its combustion gives rise to gases which are deadly poisonous to the human system, and to breathe an atmosphere containing even an imperceptible amount of carbonic oxide is highly injurious to the health. The objection most frequently urged against the hot-air furnace is that it allows the escape of these gases into the house.

The cause of this escape is not that the gas penetrates the iron, whether cast or wrought, but owing to the construction of furnaces the action of the fire can be controlled only by closing, either wholly or in part, the pipe connecting the furnace with the chimney.

As long as there is fire, gas will be made, and if not allowed to escape through the chimney it will certainly find its way into the rooms of the house.

The Automatic Heat Regulator controls the fire by the front draft alone, thus dispensing with all back pressure, and of course allowing the free exit of all the smoke, dust, and poison.

As soon as the required degree of warmth is attained, the draft is closed and the fire is checked by the Regulator.

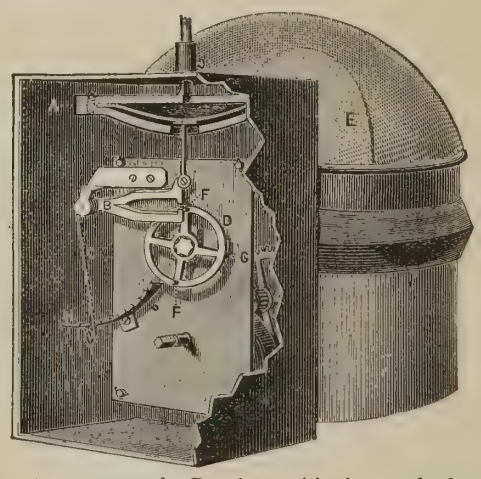
As soon as the room cools two or three degrees below the standard required, the Regulator opens the draft.

The Operation of the Regulator.

Instead of using the draft-door of the furnace, another opening in the ashpit is made, and provided with a pipe, as shown in the engraving; all the air going to supply combustion goes through this pipe; on this is placed the Regulator, which consists of a tight-fitting valve and the mechanism to operate it. It is plain that when this valve is open, air will pass freely into the furnace and the fire will burn brisk, and that when the valve is closed the fire will be deprived of air and will in consequence lie dormant. In one of the rooms above is placed the aërometer, which consists of a cylinder, perfectly air-tight, except a small opening, to which is attached a small tube, the other end of which is connected to a flexible diaphragm in the case containing the mechanism, the whole being made perfectly air-tight. Now if the temperature of the air in the aërometer is raised it will expand, and acting through the tube will press on the diaphragm, causing it to move so as to allow the mechanism to close the valve, shutting off the draft; this will remain closed until the temperature of the air in the aërometer, which of course corresponds with that of the room, recedes, when the pressure being removed from the diaphragm, it allows the valve to open and the fire will burn again.

From the fact that the power to move the valve is not derived from the expansion of the air, but only controlled by it, so little power is required that a change of temperature of from two to four degrees in the room is sufficient to control the draft, and the temperature is kept nearly at a given point all the time.

The point of its operation is fixed by the temperature of the room at the time the aërometer is connected with the diaphragm; thus if a temperature of 70° is required, the room must be heated nearly up to that point when the connection is made.



[This cut represents the Regulator with the case broken away to show the mechanism. A is the diaphragm against which the air in the aërometer presses when it expands. It is connected with the pawl B, which holds the wheel D, and is fastened to the shaft of the damper by means of the pin F. As the pressure on the diaphragm increases, the pawl will reduce its hold of the pin F, when the wheel will turn until the pin G meets with the arm of the pawl on its side of the wheel, and the damper will be closed. When the pressure is removed by the contraction of the air in the aërometer, the spring G will raise the pawl and allow the wheel to turn again and open the damper.

Different degrees of pressure may be given the spring by means of the ratchet H.

The damper is shown at E, with a wire covering to protect it from too curious fingers.

The power to turn the damper is derived from a spring, and requires winding the same as a clock; once in two months is sufficient.]

As the care of heating of school-houses is entrusted to a janitor, and as he is fallible as well as all others, it often happens that in a warm day there is too much heat, and in a cold day too little. Then, if there comes

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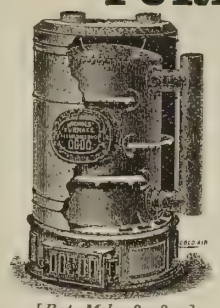
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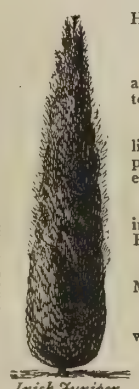
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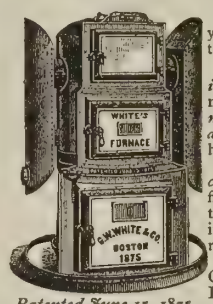
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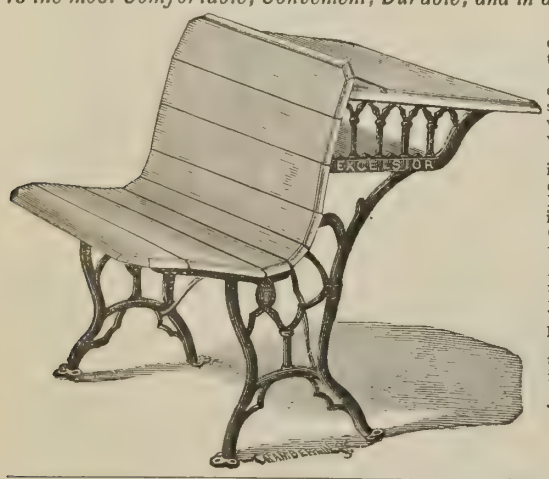

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Hardly Earned.

To her humble room at last returned,
To seek for the rest so hardly earned,
The poor little teacher has come.
She has patiently worked the long, long day,
To read and spell she has taught the way,
And unraveled many a sum.

She has guided the strokes of tiny hands,
Traced winding rivers through foreign lands,
'Till all the lessons were said;
And the evening hour is here once more,
That comes when labor at last is o'er,
The weary struggle for bread.

The heights of knowledge are hard to reach,
And the tiny heads that she tries to teach,
How stupid they sometimes seem!
Her heart is weary with toil and care,
And the aching head lies helpless there,
Watching the fire-light's gleam.

The shadows fall on the tired eyes,
The hand of sleep on her eyelids lies—
There is rest for the toiler now;
The cheerful kettle its story speaks,
The fire-light plays on the pallid cheeks,
Peace falls on the care-worn brow.

No friend or lover is waiting near,
No lips to kiss her, no voice to cheer,
Only the Angel of Sleep.
He comes to quiet the sorrowful moan
Of the woman's heart that is all alone,
And his gentle watch to keep.

—Harper's Weekly.

A Method of Heating and Ventilating School-houses.

BY HENRY G. DAVIS, M.D., CENTRAL VILLAGE, CONN.

The injury we are doing our children and youth by the present mode of heating and ventilating our school rooms, has long been a subject of painful consideration with me. Indeed, it appears to me that much of the brain disease that is so common among those that tax that organ severely, is owing in a much greater degree than we imagine to the fact that they labor where their heads are in a high temperature, while their feet are in one uncomfortably low. Exercise of the brain increases its temperature in a marked degree; then if there is superadded to this increase, a high surrounding temperature, the brain is, as it were, in a continued feverish state. It would be fortunate for the rising generation if a Mr. Bergh would appear and secure the enactment of a law preventing cruelty to children while confined in their school rooms.

Before proceeding further I will state what I consider ia fundamental law, one which cannot be violated with impunity, viz., the head should be kept cool and the feet warm, in order to a healthy use of the brain. In heating and ventilating school rooms this law should be strictly adhered to.

To fulfill this law, and at the same time do it economically, the stoves should be placed in that part of the cellar that will be the most remote from the openings for admitting the warm air from below into the school room. The cold or fresh air should be introduced to the cellar by windows and apertures, one upon the north, another upon the south side, if possible. These should be cased nearly to the cellar bottom, that the cold air may reach the lower part without mingling with the warm air in the upper part of the cellar, while at the same time it prevents the hot air from escaping by the window or aperture. By this arrangement it will be perceived that the whole cellar or basement takes the place of a hot-air chamber to a furnace.

The cold air passes along the cellar bottom to the stoves, where it is heated, and rises to the under side of the school-room floor, and traverses the under side of the floor towards the opening that admits it into the school room. By this arrangement the floor of the school room is maintained at a temperature nearly equal to that of the hot air in contact with its under surface, thus rendering the feet of the children perfectly comfortable. By this arrangement it will be seen that the demands of one portion of the law mentioned are complied with.

The next requisition is to introduce into the school room a warm, pure air for respiration, and it should be in sufficient quantity to maintain the air in the room always in a pure condition.

As has been before remarked, the register is placed at a point most remote from the stoves below, necessitating the hot air to traverse the under surface of the floor, before it can reach the register to enter the school room. In the aperture for the register, should be placed a box or tube some three or four feet in length, and of sufficient size to admit the amount of air necessary, according to the number of scholars to be supplied. This box or tube may be balanced by weights, cords, and pullies in the cellar, so that it can be raised or lowered to any desirable point and there remain.

When all the heat is required, the box should be raised until its lower end is even with the under side of the floor; it will then admit the upper stratum or hottest air in the cellar. If at any time the school room becomes over heated, the box can be lowered until a stratum of air is reached of a proper temperature. Thus arranged, the school room can always be supplied with fresh air and at a right temperature, without resorting to opening the windows or doors, or shutting the register and thereby cutting off all supply of fresh air.

This plan brings the temperature and the ventilation of the room almost exclusively under the control of the teacher, and that without leaving his room. It will be noticed that the same amount of fresh air is admitted into the room whatever its temperature; whereas by the old plan, the register was closed when the room was too hot, thereby shutting off all supply, or the windows or doors were opened, letting in cold air to chill the feet of the scholars.

Thus far we have made provision for heating the floor, rendering the feet comfortable, also for admitting at all times a full supply of fresh air at a desirable temperature. The next thing necessary, is to secure the removal from the room of the air that has been respired. To effect this and at the same time economize the heat, an opening should be made in the ceiling above, upon one side of the room, between every floor plank or joist, to admit the air between the ceiling and the floor above, where it passes to the opposite side of the building and goes up between the ceiling and wall of the room above, out into the attic, giving off its heat to the floor above, also to the ceiling and wall of the room above. It will be noticed that this warm air serves to warm the floor of the second story, rendering that comfortable to the feet, like the first floor, while at the same time it economizes all the heat.

The air required for respiration in the second story can be conveyed through the first story from the cellar, by pipes, and arranged for its escape as in the first story. It will be observed that by this plan it will *never* be necessary to open the windows or doors, either for ventilation or to change the temperature: a practice most pernicious, as it increases the difficulty and objections to the old plan by rendering the feet and limbs uncomfortably cold.

Space obliges me to omit many important considerations that should have weight. I have endeavored to devise a plan so simple and cheap as to bring it within the means of every school district. Where it can be afforded, steam-pipes should take the place of stoves, as it would avoid all danger of destroying any portion of the oxygen of the air, as is frequently done by overheated stoves.

Singular or Plural?

Whether the subject of a proposition is singular or plural is determined by the conception, in other words, by the speaker's view of what he represents by the verbal subject. 'A great sign and a mighty deed and a marvel was wrought at Nain by Jesus, in raising the widow's son to life.' The verbal subject is compound, but is not therefore plural; for there is presented only a single act, though under three aspects. Milton makes a fallen angel say, "descent and fall to us is adverse." The subject is one, but presented a second time with a difference of conception.—"The crown and glory of life is character." One thing is presented under two figures. There is no plurality. — 'The class have expressed their opinions on this point.' The class is conceived of as consisting of members acting individually, and consequently the subject is logically plural. — 'The class has been dismissed.' The class is conceived of as a unit, and the subject is singular. — 'Ten thousand dollars was lost in that operation.' Ten thousand dollars is conceived of as one sum, and the subject is logically singular. — 'Ten dollars was subscribed by Smith.' The money is conceived of as one sum: the subject is singular. — 'There are ten gold dollars on the table.' — Individual coins are here conceived of. — "The wages of sin is death." Wages is here thought of as a single amount, and so the subject is logically singular. If a person untrammeled by the rules of the grammars, conceives of wages as one sum, he will naturally connect a singular verb with it; but if he conceives of wages as consisting of parts, each having its individual existence and separate action,—the whole being conceived of not as a unit, but only as an aggregate of parts,—then he will just as naturally employ a plural verb. — 'Two times one is two; two times two is four.' In ninety-nine cases out of a hundred (perhaps the other hundredth should be added), the factors are conceived of as acting jointly, and in such action constituting one body; and consequently in such majority of cases the subject is logically singular. Only with the most persevering labor do teachers make their pupils say *are* in-

stead of *is;* and they do not always succeed in the end. *Are* is right in case the speaker conceives of the factors as different parts acting individually, and by their individual action affecting the product.

So long as makers of English grammars and writers on grammar attend chiefly to the letter, to the neglect of the spirit, so long will their works abound in inconsistencies, and errors, and dry uninstructive details. And merely to reject what is erroneous and useless in the grammars for the residuum of truth that will remain, is about as profitable as to dig out three bushels of shriveled wheat from under an avalanche of gravel and clay, when one may go to the fields and have all the plump grain he wants for the harvesting. To teach grammar with blind faith in text-books and the abeyance of common sense, is to labor to much pain and little profit.

The world has known no language equal to the English as a medium for communicating thought infused with sound, strong sense; and the more is the pity that beyond any other it has suffered from the grammarians.

I. D.

The Pease Children.

BY S. P. B.

Now, whether it be an apology or a recommendation, my reason for bringing an account of the Pease children to the staid NEW-ENGLAND JOURNAL, simply is, that we went to school together.

I know some there will be, who, smiling with me over the page, will say— "Ah, yes, indeed! who would have thought it!" and "How times have changed!" Yes, times have changed, was my own reflection, when, a few weeks ago, toward the end of my summer vacation, I was led to stop for a day or two in the brown old village of Seaport, where, when I was a child, my father was settled long enough for me to go to school, and to play several years with the Pease children. I ate my dinner with kind old Captain Lathrop, once so lithe, buoyant, and springy, as he stood the deck of his *Mary Jane* in departed days, and fed me with bananas, and pickled limes, and tamarinds; and as soon as he had finished the time-worn yarn, not wholly thread-bare yet, of how the *Mary Jane* "cut in her two-hundred-barrel whale, which had chewed up the second mate's boat to chips, and spilt the crew into Neptune's chowder," I rose from table, leaving the aged hero to his pipe, and strolled down to the old Pease place.

But, if any there be, who thus far tracing the thread of my narration, imagine it will weave aught but a commonplace web, homely enough to be spun from anybody's little old school-days—let the paper drop; such need not follow me to the Pease place, I assure you.

There it stood, this early autumn day of which I write: desolate, decaying, all but uninhabitable. The doors settled and rattling, the windows half-boarded, half-ruined,—yet, amid all its forlornness and odd aspect, how much to remind me of the days of my childhood and the Pease children! Abby Ann especially; for we used to call it, "going over to Abby Ann's." Perhaps the reason was, that Abby Ann was the middle of the Pease flock of children, and about my own age, and we went to school together—that includes so many things always. But then, there were so many reasons why over to Abby Ann's was desirable, that we should as soon have thought of tiring of corn-ball and molasses candy Saturday afternoons, of the boxberry pasture, and Captain Ding's blacksmith shop, as of going to the Pease place.

The Pease children used to be down the road, and "out by the gate" always, for I cannot remember when I did not see some of them. Their names were, respectively, Christopher, Pamela, John Maffit, Abby Ann, Aristotle, Ruthy Sidway, and Andrew Snow. Chris. was older than my brother Charley, and taught him to climb all the masts that fringed Nye's wharf, and paddle every boat that could sit on the wave. They had a "Crusoe's Island" in some mysterious nook upon the shore, and many were the surreptitious expeditions we younger ones fitted out in search of it; but we never found it, and "man Friday" long remained to us a bed-time mystery Charley took care we should not understand.

'Mela Pease sat on "the big girls' seat" in the old school-house, with her hair braided round a horse-shoe comb with open-work hearts in it, and parsed, "The bell strikes one. We take no note of time." She wore a red mousseline-de-laine dress trimmed with red buttons, and a green neck-ribbon and anchor breastpin, and two fine strings of gold beads on Wednesday afternoons. She had also styes on her eyes a good deal. She "read on the platform," too, then. Oh, how I wished *I* could read the "Burial of Ashmun!"

> "*Whose* is yon sable bier?
> Why move the throng so slow?
> *Why* doth that lonely *mother's* tear
> In sudden anguish flow?"

It seemed to me I would have done it more loudly, emphatically, and harrowingly still!

Maffit, the boys used to call Marrowfat Pease, but he didn't care a pea; he was too fat and rolly ever to get provoked. He'd as lief be plagued as anything, for plaguing was no plague to him. His pockets were always stuffed out with balls and sinkers, and top, and apples, and crumbs; and snarled with strings until he could hardly sit down. The teachers used to get tired of unlading him, for he only got another supply; and then, too, it was rather dangerous penetrating among fish-hooks and fiddlers.

Now comes Abby Ann. How plainly I can see her, though years have faded away between that and this; and, after all, Abby Ann was no great sight—quite a common-looking girl; but I have no more distinct portrait in memory, than Abby Ann imprinted there. Turn grandmother's oval pewter bread-plate long side before you, and behold the outline of Abby Ann's face. "Grey-complected," said her mother, was she in those days, and, as her cheek claimed three-quarters of the room on the platter, there was left but the paring of a crescent for her forehead, and nothing to speak of for chin; but a large smiling mouth, that crowded the cheeks out of countenance, so to speak, and made such little good-natured loopholes for real sweet, deep-blue eyes, 'twas no wonder she got imposed upon, she had such a bit of an outlook for roguery and mischief. Two speary braids, the color of walnut meats, hung down her back, tied with anything—from Andy Snow's sock strings to Mela's forsaken neck-ribbon, or Granny Pease's black cap bow. She had always a bag upon her arm, longer than her own power of keeping it from dragging the ground, freighted with books, lunch, patchwork, and any childish belongings of the two younger. Totle and Ruthy Sidway usually impeded her progress to and from school; clinging to her petticoats sideways and behind—I used to think they were named Totle and Sideway on purpose—and semi-occasionally tripping her up. But she was so good to them the tears all but come into my eyes, at the remembrance of her patience and petting. Totle had very stout short legs, and though he wasn't out of checked blue tiers, and Nankin colored pantalets, nor even of a dirty face and hands, he was "black-*eyeded*," as Abby Ann said, and "could see further than she could," and always took her part with vigorous bites and kicks from below whenever she was plagued by hectoring schoolmates. Ruthy was simply a dumpling in a speckled pink frock, whose literary attainments commenced and ended with "A-er," "R-er," and "Round-oher."

Andy Snow yet remained in his cradle, which we used to rock, in odd intervals, wondering if he ever *would* have any hair upon that little bald pink bob of a head—so hopeless it seemed even to desire it. And I did wish Mrs. Pease would tie one of Granny's neckerchiefs about it, in a turban, for protection. Then I reflected maybe the reason she didn't was because Black Landie's wife did up her "honey-'pooses'" that way.

But we by no means usually lingered around Andy Snow's cradle when over to Abby Ann's. It was the mustering place for school—lying on the direct route—in the morning, and the disbanding ground at night-fall. The identical old Lombardy poplar tree still survives which Chris. used to "shin aloft" above our admiring faces, and the great weeping willows stand where we swung Totle and Ruthy, springing the supple branches while they clung like kittens. There used to be odd skiffs stranded about over the estate, which we manned and equipped, on Saturday afternoons, for distant forts, to illustrate our knowledge of geography; and many and long were the voyages therein, "as we sailed"; sometimes for buried treasure, when Maffit always *would* be called Captain Kidd, though we assured him he was a *non complimentis* to personate the very defunct buccaneer whose gold pieces we were digging for,—but he said it could be done. Sometimes we harpooned whales with the Pease farming implements and odd ropes'-ends, and brought home Kanaka children for mission-scholars, *vide* Totle and Sidway. Often we exported cargoes of merchandise from orchard and pumpkin patch, when Abby Ann was always second-mate, to take care of the children before the mast, while captain and officers alike helped stow away or discharge. Mela would ship to the East Indies as cabin passenger, if we occupied a secluded situation, and "there was nobody round"; and she didn't disdain, on occasion, a hard race through Holland, as we called the dyke-pasture, notwithstanding hummocks and bog-holes.

Ah, those were comfort-taking days, surely! Captain Pease brought home many a treasure, in our eyes, from sea and shore. There was one *chef d'œuvre* of the fine arts that had proved salvable, though maimed, to our everlasting adoration. It was nailed on the shed-end, and we could stand under and admire with the devotion of enthusiasts. The figure-head of some ruined bark,—a woman's face and figure carved in relief, "wide-eyed as Juno," with a coil of golden hair all tarnished by the jealous seas. An aureole whose splendor chafing sands had changed to sadness, still bound her brows, and one queenly arm enfolded a marvelous horn of plenty, whose pouring contents we had long ago counted out and divided, and owned as gazing stockholders might. The figure was shattered, and the other hand, alas! mutely extended to the unpitying elements which had bereft it of its scepter, wrung our hearts with its supplication and its helplessness. The mutilated name of the goddess caused us contention, which was never settled. It seemed to read thus: A....RORA; the Pease's therefore said "she was A ROARER, of course"; which I could never admit sounded properly, or satisfied me.

In those days the Pease place was a substantial square house, for Captain Pease's father had been a man of means, and Captain Nymphas, junior, was his only son. This Captain Nymphas, however, was not very ambitious, I fear; and the suspicion that Mrs. Pease was a trifle slack began to oppress me at about the age of nine, if my memory serves. But Granny Pease, who kept house the west side of the hall, was smart, springy, and neat as a new pin. She was tried in the spirit, I suspect, and had always deeds of charity in her household paths ever after her son Nymphas took Ruth Little for a wife. Oh! what doughnuts she made for us, and little turnovers, and rounds and hearts; and what pears and peaches and nuts came forth from her store-room closet for us to carry to school! Many a spelling-lesson have I conned curled up in the green-cushioned rocking-chair, by the rose-bush window, with old Puss Blink purring on the sunny sill. Miss White, the dear teacher boarded with her three summers. She had the south-west parlor-chamber, pretty well removed from the noise of the children; and how we adored Miss White! I privately confided to Abby Ann that "she ought to have been named Lily!" And Abby Ann declared "it was beautiful; and she'd never, never tell, as long as she lived, certain-true, black-and-

blue; fingers crossed!" Miss White's lovely smile and quiet authority governed us, and the whole school, by a law so sweet it was never known as law; and taught us lessons, one at least, has never forgotten unto this day.

But, bless me! here am I, still in the very midst of the Pease children!

PRIMARY.

Writing.

BY MARY P. COLBURN.

While your miniature men and women are working so bravely and successfully at the first of the essential *R*'s, they may at the same time be initiated into the graceful lines and lanes of the second, *i. e.*, *Writing*. You know the old trio, "*Readin'*, *'Ritin'*, and *'Rithmetic*," has come to be a synonym in its almost infinite variations for about all that is needed while under the sacred roof of the school-house; so that, humoring the sequence, I will next talk about "*Ritin'*."

If teachers in our country schools read this—and I hope that there are scores who will—I want to tell them what nice slates are provided by the city for the use of our little folks. I am convinced that *the slate* should form an indispensable part of the school furniture; uniformity in size and style is most desirable for the "well appearing" of the school, as well as, by this most simple and comparatively inexpensive device, of training the eye imperceptibly to symmetry and proportion. Our slates are graded according to the progress of the class which is to use them; that is, Nos. 1, 2, and 3, are adapted to the class which is to be supplied. There might be some improvements made in them, but as a whole, they are very valuable. The wide border is furnished with letters, large and small, figures, designs, etc., which attract the eye; and, many times when the lesson is learned and the teacher busy in another direction, they serve as a means of keeping the restless little seeker out of mischief by giving him a model over which his ever-moving fingers may puzzle. Each little desk has a place into which the slate may slip tidily and securely when not wanted.

Now, then, for the use of them in writing. The mark ⌒, commencing at the lower left hand for its formation, is the foundation of so many letters that my plan is to teach it, and it alone, till it can be made sufficiently well to build upon. Then it comes as a part of a letter, thus: "*a*." I make several on the blackboard, carefully giving my directions as I proceed, while the class is watching me. Then they try to imitate; the *principle* is eliminated, unconsciously, but for all practical purposes it is nothing but imitation.

A walk among the scholars soon discovers the little fellows whose eyes are deficient and hands unskillful; such are sent to the blackboard. Taking the indicator or pointer in both hands, each child, in turn, follows with its point the written letter many times over, till the fashion of it seems familiar to him; then, taking his seat, the slate soon reveals the progress he has made. So on, till each child has mastered the intricacies of the character. It is seldom that the same child has to visit the blackboard more than once. I am told that in Prussia, where such astonishing results are found, the pupils in learning to write follow the course of the letter with the finger—*in the air*—till the idea is fixed; then the pencil does very good work often; *a*, *c*, *d*, *g*, *o*, and *q*, being all of this series of letters, one principle taught and improved upon till it is well understood.

Then, ∫ is the foundation of another series, and the same plan is followed. As soon as the pupils can make the curve at the top properly—commencing always at the lower left corner and working up, curving it at the top and bringing the line down again—then the letters come: *b*, *f*, *h*, *k*, and *l*, belong to this family. When all these are conquered, the others may come in for their share of the treatment.

Where *e* is taught, it is well to give *l* with it, that the difference in height may be seen, else there will be no '*ease*' at all, but all of the characters too *l*-engthy; *i* and *j* are taught together as being dotted, and the only ones that are; *m* and *n* come in as a pair of twins, — and if you would like to develop something more than an abstract idea, then gently insinuate an *a* between, and who shall then say it is an "abstract idea" which stands revealed! besides, the little delvers are delighted that they can write a *word*. Next comes *p*, and that is most always a trial; *v* and *w* can be taught together, and then *r*, *s*, *t*, *u*, *x*, and *z* finish the chain.

Now, then, where shall the child make all these letters? in other words, what positions on the slate shall they hold? Ten to one his eye will not teach him their relative place as regards each other, when he shall be called upon to write four or five different ones; so, though the directions are "no-ruled lines," as engendering bad habits when *drawing* is taken into consideration, I yet instruct them to rule lines upon which to place the letters. I one day gave *g* and *h* united, and my slates were loaded down with *g-h*'s, but that was before I let them rule for writing.

After the letters, taken separately, are mastered, they may be given in combinations, and it pleases children ever so much to ring the countless changes on the initials of their names, thus: Michael Angelo Gibson gives *m-a-g*; John Pocahantas Smith yields *j-p-s*, for a copy, etc. Of course the variety is very great, and when they know your plan, each tries very hard to do well, that it may the sooner be his turn to furnish a lesson from his name.

Writing, or the first rudiments of it, taught in this way is a pleasure alike to teacher and pupil, for it is fraught with an interest that a mere mechanical method fails to effect. There is something more to it than "*pot-hooks and trammels*," such as our forefathers and foremothers were be caught on numberless times before the thousand-and-one things were invented to make schools other than tread-mills.

A little tact on the part of the teacher will go a great ways in keeping up an unflagging interest.

ILLUSTRATION.

I had a school once, not graded, where I introduced a *post-office* as the property of the school, and I found that it was a valuable incentive to the children to learn to write. My plan was this: I had a small box with a locked door, and a place at the top through which to slip the letters. This box or "P. O." was opened only once a week, and that on Saturday. During the week the children were in the habit of writing as many letters as they pleased, and on whatever subject they pleased, but all were addressed to myself as teacher, in order to invest the affair with a certain dignity. Finding the numerous letters for me on one Saturday, I carefully made a list of the writers, and before another Saturday came around I had answered each and all. Each little correspondent knew he or she would find a letter when the precious "P. O." was opened, and many a sweet little missive I received to reward me for all the trouble and care it was to me. Some of them could only print, but I accepted them as well, for well I knew how hard they tried to learn. It is proper to say that for this interesting "aside" from the inevitable routine of school-life, all the writing was done out of school hours, and only the grand culmination —the opening of the "Office,"—was effected during the session.

An ingenious teacher can invent many ways to secure attention and promote an interest in this most important "R."

— Single each man is born; single he dies; single he receives the reward of his good, and single the punishment of his evil deeds.

SCIENTIFIC.

The Sea-Serpent.

This monster is getting to be far less mythical than in former times. If the newspaper accounts are to be relied upon, he has favored our Atlantic coast with his presence during much of the past summer. We trust that some one will preserve and collate the various accounts that have been published, and give the public the benefit of his labors. But the consummation most to be desired is that some one should capture the monster, and bring him to our scientific men for examination and classification. How shall this be accomplished? The monster does not generally show himself to those who are prepared to make such an attempt; and even if he did, what means are adequate for accomplishing the end sought? Thus far we have noted but one or two attempts in this direction, and these attempts have been entirely unsuccessful. Meanwhile, the sublimity of our conceptions is heightened by the obscurity which is the necessary result of ignorance.

Assuming that such an animal exists, the question arises, what is its character? Is it a marine reptile, or a cetaceous mammal? At first sight, one would most naturally suppose it to be a reptile allied to those saurians which lived during the Mesozoic time, the great reptilian age of geologists. Long ages have elapsed since the Ichthyosaurs, the Plesiosaurs, the Mosasaurs, and other allied forms of Enaliosaurs flourished in the waters of the ocean. Have any related forms come down to the present time? and are they now to be found living in our waters? The Cestraciont Selachians, or pavement-teeth sharks, were very common before the reptilian age, and yet a few of them still exist in modern seas. The same is true of Brachiopods, and some other families of ancient animals. It may, therefore, be true that a few of the great Enaliosaurs still exist.

Professor Agassiz, in 1849, is reported to have said, "I have asked myself whether there is not such an animal as the sea-serpent. There are many who will doubt the existence of such a creature until it can be brought under the dissecting-knife; but it has been seen by so many on whom we may rely, that it is wrong to doubt any longer. The truth is that if a naturalist had to sketch the outlines of an Ichthyosaurus or Plesiosaurus from the remains we have of them, he would make a drawing very similar to the sea-serpent as it has been described. There is reason to believe that the parts are soft and perishable, but I still consider it probable that it will be the good fortune of some person on the coast of Norway or North America to find a living representative of this type of reptile, which is thought to have died out."

In 1871, Professor Agassiz writes, "If there exists any animal in our waters not yet known to naturalists, answering to the description of the 'sea-serpent,' it must be closely allied to the Plesiosaurus. The occurrence in the fresh waters of North America of a fish, the Lepidosteus, which is closely allied to the fossil fishes found with the Plesiosaurus in the Jurassic beds, renders such a supposition probable."

At a meeting of the Boston Society of Natural History held in 1874, Dr. Samuel Kneeland read a paper on "The evidence for and against the existence of the so-called sea-serpent." In it he presented the common view which we have already briefly stated, and also offered the suggestion that the animal may be a slender, lengthened, cetaceous mammal, allied to those which existed in the Tertiary age. Geologists tell us that the Zueglodon of the Tertiary was a whale seventy feet long, and that one of its vertebrae was a foot and a half long and a foot in diameter. Dana tells us that these vertebrae were formerly so abundant in Alabama as to have been built up into "stone-walls," or burned to rid the fields of them. A type of animal which was so abundant at so late a period as the Tertiary would

be more likely to survive in modern waters than one much more ancient. Many living cetaceans are already known to naturalists, but no such slender, lengthened form has yet been described by them. We must be content to wait for further information respecting the "sea-serpent."

Gigantic Land Tortoises.

For centuries the curiosity of European naturalists has been excited by shells of tortoises of enormous size, brought by vessels from India. The tortoises were found in the sixteenth and seventeenth centuries, at two distant points: the Galapagos Islands in the Pacific ocean, and Mauritius, Rodriguez, and other islands of the Indian ocean. None of these islands had then been inhabited by man, or even by any large terrestrial mammal.

At first these tortoises were found in great numbers and of immense size. In 1691 there were in Rodriguez "two or three thousand of them in a flock, so that you may go above a hundred paces on their backs." For more than a century they were much used as food by the crews and passengers of ships. Several hundred could be caught with the greatest ease, and put on board a ship, each animal yielding from 80 to 300 pounds of fresh, wholesome food. These animals could be carried for months in the hold, without food, and were slaughtered whenever they were needed. As late as 1740 they continued to be numerous at Mauritius; but they did not long survive the Dodo or the Solitaire. At present they seem to be entirely exterminated in both Rodriguez and Mauritius.

As late as 1813 Captain Porter found on the Galapagos Islands an abundance of large tortoises, some with shells five or six feet long. In 1835 Darwin found the numbers there much reduced. In 1846 they had entirely disappeared on some of the islands, and the largest individual found was only a little over two feet in length.

The island of Aldabra is the only place in the Indian ocean where they are now known to exist in a wild state. As this island is a British possession, certain men of science in England have addressed a memorial to the governor of Mauritius, requesting him to take measures to preserve as many of these animals as possible, in some enclosed ground or park belonging to the government, and thus prevent their extermination. A pair of these animals, natives of Aldabra, are now in London. The male weighs 800 pounds, and has a shell five feet five inches long. He has been in the Seychelle Islands for about seventy years.

The memorial above mentioned concludes as follows:

"The rescue and protection of these animals is, however, recommended to the Colonial Government less on account of their utility (which nowadays might be questioned in consideration of their diminished number, reduced size, and slow growth, and of the greatly improved system of provisioning ships which renders the crews independent of such casual assistance), than on account of the great scientific interest attached to them. With the exception of a similar tortoise in the Galapagos Islands (now also fast disappearing), that of the Mascarenes is the only surviving link reminding us of those still more gigantic forms which once inhabited the continent of India in a past geological age. It is one of the few remnants of a curious group of animals once existing on a large submerged continent, of which the Mascarenes formed the highest points. It flourished with the Dodo and Solitaire, and whilst it is a matter of lasting regret that not even a few individuals of these curious birds should have had a chance of surviving the lawless and disturbed condition of past centuries, it is confidently hoped that the present government and people who support the 'Natural History Society of Mauritius' will find the means of saving the last examples of a contemporary of the Dodo and Solitaire."

—An Indiana man raised from 130 grains of wheat, taken from an Egyptian tomb, the first year, two quarts, the second year, two bushels and a half; and this year he expects a yield of twenty bushels. It is said to be a superior grain.

MATHEMATICS.

Problems.

PROBLEM LV.—Integrate $dy=\frac{x\log x\,dx}{(a^2+x^2)^{\frac{1}{2}}}$ F. A. S.

PROBLEM LVI.—A sphere whose density varies as the nth power of the distance from the center is cut by a plane. Find the center of gravity of the smaller segment. ASHER B. EVANS.

Solutions.

PROBLEM XXXIV.—Take A as the origin of rectangular coordinates, and AC as the axis of y; also let $E(x', y')$ and D, $(0, nt)$ be simultaneous positions of the dog and hare at the end of the time t. The equation of the line ED is—

$$x-x'=\frac{x'}{y'-nt}(y-y')\ \ldots\ (1),$$

where n is the velocity of the hare.

Let r be the velocity of the dog; then considering a constant force r as acting upon the dog in the direction ED, the components of this force in the directions of x and y are—

$\frac{rx'}{\sqrt{x'^2+(y'-nt)^2}}$ and $\frac{r(y'-nt)}{\sqrt{x'^2+(y'-nt)^2}}$. As the former of these components constantly tends to diminish the coördinate x' and the latter tends to diminish y' when $y'>nt$, and to increase it when $y'<nt$, we have for the motion of the dog, on omitting the accents,

$$\frac{dx}{dt}=-\frac{rx}{\sqrt{x^2+(y-nt)^2}} \text{ and } \frac{dy}{dt}=-\frac{r(y-nt)}{\sqrt{x^2+(y-nt)^2}}\ \ldots\ (2)$$

To integrate (2), put $(y-nt)=x\tan\varphi\ \ldots\ (3)$; then $\frac{dx}{dt}=-r\cos\varphi$, and $\frac{dy}{dt}=-r\sin\varphi\ \ldots\ (4)$. Differentiating (3) and dividing by dt, $\frac{dy}{dt}-n=\frac{dx}{dt}(\tan\varphi)+\frac{x}{dt}d(\tan\varphi)\ \ldots\ (5)$. Substituting in (5) the values of $\frac{dx}{dt}$ and $\frac{dy}{dt}$ given by (4), $n=-\frac{x}{dt}d(\tan\varphi)\ \ldots\ (6)$. But $\frac{dx}{dt}=-r\cos\varphi=-\frac{r}{\sqrt{1+\tan^2\varphi}}\ \ldots\ (7)$, and from (6) and (7), on putting $p=\frac{n}{r}$, $p\frac{dx}{x}=\frac{d(\tan\varphi)}{\sqrt{1+\tan^2\varphi}}\ \ldots\ (8)$

Integrating (8) and using c as the arbitrary constant, $\log\left\{\frac{x}{c}\right\}^p=\log(\tan\varphi+\sqrt{1+\tan^2\varphi})$; or better, $\left\{\frac{x}{c}\right\}^p\tan\varphi+\sqrt{1+\tan^2\varphi}\ \ldots\ (9)$. To determine c, put $AC=AB=a$, $\triangle BAC=\theta$, and observe that when $t=0$, $\varphi=\frac{\pi}{2}-\theta$, $x=a\sin\theta$, $y=a\cos\theta$; hence from 9) $\left\{\frac{a\sin\theta}{c}\right\}^p=\frac{1+\cos\theta}{\sin\theta}\ \ldots\ (10)$, which fully determines c.

Equation (9) gives $\tan\varphi=\frac{1}{2}\left\{\left\{\frac{x}{c}\right\}^p-\left\{\frac{x}{c}\right\}^{-p}\right\}\ \ldots\ (11$

But from (4) $\frac{dy}{dx}=\tan\varphi\ \therefore\ \frac{dy}{dx}=\frac{1}{2}\left\{\left\{\frac{x}{c}\right\}^p-\left\{\frac{x}{c}\right\}^{-p}\right\}\ \ldots\ (12)$

When $r=n$, $p=1$, and the integral of (12) gives $4cy=x^2-2c^2\log x+c'$; which, since $c'=4ca\cos\theta-a^2\sin^2\theta+2c^2\log(a\sin\theta)$ becomes $4c(y-a\cos\theta)=x^2-a^2\sin^2\theta+2c^2\log\left\{\frac{a\sin\theta}{x}\right\}\ \ldots\ (13)$

ASHER B. EVANS.

PROBLEM XXXV.—Integrate $du=\cos^{-1}\left\{1-\frac{x}{h}\right\}dx$.

Let $(1-\frac{x}{h})=\cos y$; then $dx=h\sin y\,dy$, $y=\cos^{-1}(1-\frac{x}{h})$, and $u=\int\cos^{-1}(1-\frac{x}{h})\,dx=h\int y\sin y\,dy=h(\sin y-y\cos y)$

$$=h\left\{\sqrt{1-(1-\frac{x}{h})^2}-(1-\frac{x}{h})\cos^{-1}(1-\frac{x}{h})\right\}$$

$$=\sqrt{2hx-x^2}-(h-x)\cos^{-1}(1-\frac{x}{h}).$$

ASHER B. EVANS.

PROB. XLVI.—Sum $1-\frac{1}{3}n+\frac{1}{5}\frac{n(n-1)}{2}-\frac{1}{7}\frac{n(n-1)(n-2)}{2.\,3}$ &c. This series is evidently the integral of $(1-x^2)^n dx$ from 0 to 1, or $\frac{2.\,4.\,6.\ \ldots\ 2n}{3.\,5.\,7.\ \ldots\ 2n+1}$ G. B. V.

PROBLEM XLVIII.—The line parallel to the parallel sides of a trapezoid and dividing it into two equal parts is evidently obtained by adding the squares of the upper and lower bases, dividing by 2, and extracting the square root. Inst[illegible] of finding the upper and lower bases, we may square $\frac{1}{2}$ the[illegible]m, and $\frac{1}{2}$ their difference, add and take the square root. The [illegible]m is the area divided by the height, or 160 rods. The one-half difference is $(\sqrt{200^2-120^2}+\sqrt{(144\frac{2}{3})^2-120^2})\div 2$, or 120 rods nearly. Hence the required line is $\sqrt{160^2+(120+)^2}=200+$. G. B. V.

[Solutions also from from F. P. and J. S. R.]

SOLUTIONS OF PROBLEMS PROPOSED BY MATTHEW COLLINS, LL.D., OF DUBLIN, IRELAND (*in Vol. II., No. 5, page* 65).

[We publish the following upon the second of Dr. Collins' problems, without having found time to test the accuracy of the results.]

Question II.—Let N represent the number to be divided, and d the divisor. Find the least integral value of y that will render x integral in the condition $10=dy-1=M_1-1\ \ldots\ (1)$. This value of y may be found by dividing *one with ciphers annexed* by d, until the remainder $(d-1)$ is found. By raising equation (1) to the second, third, fourth, ... *nth* powers, and representing the multiples of d in the dexter members of the resulting equations by M_2, M_3, M_4, ... M_n, we have $10^{2x}=M_2+1$, $10^{3x}=M_3-1$, $10^{4x}=M_4+1$, ... $10^{nx}=M^n\pm 1\ \ldots\ (2)$. Beginning from the right hand, separate the number N into periods of x figures each (the last period may contain less than x figures), and represent by m, m_1, m_2, m_3, &c., the respective values of the several periods *when standing alone.*

Then evidently $N=m+m\,10^x+m_2\,10^{2x}+m_3\,10^{3x}+\ldots m_n(10)^{nx}$, which, by aid of equations (1) and (2), on writing Md for $M_1\,m_1+M_2\,m_2+M_3\,m_3+\ldots+M_n\,m^n$, and s for $(m-m_1+m_2-m_3+\ldots\pm m_n)$, becomes $N=Md+s$, when M is integral. The remainder of $\frac{N}{d}$ is therefore equal to the remainder of $\frac{s}{d}$ when s is positive, and to the complement of this remainder when s is negative.

When $d=73$, we readily find from equation (1) $x=4$. Hence we have the following rule for obtaining the remainder from a division by 73: (1) Separate the number from right to left into periods of four figures each; (2) Take the sum of the numbers expressed by the figures in the periods occupying an odd place; (3) Take the sum of the numbers expressed by the figures in the periods occupying an even place; (4) Subtract the sum given by (3) from the sum given by (2), and call the remainder s; (5) Divide s by 73; if s is positive, the remainder left by this division is the remainder sought; if s is negative, take the complement of this remainder.

We may obtain the rule for finding the remainder from a division by 47, if we substitute periods of twenty-three figures for periods of four figures in the foregoing rule. For the least integral value of x that will render y integral in the condition $10x=47y-1$, is 23. ASHER B. EVANS.

"A short method for finding the remainder of the division when a great whole number, expressed by say a hundred or more figures, is divided by 73."—*N. E. Jour. of Ed., July* 30.

Separate the given number into periods of eight figures each, beginning at the right. Add these together, and if there are more than eight figures in the sum, treat it in the same way. Separate the eight-figure result into two periods of four figures each. Subtract the left from the right-hand period, first adding 10001 to the latter, if it is less than the former. We have now a number of not over five figures. Divide it by 73, and the remainder is the same as would have arisen from division of the given number by 73.

Same problem when the divisor is 47.—Proceed as for 73, but the first periods must have forty-six figures each, and the second periods twenty-three figures each; and when it is necessary to increase the minuend, add $10^{23}+1$. Separate the result into two periods, fourteen figures in the right and ten or less in the left, and add four times the left to the right period. Separate the sum into two periods of seven figures each, and subtract twice the left from the right, first adding 10^7+2 to the minuend, if necessary. Divide the resulting number, which has not over eight figures, by 47, and the remainder is the same as would have resulted from the division of the original number by 47. E. T. T.

Question II.—If any number is divided by 73 or 137, the remainder may be found by separating the number into periods of eight figures each, commencing at the right, adding the periods, and then dividing by 73 or 137. Instead of dividing the sum by 73 or 137, we may cut off four figures from the right, multiply the remainder by -1, and add the figures cut off. If the result is negative, it may be made positive by adding any multiple of the divisor. The four or five figures thus obtained may easily be divided by 73 or 137, giving the same remainder as if the original number were thus divided. If the divisor is 47, we may in a similar manner cut off a certain number of figures from the right, multiply the remaining figures by a certain multiplier, and add the figures cut off. By repeating the process the figures may soon be reduced to four, when the division may easily be performed. The multiplier for forty-six figures is $+1$; for twenty-three, -1; for fourteen, $+4$; for seven, -2; and for four, -11.

Question I is not clearly expressed. G. B. V.

ANOTHER DEMONSTRATION OF THE PONS ASINORUM.—Let ABC be a triangle, right-angled at A; upon the hypothenuse construct the square $BCDE$, so as to include the triangle; draw DF perpendicular to AC, and EG perpendicular to DF; also produce BA to EG, thus making three triangles, each equal to the given triangle, and a square, whose side equals the difference between AC and AB.

Now, let h, m, and n represent the hypothenuse, longer, and shorter perpendiculars respectively; and we have—

$$h^2=2mn+(m-n)^2=m^2+n^2.$$ Q. E. D.

[So far as I know, the above is a new demonstration.] J. S. R.

Notes and Correspondence.

Drawing in the Public Schools.

To the Editor of The New-England:

SIR: Those persons who question whether it is wise to make the study of Drawing obligatory in our primary schools, should read the discourse pronounced at the Ecole des Beaux Arts in Paris, by the Marquis de Chennevières, Directeur des Beaux Arts, on distributing prizes to the pupils of the National School of Drawing and Mathematics, August 11, 1875. I send you some short extracts from it, thinking that a foreigner's opinion upon the subject, which agrees with and is based upon reasons often given by those of us here who think that the study of Drawing should be begun in the primary school, will avail to strengthen our position. Your readers will observe that the Director, after showing how important a knowledge of Drawing is to men of all trades and professions, and how commercial preëminence is now assured to that country whose industrial products show the strongest influence of a refined and cultivated taste, proceeds to argue that to make Drawing an obligatory study in the primary schools of France would revolutionize French industry, and reflect the greatest honor upon the minister who should carry the measure into effect. After stating that History and Geography were not admitted even as voluntary studies in French lyceums until 1814, and that it was not until many years later that special teachers of these branches of a common school education were appointed, the Director says:

"In my opinion, the most admirable spectacle of our time is the rapid and logical development of public instruction in France, That which was only optional yesterday has now become obligatory. At this moment, gentlemen, where is the little child in the poorest of village schools, who is not obliged to study History and Geography? It cannot, however, be denied that through its multiple and perpetual applications, Drawing enters even more than History and Geography into the daily necessities of men; Drawing lies at the base of all industries and all trades; it is as useful to the mason and carpenter as to the architect; to the cabinet-maker, the smith, the surveyor, the needle-woman, the lace-maker, the carpet-weaver, and the goldsmith, as to the sculptor and painter. It was the Count de Laborde who said at the great London Exhibition of 1851, that every man ought to learn to draw as much as to write, and could learn to do so with but little more difficulty, writing being in itself but a kind of drawing.

"You, gentlemen, who know that at the present time commercial preëminence in the things without number and without limit which constitute the dwelling, the furniture, the costume, and I had almost said the manners and the manias of civilized nations, belongs to that country whose industrial products are permeated by the most delicate and the most elevated taste, can judge of the immense and beneficent revolution which would be brought about in French industry by making instruction in Drawing obligatory in our primary schools; and what glory would be reflected upon the minister who should accomplish a work so simple. Very simple, indeed, gentlemen; for what would it be necessary to do to bring about such a revolution? Only to make a branch of instruction obligatory upon masters which already enters into their programme as an elective."

You will doubtless agree with me, Mr. Editor, in thinkiug that a course which is recommended by a French director to his own country, as the one thing needful to make all her unrivaled appliances for art-education fully serviceable, is a safe one for Massachusetts to persevere in. Yours truly, C. C. P.

Practical Effect of Woman Suffrage on Massachusetts Politics.

To the Editor of The New-England:

"Equal Rights for all American citizens irrespective of sex," having been reaffirmed by the Republican State Convention, Women Suffrage again becomes a recognized question in our State politics. As such it must be met next winter in our Legislature. I propose to show what it actually means.

The United States census for 1870 gives the following statistics. There were in Massachusetts,

Native born males over 21 years of age, . .	260,324
Foreign " " " " " " " . .	137,832
Native American male majority, . .	122,492

Of the males, however, the following number were unable to read and write, and were therefore legally disqualified to vote:

Native born illiterate males over 21 ,, . . .	2,577
Foreign " " " " " . . .	28,343
Total, ...	30,920

This gives us the following as the male population capable of voting on the present educational and sexual qualifications:

Native born male voters, ...	257,747
Foreign " " "	109,489
Native American voting majority,	148,258

This was the actual state of facts, in 1870, in Massachusetts. It is still approximately correct, and represents, on our present voting basis, a native American voting majority of 148,258. Now, let us see what would be the effect of an extension of suffrage to women upon the same terms as men.

By the United States census for 1870 there were in Massachusetts,

Native born women over 21, ...	289,820
Foreign " " " "	149,918
Native American female majority, . .	139,902

Of these females, however, the following number were unable to read and write, and would therefore be legally disqualified to vote:

Native born illiterate females over 21, . . .	4,404
Foreign " " " " " . .	48,486
Total, ...	52,890

This would leave us the following female population capable of voting on the present educational qnalification:

Native born female voters, ...	285,416
Foreign " " "	101,432
Native American female voting majority,	183,984

Thus a law giving suffrage to women in Massachusetts upon the same terms as men, would give us,

Native born male voters, . .	257,747	
" " female voters, . .	285,416	
Total native born voters, . .		543,163
Foreign born male voters, . .	109,489	
" " female voters, . .	101,432	
Total foreign born voters, . . .		210,921
Native American voting majority, . .		332,242

Thus the extension of suffrage to women in Massachusetts would increase the number of native American voters from 257,747 to 543,163, and would increase the native American voting majority from 148,258 to 332 242. It would thus thoroughly Americanize the politics of Massachusetts. This fact explains, though it does not justify, the rabid virulence with which the Boston *Pilot* opposes woman suffrage.

The Democratic party demands the repeal of the educational suffrage qualification. The explanation of this is found in the fact stated above. Of the 30,920 males over 21 who cannot read and write, there were,

Native born, ...	2,577
Foreign "	28,343

In other words, the repeal of the educational qualification would give the Democratic party, as now organized, at least 28,000 additional votes, or in other words, would give them the control of the State; while woman suffrage, on the other hand, would give the Republican party, as now organized, at least one hundred thousand additional majority, and would thereby continue its supremacy.

It will be remembered that, in 1871, the Massachusetts House of Representatives directed the tax commissioner to ascertain and report to the Legislature the number of women who paid taxes on property. The report (House Document No. 428) states that 33,961 women were taxed, and that they paid in that year $1,927,653.11, *i. e*, one twelfth of the whole sum raised by taxation. If these 33,961 tax-paying women were made voters, they would counterbalance any supposed dangers that might arise from the votes of the 30,920 illiterate men whom the Democrats propose to enfranchise. If, therefore, the extension of suffrage to all women who can read and write seems too radical a change for our timid legislators, would it not be well to enfranchise our 33,961 tax-paying American women?

Permit me to say, in conclusion, that I do not expect a political millenium, even from impartial suffrage irrespective of sex. I am not one of those who fancy they see impending ruin in "rum, Romanism, and ignorance." I am not a "native American" in a political sense, nor even a partisan Republican. But I do believe that women born on our soil, educated in our free schools, members of our churches, and readers of our newspapers, our own mothers, wives, sisters, and daughters, are a thousand times better qualified to vote than men who cannot read and write, and who have no intelligent comprehension of political issues..

Respectfully, HENRY B. BLACKWELL.

— Professor Whitney says that "the leading orthoepists" now require a flattened sound, like the vowel sound in *fat*, or one between the sounds of *far* and *fat*, in the following words: *calm*, *calf*, *halve*, *aunt*, *alas*, *pass*, *bask*, *path*, *lath*, *laugh*, *staff*, *raft*, and *after*; while Mr. Richard Grant White says, that he does not hesitate to declare that among all the best speakers, both of English and American birth, that he has ever met, these words all have the broad *ah* sound of *a* in *far* and *father*. Will our readers favor us with their own opinions as to the true sound of *a* in these words? —[ED.

— Have we good authority for putting the adverb between the *to* and the verb in the infinitive? . . . Is *blueing* correct? . . . Can the verb *sing* be followed by an objective, not of kindred signification, before which *of* cannot be supplied? . . . These questions are suggested by expressions in the JOURNAL, which I have not regarded as sanctioned by our best writers. *

— *Queries* (*Philological.*)—What is the meaning of the *underlined* words in the following English compounds? Piece-*meal*, *pole*-axe, *hang*-nail, *numb*-skull, *load*-stone, water-*shed*, ear-*wig*, and *sledge*-hammer. BIKKERS.

LEWISHAM, KENT, ENG., Sept. 22, 1875.

— The Oxford University press has just produced the smallest Bible in the world, printed on tough India paper of extreme thinness and opacity. It measures 4⅓ in. by 2¾ in.; is half an inch in thickness; weighs only 4½ ounces, and can be sent through the post for a penny.

Foreign Notes.

[From our Special Correspondent.]

FRANCE.—There is an association which bears the title of "*La Ligue d'Enseignement* (Teachers' League), and occupies itself with the promotion of educational progress. Naturally the members are in favor of gratuitous popular education, but in connection with this, and as forming a necessary part of the programme, they advocate the requiring of *obligatory* attendance upon schools of some kind for at least a certain portion of the year. M. Carnot, Minister of Education in 1848, was the first proposer of that idea, of which M. Duruy, Minister of Education under the second empire, and M. Jules Simon of the present republic, have always been warm upholders; it is also supported by some of the most important public organs of the country, both secular and educational.

The new Minister of Education, M. Wallon, is an old teacher of history who took the place of M. Guizot at the College of the Sorbonne. The former minister, M. Duruy, had also taught that science which made the literary fortune and prepared the political career of the late M. Guizot.

SWITZERLAND.—A society has been formed in the canton of Geneva which has for its object the placing and protection of Swiss governesses in foreign countries. This society, so philanthropic in its aim, has received the hearty support of many distinguished Genevese, and will doubtless be the means of ameliorating the position in life of many a friendless young girl whom dire necessity has compelled to forsake the comforts and protection of her own home to seek her fortune by teaching in a strange land. When one reflects upon the many temptations and dangers to which these young women are necessarily exposed, one cannot but welcome in all sincerity a movement which is calculated to protect and befriend them in a way so effectual.

FLORENCE.—The celebration of the four hundredth anniversary of the great artist, Michael Angelo Buonarotti, was most successful. There was a great concourse, not only of Italians of eminence, but of distinguished strangers from almost every civilized country, and representatives from national and foreign academies, of the press, and of the universities, joined with the municipal authorities and the citizens in the imposing ceremonies, where appropriate addresses were made by distinguished speakers. From the discourse of the Syndic of Florence, delivered before the tomb of Michael Angelo in the church of Santa Croce, the Westminster Abbey of Italy, we extract the following noble and patriotic sentiments:

"This universal agreement of governments and peoples, wonderfully revealed to us to-day in this unexpected concourse of Italians and illustrious representatives of nations, municipalities, and associations of almost the whole earth, inspires us with gratitude which I venture to express on behalf of the committee and of Florence itself towards you all, gentlemen and those who delegated you, and all those others who, I am sure, though absent are now with us in thought and in mind. In this century, in which self-interest is said to be all-powerful, that power of feeling and sentiment is not then quite exhausted, which even in the saddest times has had the virtue to alleviate, or at least render more supportable, the ills of humanity. At the foot of the tomb of Michael Angelo it is permitted to give some license to the imagination: may the remembrance of this day not be without some effect upon the reciprocal sentiments of civilized people, as I am sure it will not be without its effect upon the sentiments of Italians towards them."

From the Florentine journal, *La Liberta d'Insegnamento*, we get some interesting particulars concerning the restoration of a palace which is one of the artistic treasures of the Tuscan capital. The building in question is the property of Count Alessio Pandolfini, situated in the Via San Gallo, and its construction was commenced as far back as the year 1493, from the plans of the famous Raphaello de Urbino; who, as the Florentine journal remarks, if he excelled in painting, was at the same time most skillful as an architect. Giannozzo Pandolfini, bishop of Troy, a friend of the two popes, Leo X and Clement VII, was the one who laid the foundations of the building, as a Latin inscription on the frieze declares, and it still remains the property of the Pandolfini family. Giannozzo above referred to was a generous protector of Raphael, and the latter, to show his gratitude, not only introduced the figure of his patron in his celebrated fresco of the coronation of Francis I, of France, in the Hall of the Torre Borgia, at Rome, but also gave him the design for the palace which he intended to have erected. The pope, Leo X, himself contributed to its adornment by the gift of a quantity of most valuable marble. The restoration alluded to was rendered necessary by the dilapidated condition into which the building had fallen, owing to the ravages of the weather and time (*tempus edax rerum*); and neither money nor care has been spared in restoring to its former magnificence a building which was and is a distinguished ornament of the old Florentine city, and justly dear to all admirers and lovers of art. The necessary repairs were somewhat hastened so that every part might be ready for inspection at the time of the celebration of the four hundredth anniversary of the birth of Raphael's great contemporary and rival, Michael Angelo Buonarotti; which interesting event was solemnized at Florence in the first days of September last. It was justly supposed that the numerous visitors of distinction from other parts of Italy, and from almost every European country, would feel particular pleasure in the sight of a building so closely connected with the epoch commemorated; and not only was the building itself an object of interest, but the magnificent halls and numerous artistic treasures therein were freely opened to view. Among these were particularly noticed a marble bust of Leo X and a rough model in *terra cotta* of the celebrated statue "*La Notte*," both of which were indubitably the work of Michael Angelo.

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Boston, Mass., October 23, 1875.

SPECIAL NOTICE

TO THE SUBSCRIBERS TO THE

New-England Journal of Education.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

EDUCATIONAL meetings held this week. New-England School Superintendents' Association at Boston, Oct. 22. Conn. State Teachers' Association at Hartford, Oct. 21 and 22. Plymouth Co. (Mass.) Teachers' Association at Bridgewater, Oct. 22 and 23.

The Maine State Educational Association will hold its next annual meeting in Representatives' Hall, at the State House, in Augusta, on Monday, Tuesday, and Wednesday of Thanksgiving week. We shall await President Grant's order as to the exact date of the meeting, but suppose it will be on the 22d, 23d, and 24th of November.

"HIGH PRESSURE" is a term in frequent use as applied to the present methods of school education. The expression is well enough, but the application is wrong, for it belongs rightly, if anywhere, to the home, rather than to the school training. When children are expected to enter polite society, and adorn party exhibitions and ball-rooms at fourteen, it must be a high-pressure system which secures the precocious development. "High pressure" in dress, in false-reading, in eating and drinking, in fashionable society and high life, in late hours and a round of nightly excitement,—this is the kind that the press should hold up to public protest. It is high time that the nonsense, falsehood, and error abroad in the community were done away with, concerning the slaughter of the innocents by a few hours of daily attendance at healthy study. If our public schools are to be made the scapegoats for the sins of the people, it were well nigh time for the world to examine accusations which are so flippantly and thoughtlessly flung at them.

THE question of greatest importance connected with the management of our schools at the present time, is that which relates to the physical health of the children, and it is a matter of no small significance that the attention of the medical authorities is turned to the hygienic condition of schools, and the methods of correcting the evils which abound so largely in every community, and to a greater or less degree in every school in the land. The American Social Science Association has taken the most active measures in making inquiries into the various influences which are working injury to the health of pupils in our schools, and it would be a matter of public gratulation could their investigations and recommendations be made effectual by legal enactments to prevent the evils which are so generally acknowledged to exist. The trouble is, that though the judgment of the great body of our people may be convinced of the nature of the evils which exist, the stupidity and negligence of officials, or the false economy of the people may lead to the neglect of the means for removing the causes of present suffering and for preventing others in the future.

The article by Dr. H. G. Davis, on heating and ventilating school-houses, will be read with interest, since he suggests a plan not in common use, and which has in it, as it seems to us, great merits. It seems to us that our law-makers, during the coming sessions of State legislatures, can spend their time no more profitably to the State than in the examination of the sanitary condition of our schools, and in the making of such laws as will protect the health of the children. We have laws protecting birds, dumb animals, and even wild fowl. Who has thought of a law regulating the construction of school-houses, embodying the most approved principles of sanitary law?

Among the numerous wise suggestions made in the Public Medicine section of the British Medical Association at its recent meeting, was one calling for further legislation to protect the health of school children, in private as well as in public schools, and to remedy defects which exist more glaringly there than abroad. Pointing out the manifest deficiency of sanitary arrangements, especially in the majority of private schools—the unfitness of the buildings themselves, the lack of cubic space and ventilation, the absence of play-grounds, or other means of physical training, &c., it is proposed that all persons acting as teachers be required to obtain from an educational examining board a certificate of their competence, including some knowledge of the laws of health; that no premises be allowed to be used as schools unless certified by a surveyor and medical officer of health as in every respect adapted to educational purposes; that the maximum number of children to be admitted to each school be fixed, and that the medical officer of health have access for inspection at all reasonable hours. That a similar reform is still more urgently needed in this country, most of our readers know. Even our public schools, held in buildings constructed for their especial use, and supposed to be under the watchful and enlightened care of the public authorities, are, as we have often shown, generally models of all that schools ought not to be; overcrowded and unventilated; poisoned, not only with pent-up exhalations from the inmates, but frequently with adventitious sewer-gases. And very many private schools, wholly exempt from any semblance of official supervision, are in worse case. One or two rooms in an ordinary dwelling-house, barely suited for the sanitary needs of a small family, are hired by some speculative pedagogue, who knows no limit except that imposed by the dimensions of benches and desks to the number of pupils whom he is anxious to pack therein. Ventilation in warm weather depends on inadequate windows, and in winter these are shut, and the scholars wedged still closer together to make room for an air-tight stove; and in such pens in every town of the Union hundreds of children stifle half the day and sap the foundations of their health. More particularly does this apply to the younger class of pupils, who, at the most susceptible age, too frequently fall into the hands of persons with just sufficient knowledge to teach the lowest rudiments of learning, but altogether too ignorant of the simplest and most essential rules of hygiene. The *New York World* well says: "In a matter concerning our national welfare it is time that some action were taken, and we might treat our school-children with at least as much consideration as we show our convicts, by requiring certain specified sanitary conditions in the places of their confinement, and fixing the minimum allotment of cubic space for each."

A Word for our Spoken English.

English Grammar is taught in our schools, and, ostensibly, that the pupils may learn to use good English, or, as the old grammars have it, "to speak and write the English language correctly."

Whether the means thus used will, or can compass the end proposed, we do not intend to consider here, although the question is one of no slight importance. We do propose, however, to put in a plea in behalf of the first, and, in some respects, major object set forth in the old formula,—learning to *speak* the English language correctly.

Good English is, of course, good English, whether spoken or written. But, certainly, spoken English comes naturally first in the order of art, and, on some accounts, is not less first in the order of importance. However this may be taken by our readers, we shall venture to affirm that a fine-speaking English scholar is a rarer and more perfect specimen of culture than a fine writer. To all the other excellences,—excellences which are common to both,—he must add one that belongs to the spoken tongue alone, one that depends on a finished culture of both the ear and voice,—a pure and perfect *pronunciation.*

Now there are special difficulties hedging about the work of acquiring a pure pronunciation. The finest sounds can rarely be set forth by phonetic signs or typical words, for the signs must be interpreted by words, and the words are sure to be interpreted by the local use. The living teacher is, besides, often both unconscious of his own errors in pronunciation, and, from the want of a fine ear, incapable of detecting the true sound when it is represented to him. Hence, numerous and gross errors not only pervade the popular speech, but are present in the daily utterances of the school-room, ever corrupting the vocal body of our spoken English.

Now, we are moved to ask, whether this matter of pronunciation should not receive a more complete and positive attention in the school-room? Is it enough to give heed to it only as it happens to be associated with oral spelling and reading? Ought it not to take its place in a *specific daily* exercise? Ought not that large body of words, currently mispronounced, amounting to some three thousand or more, to be taken up *seriatim,* and be made a careful study by both teachers and pupils? The substitution of written for oral spelling tends to prevent practiced pronunciation on the part of the pupil; and reading can only bring the pronunciation of these word into the field of practice, and then only to their partial obscuration by other matters. Besides, the mis-pronunciation of words becomes an unconscious habit, and is hence a more inveterate evil than even false spelling. It can only be rooted out by a most definite and decisive practice. Why not have pronunciation distinctly and regularly taught?

Why You Study It.

"Always render your decisions unargued," is doubtless a just maxim in cases of discipline in the school. The teacher is then exercising the functions of governor, and the basis of that function is authority. Reasons for the exercise of authority may be given when the nature of the case justifies it. But they should never be given to the encouragement of any demand, or even expectation in that direction.

But it is quite otherwise where the teacher is exercising the function of instructor. In that function, one of the great objects is to quicken the pupil's understanding. To do that, reasons, as the natural pabulum of

the understanding, must be supplied. Not that the teacher should go to the absurd extreme of teaching nothing for which he cannot give a *why*. Not that the pupil should not learn that a vast amount of valid knowledge must rest upon faith. But that, when reasons are accessible, and the pupil's mind is in readiness for them, reasons should be given and received, should be weighed and mastered. This gives development and culture to the understanding, and, hence, is vital to the pupil's intelligence.

But there is one direction in which the principle is applicable, and is yet too generally disregarded. And this disregard is doubly mischievous, affecting the intelligence, it affects the interest, and the interest injuriously affected, retards and impairs the whole after action of the mind. Observation, attention, memory, understanding, all act more vigorously when an intelligent interest is aroused. Every educator knows, too, that, how to secure this interest in the schools is the first question, — is in fact *the* question of the times. Good teaching is wanted, because that secures a living, growing interest in the school studies; and with that, a corresponding avidity, grasp, and progress.

The use of the principle to which we refer, is that of giving the pupil, at the outset, an intelligent view of the nature and use of the study before him. Why should it not be the first work, and, indeed, until the end is secured, the sole work, to make him know what are the uses and advantages of the study,—know *why* he takes it up? Why send out your detachment on a blind expedition, unless you wish to emasculate the courage and ambition of the soldier? Why set the pupil upon a blind work, when, were it well understood in its bearings and claims, there would be enough to daunt and discourage him? Why not light up his understanding, arouse his interest, and fire his enthusiasm by setting, first of all, before him, in clear, correct, and, if possible, exciting terms, the *good* the study of the particular branch before him is to do him, in the school as a student, and beyond the school as a man. Would it not be better in this way to kindle our fire, before we try to heat our irons?

"Margaret, the Mother of Criminals."

It is a common thing to recognize and trace the lineage of disease from parent to child through several successive generations, but the hereditary transmission of crime has not been so clearly understood and traced. A most remarkable case of criminal entailment presents itself in connection with the records and official report concerning the lineage of the stock of offenders, paupers, and unfortunates, in which "Margaret, the mother of criminals," appears as the most marked example. Mr. Dugdale, who has made the research, is a most careful and capable inquirer, and found this trail of debased lineage while searching out sources of a monstrous group of criminals and vicious youths, in the service of the Prison Association of New York. In this record of biological sequences, the genealogy has been traced from the present inmates of prisons, jails, and reformatories, and paupers in a particular district, back to a characteristic parentage, and this has been carried back through a research of six generations. The ancestral building-spot of this family is in Ulster county, N. Y., about the margin of five lakes, so rocky as to be in some places inaccessible. They are the descendants of ancestry of first settlers, who lived as back-woodsmen, by hunting, fishing, and fighting. As to industrial habits, they were, like hunters, averse to steady industry, working hard by spells, and then devoted to idleness. Most of their ancestors were squatters upon the soil, lived in log or stone houses, similar to slave hovels, all ages, sexes, relations, and strangers living together in one room, and even occupying the same hovels to-day as a century ago. In such a condition, domesticity is impossible, and every influence favorable to intemperance, licentiousness, and crime. Margaret is reported to have had five sisters. She was a brawny and coarse white woman, temperate, but not industrious, possessing in this respect the features of her ancestors and descendants. The catalogue of the descendants and blood relations now numbers not less than 1,200. Of this number 709 have been traced out, and their career analyzed, as follows:

The statistical analysis of the family, including the direct descendants and those who intermarried, as given in the first catalogue, is as follows:

Total number	709
Males	327
Females	319
Legitimate	397
Illegitimate	106
Of marriageable age	474
Unmarried adults	46
Married	215
Women who had bastards before marriage	24
Women who had bastards after marriage	13
Harlots	127
Total number of harlots	164
Not ascertained	95
Number who were barren or impotent	46
Kept brothels	17
Syphilitic, (notoriously)	63
Number who acquired some property	22
Number of the same who lost property	8
Number who received out-door relief	142
Number of years' individual relief	734
Number receiving alms-house relief	64
Number of years' individual relief	96
Mumber of criminals	76
Number of years' imprisonment	116
Number of offences, (indictable crimes)	115

With the exception of perhaps a dozen instances, the number of paupers and criminals is derived from the public records, and the figures are therefore very much below the truth, because the full records could not be found, a large proportion of them being destroyed.

In order to show the comparative ratios of pauperism and criminality in this unfortunate group as compared with the total population of the State, Mr. Dugdale says that in the State at large the alms-house pauperism amounts to .0126 per cent.; in this family it is .0902 per cent., being almost seven times more.

The number of criminals in the State at large, counting those who are in prison and those who are not, is less than 1 per cent. of the total population, the exact figures being .008 per cent. In this family it is more than 10 per cent.; but, if we take only the descendants of the illegitimate branch of Margaret, we get .2377 per cent., or nearly thirty times more than in the general community.

It should also be stated in this connection that many members of this family were expert criminals, but were never arraigned for crime; especially was this the case with the females, who were generally thieves and prostitutes. Mr. Dugdale says of the children now growing up in these families, that there seems to be no special wickedness of disposition, and that they do not compare unfavorably with the average of the children of the laboring class, except in a tendency to licentious behavior, largely due to the example of their parents, and a tendency to tell lies, which has become a constitutional habit in the sixth generation, so that they tell falsehoods without a purpose. It is believed that the criminal records of our country may be searched in vain for a parallel of such wickedness and want as has been exhibited by this family through successive generations, and its revelations will lead educators and philanthropists to look more closely to the social and moral culture of every child in society.

— George T. Angell, of Boston, President of the Massachusetts Society for Prevention of Cruelty to Animals, lectured on "The Relation of Men to Animals," before the faculty and students of Dartmouth College, in the college chapel, Monday, Oct. 4th; before the faculty and students of Amherst College, Oct. 6th; at Mt. Holyoke Seminary, Oct. 7th; and before the faculty and students of Williams College Sunday, Oct. 10th. And as Mr. Angell offers to deliver this lecture before other colleges at his own personal expense, we think it proper to add, that he has not only received the thanks of the presidents and many members of the faculties and students of all the above-named institutions, but also special letters from President Chadbourne, Miss Julia A Ward, and Professor Sanborn, highly commendatory of the lecture, and the following resolutions were passed unanimously at a meeting of the faculty of Dartmouth College:

Resolved, That we have listened with profit and pleasure to the lecture of George T. Angell, Esq., on "The Relation of men to animals."

Resolved, That we deem the facts, arguments, and illustrations presented by Mr. Angell, as eminently fitted to promote Christian kindness and charity among men; and to secure a patient and considerate treatment of God's creatures that cannot plead for themselves.

Cairo, Ill., taught Telegraphy, in all grades of her public schools, last year, and has now commenced Phonography in high and grammar schools, employing a teacher of that art from Pitman's Phonographic Institue, Cincinnati, O. This evidence of Egyptian progress should be received kindly by the *enlightened East*.

Boston Society of Natural History.

General Meeting, Oct. 6.

This was the first general meeting of this fall, but owing to the very rainy weather a somewhat smaller number than usual were assembled in the society's hall. The meeting was called to order by the vice-president, Mr. S. H. Scudder. After the records of the last general meeting had been read by the secretary, Mr. Edward Burgess, Prof. N. S. Shaler, of Harvard College, made some remarks on "The Cause and Geological Value of Variations of Rain-fall." Professor Shaler said that the fall of rain presented greater variations than almost any other meteorological phenomena: many districts on the earth, in the space of a few hundred miles even, varying from eight to one hundred inches annual rain-fall. The amount of rain in any country exerts a marked effect upon its fauna and flora. Professor Shaler and his party of geologists, at Cumberland Gap, Kentucky, last summer, found there sub-tropical forms of life, which belonged to southern Alabama, and this fact was owing to the great amount of rain that fell in that section of Kentucky. Again, the average annual amount of rain plays a very important part in the geological condition of a country, as shown by the erosion of rocks, river channels, etc. One reason why the Rocky Mountain system presents so much higher and sharper outlines than the peaks of the Alleghany Mountains, is doubtless because the annual rain-fall of the former is much less than that of the latter. In the Ohio region the professor thought one foot of stone might be eroded in one thousand years, while in the Rocky Mountain region he thought that eight thousand years would be needed to accomplish the same amount of erosion. The speaker had been trying to find whether the past ages of this country have differed very materially from the present in the amount of rain. Data for the solution of this problem are recorded in a variety of ways. The banks and shores of rivers and lakes must be closely scrutinized. Enclosed lake basins, like the Great Salt Lake of Utah, and many others, show that there has been an immense shrinkage in the amount of rain-fall; the lakes having once far greater areas than at present. There seem be primary and secondary rain-falls. In the valley of the Mississippi, this year, a great quantity of rain fell. South-west winds brought clouds laden with water from the Gulf of Mexico and the Pacific coast. This moisture was probably precipitated over and over again in its journey from the Gulf to the Alleghanies. A diminution of rain-fall may be due either to the *place* of precipitation being unfavorable, or to the actual amount evaporated being less. The latter hypothesis seems the more likely. To evaporate moisture a certain amount of heat is needed of course. If the supply of heat be inadequate, scanty rains or snow-falls must follow. This fact is well illustrated by glaciers. To extend glaciers we need more heat rather than more cold. British North America and Siberia seem to be devoid of glaciers. The physical condition of these countries are favorable to the formation of glaciers, except the vital one, their rain-fall being very scanty, in comparison with those countries where glaciers abound. There seems to be abundant evidence that glaciers were numerous in past ages in countries where they are never found at the present time. We are passing out of the "glacial age," or out of the period of great rain-fall.

The secretary, Mr. Burgess, then read several communications to the society, as lists of Birds found at various places in the West, a list of Diptera collected by Dr. E. Palmer in Guadaloupe, West Indies, etc. Some of these insects were found to be almost identical with those found in other parts of the world—our familiar pest, the common house-fly, being one. It was stated that only one butterfly was found on the island, and this was also found on the coast region of the mainland. Quite an interesting communication, from Professor Denton, was read, in regard to the asphaltum springs or bogs, as they may be called, of California. The asphalt is soft enough to agglutinate in the heat of the sun. Thousands of tons have been taken out and sold in San Francisco, where it brings $20.00 per ton. All the asphalt comes, probably, from a bituminous shale abundant near the springs. These shales probably derive their bitumen from still older bitumen springs which percolate through them. The asphalt springs bear a somewhat unenviable reputation, on account of horses and cattle sinking into their depths, as in a quicksand or bog. The complete skeletons of many large wild animals have been found in these bogs. Large teeth are found there, teeth of the fossil horse, deer, and a large bovine animal having been observed, as well as the teeth of large carniverous animals.

Mr. Scudder then gave a communication in regard to "The Fossiliferous Beds of Sankoty Head, Nantucket." The situation of these beds was shown by diagrams, and many specimens of the strata over and underlying the fossils, as well as specimens of the fossils themselves, were shown; some of the fossil shells were of interest as showing close relations to living specimens.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

Every variety of articles given in this department responds to some suggestion, call, or request received from teachers. Will those who wish for something else please make known such desire?

An American Abroad.

He comes into our compartment of the railway-carriage at Paris. He opens a raking fire of talk. He hopes there's room for us all round? He's confounded glad to get out of this place. It's a barbarous language they speak in this country. He knows but three words of it, and is sorry he knows those. He thinks he'll try them on. He rushes to the window, beckons to the guard, and with the half-frantic air of a man who has left his baggage in unknown limbo, accosts him with, "*Oui, merci, garçon?*" The guard not understanding such interrogative, our friend says: "Oh, never mind. I see you don't understand your own language! Remember me to your mother; good-by." Then to us,—"In my country everybody understands his own language. My country is America! That's a country for you! I shall be glad to get back to a country as is a country. I left there on the seventh of August — left New York, and I intend to be back at my office at Memphis by the twelfth of September. We don't drone in my country! I've seen London, I've seen Paris, and now I'm going home. "How long was I in London?" Oh, two or three days; but I saw it all, all of it, every bit. "How did I manage to see it so soon?" Well, I just called a cabman, and I said to him, 'Show me London; don't mind expense, but show me London; you shall have all the money you earn, only show me London, for that's what I am here to see." So he took me to the Tower. I saw that. I saw the place where they chopped off heads. The place where they threw down the cloak for the feet of the queen, and all that. Saw the tunnel,—a hole in the ground, and nothing more.

We don't think so much of holes in the ground where I live. I saw Westminster Abbey. An old fellow took me all over it for a shilling, and it was dear at that. He took me to one place and said, 'Here lies Charles Dickens.' I said, 'Let him lie!' He took me to another place and said, 'Here sleeps Livingstone.' I said, 'Let him sleep'." Yes, I saw London, and I've seen Paris. I've been in Paris three or four days and I haven't seen a pretty woman. The number of pretty women upon *our* streets quite takes one's breath away.

"Did I see the tomb of Napoleon?" No,—I didn't come to Europe to see the dead: I came to see the living. *My* country is the land for big things. I'll tell you what I've seen *there:* Seen the stump of a tree upon which you could put a coach and six span of horses, one in front of the other, and then take a drive right around upon it! I'll tell you what I've done: I've waded across a river,—a river in Oregon,—and I had to stretch my legs out like this, and put my foot down every time between two of the most thundering big salmon you ever saw. Everything is on that scale over there,—money and all. This little excursion costs me twenty-five hundred dollars. That's nothing over there!

"What do we drink in my country?" Water! That's what we drink in my country. We don't touch, taste, nor handle any other stuff. It's illegal—can't be bought nor sold! "How can we prevent people from selling it?" Oh, that's easy enough. If a man opens a grog-shop, we put *five thousand women* right down on their knees afore his door, and they go to praying, and that's the end of him."

Thus does one type of the American abroad make all the world aware that his country must be "fearfully and wonderfully made."

—Letter in Christian Register.

Tableau of "Mignon et son Pere."*

(One gentleman and a young girl.)

This tableau is Ary Scheffer's celebrated painting of Goethe's heroine, and represents the old bard and "Mignon" in a picturesque attitude. The aged man is on the left hand of the picture and near the front. He is dressed in a loose robe of black or brown serge, with the hood thrown back on his shoulders. He kneels upon his right knee; while his right arm is curved across his body and rests upon his left knee, which is slightly raised from the floor. His left hand rests upon an old-fashioned harp. He gazes forward with a fixed, melancholy air. He has a full, pointed, white beard, and wig to match, with a bald front.

Mignon's costume is a plain cotton waist, with low neck and drapery sleeves, showing arms bare to the elbows. Her skirt is plain, gray serge, reaching a trifle below the knee, showing her bare feet. The hair is combed plainly back from her face, and hangs loosely on the shoulders. Mignon stands to the right of the old man, looking wistfully at him, with her chin supported upon her left hand, the elbow of which rests upon the back of her right hand that rests upon her left hip. Her face presents two-thirds view to the audience. A bright light should be thrown upon Mignon, leaving the old man entirely in the shade. Accompanying music should be very slow and soft.

*This tableau is taken from "Home Recreations," by Wm. F. Gill; an admirable collection of nearly two hundred tableaux of every variety and style. The price is $1.50. Send to Wm. F. Gill & Co., Boston, or to M. B. C. Slade, Fall River, Mass.

The Flower Mission, Junior.

BY EARL MARBLE.

OLD COLONY, 1874.

What time have you got now, hey, Cousin Ben?
I want a handful of— What do you say?
Only five minutes more? I reckon, then,
We'd better skedadle along our lay.
No use? 'Twon't pay to run for the train?
The dickens, you say! How long till the next?
Half an hour? Well, tears are vain,
And grumbling too. But I am kind o' vexed

That I should have got you left, old boy;
But, now that I have, I'll take the time
And pay old scores, as remarked Jim Joy,
When the Judge kinder winked at a petty crime.
So puff away at your old cigar
While I jump this fence for some golden-rod;
Looks a heap like our prairies, I declar',
As the heavy blossoms sway and nod.

I'm goin' to do what with this trash? Come, guess.
Ask an easier one? That's good, but old.
Stick 'em on your desk? That would be a mess!
Not much, old fellow! You'll have to be told.
Do you think I'm as soft a galoot as that,—
I, the son of your father's sister Jule,
Who went off West, and married Joe Pratt,
My dad, 'stead of stickin fast to her school?

You might be proud of the nosegay, though;
For, see! it's as much as I can clutch
Of hardhack, golden-rod, tansy-blow,
Thistle, an' butter-an'-eggs, an' such,
Not to speak of the autumn leaves. And here
Is a bunch of barberries. Purtiest yet.
They say you Yankees eat 'em. Queer!
I'd as soon eat shoe-peg sauce, you bet!

* * * * * * * *

What! in already? Kinder jumped!
Or did the time only seem to fly
'Cause I was thinkin' of how you'd be stumped
When you come to find the reason why
I fetched these in? Well, I'll be round
To the store by 'n' by. . . . Oh! I didn't know
But p'r'aps you wouldn't care to be found
With me an' my big nosegay in tow.

What street is this leads from the depot? *South?*
A part of the South Cove? Yes, just so.
And this little chap with tobacco-stained mouth
Must be one of the South Coves, hey? Ho, ho!
A joke for Jerry! What does he say?
Please, Mister, give me a flower? You bet
Just high, little God-forsaken! That's my lay:
That's what I got 'em for. Now you get!

And tell every playmate, dirty or not,
And every sweetheart of yours or theirs—
(For graybeard or todler that hasn't got
A sweetheart, or never for "spooning" cares,
The dry rot's eatin' his heart away,—)
Yes, tell yer playmates and sweethearts quick
That Jerry Pratt's got a big nosegay.
See 'em swarm around, Ben, noisy and thick!

See here, little Yellow-Hair,—gold I s'pose
The poets would call it,—here's a sprig
Of golden-rod and some tansy-blows,
To match your curls. And you, little prig!
This thistle-blow 's 'bout the thing for you.
It's much like love, as you'll find some day;
'Twill prick or please, according as you woo.
Keep your ears agog when the asses bray.

Bright barberry berries and autumn leaves
For Black-Eyes here; and this pink flush
Of hardhack yon little blonde believes
Would fill her bill. What a row and a rush
For the last! There it is. . . . I say, Cousin Ben,
I reckon if I owned a garden like yours,
I'd give it a stripping now and then
For fun such as this. You'll find it endures.

—New York Independent.

Ann's Answer.

Said a teacher to Ann, "I wish, if you can,
You would give a more definite answer."
And Annie replied, with her head on one side,
"I do just the best that I can, sir;
But why should I try, do please tell we why,
(I think it's no use,—not a particle,—)
When I hear every day the grammar-class say
That *An's* an *in*definite article!"

—E. S. F., in *St. Nicholas.*

Winter Wheat.

From "The Song of the Sower."

BY W. C. BRYANT.

The maples redden in the sun;
In autumn gold the beeches stand;
Rest, faithful plough, thy work is done
Upon the teeming land.

Bordered with trees whose gay leaves fly
On every breath that sweeps the sky,
The fresh, dark acres furrowed lie,
And ask the sower's hand.
Loose the tired steed, and let him go
To pasture, where the gentians blow,
And we, who till the grateful ground,
Fling we the golden shower around.

Fling wide the generous grain; we fling
O'er the dark mould the green of spring.
For thick the emerald blades shall grow,
When first the March winds melt the snow,
And to the sleeping flowers, below,
The early blue birds sing.

Caldwell, of Springfield.

BY BRET HARTE.

Here's the spot. Look around you. Above, on the height,
Lay the Hessians, encamped. By that church on the right
Stood the gaunt, Jersey farmers. And here ran a wall—
You may dig anywhere and you'll turn up a ball.
Nothing more. Grasses spring, waters run, flowers blow,
Pretty much as they did ninety-three years ago.

Nothing more, did I say? Stay, one moment, you've heard
Of Caldwell, the pastor, who once preached the word
Down at Springfield? What! no? Come—that's bad; why he had
All the Jerseys aflame! And they gave him the name
Of the "Rebel high priest." He stuck in their gorge,
For he loved the Lord God, and he hated King George!
He had cause, you might say!—When the Hessians that day,

Marched up with Knyphausen, they stopped on their way
At the "Farms," where his wife, with a child in her arms
Sat alone in the house. How it happened none knew
But God, and that one of the hireling crew
Who fired the shot. Enough! there she lay,
And Caldwell, the chaplain, her husband, away!

Did he preach—did he pray? Think of him, as you stand
By the old church, to-day; think of him and that band
Of militant plough-boys! See the smoke and the heat
Of that reckless advance—of that straggling retreat!
Keep the ghost of that wife, foully slain, in your view,
And what could you, what would you, what should you do?

Why just what he did! They were left in the lurch
For the want of more wadding. He ran to the church,
Broke the door, stripped the pews, and dashed out in the road
With his arms full of hymn-books, and threw down his load
At their feet! Then, above all the shouting and shots,
Rang his voice—"Put Watts into 'em, boys! give 'em Watts!"

And they did! That is all. Grasses spring, flowers blow
Pretty much as they did ninety three years ago.
You may dig anywhere, and you'll turn up a ball,
But not always a hero like this—and that's all.

Hamlet's Charge to Players.

Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue; but if you mouth it, as many of our players do, I had as lief the town crier spoke my lines. Nor do not saw too much with your hand, thus; but use all gently, for in the very torrent, tempest, and (as I may say) whirlwind of your passion, you must acquire and beget a temperance that may give it smoothness. O, it offends me to the soul to hear a robustious, periwig-pated fellow tear a passion to tatters, to very rags, to split the ears of the groundlings; who, for the most part, are capable of nothing but inexplicable dumb-show, and noise; I would have such a fellow whipped for o'erdoing Termagant; it out-herods Herod! Pray, you avoid it. Be not too tame, neither, but let your own discretion be your tutor; suit the action to the word, the word to the action; with this special observance, that you overstep not the modesty of nature; for anything so overdone is from the purpose of playing, whose end, both at first, and now, was and is, to hold, as 'twere, the mirror up to nature; to show Virtue her own features; Scorn, her own image, and the very age and body of the time his form and presence. Now this overdone, or come tardy off, though it make the unskillful laugh, cannot but make the judicious grieve; the censure of which one must, in your allowance, o'erweigh a whole theater of others. O, there be players, that I have seen play,—and heard others praise, and that highly,—not to speak it profanely, that, neither having the accent of Christians, nor the gait of Christian, Pagan, nor man, have so strutted, and bellowed, that I have thought some of nature's journeymen had made men, and not made them well, they imitate humanity so abominably!—*Shakespeare.*

STATE DEPARTMENTS.

Maine.

PORTLAND.—The paragraph published in the Portland *Press*, and telegrams sent from this city to other papers, in regard to the difficulty at the Park Street Grammar School, are so worded as to give an erroneous impression. The teacher was not guilty of any immorality nor of indecent language towards his teachers. But he has been injudicious in the words used in addressing both scholars and teachers, and has told teachers in the presence of their scholars what he expected of them. Or in other words, has not used the finer but coarser words to explain his remarks, and has given instruction to teachers in presence of the school.

FRANKLIN COUNTY.—The school committees and supervisors of this county have organized an association to be known as the school board of Franklin county. The first meeting of the board was held October 1st, and there will be an adjourned meeting, Friday, October 15th. The following are the officers of the board: J. M. Kempton, Strong, president; C. W. Gilmore, Industry, vice-president; D. H. Knowlton, Farmington, secretary and treasurer; D. H. Knowlton, P. A. Sawyer, J. R. West, executive committee.

FARMINGDALE.—The new high school building recently erected in Farmingdale, at a cost of $5,500, was dedicated Wednesday evening, Oct. 13th, the services consisting of an address by Capt. Drew, chairman of the building committee, and a response by citizens; music by Hallowell brass band, assisted by Mrs. Boothby of Augusta.

HARPSWELL.—Mr. Wm. H. Merriman, principal of the Harpswell Academy, while splitting wood one day last week met with a severe accident. A stick flew and struck him in the face, injuring very badly one eye, and the other to some extent. At first it was thought that he would lose the sight of one if not both eyes, but his case looks better at present.

LEWISTON.—Miss Kipp, of Boston, is giving the public school teachers lessons in free-hand drawing, with a view to the more systematic and thorough teaching of Walter Smith's system in Lewiston schools.

ABBOTT.—A correspondent writes: The next meeting of the Piscataquis Teachers' Association will be held at Abbott Upper Village, Saturday, November 6th.

CASTINE.—The Eastern State Normal School has one hundred and sixteen pupils registered this fall. The apparatus and library have been somewhat increased. The primary model department, in which the pupils observe and practice, is in good condition. A vacation of one week occurs the last of this month, after which the term will continue to January.

AUGUSTA.—The annual session of the Maine State Educational Association will be held at Augusta on Monday afternoon, Tuesday, and Wednesday morning, of Thanksgiving week.

AUBURN.—Miss Hattie Raynes, for many years teacher in the public schools of Auburn, died suddenly Saturday forenoon.

BRIDGTON.—A. F. Richardson, a graduate of Bowdoin, is the principal of the Bridgton High School, instead of George E. Sturgis, as stated in a late issue. Mr. Richardson has conducted the affairs of the High School for two and one-half years, with success.

— The *Maine Farmer* gives the best of reasons why the word *Desert*, in the title *Mount Desert Island*, should be accented on the first syllable, thus, Mount *Dés*-ert. The corruption to Mount Des*ért* is of French origin. Teachers will note the correction.

New Hampshire.

New-Hampshire State Teachers' Association.—Annual Meeting at Wolfeborough, October 14th and 15th, 1875.

The Association met at 2.30 p. m. Prayer was offered by the Rev. Mr. Bowditch. A short address was then delivered by the Rev. Mr. Hall, of Wolfeborough. Mr. Simonds spoke for a few moments on "The origin and design of the Association." The treasurer being absent, Mr. E. P. Sherburne was appointed to that office, *pro tem.* The president read a paper on "The Duty of Teachers to Themselves and their Pupils." Mr. Simonds then stated that it had been the custom to appoint committees early in the session, and he, therefore, moved that a committee of three be appointed by the chair to nominate the following committees: A committee of three upon resolutions; a committee of three upon the Centennial; a committee of three upon the National Bureau of Education and honorary members; a committee of three on the American Institute of Instruction; a committee of three on THE NEW-ENGLAND JOURNAL OF EDUCATION; a committee of three on the roll of teachers. The president then nominated as a committee to nominate committees, the following gentlemen: Mr. Clarke of Portsmouth, Mr. Applebee of Rochester, and Mr. Stone of Dunbarton. Mr. S. W. Clarke, of Portsmouth, then read a paper on "The Duty of the Teacher to the Parent;" after which Mr. J. Warren Thynge, of Salem, Mass., gave a lecture on "Drawing." Remarks were made by Dr. Stackpole of Dover, the president, and others. Then the president nominated as a committee to nominate officers: Simonds of Franklin, Brown of Manchester, Sherburne of Portsmouth, Miss Drew of Dover, Miss Hammond of Dunbarton; after which the Association adjourned until 7.30 p. m.

At 7.30 p. m. the meeting was called to order, and the following committees appointed: *On Resolutions*—J. G. Edgerly, Manchester; J. C. Caverly, New Market; J. W. Applebee, Rochester. *On Centennial*—J. G. Dearborn, Manchester; J. W. C. Durgin, Wolfeborough; E. D. Mason, Dover. *On Bureau of Education and Honorary Members*—J. W. Simonds, of Franklin; J. P. Blanfield, of Milford; M. C. Hyde, Salmon Falls. *On American Institute of Instruction*—H. O. Ladd, Plymouth; Hiram Orcutt, West Lebanon; D. G. Thompson, Dover. *On New-England Journal of Education*—S. W. Clarke, Portsmouth; R. E. Avery, Tilton; Sylvester Brown, Manchester. *On Roll of Teachers*—T. D. Foss, Strafford; J. E. Stone, Dunbarton; A. W. Ayer, Wolfeborough.

The president then introduced the Hon. J. D. Philbrick of Boston, who spoke on "How to make our Common Schools Practical," after which remarks were made by Messrs. Edgerly, Ladd, and Parker. Mr. Simonds offered the following:

Resolved, That the New-Hampshire Teachers' Association tender their sincere thanks to the Hon. John D. Philbrick for his able and eminently practical address.

The resolution was adopted. The Association then adjourned.

FRIDAY.—Met at 9.30 a. m. Mr. C. C. Chatfield spoke on the NEW-ENGLAND JOURNAL OF EDUCATION; remarks were also made by Messrs. Edgerly, Ladd, Philbrick, and the president. Mr. Clark offered the following resolution:

Resolved, That we, the teachers of New Hampshire, recognize in the *New-England Journal of Education* a publication worthy of our patronage and earnest commendation, and we call upon all present to do what they can to increase its circulation.

The committee on the NEW-ENGLAND JOURNAL OF EDUCATION nominated Isaac Walker, of Pembroke, State editor, and he was elected. A paper was read by Mr. R. E. Avery, of Tilton, on "A Unified Educational System." Remarks were made by Messrs. Parker, Philbrick, Powers, Edgerly, Stackpole, Clarke, Sherburne, Avery, and Mason. A paper was read by Mr. Mason, of Dover, on "The Moral Element in Teaching," after which a recess of five minutes was given. Prof. H. O. Ladd, of the Normal School, spoke on "Radicalism in Teaching. Adjourned to meet at 2.00 p. m.

Afternoon.—The Association was called to order at 2.00 p. m. Mr. B. F. Dame, of Manchester, read a paper on Reading, and gave a selection from Carleton. Discussion followed by Messrs. Powers and Edgerly of Manchester on "What Studies should be pursued in our Common Schools, and to what extent should the State Educate." Remarks were made by other gentlemen of the Association.

The chairman of the committee on Roll of Teachers moved, that a slip of paper be placed in the hands of each attendant present, and that he be desired to write his name and residence on the same, so that a full list of all teachers present may be made; that the treasurer be instructed to collect the same, and with them one dollar from each willing male member to defray the expenses of the Association for the current year.

Papers were then read by Mr. Simonds, State Superintendent, on "The Progress of Education"; by A. C. Hardy, of Fisherville, on "The Common-Sense School"; by Hon. J. G. Dearborn, Superintendent of Schools in Manchester, on "New Hampshire at the Centennial." The Association then adjourned.

Evening Session.—The Association met at 7:30 o'clock. The Committee on Resolutions reported the following:

Resolved, That the thanks of the New Hampshire State Teachers' Association are hereby extended to Prof. James E. Vose, for the able and satisfactory manner in which he has performed the duties of editor of the NEW-ENGLAND JOURNAL OF EDUCATION. His departure from this State is sincerely regretted, and he can be assured that in his new field of labor he has the best wishes of the friends of education in New Hampshire.

Resolved, That the services of Prof. J. Warren Thyng are heartily appreciated, and this Association extends to him their thanks for his interesting and instructive lecture on "Art Education."

Resolved, That the thanks of this Association be extended to the Eastern, Boston & Maine, Nashua & Rochester, Boston, Concord & Montreal, and the Northern railroads, for reduction in fare, to the citizens of Wolfboro' for the interest manifested in this gathering, to the proprietors of hotels for reduction in their rates, and to the press of the State for their many notices of the meeting, (which were adopted).

It was moved and adopted that the State Superintendent be instructed to call a meeting of educators to consider in what way our interests may best be represented at the Centennial.

The report of the Committee on National Bureau of Education was as follows:

Resolved, That in the opinion of the New Hampshire State Teachers' Association, that the work performed by the National Bureau of Education in collecting and disseminating useful educational information has established the practical value of that Bureau.

Resolved, Whilst additional authority is not asked for the Bureau, the influence of our senators and representatives in Congress is respectfully sought to sustain it in its legitimate work.

Resolved, That the earnest and faithful labors performed by Gen. John Eaton, United States Commissioner of Education, are appreciated and approved. (Carried.)

The committee reported the following honorary members: Hon. J. D. Philbrick, of Boston; Prof. J. W. Thyng, of Salem; Prof. J. E. Vose, Ashburnham; elected. It was voted to send copies of the above resolutions to our members of Congress.

Report of Committee on American Institute of Instruction:

Resolved, That the American Institute of Instruction be invited by the New Hampshire State Teachers' Association to hold its annual meeting for 1875 in New Hampshire. (Carried.)

The Committee on Nomination of Officers read the following: *President*, Channing Folsom, Dover; *Secretaries*, D. G. Thompson, Dover; Will M. Stevens, Manchester; *Treasurer*, M. C. Hyde, Salmon Falls; *Vice-Presidents*, A. B. Meservey, New Hampshire; A. W. Ayer, Wolfboro; C. R. Crowell, Walpole; L. J. Miner, Whitefield; E. R. Ruggles, Hanover; C. C. Lord, Hopkinton; J. W. Applebee, Rochester; A. J. Swan, Claremont; J. C. Caverly, New Market; C. L. Averill, Milford.

Mr. Folsom declined serving as president another year, and the committee nominated H. O. Ladd, of Plymouth, who was elected.

A lecture on Citizenship, by Rev. Mr. Powers, of Manchester, then followed. Colonel Parker offered the following:

Resolved, That we tender our sincere thanks to the Rev. Mr. Powers for his able and instructive lecture.

It was voted that the time and place of the next meeting be left with the officers of the Association; after which the Association adjourned *sine die.*

Vermont.

— The Teachers' Institute for Orleans county was held at Barton, Thursday and Friday, October 14 and 15. It was conducted by State Superintendent Conant, assisted by Principal Crippen, of Johnson, and Miss Alice M. Guernsey of the Randolph Normal School. Mr. Conant gave a lecture on Thursday evening, on the Development of the System of Vermont Schools, and on Friday evening H. T. Fuller, of St. Johnsbury, read an address on the Importance of Moral Culture in Education.

— Teachers' Institute for Caledonia county, will be held at St. Johnsbury, October 29 and 30.

— Barton Academy and graded school has 200 pupils. Mr. Keene is principal, Misses Clara J. Peck, Adnah Jenness, and Clara Barnard, assistants.

— Fair Haven Graded School has 250 pupils, and is in charge of Mr. O. S. Johnson, formerly a teacher in Wallingford. He is assisted in the several departments by Misses Anna J. Phelps, Mattie J. Fish, Weltha L. Cooper, Franc E. Hine, and Belle Skeels.

— It has been formally announced to the students at Middlebury College, that their request was to be granted, and that commencement will be held on the last Wednesday in June next year. On Friday and Saturday, October 8 and 9, occurred the annual college hunt. The victorious side scored 1,166; their opponents, 858. The game consisted of chipmonks, red and gray squirrels, coons, woodpeckers, crows, etc. The festivities ended with a supper at the Middlebury House. But one of the hunters, Mr. William A. Renille of the senior class, was missing, and it was afterwards ascertained that on his return, while climbing a ledge, an accidental discharge of his gun lodged the full charge of shot in his right knee. The knee-pan was shattered, thus necessitating the amputation of the limb.

— The Fletcher Free Library at Burlington, which, had been closed for several days, owing to differences between the trustees and the board of aldermen, has been re-opened, the differences having been amicably adjusted, and two more important departments—those of History and Biography—are to be added to it.

— The total enrollment in the public schools of Burlington is now 811; average daily attendance, 758. This is an increase of 74 in the enrollment, and a gain of 53 in the average daily attendance in the last four weeks.

— The fall term of the University of Vermont commenced September 23d, with a freshman class of 30, and good promise of several additions to their number. R. A. Rice, of New Haven, Ct., has been appointed by the trustees, professor *pro tempore* of Modern Languages.

— The Vermont Baptist Association, at its meeting at St. Albans, last week, voted to raise a Centennial fund of $25,000, for the endowment of the Vermont Academy at Saxtons River. Only about $5,000 are now lacking to make up the $100,000 necessary to hold the bequest of $25,000 for the establishment of this institution.

— Brattleboro Academy, situated at West Brattleboro, has just issued its second catalogue containing 95 names. For the past two years the school has been constantly increasing, and it is the hope of the present principal, V. F. Lang, and board of trustees to make it meet the wants of the community in preparing students for business and college.

Massachusetts.

BOSTON.—*Sewing in the Public Schools.*— The Committee on Public Instruction, of the City Government, gave a hearing on Thursday afternoon, 14th inst, on a proposition for the committee to petition to the legislature for authority to introduce sewing into the public schools. Mr. Robert Swan, of the Winthrop School, made an interesting address, in which he claimed that sewing, which had been successfully introduced in his school a number of years ago, was very beneficial to the poorer classes. Mr. Swan also gave some excellent ideas on the subject of education, in which he claimed that scholars were too hard pushed with studies, and did not obtain a practical education such as was desirable for

the larger portion of them. Messrs. William T. Adams, Charles J. Morrill, and Hon. Alpheus Hardy, also advocated the measure as one beneficial to a larger portion of the pupils.

The New-England Association of School Superintendents held their semi-annual meeting at the City Hall, on Friday, Oct. 22d. In addition to the usual business, which was of unusual interest, definite plans were presented and discussed with reference to the representation of the school interests of New England at the Centennial. Report, too late for this issue, will appear next week.

The committee on Drawing have issued circulars proposing to open a free school for instruction in Drawing. This offers a rare opportunity to those who wish instruction in this important art. The number is limited to 50 for each teacher. The number registered to commence with is 30, and unless this number is obtained the committee will not be able to open the school. A school will be opened at the Dorchester High School building for Mechanical and Free-hand Drawing, as soon as pupils enough apply.

At a meeting of the school committee, held on Tuesday evening, 12th inst., the order to appoint Roland F. Alger temporary teacher of the Dorchester Everett School was lost, and Henry B. Miner was transferred from the Tileston School to the Dorchester Everett. We understand that hereafter there is to be no master at the Tileston School.

Miss Ellen H. Crehore, for many years a teacher in the Mather School, has been appointed on the school committee at Dedham, her native village. Mrs. Hawse, of Weymouth, formerly Miss Wood, now a member of the school committee of Weymouth, also served for several years as head assistant in the Mather School.

— The New-England College Association will meet at Amherst, next Wednesday. Harvard, Williams, Tufts, Amherst, Dartmouth, Brown, Yale, Trinity, and Wesleyan are each to be reprerented by their president and one member of the faculty.

— The expression "Taunton, good Lord," so frequently heard in the East, has an origin. It is told by the old settlers that in Colonial times, the postmaster of the village received a letter with this curious address:

"Fly to the place where the Pilgrims first landed,
The county of Bristol, where Philip commanded.
Taunton 'good Lord,' is the name of the place.
Samuel Wilber's the man that will pay for his fare,
He's a darn stout fellow and can run like a hare."

It suffices to say that the letter was not lost.

Berkshire County Teachers' Institute.—Professor Walton closed one of his successful institutes at South Adams, on the 15th inst. Some 90 teachers were present the first day, and 125 Thursday, representing nearly all of the towns of northern Berkshire and several of southern. Mrs. Walton gave a lesson on reading and elementary drawing to the primary teachers, Thursday forenoon, and E. A. Hubbard instructed a class in arithmetical and grammatical analysis. Professor Walton followed with primary arithmetic and physiology. In the afternoon Professor Dickinson expounded his mental philosophy before the whole institute, and gave a lesson in elementary object teaching, to which he applies the principles of his mental philosophy. Mrs. Walton gave another lesson in reading, and Professor Walton showed the value of the metric system, which he says will be an issue at the coming Centennial, and is sure to be adopted, sooner or later, by our country. The exercises opened with a lesson in composition, by Professor Dickinson, Friday forenoon, who also continued his object teaching. Mr. Hubbard gave an elementary language lesson, and Mrs. Walton read to the advanced teachers. Prof. B. W. Putnam, of Boston, who has been engaged, this week, at Pittsfield, gave an illustrated lesson in free-hand perspective, or model object-drawing. In the afternoon Professor Dickinson lectured on school organization, Mr. Walton gave another reading lesson, and Secretary White talked about school government, showing what the spirit of the teacher should be, and the ends of discipline in school. Mr. White also spoke in the evening to a large audience, on the State laws and duties of committees and communities. Mrs. Walton closed each evening session with select readings. The professor will open an institute at Orange, Wednesday evening, 20th inst.—*Springfield Republican.*

Rhode Island.

Providence.—The adjourned meeting of the town superintendents will be held on Monday next, the 25th inst., at the office of the commissioner of public schools. A full attendance is earnestly desired. Seven Evening Schools were opened on Monday evening, the 11th inst., with a Polytechnic School in Fountain street, and a school for Mechanical and Architectural Drawing in the Elm street school-house. The seven regular schools are designed for the benefit of those seeking instruction in the elementary branches, while the Polytechnic school will furnish tuition in higher arithmetic, algebra, geometry, trigonometry, English composition, bookkeeping, and literature.

Pawtucket.—The schools of this thriving town continue to overflow with children seeking an education. Although increased accommodations have been again and again provided, the committee were obliged at their late meeting to take steps to relieve two of the principal schools. Such a condition speaks well for the popularity of the instruction they afford.

Woonsocket.—The regular meeting of the school committee was held Oct. 11th. It was voted to exchange Sargent's Speller for Monroe's, provided it could be done without expense. It was also decided to open four evening schools.

High School-house Burned.—About 2.30 a. m., October 17th, the High School-house, situated on School Hill, was discovered to be in flames. The fire department was promptly on hand, but owing to the difficulty in getting water, the flames had complete mastery before any streams could be put upon them, and the structure is an entire loss, a few blackened walls only being left of the school-house of yesterday. The house was built some twenty-five years ago, was of wood some 40 x 80, two stories and basement, containing three school rooms—the high, grammar, and intermediate—and seated some two humdred and fifty scholars. It was well fitted and furnished, and in every way adapted to its purpose. The loss on the building must be nearly $18,000; on chemical and philosophical apparatus and library, some $1,000 more, and on the three pianos $1,000. Insured in Providence and Pawtucket offices for $7,000. There was a large geological and mineral cabinet, accumulated since the erection of the building, of which no estimate can be made in figures. The teachers lose largely in books, etc. The schools, which are in the midst of a term, will have to seek new quarters. It was the work of an incendiary.

Newport.—The usual monthly meeting of the school committee was held October 12th. The superintendent made his report as follows: Attending Rogers High School, 110; grammar schools, 426; intermediate, 323; primaries, 606; total, 1,465. The superintendent found it necessary to open a new fourth grammar to relieve the pressure on that grade, and also reported for the relief of the lower primaries. The average number of scholars to a teacher in the upper grades is 41; and in the lower primary grades there are upwards of 56. The chairman of the committee on the Rogers High School made a report on this school, and spoke especially of the lack of time on the part of the teachers to do full justice to the classes and all the studies, and recommended the engagement of another assistant teacher. The sub-committee on teachers have since determined to employ an additional teacher, and accordingly the superintendent of schools has advertised for a teacher immediately. He must be a college graduate and, is to have charge of the Classical department. The salary is $1,000 per annum.

Westerly.—Dr. J. W. Gorham is giving weekly readings from Shakespeare and Dickens, with introductory lectures, in the hall of the Elm street school. These are gratuitous to the teachers, members of the High School, and the older pupils of the lower schools, and are well patronized by the citizens. Every New-England village ought to follow the Doctor's example, then our young folks would get some ideas of a subject on which too many are ignorant.

Connecticut.

The Episcopal Academy of Connecticut. — [*Note.*—For the facts relating to this institution, acknowledgment is due to Rev. Dr. Beardsley, of New Haven, the historian of the Episcopal church in Connecticut, and a former principal of the academy.]

This is one of the oldest academies in the State. In 1792 the Episcopal clergymen of the State, assembled in Convocation, passed a vote calling attention to the project of establishing such an institution. Two years later the Convention of the diocese appointed a committee to address the members of the Episcopal church in Connecticut, on the importance of the subject, and to present a plan of the Academy, with subscription papers, for the purpose of raising a sufficient fund. The next year, 1795, Cheshire was selected as the site of the academy. Liberal contributions having been made for its establishment by citizens of that town, the corner-stone of the original building,—still in use, — was laid April 28th, 1796, and in the autumn of that year the completed edifice was conveyed to the trustees. The first principal of the academy, chosen the same year, was Rev. John Bowden. He was the son of a British army officer, and was born in Ireland, but educated in this country at the College of New Jersey, and King's (now Columbia) College graduating at the latter institution in 1772.

The intention of the founders of the academy was that it should become, in due time, a college, or rather a university. The principal was authorized, on certain conditions, to procure a competent lecturer on Theology, Law, and Medicine. There are books now in the Academy library, the gifts of private individuals, inscribed, "For the Seabury College, in Connecticut." In 1801 the legislature of the State passed an act incorporating "The Trustees of the Episcopal Academy of Connecticut." Efforts made in 1798–9 had resulted in securing about $3,000 as the nucleus of a permanent fund. In 1802 a lottery was granted by the legislature to increase the fund, the net proceeds of which were about $12,000. In the early part of that year, Dr. Bowden resigned the principalship, having been chosen professor in Columbia College. The number of students in the academy while under his charge had generally been about 60.

The second principal was Rev. Dr. William Smith, who was born and educated in Scotland. Though he possessed good abilities and scholarship, he proved to be unfitted for his new position, and the academy, which had prospered under his predecessor, speedily declined, till his resignation was accepted in 1806.

His successor was Rev. Tillotson Bronson (Yale, 1786), who continued in charge of the institution till his death, in 1826. Under his judicious management prosperity returned, and the number of students increased sometimes to as many as 90 in a year. A Theological department was created, in which several young men completed their studies preparatory for the ministry, while still larger numbers were fitted for college. In 1819 Dr. Bronson reported that the average number of students since his appointment had been about 60, the number ranging from 36 to 90. In 1804, 1810, and at other times, application was made to the legislature for authority to confer degrees; in other words, for a college charter. But this was not granted. The chartering of Washington (now Trinity) College, at Hartford, in 1823, took away all occasion for similar application.

The loss of a part of the fund by the failure of a bank, in 1828, crippled the academy, and the death of Dr. Bronson, the next year, left it without a principal. For the next ten years it had a precarious existence. Temporary principals were appointed, but remained for short periods, and the academy was virtually closed from 1826 to 1829. Rev. C. F. Crusè took charge of it in the latter year, and became principal in 1831, but soon withdrew. The next year Rev. Dr. Bethel Judd (Yale, 1797), was appointed to succeed him. He attempted to introduce the "manual labor system," for rendering the school self-supporting. Failing in this, he retired in 1835.

In 1836, the selection of Rev. C. Magoun (Yale, 1826) brought new vigor to the institution, which speedily became more prosperous the number of pupils the first year, ranging from 50 to 60. He was removed by death in 1838, and Rev. E. E. Beardsley (Trinity, 1832) succeeded him. The academy continued to thrive under his charge till his resignation in 1844, and under his successor, Rev. S. B. Paddock (Yale, 1820), from 1844 to 1851. Since that time the principals have been Rev. Hilliard Bryant (temporary), Rev. Edward Ballard (A.M., Dartmouth, 1827), and Rev. Dr. S. J. Horton (Trinity, 1843), now at the head of the institution. The growth of the academy in the last few years, under Dr. Horton's care, has been particularly gratifying. There are now four large buildings, and the number of scholars is sometimes nearly 150 in a year. Several teachers are constantly employed. The military system of drill and training was adopted several years ago. The courses of study are those usually found in a first-class academy. Of the pupils present last year about three-fifths were residents of Connecticut, the remainder coming from twelve or fourteen different States.

— The committee on amending the orthography of public documents, referred to in the last number of this journal, have not yet held any session. The chairman of the committee is a grandson of Noah Webster, who did not fear to propose innovation in his day.

— The inauguration of Dr. Foss will occur October 26, not October 20.

Colleges.

Harvard. — Regarding the proposed witddrawal of Harvard and Yale from the Intercollegiate Rowing Association, no official action has as yet been taken and the matter is only a source of conjecture, and nothing definite can be stated as to its probability. The meeting between the two captains was unofficial, and their conference was only an expression of private opinions on the matter. A return to the old system of an annual regatta between the two universities would doubtless suit the men of both colleges, if both could honorably withdraw from the Association. The attendance at the races would be more of a partisan character, the interest and enthusiasm being centred on two crews instead of distributed over a dozen, and the good old days of Worcester and Lake Quinsigamond would doubtless be heartily welcomed. Coxswains could then be used, and a change to four would be the result. The club crews of both colleges could participate as an added means of attraction, and were it not for the difficulty of withdrawing from the Association the plan would perhaps be adopted at once. . . . Voluntary recitations have been voted for the seniors by the faculty, but members of the class are obliged to report at some one recitation within every two weeks' interval or incur the penalty of a Public, and all the required work of the year will be expected at the examinations. . . . The new theatrum of Memorial Hall is fast approaching completion, and will undoubtedly be ready for use by the time the present senior class require it for their commencement exercises. The height of the new addition will be about 80 feet. At the base of the seven piers which extend from the walls outside the building are the heads in bas-relief of Cicero, Demosthenes, Bossuet, Chrysostom, Burke, Chatham, and Webster. The auditorium will, when completed, seat about two thousand. The balcony of Memorial Hall proper is filled each night, at the half-past five dinner of the undergraduates, by spectators, the largest part being ladies. . . . The following new members of the faculty have been appointed: Mr. C. E. Norton, assistant-professor in Fine Arts; Mr. G. L. Goodale, assistant-professor in Botany; Mr. G. R. Briggs, assistant-tutor in Mathematics; Mr. W. E. Story, tutor in Mathematics;

Mr. R. W. Wilson, tutor in Physics; Mr. A. W. Gould, tutor in Classics. . . . The secretary of the foot-ball eleven has received a communication from Canada, inviting Harvard to arrange for an international foot-ball contest. The prospects of the base-ball nine for the coming season are very favorable: White, '73, and Thorpe, '70, will occupy positions, the former as catcher and the other as left field. Mr. A. P. Loring, '78, was elected captain of the nine at the recent meeting, by acclamation; Mr. H. C. Ernst, president; Mr. A. H. Latham, secretary; Mr. Wm. Mason, treasurer; and Mr. C. S. Eaton, scorer. . . . The following Boylston prizes in Elocution have been awarded: First, to J. V. Botume and T. C. Williams, of the present senior class; second, to Lester W. Clark and Wm. H. Holman, of the graduating class of '75, and A. A. Wheeler, of the present senior class. . . . A match game of foot-ball will be played between the Harvard eleven and an eleven from Tufts College, on Wednesday, the 20th inst., on the grounds of the latter.

YALE. — Professor Packard will deliver a lecture to the junior class every Monday morning during the term, in place of the usual recitation. . . . The marriage of Prof. A. W. Wright to the oldest daughter of Professor Silliman was celebrated Wednesday, the 6th. . . . The Yale nine beat the Rose Hills, of Waterbury, in base-ball, the 9th, by a score of 22 to 1; but were defeated by the New Havens, on the 13th, by a score of 2 to 4.

— The Choral Society of Middlebury College, composed of citizens as well as students, has entered upon a new year of its existence by the election of its officers: Professor Higley, as always, being conductor.

— The School of Oratory of Boston University opened last Thursday, Oct. 14th, with a handsome increase over last year. Several new colleges and States are represented, and with its enlarged accommodations the prospects for the school are most encouraging. The whole number of students now in attendance in the university, in its different colleges and schools, is about six hundred, upwards of a hundred more than at any time last year.

New Publications.

MACMILLAN'S READING BOOKS. For the new English Code. Books I, II, III, IV, V, VI. London: Macmillan & Company, 1875.

We are glad to get hold of an English school-book, to see by what means the boys and girls across the water are taught, and to learn the ideas of those who set themselves up as their teachers. This time we have a reading-book, and as it comes from the house of Macmillan, in its publication it must be as good a one as the country affords. The author or compiler we don't know, as his name does not appear in the book. It is a graded series, and there are six books with light, flexible covers, and the little one is so small that we had nearly lost it on our table. It is called a Primer, contains forty pages, and costs in London *2d.*

This is not a picture-book; in fact, there is not a pictorial illustration in either of the six books. Good so far. The alphabet, in capitals, small capitals, script capitals and small letters, comes first; followed by single vowels, combined with consonants, as ba, be, bi, bo, bu, by, pa, pe, pi, po, pu, py, etc., with the words baby, bab, bib, etc., occupying the first pages. In the succeeding seven lessons each of the consonants is made to ply its musical accompaniment with the vowel sounds, after the style of our childish days. Then the double consonants pay their respects to the vowel sounds, and the lessons enforce the moral involved in the text, which the skilled teacher must expand to the tyro in pinafores. Thus much for the technical part of reading and the drill upon vowel and consonant sounds, singly and in combination, through the medium of the monosyllabaic sentences, like,—"The man in the shop has a red hat;" "There is a wren on the top of the log," etc.

With Book I. we are not a bit pleased. We have no patience with a system of instruction which puts little children into the most intricate and difficult problem of language at the outset, namely, the matter of the sounds of letters, either alone or in combination, as a matter of direct study. Give the children the sentences which contain pure, simple, and intelligent thoughts, and teach them how to express those thoughts by a proper pronunciation of the words, and a natural expression of the sentiment, and you have done much to interest the child in style and expression. The robin and the lark never stopped to analyze one of their songs, into the a-b-c of musical language; neither should a child be required so to do at the outset. When he has the tongue at his command, and the words well mastered, then he may, if you please, be taught that *a* has four sounds, that *e* has two, and so on; and that the power of the consonants vary with the position and combination of words.

We see no objection to placing this little book at the end of the series. Would the author like us to tell him what to do with the Primer? Put it into the hands of the older pupils or, give it to a little child to use as he thinks best, either in play or study with his younger brother or sisters. Oh, the sins of teachers with primers! Who will ever forget the drawling speech, the listless manner, and the silly nonsense of the primer class, presided over, maybe by the graduate of a university! And all this perpetuated through generations, the first legacy of stupidity which the child receives to blunt his otherwise quick and receptive faculties.

Book No. II. is just the thing for beginners in reading. It contains fine stories for children, written in the best style, by Mrs. Barbauld, Miss Edgeworth, E. A. Abbott, May Lamb, Mrs. Mercet, and others, with poetry by Sara Coleman, Jane Taylor, Mary Howell. How the little folks love the bright, cheerful tone of the friends who love them, and who know how to write for them. A reading-book made of such pieces as find the want in the child's mind and heart, and fill it, is truly the work of an inspired writer.

Nos. III., IV., and V. are model readers, made up of passages from the writings of the best English authors; and as teachers of style, as well as thought, they excel chiefly, as the compiler says, in the following points: First, they tell us just what they mean, nothing more nor less; second, they never leave us doubtful as to anything we ought to know in order to understand them; third, they are careful never to use a word unless it is necessary; fourth, when they rouse our feelings, they do so, not that they may merely excite or amuse us, but that they make us sympathize more fully with what they have to tell.

Book VI. is intended for higher classes, and is a compend of English literature. By the extracts, which represent the chief English authors in verse and prose, we may obtain a connected view of our literature and its growth. As this should be the aim of all first-class readers, we can but welcome a text-book which opens the way and introduces pupils to the authors as well as their works. From Chaucer to Froude, the authors are presented through the best selections from their writings, and through these, as we may hope, to the well-filled volumes of their literary works.

A NEW GERMAN GRAMMAR FOR BEGINNERS.—It is no rare pleasure in this country to take up a new grammar of French or German; nor is it exceptional to find one which is in some way or other an improvement of the predecessor. And one cannot help admiring the book-makers and the book-buyers, their industry, their enthusiasm, their aggressiveness, their liberality. Even those to whom Frenchmen and Germans are foreigners and aliens cannot help knowing something about Ahn and Otto, and Ollendorf and Woodbury—about the Putnams, Appletons, Holt and Steiger. The ranks of the latter as publishers of foreign school-books have now been joined once more by the esteemed house of J. B. Lippincott & Co., of Philadelphia, and the names of German school-book writers has been increased by those of two Messrs. Schmitz—J. Adolph, of Wooster, O., and Hermann J., of Stamford. Ct. Their German grammar of 292 pages, in the usual 12mo style, is, of course, printed on strong white paper, in large and respectable type; the binding is serviceable, and presents quite a contrast in color, one copy at least appearing brown and indigo. The name Schmitz will be remembered with pleasure by almost all English students of classical Rome, and may assist this little grammar into general notice. It is pleasing, also, to observe the progress of German students in the good old State of Ohio; for, to say the truth, some of her children have sinned more against the laws of honest German than against those of honest finance, and it is difficult to find out where the noble speech of Lessing, Jacob Grimm, and Alexander von Humboldt is treated with more disrespect, in Ohio or in Pennsylvania. That Anglo-Americans should fail in having just and fair ideas of German is pardonable, and in the Middle States rather natural; but that German Americans should persist in taking all vitality out of a living and fertile language—their own language—is unpardonable and unnatural. Every honest attempt to restore the well of pure German undefiled, especially in a commonwealth like Ohio, is a public benefit, and one entitled to respeet and encouragement. I heartily recommend the German grammar of the Messrs. Schmitz for general use in private, grammar, and high schools, and would encourage the authors to the whole of my ability. Their work might be introduced at once in all the schools of Ohio, except the higher institutions in the two or three largest cities. For these the grammar is not intended; nor is it accurate enough for those accustomed to exact authors. The educational, linguistic, and scientific value is not greater than Otto's, and in some respects smaller. Only one index is given, but that is good. Among the compound consonants on page 20, *pf* is given; but on the 22d page is found Schoep-fung. The latter is certainly not right. To say that German *a* ever sounds as in *lad*, is wrong; the authors might substitute sharp or hard. The first vowel in Rebe does not sound as is indicated, but like *ei* in their. *O* in *oft*, *Kommen*, *Nonne*, never has the vowel-sound of *no* or *bolster*, nor that of *hot* or *shot*, but that of *o* as heard sometimes in *opinion*, and, erroneously, in *only*. *U* in *Pudel* does not sound like *oo* in book, but like *oo* in *doom*. After *g* the *u* must never be pronounced as in English, but like the *w* so well described in Sec. 37. *Y* is very often pronounced like long *ue*, especially in all Greek words, such as Lyra, Lydien. In fact, all the rules on pronunciation are of value only to the tyro, and of no help to the student. But the notes on *oe* and *ue* are capital, and, I think, new, unless they were suggested by Heyse. Persons wishing to pronounce German respectably should not fail to study Nagel, Guttmann, and Benedix, especially Guttmann; and advanced students should read Bruecke, Haldeman, Ellis, Merkel, and Weiss. The distinction between Prinz and Fuerst is given correctly on page 47. It is quite refreshing to find the forms *ihr liebt*, and not *ihr liebet*, on p. 58. Sec. 92 is very happy. When it is added that in German conversation the imperfect is used for the perfect, and *vice versa*, it should have been added that only inaccurate usage does so; and I will add that the Germans in America excel in using the imperfect instead of the perfect. Even the better class of journals in New York and St. Louis are guilty of this Americanism. It should be stated, also, that the book contains a German and English vocabulary, and may be finished before any other is purchased. A tasteful teacher may safely introduce it to an elementary class, and spend a whole year in using it. The work of the authors and publishers is very creditable, and will prove highly satisfactory in the hands of good teachers and classes.

LITERARY NOTES.

— Estes & Laureat, Boston, will publish next week the Life and Works of Count Rumford, in five large octavo volumes. They have just issued Part I of the "Picturesque World," which promises to be the finest artistic work ever published in this country.

— D. Appleton & Co. have issued, this week, another volume of their International Scientific Series. The author is Professor Jevons, whose work on Logic has become widely known in this country. It is entitled "Money and the Mechanism of Exchange." A very timely book.

— Harper & Brothers issue this week another volume of Talmadge's sermons, entitled "Every Day Religion."

— The new edition of Hawthorne's work in the style of "Little Classics" cannot but be popular with every one. "The Scarlet Letter" is the first issued.

— Valpoy, Angell & Co., Providence, R. I., have just issued "Time and Labor Saving Tables," for computing the wages of mechanics and laborers.

— Rev. J. P. Newman, D.D., has completed his book on foreign travels made by him as inspector of consulates. Harper & Bros. will publish it.

— *The Nation* has swallowed the *Golden Age*. None but snakes will swallow toads. What other paper could take into its stomach such a toad as this?

— John Church & Co. have just issued a new singing book for singing classes and conventions, entitled "The Choice."

— Sheldon & Co. will soon issue the second volume of "Our Poetical Favorites," by Prof. Kendrick, of Rochester University.

— Joseph H. Coates & Co., Philadelphia, have in press, by arrangement, "Lectures Delivered in America in 1874," by the late Canon Kingsley, soon to be published in England. The lectures are in one 12mo volume, edited by Mrs. Kingsley, and dedicated "To Cyrus Field, J. A. C. Gray, and all those valued American friends who welcomed my husband to their country, and through whose generous kindness he was enabled in the last year of his life to realize the dreams of his youth, by the sight, not only of the Eastern States and cities, but of the far West, the Rocky Mountains, and the valley of the Yosemite, I dedicate these lectures with deepest gratitude. *In Memoriam*, FANNY E. KINGSLEY, Byfleet, August, 1875."

LIST OF BOOKS JUST PUBLISHED.

[The prices in this list are for cloth lettered, unless otherwise indicated. Imported books are marked with an asterisk: authors' and subscription books, or books published at net prices, with two asterisks.]

Prose Quotations from Socrates to Macaulay. With Indexes. Authors, 544; Subjects, 571; Quotations, 8810. By S. Austin Alibone, author of "A Critical Dictionary of English Literature and British and American Authors," etc. 8vo, pp. 761. $5.00; gilt, $6.00; hf. clf., $8; Tky. ant., $10.

The Native Races of the Pacific States of North America. By Hubert Howe Bancroft. Vol. 4. Containing Antiquities. Profusely illustrated by maps and engravings. 8vo, $5.50; sheep, $6.50; half calf and half Russia, $8.00; full Russia, $12.00.

Origin and History of Life on our Planet. An Address by Vice-President J. W. Dawson before the American Association for the Advancement of Science, at Detroit, Mich., August, 1875. 8vo, pp. 26, paper, 20 cents.

The Works of Charles Dickens. Illustrated Gadshill edition. In 15 vols. Vol. 3: Nicholas Nickleby. Crown 8vo, $2 00.

Select Poems of Oliver Goldsmith. Edited, with Notes, by William J. Rolfe, A.M., formerly Head Haster of High School, Cambridge, Mass. With engravings Square 16mo, pp. 145, 90 cents.

The Works of Nathaniel Hawthorne, New popular edition. In 12 vols. Vol. 1: The Scarlet Letter. 24mo, $1.25.

The Might and Mirth of Literature. A Treatise on Figurative Language, in which upwards of 600 Writers are referred to, and 220 Figures illustrated. Embracing a complete Survey, on an entirely new Plan, of English and American Literature, interspersed with Historical Notices of the Progress of the Language. With Anecdotes of many of the Authors, and with Discussions of the Fundamental Principles of Criticism and of the Weapons of Oratory. By John Walker Vilant Macbeth. 12mo, pp. 542, $2.50

Select Dialogues of Plato. A new and literal Version, chiefly from the text of Stallbaum. By Henry Cary, M.A., Worcester College, Oxford. 12mo, pp. 551, $1.50.

Forty Years in the Turkish Empire; or, Memoirs of Rev. William Goodell, D.D., late Missionary of the A. B. C. F. M., at Constantinople. By his Son-in-Law, E. D. G. Prime. Small 8vo, pp. xii, 489, $2.50.

Charles Reade's Novels Illustrated Library edition. In 6 vols. Vol. 3: Never too Late to Mend; A Terrible Temptation. 12mo, $1.50.

Treatise on Politics as a Science. By Chas. Reemelin. 8vo, pp. vii., 186, $1.50.

The Waverly Novels. By Sir Walter Scott. Illustrated Melrose edition. In 13 vols. Vol. 3: Ivanhoe; The Talisman. Crown 8vo, $2.00.

Lectures to my Students. By Rev. C. H. Spurgeon, D.D. 12mo, $1.25.

Poems. By Alfred Tennyson. Illustrated Globe edition. 12mo, $1.75.

Handbook of Scripture Geography. Consisting of Sixteen Maps and Plans, with Historical and Geographical Questions and Answers on each Map. By Charles Thompson, Dunfermline. 16mo, pp. 128, 75 cents.

The Human Voice: Its Anatomy, Physiology, Pathology, Therapeutics, and Training. With rules of Order for Lyceums. By R. T. Trall, M.D. Illustrated 12mo, pp. 111, 75 cents: paper, 50 cents.

Vest-Pocket Series.—Vol. 1: Snow-Bound. By John G. Whittier. Illustrated. 24mo, 50 cents.

Discourses on Architecture. Translated from the French of Viollet-le-Duc, with Notes by Henry Van Brunt. Illustrated. 8vo, $8.00.

Ossian and the Clyde, Fingal in Ireland, Oscar in Iceland; or, Ossian Historical and Authentic. By P. Hatley Waddell, LL.D. With illustrations. 4to, pp. 418, $6.00.

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ANNOUNCEMENTS OF FORTHCOMING PUBLICATIONS.

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An Account of the Celebration Commemorative of the Centennial Anniversary of the Battle of Bunker Hill, June 17, 1875. With an Appendix containing a Survey of the Literature of Bunker Hill, with its Anteeedents and Results. Illustrated. 8vo, pp. 185. $2.00.

Publisher's Notes.

Our Offer to send the paper from October 1st, or date of receiving subscription, to Jan. 1st, 1876, for 50 cents, to any person, whose name was sent us by an old subscriber, has been generally accepted; so much so that the three issues, October 2, 9, and 16, are exhausted. We have printed an extra number this week, and shall now commence all this class of subscriptions from this date.

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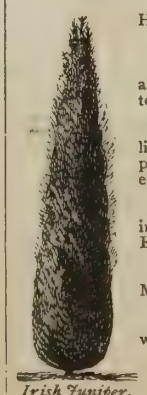
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A Poem.

Read at the Dedication of the Monument to John A. Andrew, at Hingham, Mass.

BY OLIVER WENDELL HOLMES.

Behold the shape our eyes have known
Once more in changeless stone;
So looked in mortal face and form,
Our guide through peril's deadly storm.

But hushed the beating heart we knew—
That heart so tender, brave, and true;
Firm as the rooted mountain rock;
Pure as the quarry's whitest block.

Not his, beneath the blood-red star,
To win the soldier's envied scar.
Unarmed, he battled for the right
In duty's never-ending fight.

Unconquered, with unslumbering eye,
Faith such as bids the martyr die.
The Prophet's glance, the Master's hand,
To mould the work his foresight planned.

These were his gifts, what Heaven had lent,
For Justice, Mercy, Truth, he spent,
First to avenge the traitorous blow,
And first to lift the vanquished foe.

Lo! thus he stood in danger's strait,
The pilot of the pilgrim State;
Too large his fame for her alone,
A nation claims him as her own.

What Next in the Common School?

BY REV. A. D. MAYO, A.M.

[Read before the American Institute of Instruction, at Providence, July 9th.]

No "American institute of instruction" should assemble without a careful overlook of the American common school. For, after all good things possible have been said for the academy and the university, the American people will be educated chiefly in schools free to all comers. The clever argumentation alike of the college presidents, the leaders of social caste, and the new theological dignitaries against the people's resolve concerning free education, strikes upon the ear like the retreating echoes of a battle fought and won in a distant past. The only educational question really before the country, to-day, is: The fit organization of free instruction for the whole people. How shall we select, condense, adjust to each other, the various agencies now on the ground, that the whole field of educational opportunity may become most accessible to every American boy and girl?

A body of educators like the membership of this association does not require a preliminary discussion of facts or details of organization. I shall assume the knowledge of the former, and touch briefly on the latter. My aim, to-day, is to present what I regard the three essential steps in the final organization of the American system of instruction for the whole people. These will appear to be: First, the consolidation of our agencies for elementary instruction. Second, the professional training of teachers. Third, the supplementing the tax for higher education by private beneficence.

PLANS FOR PRIMARY EDUCATION INADEQUATE.

First: We are confronted with the fact that our national arrangements for primary or elementary education are inadequate to the needs of the masses that desire such instruction. A glance over the whole Union reveals the fact that the vast majority of the people, now, can be induced to send their children to school for a period not exceeding five or six years. It would probably be found, on a wide observation and a careful estimate, a liberal statement, that a great majority of American school children, with due allowance for interruptions of all sorts, do not attend any school more than five years of their life. A comparatively small number of children, even in our more cultivated States, are found in school after the age of fourteen; while in our great cities, and the vast regions of the South and the West, the child that is kept at his books till the age of twelve, has a "liberal education." The first, and indescribably the most important thing to be done next is to grapple with this question of the proper organization of elementary education. It is a practical question, quite independent of abstract theories of culture. Given the two facts, that the vast majority of American children cannot be kept in school more than five or six years, and that these children will hold the fate of the republic in their hands in twenty years, how can we in the most effective and economical manner deal with them in school?

THE PEOPLE'S SCHOOL.

What we want first, is a new course of study, or a model school, wisely adapted to the education of the vast majority of American children who can only be kept at their books five or six years. And this means nothing less than a reorganization of our entire system of elementary education, for city and country, so that the American elementary school shall be an institution complete in itself; not a lifeless limb of a lofty tree, shorn away from the trunk; but a true people's school, sustained with the definite purpose of doing the best with the myriad of children who with difficulty can be kept within its walls till the period of graduation. Of course I do not urge that the present graded-school system shall be destroyed, or that the needs of the minority, who will walk the whole twelve years' course from the primary through the high school, be in any way disregarded. I only state the growing conviction of thoughtful men in all professions, no less than eminent educators, that this mighty army of children, who can come to the national feast of knowledge but five or six years, shall first be provided for; sit at the first table, be waited upon by the best trained servants, and served with food most carefully prepared to make good republican bone and muscle and blood. This is the first point on which the wisdom of the most eminent educators, reënforced by the practical experience of the ablest men in all professions, should concentrate; the organization of the model American five or six-year school; at once the elementary school and the college of nine-tenths of the children of the republic for the next twenty years. This is not to be, in its organization, a cast-iron, but a flexible institution. It is not to be constructed on any theory of caste education. It is simply a necessity of our present circumstances. Could such a school be put well on its legs in country and city, from Maine to California, we might hope to plant in the souls of the coming generation the seeds of an education that would fit them for the tremendous emergencies of the republic, in the opening years of its second century.

Such a people's elementary school would include both the sexes in similar methods and equal opportunities. Coëducation, before the age of twelve, in public schools, must be the accepted national method; indeed, most of the objections to this feature of our public education come in after the period when the masses of American children are finally outside the school-house. It must secure the best possible care of the physical health of children. I believe the New-England practice of forcing infants of five — once it was four — years of age into the crowded public schools, a perilous mistake; and greatly prefer the western limit of six years as the beginning of school life. I have little expectation that the kindergarten will be adopted as a portion of the common school. Its best methods and suggestions will be taken up into the elementary school; but the American republican idea is that the best place for a child, before the age of six years, is its own home. The mothers in America have some rights the schoolmistress is bound to respect. They need the education of caring for their little ones in the family, far more than the children need the "Kindergartner" as a public functionary.

INDUSTRIAL TEACHING.

This school will make short shrift of the impracticable notion of educating children, under twelve, to "industrial pursuits." Possibly a little time may profitably be given to the instruction of young girls in sewing. But the proposition to use the time of children whose only opportunity of school culture is five or six years, in fitting them for an imaginary "station in life," will not be accepted. If we can awaken the mind, the heart, the imagination of the child; put into his soul the first elements of knowledge, and into his hands the golden clew to guide him on his way toward the real education of American citizenship, we can safely leave him with Providence and American society to determine his final status in the social scale. Little Michael may be found, in twenty-five years, making laws for the wise men who desired to fit him to carry a hod; and Bridget may preside in a palace, spite of the efforts of anxious, high-born ladies to educate her to be a servant. All things well taught in such a school will lay the foundation of practical life. The moral precepts, there inculcated, will enforce the duty of "doing what the hands find to do with all the might," and teach the growing youth "in whatsoever lot he may be found, to be content." But education of classes of people for imagined stations in life is not in the line of our republican precedents.

A GOOD BEGINNING.

The mental training of the school will aim to awaken the mind and impart the primary element of an English education, by the most approved methods. And when we consider what a wondrous change has come over methods of primary instruction, since the old days of the "a-b abs" and the dunce-block, we can understand there will be time in such a school for the thorough elementary training in all the branches of knowledge that can be well apprehended before the age of twelve. It will be possible to set the average American child well on the way toward becoming a good reader, speller, and writer; to open to him the significance of his own language, geography, natural science, and arith-

metic; to teach him somewhat of the art of expression; to stir up a desire for history, especially to fill his soul with a patriotic glow fed by such events and principles of American history as can be communicated in a natural way. But the chief aim will be to awaken the love of knowledge and train him to the use of his mental faculties. Once started on the right way, the whole world of our new culture is open before the American child. If you are going to Boston from Providence, one step on the right road is better than a year's journey in the opposite direction. Many a child in a good elementary school has made a better beginning toward a good education than the graduate of the university, who has spent years in driving out his better human nature with a pitchfork under the magnificent name of the "higher culture."

This school will hold itself bound to attempt the awaking and direction of the imagination; music, gymnastics, and drawing, in their simpler elements, will be as surely a part of the curriculum of study as the sunshine is a part of the day. To say nothing of the practical importance of such accurate training of the eye, the hand, and the voice, as these studies imply, the school of which they are a vital part differs from the ultra practical school where they are not, as a summer afternoon in the valley of the Connecticut differs from a morning of east wind and March fog in the labyrinth of old Boston. The spiritual atmosphere in which children study is as essential as the air which they breathe; and the best use of these esthetic studies in the elementary school is the coloring they give to life in the school-house. In this direction, the architect and the artist will coöperate in an improved elementary school-house, adapted to the wants of American youth.

CHRISTIAN CULTURE.

This elementary seminary of the American people will be neither a subsidized parochial school, taught by an ecclesiastical "sisterhood" and haunted by the parish priest, nor a thin-blooded "secular" organization, constructed on the theory that it is an open question whether young America has a spiritual, immortal soul, is a child of Almighty God and a vital member of the human race. Both these extremes of a sectarian molding and a stolid ignoring of the moral and religious side of man, in the school-room, will be repudiated by the common sense of the republic. The key-note of moral training in public schools was struck by our New-England fathers, in their organization of the unsectarian common school, where the fundamental principles of the Christian religion are implied; Christian morals taught by daily precept and embodied by a wise discipline; enforced by the judicious use of the holy Bible and unsectarian religious literature arranged in the school readers. Such instruction may swing over into sectarian abuses, now and then; but the people can be trusted to suppress the abuse. It may, now and then, tread on the corns of an over-sensitive sectarian conscience; but, on the whole, it is better the sectarian conscience should cut its corns, than leave the American common school to ignore the most vital element in human culture,—the moral character of the scholar. Especially will the children in this school be trained in the essential precepts of public morality;—a branch of "religious instruction," if we may judge by late developments, sadly neglected by many of those lofty ecclesiastics who announce themselves as the infallible spiritual guides of the people.

NO FOREIGN TONGUES.

This people's elementary college will give instruction exclusively in the English language. The attempt to combine any foreign tongue with the language of the country, in primary American education, will only result in a general muddle of the infant mind. I know all the arguments for cosmopolitan education at the public expense; and have watched the effect of the most complete system of this sort of instruction in the public schools of a great city, and I never believed so little in it as to-day. And, with due respect to our citizens of foreign birth, I would suggest, that, if this republic welcomes a French or German family to the magnificent opportunities of republican life, it is a little ungracious in the parents of that household to demand, as a natural right, the public education of its children in the language of a country it has forever abandoned. We shall spend a good deal of money foolishly in this attempt to conciliate political demagogues of foreign birth, as we shall waste as much more in trying to placate the infallible priesthoods of old-world sects; but, in the end, the English language will be the tongue of the elementary American school.

Such an elementary school, with a wise course of study and a flexible organization, will inaugurate a new era in the education of the American people. It can be taken in a carpet-bag and set up in a log-cabin in Alabama or Oregon; it can be expanded to the grandest proportions in the metropolitan city. It will supplant the diffusive and nerveless mental fumbling in the country district school in all the States. It will be the greatest achievement of American educational genius; for it cannot be copied from Germany or Great Britain or Canada. The man, or the body of men, that works in this direction most effectively, will lead the van in the crusade against ignorance in the new republic. It will not come all at once. But all things are drifting that way; and the sooner such an American elementary school is on the ground and at work, will the reconstruction of the republic become an accomplished fact.

THE TEACHER A PROFESSIONAL CHARACTER.

The second "next step," in the organization of our common school, is the conversion of our elementary school teacher from an amateur to a professional character. The most dangerous fault of our national education is the frightful incompetency of multitudes of the the teachers. Our present army of public school servants is scarcely able to handle the primitive machinery now on the ground; and the attempt to work such a national elementary school as I have suggested, with them, would be equivalent to the proposition to open a new metropolitan hotel with servants drafted from a Southern plantation. The country schools are now the greatest sufferers from this wholesale incompetency of their instruction. These schools, where the children are most favorably placed for a natural method of handling, are too often at the mercy of any young woman who will consent to work for the scanty salary of the country school-mistress. The waste of time in these schools, from sheer pedagogic incapacity, to say nothing of the abuse of the physical and spiritual nature of the children, can only be estimated by one whose duty it is to examine them, over a wide region and in all parts of the country.

UNTRAINED TEACHERS.

A great deal of the evil of over-study, cramming, and consequent destruction to the health of American children, in the city schools, is not due to the courses of study, or amount of work assigned to the pupil; but chiefly to the blundering incapacity of the teachers. I believe, with skilled labor in the teacher's desk, most of our present courses of study are not too difficult for the average powers of the children, although they are sometimes a terrible drag upon the superior minds that are compelled to mince their mental steps to keep in rank at the average rate of progress. But these, often admirable courses of study, compiled from the best results of American and European experience, are too often so muddled and turned to a destructive routine, by the teachers of primary and grammar schools, that what should be a pair of wings becomes a pair of fetters to the helpless child. The partial failure of our improved methods is almost solely due to this great difficulty of putting our new wine into old bottles; the bottle is too often rent in the effort to hold the fermenting life within, and the new wine wasted. This is said in no spirit of censure or contempt of the multitudes of untrained American young women now teaching school. They have made prodigious efforts to fill the position into which the providential emergency of a revolutionary epoch has thrust them unprepared. Many of them, with all these disadvantages, have become the finest teachers of little children this world has seen.

Neither would we select the teachers of elementary schools as always the most striking examples of failure. Perhaps the most signal instances of incapacity in our public instruction are found among the young men; graduates of colleges; who, without even a day's experience in the profession, are so often placed in the responsible post of grammar or high-school master. Too often they are there only to earn the money to study a profession which already engrosses their best thoughts and leisure hours. They have probably witnessed, in the average college professor, the most blundering and ineffective of all methods of instruction. Their college diploma is a temptation to despise the valuable experience and superior consecration of the young women who serve, at a strange contrast of wages, under them. Nowhere is a thorough professional training more imperatively demanded than in the masters of our grammar and high schools; to say nothing of some who assume the lofty title of principal of a normal college.

TRAINING SCHOOLS.

This professional class of trained teachers must be chiefly formed in our elementary schools. It baffles the wisdom of an educational Solomon, to untangle the knots in the souls of children who have been vexed till the age of twelve by incompetent teachers; and the man or woman who can succeed with children up to that age commonly needs only a larger culture and experience to fill the professor's chair. In the present condition of affairs, our chief instrument is the training school for elementary teachers. In every town or village containing a high or superior grammar school, the girl-graduates can be carried through a year's course of instruction in methods of teaching, using an ordinary primary school for practice. The only essential condition of success is that the best teacher in the community shall be appointed to the most delicate post of principalship of that school. In due time our State normal schools will rise above the present annoying necessity of giving a year's academical instruction before their pupils come in sight of the work before them; and, with the addition of a complete practice department, will be able to furnish the fit persons to preside over these numerous training schools in towns and villages.

Already this good work is well begun. Its finest results are seen in the State of New York, and those portions of the West which still rely on New York for executive talent. The training school, as it is known in the most enlightened of our cities beyond the Hudson, is the greatest American invention yet in public school economy. Its complete establishment is still delayed in New England by the ignorant prejudice of large numbers of parents, against what they call "experimenting with their children." This prejudice, industriously fostered by a class of our present masters, will vanish on a fair trial of the system. The "experimenting" of which our New-England parents ought to be fearful is the sort established among us by time-honored usage; the annual shooting into our primary and grammar schools, of a multitude of young girl-teachers, not often with the culture of an ordinary high school, to blunder about among these little ones, treading on their souls, either without guidance or under the despotic control of men whose superintending power culminates in the ability to force work from incompetent workers.

INSTITUTE REFORM.

And along with this we need a reform in our county and State institutes and conventions, which could easily be made far more valuable in a professional way than at present. Especially should every corps of teachers, in city or country, be brought under a system of occasional instruction at home, by which the wisdom and skill of the superior workers, under the direction of superintendents or school committees, could be made

available for the improvement of all. And, in due time, I am confident that every American university will establish a department of instruction in which the fundamental principles of pedagogics, as expounded by the great masters of the noblest of human arts, will be handled by professors who "know of what they affirm."

HIGHER EDUCATION BY PRIVATE BENEFICENCE.

The final next step in the organization of American popular education will be the supplementing of the funds of our advanced public schools by private beneficence, thus giving to all such institutions a permanence they do not now possess. I do not propose to argue the right of the sovereign American people to tax itself for the support of a free system of education superior to the elementary training already described. If half that is claimed for that higher education is true, it is one of the prime necessities of our American order of society and government; and the general taxation for its support is not a hardship to any class. We may well leave this point where the judicial mind of Chief-Justice Shaw long ago placed it. The reasoning against the expediency of enforcing this right has its roots in an idea of society which destroys our entire system of American free instruction. There is no better test of the necessity of an American system of free higher instruction than the experience of the State of New York. For two hundred and fifty years that great commonwealth, the home of the most intensely aristocratical American tendencies, fought against the establishment of free high schools and colleges for girls and boys. The arguments against this, so popular, to-day, in the exclusive circles of New England, are the commonplaces of the old New-York objections to free high schools, gone to seed. The result is seen in the recent establishment of the free high and normal school for girls in the city of New York, as a public necessity in the education of teachers for the public schools; the best American system of State normal seminaries; and the admission of women to the Cornell University. The American people have decided that all the opportunity for culture shall be freely offered to every American youth; and the only question now up is the most economical and effective organization of such instruction.

But it is one thing to vote a great system of advanced schools on paper, and another thing to hold our community up to the taxation necessary to support a style of instruction that shall make them worthy exponents of the best popular advanced education. At present the whole upper region of our public education is languishing from indifferent support. A village high school, presided over by a third-rate amateur farmer, or broken-down clergyman, at the wages of a skilled mechanic; city high schools, mainly taught by advanced grammar-school teachers, at salaries that will not enable them to live in a respectable boarding-house and dress in seemly style; normal schools, whose teachers are paid at rates even less adequate, and sometimes forced to borrow money on pay-day to appease the washer-woman; State universities and technical schools, dependent on the whims of such legislatures as sometimes drift into the State house, for a hand-to-mouth existence; public libraries, meagerly supported, and a popular lecture system in ruins;—this is not the entertainment of the higher education, to which we were invited.

HIGH SCHOOL ENDOWMENTS.

The way out of this dilemma is found in an appeal to the people to re-inforce the public tax for the higher education, by additional private endowments for all classes of upper schools. And one of the most useful missions now would be a crusade through America, to persuade our men of wealth to endow these public institutions for higher education. A village high school can thus be placed on a foundation that will bring the best instruction home to the children of the most retired community. Our city high schools can thus be enabled to command the highest teaching talent be supplied with ample buildings, libraries, and apparatus; and encouraged to sustain courses of useful lectures on science, history, literature, for the public. The State normal schools, in this way alone, can become universities in the art of teaching; centers of life and power. The State universities will then no longer watch the election returns with a trembling apprehension, but will be able to outride political storms; and our public libraries would increase and multiply, till the best literature of the world would be accessible to every community.

I am aware of the stock arguments by which the agents of sectarian academies and feeble colleges resist such appropriation of private funds for public control. But after a careful observation of the results of private donations to such schools, especially in the Middle and Western States, during the past twenty years, I am satisfied that an average American community is a far safer depository for a fund consecrated to the free higher education of its own children, than any ordinary board of private directors. Could the history of the misappropriation, whimsical use, or utter waste of numberless collegiate, academical, or private funds through the new portion of our country, during the last two generations, be written out, it would startle our practical men of wealth, and they would hasten to place their benefactions where the whole people would be responsible for their control, and the whole community share in their use. And surely, if there can be any laudable ambition, it is to leave a name to a great, free, public school library or lectureship, that shall be a well of water springing up for the perennial refreshment of the whole people, through all the generations to come.

The Higher Education of the Schoolroom.

Teaching, as commonly looked upon, is a business—one of the most honorable, and perhaps least disagreeable, means of obtaining a livelihood. To a few, doubtless, the term always suggests the close relation of teacher and pupil—the accumulation and assimilation of ideas in the mind of the youthful seekers after knowledge; the development of thought and fancy; the growth of intellect and judgment. On the part of the teacher, the happy adaptation of the treasures of book-learning to the capacities of the scholar; the kindly yet rigid discipline of tasks calling for the exercise of memory; the judicious stimulation of dormant or immature mental faculties and energies.

But to how many does the moral element suggest itself? the more subtle, yet quite as effective, going out toward the pupil of the teacher's own character, by manner, by methods of instruction, by comment, correction, advice, or even occasional pleasantry? For pupils see farther than teachers think; farther, often, than they themselves know. Either consciously or unconsciously, they are continually quoting what Mr. A thinks, or Miss Z does: moulding themselves more or less after their estimate of their teacher. Particularly is this the case when the home of the child is the home of ignorance, and its influence ignoble, and there is in the child's heart a vague longing for and aspiration toward something better.

The preponderating influence in the formation of character in a majority of instances, is doubtless the home influence; but in the case of susceptible children how vastly is this modified both upon the street and in the schoolroom! When the direct, or indirect, moral instructions of the teacher are in the line of that of the parent, what a potent auxiliary the school-training becomes! and even when street and home are both against the teacher, the case is not wholly hopeless. A seed may now and then fall by the way-side, or in stony places, which a waiting Providence shall waft into ground all ready for its reception — "good" ground — where it shall spring up and bring forth abundantly. I contend, also, that where no positive fruit may be gathered, the influence of a high-minded, whole-souled, faithful teacher will act as an educator of the child's conscience, and remain there, a constant protest against gross forms of sin, perhaps to be transmitted afterwards as a permanent bias toward good in the child of the next generation: for I believe there are "inherited experiences" of good, as well as of evil.

The moral-power of the teacher's character and instructions, it has always seemed to me, has been underrated among Protestants. The spiritual guides of the Romish church, however, recognize it; for our teachers, as a rule, are prëeminently Christian and moral. Hence the solicitude of bishops and priests for the children of Roman Catholic parents, and their clamor for separate schools with teachers professing their own faith, whose instructions shall aim less at imparting to their pupils useful knowledge than at securing fidelity to the church. The influence of a Protestant teacher, who has a conscientious and loving interest in his charge, even though there be no distinctively religious teaching, is undoubtedly, at least in a negative manner, in favor of Protestant christianty; for, having inspired respect among his pupils for his character and attainments, an affectionate regard for his opinions follows as a matter of course. If, then, he state as a fact that liberty of conscience is an inalienable right of man, and that the freedom we to-day enjoy is the result of successive struggles for the maintenance of that right from the earliest dawn of civilization, his pupils will be apt to believe both his statement and the historical records which he brings to its support. Moreover, as they become more and more familiar with geography and the rudiments of the natural sciences, they will unconsciously condemn the attempted coercion of monarchies, and not only side with Galileo and the astronomers, but with the more modern scientists and reformers against the fiat of a tyrannical church. What is this but a blow at the infallibility of popes and the self-assumed authority of synods and councils? at the Romish church itself, which, awake to its danger from this fruitful source, under cover of an attack on the "sectarian" Bible in the schools, ambushes its movement against our common school system, and the moral significance of the facts of history and science, as disseminated by able, efficient, and conscientious educators? It is knowledge speaking with the authority of an honest, intelligent, enthusiastic, and affectionate personal interest, which it opposes — a power over against the arbitrary "Thou shalt," and "Thou shalt not" of ecclesiastical bulls and decrees, with their appended threatenings, anathemas, and excisions; a power destined to level to the ground the middle-age fortresses of ignorance and superstition, and flood the human mind with the glory of that revelation of His infinite wisdom and beneficence which God vouchsafes in Scripture and science.

Let us guard well this bulwark of our liberty, the common school; and let us be especially jealous of the moral character as well as intellectual attainments and administrative ability of its guardians; for the personal influence of instructors, and its bearing upon their instruction, cannot be over estimated. E. D. K.

An Insect in the Class Room.

BY ANNIE TOLMAN SMITH.

Captain Bryant, United States Superintendent of the Seal island, undertook the education of the native Aleutes. Their first want was the English language, but in supplying this an unexpected obstacle arose. Planted on an Arctic island, removed from the main land, they saw few objects, and their ideas partook of the limitations of their sight: hence a large proportion of our word were symbols of things never beheld by them and consequently inconceivable. The problem, so forcibly presented on this island, is one continually springing upon teachers, and with peculiar complications in girls' schools, particularly in the study of physics.

To girls the terms of science—of *elementary* science—are symbols of the unknown. The difference between the cases is merely that, while the Aleutes have nothing

to observe, girls seem to have no tendency to observation. They will gaze, wildly enthusiastic, upon a cabinet without marking a single characteristic of a single specimen. Their power of memorizing, combined with a wonderful passion for memorizing, makes it almost impossible to induce them to substitute an object for a text-book. How shall we lead back their mind to natural processes, in which sense-perceptions bear an important part, and reunite, in their education, nature and mental activity, now so long divorced?

I had lately a great desire to give a class in zoölogy a bias toward experimental study. They were young ladies who had taken the branch as a pastime, and would drop it the moment it proved irksome. It was mid-minter; we were absolutely destitute of material, and apparently removed from the possibility of procuring any. I had a tolerably good microscope, and managed to obtain a dead, dried, Cicada, which I brought into the class. Of the young ladies who had recited to me the day before, without blunder or hesitation, all the peculiarities of the divisions and sub-divisions of the animal kingdom, not one recognized the department to which this belonged.

I took off the lower ring, and in an instant the mystery of articulation flashed through the class; every stroke of the knife vivified the printed word; they saw the skeleton case, with its singular processes of filmy wings and jointed legs; they saw the gilt ocelli studding the head like a curious masonic sign, and the compound eyes in relief mounting; they saw the trachea piercing the segments at the sides—the significant index of a peculiar respiratory apparatus; and when the little subject was fairly laid open, they comprehended the single cavity forming so marked a contrast with the Vertebrates.

The specimen was more to them than a study in zoölogy, it was a text in natural religion; they caught from its markings some happy suggestions of fitness and delicacy in ornamentation; they comprehended from its revealings the true meaning of harmony and adaptation in organs.

This objective lesson was for every member of that class, the beginning of a new mental era. A volume could not have impressed upon them so forcibly the relations between observation and knowledge. It set nature and books in their true relative positions; the former as the great source of truth, the latter merely an auxiliary in its pursuit.

Every teacher of natural science who has allowed herself to break from the routine of text-book recitations will agree that a most important problem in modern education, is how to bring animated nature into girls' class rooms. To teachers watching anxiously for its solution, this single experience may give assurance that a very little material will produce large results; that we need neither wait for cabinets, nor covet Penikese, but wherever we can lay our hands upon the "unassuming commonplace of nature," there may we begin the work of practical instruction, leading through "Nature up to Nature's God."

— I do not know anything that more fascinates youth than what, for want of a better word, we may call brilliancy. Gradually, however, this peculiar kind of estimation changes very much. It is no longer those who are brilliant, those who affect to do the most with the least apparent pains and trouble, whom we are most inclined to admire. We come eventually to admire labor, and to respect it the more openly it is proclaimed by the laborious man to be the cause of his success, if he has any success to boast of. — Arthur Helps.

— The sure foundations of the state are laid in knowledge, not ignorance; and every sneer at education, at culture, at book-learning, which is the recorded wisdom of the experience of mankind, is the demagogue's sneer at intelligent liberty, inviting national degeneracy and ruin. —Geo. Wm. Curtis.

SCIENTIFIC.

Ocean-Circulation.

BY W. B. CARPENTER.

One of the principal objects of the "Challenger" expedition was to bring to the test of more extended observation the doctrine of a general oceanic circulation, sustained by difference of temperature alone, which had been suggested by the temperature-observations made in the previous "Porcupine" expeditions along the border of the Atlantic basin and in the Mediterranean.

It may be well for me to call to the recollection of my readers what was the state of scientific knowledge (or, as now it proves, of scientific ignorance) as regards the thermal condition of the deep sea, at the time when (in 1868) Professor Wyville Thomson and I explored the channel, of from five hundred to six hundred fathoms' depth, between the north of Scotland and the Faroe Islands.

The doctrine at that time current was, that whatever may be the temperature of the *surface* of the sea—this being dependent on the temperature of the air above it, except when the transporting action of a current brings a body either of warmer or of cooler water from a hotter or a cooler area—the temperature at any considerable depth is everywhere 39°; the thermometer progressively *falling* to that point from a surface-temperature of 75° or 80° as it sinks in the Equatorial sea, whilst it progressively *rises* to that point when sunk in either Polar ocean, after passing through the glacial surface-layer. And it was further believed that, between the Polar and the Equatorial seas, there is an isothermal band, in which the temperature of the ocean is 39° from the surface to the bottom. This doctrine appears to have originated with the French circumnavigator D'Urville; it was accepted by Sir James Ross, who supported it by the thermometric observations made during his Antarctic voyage; and, having received the stamp of Sir John Herschel's authority, it came to be generally adopted by physical geographers, not only in this country, but elsewhere — the lower temperatures occasionally recorded as having been obtained in deep soundings, being attributed to local "Polar currents."

The promulgators and advocates of this doctrine appear to have supposed that the action of Polar cold upon sea-water would be the same as that of an ordinary winter's frost upon the water of a pond or lake; first cooling down the whole of it to 39°, which is the temperature of greatest density of *fresh* water, and then cooling down the surface-layer alone until it freezes, this layer continuing to float upon the warmer water beneath, in virtue of the reduction of its specific gravity produced by its expansion as it cools from 39° to 32°. But it was long ago shown by Marcet, and afterwards more exactly by Despretz, that *sea*-water continues to contract, and therefore to become heavier (bulk for bulk) as its temperature is reduced from 39° to its freezing-point at 27° or lower. And it necessarily follows from this fact that the water of a *closed* Polar sea, when acted on by atmospheric cold, will have its temperature reduced below 30° Fahr., from its surface to its bottom; each surface-film becoming heavier as it is cooled, and descending until it meets with water as cold as itself. If, however, the Polar sea, instead of being closed, communicates with the general oceanic basin, it may be predicated as a physical necessity, that as the weight or *downward* pressure of a column of Polar water exceeds that of a column of Temperate or of Equatorial water of equal height, and as its *lateral* pressure has a corresponding excess in proportion to its depth, there must be a continual outflow of the deeper stratum of Polar water along the floor of any great ocean-basin accessible to it, towards the part where the elevation of temperature makes the column the lightest; whilst it might also be predicated that the reduction of level which this outflow be always tending to produce, will occasion a surface in draught into the Polar area, which can only be fed by a general movement of the upper stratum from the Equatorial portion of the basin. The warm water thus drawn into each Polar area, when subjected to the influence of atmospheric cold, will descend in its turn, and flow towards the Equator; and the two Polar flows, meeting at or near the line, will there tend to rise to the surface, to replace the upper stratum which has been draughted off from the Equatorial zone towards either Pole, and will be thus brought under the heating influence of the tropical sun.

Thus, I argued, a continual *vertical circulation* must be maintained in any great ocean-basin which ranges from the Equatorial zone to either Polar area; the constant opposition of temperature maintaining an as constant disturbance of equilibrium, so as to keep in continual though very slow movement (a "creeping flow" being the term I have applied to it) both the upper and the under strata of oceanic water. The *primum mobile* of this circulation I maintained to be the *surface-cold* of the Polar area, which occasions an increase of density in the whole column of water beneath, giving it a constant tendency to *descend;* its motor power being the exact parallel of that of the *bottom-heat* of the furnace which maintains a circulation of warm water through our large public buildings, conservatories, etc., by producing a reduction of density in the column of water above it, and thus giving it a continual tendency to *ascend.* The continuity of movement, in each case, is kept up by the subjection of the water which has been heated or cooled to the opposite influence elsewhere. Thus the water that rises trom the top of the boiler through the pipes of a hot-water apparatus, gives up its excess of heat to the air of the building through which it circulates; and, in virtue of the increase of density it acquires in cooling, flows down through the return pipes, which bring it back into the lower part of the boiler, there to be again heated and sent upwards. So, in the great ocean-basins, the glacial water which descends in the Arctic and Antarctic basins under the influence of Polar cold, tends to rise towards the surface wherever the weight of the superincumbent column is diminished by the elevation of its temperature; and so soon as it comes under the influence of solar heat, it forms part of the upper flow whose poleward movement brings it again under the influence of surface-cold. Such a vertical circulation may be experimentally kept up in a long trough, by the application of cold to the surface-water at one end, and of heat to the surface-water at the other; and the only objection that can be brought against the demonstrative value of this experiment, is based on the asserted inadequacy of the force thus generated to put in motion the vast mass of water that intervenes between the Polar areas and the equatorial zone.* This objection, however, assumes that a persistent disturbance of equilibrium can exist in the waters of an oceanic basin, without any movement to restore it,—an assertion which can be no more justified than the assertion that a persistent difference of level can be maintained without any movement to equalize it. No mathematical physicist that I have met with (and I have placed the question before several of the very highest authorities, both in this country and on the Continent) would take upon himself to affirm that the "viscosity" of water is sufficient to prevent such movements; all that it can do being to retard them. And as the astronomer royal, in his presidential address to the Royal Society in 1872, characterized the doctrine I had advocated as "certain in theory, and supported by observation," while Sir John Herschel (in a letter he was good enough to write to me within a few weeks of his death) fully accepted it as "the common-sense of the matter," and as Sir William Thomson, at successive meetings of the British Association, has expressed his entire concurrence in my views, their authority has enabled me to present them with a confidence which my

* This argument has been persistently urged by Mr. Croll, who attributes every movement of ocean-water—whether deep or superficial—to the action of winds on its surface.

our comparative ignorance of physical science would have otherwise made ridiculous. . . . .

The observations upon ocean-temperature hitherto collected by the "Challenger," in the North, Equatorial, and South Atlantic, in the Antarctic, and in the Eastern Archipelago, not only prove conformable in every particular to the doctrine they were designed to test, but do not seem capable of any other explanation.

—Contemporary Review.

LANGUAGE.

Parts of Speech.—Use.

We conclude this discussion on "Parts of Speech" by giving a few illustrations showing the interchange of words, and the importance therefore of careful attention, on the part of the pupil, to the matter of *use*, as well as meaning, in determining the classification of a word. Any word *used* as a noun, of course, becomes a noun for the time being. Thus the following:

1. An Adjective: We respect the *wise*. "*Sweet*, say on." "Come, my *fair*." "Ploughs the *deep*."

2. An Adverb: Knows *where* he came from.

"Thou losest *here*, a better *where* to find."—*Shak.*
"In the *backward* and abysm of time."—*Shak.*

3. A Pronoun:

"The fairiest *she* he has yet beheld."—*Shak.*
"I am that *he*—that unfortunate *he*."—*Shak.*
"The fair, the chaste and unexpressive *she*.—*Shak.*

4. A Relative:

"Come down and learn the little *what*."—*Spenser.*

5. A Participle: *Walking* is healthful.

"To plague thee for thy foul *misleading* [of] me."—*Shak.*

6. A Verb: Made a forced *march*,—came to a *stand*.

7. A Preposition: A sound from *within*—a cry from *above*.

The following are adjectives by use:

1. An Article: *A* man; *the* boys.

2. A Noun: *Gold* watches. *Silver* ware. *Russia* iron.

"The *villain* Jew."—*Shak.*

3. A Pronoun: *My* book. I *myself*.

4. A Relative: *Which* book. *What* man.

5. A Participle: *Singing* birds. *Ploughed* lands.

6. An Adverb: The *hither* side. A *forward* movement.

"Our *then* dictator." "Our *sometime* queen."—*Shak.*

7. A Preposition: A *by* path. The *through* train. An *under* garment. The statement *below*. A foot *through*.

The following become adverbs by use:

1. A Participle: Came *running*; rode *sleeping*; *scalding* hot; *passing* strange; *freezing* cold.

2. A Noun: *Stone* blind; *sky* blue; *sea* green.

3. An Article: *The* more we have, *the* more we want. Not *the* less true.

4. An Adjective:

"Drink *deep* or taste not."—*Pope.*
"And she will speak most bitterly and *strange*."—*Shak.*

5. Relative:

"*What* boots it at one gate to make defence."—*Shak.*

6. A Verb: *Smack* went the whip."

7. A Conjunction: "Were *but* born to die."

8. A Preposition: Goes *in* and *out*; walks *up* and *down*.

The following become verbs by use:

1. A Noun: *Heads* the movement; *shoulders* responsibility; *ships* the goods; *fool* one; *force* one.

"He *godded* me." "*Lesson* me." "How might she *tongue* me."—*Shak.*

2. An Adjective: They *better* their condition; badly *worsted*; *soured* his disposition; *black* his boots; *blunted* the edge.

"Not *bolds* the king." "Has *falsed* his oath." "*Feebling* such as stand not in their liking."

"This day shall *gentle* his condition."—*Shak.*
"And 'gins to *pale* his uneffectual fire."—*Shak.*

3. A Preposition: "*Down*, minions!" "*On*, ye brave!"

4. A Pronoun (as an element, at least, of the predicate): Foot *it*; rough *it*; farm *it*; *it* rains; *it* snows.

Here it should be noted that such combinations as the following are to be regarded as simple verb-forms—that is, as simple predicates, and so not to be divided in parsing, viz: *Am to go; was to have gone; about to go; am going to go; must needs go; ought to go; am used to go; am wont to go; kept going; has to go*, etc.

"Vain that he wrote and that we *kept reading*."—*Carlyle.* "Pay him for the books he *kept writing*."—*Ibid.* "We *were used to keep* all their holy days holy."—*Lamb.* "Perspicuity of style is so far from *being to be dispensed* with here." (Participial form of *am to be*).—*Campbell.* "Officers that I *have had to do* with since."—*Lamb.* "It did not occur to them that our Lord's words *need have implied* no more."—*Dr. Liddon.* "He *must needs be* an altogether superhuman being."—*Ibid.* "Nor *was* it *to be anticipated*."—*Ibid.* "They think they *must needs be* most Christian."—*Ecce Homo.* "The curious delusion that ancestors *must needs be* old, and therefore experienced."—*Ibid.* "The most enthusiastic evangelicals do not preach a gospel, but *keep describing* how it should be preached."

So, likewise, such forms as the following must be regarded as simple verbs: *Burn up* (=consume); *cast up* (=reckon); *make up* (=constitute); *come to* (=recover, revive); *stand out* (=resist); *stand by* (=sustain), and many others.

Here, then, is important work for the pupil, in the study of the special *uses* of words. From the above, also, is manifest the absurdity of the minute subdivisions of the parts of speech. For it certainly is quite as proper and quite as advantageous to have adjective nouns, adverb nouns, verb nouns, preposition nouns, etc., because these parts of speech are sometimes used as nouns; and again, article adjectives, noun adjectives, pronoun adjectives, relative adjectives, participle adjectives, adverb adjectives, and preposition adjectives, for the reason that these have sometimes an adjective use; as to have adjective pronouns, participial nouns, conjunctive adverbs, etc., after the manner of all the grammars.

Foreign Notes.

[From our Special Correspondent.]

EDUCATIONAL ADVANTAGES OF GENEVA.—The principal city, as to population and commercial prosperity, of the Swiss Confederation, can offer to its citizens advantages in the way of education which are not surpassed by many towns in Europe. Provision is made for all ages. The law obliges each muncipality to establish a garden for children (kindergarten), where children are gratuitously received from the age of three years; while the primary school takes them from six to sixteen years. Upon leaving these there is the industrial and commercial school, where instruction is given from six to eight o'clock in the evening in the sciences directly applied to industry: mathematics, artistic and technical drawing, mechanics, natural history, the national history, geography, the French language, civic instruction, political economy—all these branches are taught by professors attached to the superior schools; and in addition there are the School of the Fine Arts applied to industry, and the School for Watch-making. For those who wish to extend their studies still higher, there is the high school (college) with its two sections, one classical, conducting to the University, the other industrial, leading to the Polytechnic School, at Zurich. Finally, the university opens its doors gratuitously to students of both sexes, where every Swiss who has passed his or her twenty-third year can follow gratuitously the course which suits his taste. In addition to all this there are, every winter, during the evening from eight to nine o'clock, public and gratuitous lectures delivered by the most distinguished professors of the university upon various scientific and literary subjects, with special courses organized for the benefit of the working classes, upon the application of the sciences to the different branches of industry. And not only is the University open to both sexes, but the special schools alluded to have branches for the benefit of young girls as well.

Such are the advantages that the State, or rather the city government, offers to its citizens gratuitously, but there are likewise numerous private schools and academies which enjoy a high reputation as educational centres, and are frequented not only by young people from Switzerland, but by young men and women from other parts of Europe, and among the number may found not a few from England, and from this country likewise.

PATRIOTISM OF A FRENCH MOTHER.—It was the month of August, 1870, and the French army, after the glorious but fatal days of Woerth and Gravelotte, was accomplishing the sad march to Sedan. A regiment of *Turcos* had halted by the side of the road; the knapsacks were taken off, the arms were stacked, and the men, lying in the adjoining fields, were waiting until the cooks should announce that the soup was ready. A tall, blond young man, of an open and intelligent expression, was sitting upon his knapsack, his head in his hands, carrying his thoughts back, without doubt, towards those whom he had left behind when he came away full of hope in the fortune of the French arms. His hair, of a pale blond, his fine and delicate skin, formed a singular contrast with his dark companions and their woolly hair. At a few paces distance a woman, pale, exhausted by fatigue, and her eyes red with tears, but still strong and courageous, approaches a group of officers. She leans on the arm of a young man, not much more than a child, of a frail and delicate appearance. "Gentlemen," said she, "do you know one of your soldiers named Paul D———?" "Yes, Madam," replied one of them, "and he is a true, brave one." At these words a smile of inexpressible pride lit up the stranger's face. "But, sir," added she, "he is still living, is he not, though may be wounded?" "No, Madam, and there he is only a few steps from you." At once the poor mother is pressing to her heart the son whom she feared never to see again; then wiping away her tears, and releasing herself from his embraces. "Paul," said she to him, "your brother wished to join you; and I was not courageous enough to let him set out alone, but I have brought him to you; here he is, and now good-bye." At the end of the war the two brothers, both wounded, bring back to their mother, one the military medal, the other the cross of honor and the epaulettes of a sub-lieutenant; and before long one became an officer of artillery, while the other was made sub-lieutenant in the *chasseurs à pied*.

AGRICULTURAL EDUCATION IN FRANCE.—Farm schools have been in existence there for many years, where a practical knowledge of agriculture was obtainable; but a new impulse has been given to it by a recent law providing for the extension of these schools and the formation of practical schools of agriculture in the different departments of the country, where the salaries of the teachers are to be paid by the State; which will also, in communities whose means are insufficient, provide in part or in full for the expense of grounds and utensils necessary for the practical working of such establishments. Scholarships are to be founded for the maintenance of poor students, and the management will be under the direction of local committees acting in concert with the minister of education. The programme of studies will probably include that of pisciculture, already practiced to a considerable extent in France.

PENANCE BY PROXY.—There were two French ladies in the reign of Louis XIV., sisters, who were noted at Paris for their love of the gay and fashionable world, which they carried to an excess that made them to be talked about even in that luxurious and not over-particular society. When they had become old, and were no longer sought after, they took it into their heads to become devout. They lived together, and on a certain Ash Wednesday went to church. The preacher delivered a stirring sermon on the subject of fasting and repentance, which somewhat frightened them. When they came home, says one to the other, "Sister, this time it is in earnest; it is no joking matter; we must do penance or we are forever lost. But what shall it be?" After some reflectian the elder replied, "Sister, this is what we must do; let us make our servants fast!"

— A father of a family one day was complaining to a philosopher, a teacher of former days, of the high price which the latter demanded for educating his son. "With the money you demand," said the father, "I could buy a slave." "Keep your son," retorted the philosopher," and you will then have two."

L'Annotatore, a fortnightly scholastic journal published at Rome, is setting an example which ought to be imitated by similar publications in all countries, and more especially in America, where the complaint of our Italian contemporary "about the barbarous manner of writing in our language" may with justice be reëchoed. The journal contains an alphabetical list, continued in every new number, of words and phrases misapplied, together with their more correct and more elegant equivalents. Among the forms of speech objected to are many introduced from foreign idioms, especially from the French, for which the correct and hitherto current Italian phrase is substituted. As an English specimen of misuse might, for instance, be cited, "to indorse," a verb the use of which ought to be restricted to its original commercial meaning, whereas it is now invariably used instead of "to support, to approve of," etc. The phrase, "to make a visit," so ordinarily employed, is the French and German for the English idiom, "to pay a visit."

In No. 11 of the *Annotatore* the free choice of text-books by every teacher is advocated. It is proposed that the scholars examine each other in class, in presence of the master, who has to correct all errors. Of difficult passages of the classical writers to be read in the class, the master is to give his explanations only after having stimulated to the utmost the pupils to give theirs, so as to insure independence of thought. The same number contains a very graphic account of the workings of the Kindergarten, there called "Giardino d'Infanzia," strongly advocating the cause of this primary agent in the onward march of civilization.

The New-England JOURNAL OF EDUCATION,

THE UNION OF
The Maine Journal of Education,
The Massachusetts Teacher,
The Rhode-Island Schoolmaster,
The Connecticut School Journal,
And The College Courant (Conn.)

A WEEKLY JOURNAL,

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Boston, Mass., October 30, 1875.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

AMONG the many valuable papers read before the American Institute at Providence, that of Rev. A. D. Mayo was one of the most able and suggestive, and we take pleasure in presenting it to those who have sought for it eagerly and who will read it with great interest. It deals with practical questions and live issues, and its publication will open the way for a free discussion of the positions taken. The endowment plan for the support of secondary education has many advocates, and only needs wealthy patrons to secure its establishment. New England must look to her laurels with reference to normal and training-school work, if Mr. Mayo be correct in regard to the New-York system of teacher's training.

MASSACHUSETTS has entered, in good earnest, upon her educational work for the Centennial. Under the "CENTENNIAL DEPARTMENT" which we open for weekly contributions, will be found the preliminary action which has placed Mr. Philbrick at the head of the work in this State. His appointment is a wise and welcome one, and ensures success to the Massachusetts exhibit. At the meeting of School Superintendents last week, a report was presented setting forth the plans of the State exhibition. This was referred to Mr. Philbrick for his examination and revision, and we shall publish it next week. Messrs. Tweed, Harrington, and Marble still retain their position as an advisory committee on the part of school superintendents. The school interests of Massachusetts will be well represented, provided every school officer and educator does his part in the work. We need prompt and united effort. Let every one who can contribute by word, or personal service, do his part to place Massachusetts in the right attitude at Philadelphia. Sufficient space is allotted for a full exhibit of education and its appliances, and means will not be wanting. All who have questions to ask, or aid to render, will consult with Mr. Philbrick speedily. Massachusetts educators must now be up and doing.

The definite report of Secretary Northrop, of Connecticut, gives a clear idea of what may be done. With an understanding of what is needed, the educators of all the New-England States will enter into a cheerful and healthy rivalry with other States for excellence at the Centennial.

"MUSIC TAUGHT BY TAXES."—This is what the Manchester (N. H.) *Union* man has an attack of this time, and he is greatly comforted by the fact that the New York *Observer*, also, has a bad spell of the same disorder. The *Union* makes a long extract from the *Observer*, from which we quote (exclamations and all):

"But the payment of salaries to teachers to instruct children in Latin, French, German, botany, chemistry, music, dancing, equestrianism, rowing, sewing, baking, washing, or twenty other things that might be named, is not justified by the principle on which public schools are established. The public school is not to teach the arts, but to qualify the pupils for the State's service; and if they wish to pursue this or that profession or trade, they are to do so at the expense of their parents, not of the State. Eight musical directors at a salary of $2,000 each, and an assistant superintendent at $3,000, making $19,000, and we suppose the superintendent has at least $3,000 more, require $22,000 for the instruction of the children of New York city in music!!!"

And the venerable *Union* tottering up beside the venerable *Observer*, and leaning on its staff, crones thus in reply:

"The National Government builds railroads, subsidizes steamships, enacts protective tariffs; the State government runs reform schools, agricultural colleges, fish commissioners, geological surveys, etc., objects wholly worthless or belonging to the domain of private enterprise."

Now all this is a great comfort to these ancient men, which we should be the last to disturb; but for the benefit of those who think that "with the ancients there is wisdom," invariably, we submit a consideration or two.

1. That terrible music in New York costs each pupil the ruinous sum of *22 cents a year!!!* The Geological Survey of New Hampshire, about which such a hullaballoo has been made, costs every man, woman, and child in the State the sum of *three and one-third cents!* Whether such things are "wholly worthless" or not depends entirely upon whether a man's nature has anything in it beyond the power of pork-and-potatoes to satisfy. Some men have soul, intellect, craving to be educated, elevated; and food for education costs. The cost is entirely beyond the reach of private means, and if our great enterprises—telegraph, geological surveys, astronomical expeditions, and all the rest, had not been nobly aided by public expenditure, how pitiful would have been the position of science and art to-day. In this nineteenth century of progress, that man, whether reverend or political demagogue, who thus decries the very soul of that progress, is beneath contempt. In a city where 20,000 people gain their daily bread from mechanic arts that are the direct results of this public outlay, we wonder that such teachings are tolerated for a moment. And yet we remember Fall River, and know how easy it is for shallow thinkers, crying "Down with taxation!" to lead the multitude astray. Campbell, of the *Union Democrat*, is too staunch and honest a man to be engaged even mistakably in such miserable work!

2. This republic is an experiment. One thing is already decided: that if it is to be permanent, its citizens must be intelligent, educated men. Hence the favor with which the "universal education," "republican education," "compulsory education" laws (for they are all the same) have been received. And no reflecting man can fail to see that in a country where the *morality* as well as the political condition of the people is of their own free making, not only is a high intellectual culture necessary, but good moral culture even more. It costs $95,000,000 to punish our criminals, and men are beginning to see that it would be cheaper, to say nothing of being nobler and more Christian, to spend part of this money in educating children not to be criminals. In other words, it is getting to be plain enough that the great crying need of the republic to-day is high-toned moral rectitude. This is, more than everything else, the vital thing which the republic must cultivate in her citizens. Hence, the Bible, and prayer, and music in our schools. Many a boy and girl from the vile places of society will catch the spirit of the music in the schools when nothing else can reach them. Every teacher knows what a power the repetition of some of these songs is in a school. What teacher would do without this influence in the schoolroom, even at so reverend a beck as that of the *Observer*, to save 22 cents per pupil a year! Fortunately, at the present day, such gross and paltry views of the true scope of education are very rare among men of any pretensions to thought and culture.

CENTENNIAL DEPARTMENT.

MASSACHUSETTS.

The Massachusetts Commission to the Centennial Exhibition at Philadelphia have committed to the Board of Education the duty of preparing and taking charge of the exhibit of the Department of Education and Science, at the International Exhibition at Philadelphia, so far as Massachusetts is concerned, with authority to employ necessary agents and clerical assistance. The board has appointed Hon. John D. Philbrick as their agent to take charge of the preparation and conducting of the exhibit, excepting that part which belongs to the preparation of a historical and statistical report of the educational department and institutions of the Commonwealth.

To defray the expense of this work it is expected that the board will be allowed $9,000 or more, out of the State Centennial fund. A committee of the board on this subject has been appointed, with full power, consisting of Hon. Gardner G. Hubbard, Rev. A. A. Miner, D.D., and Secretary Hon. Joseph White. The office of the agency of the board for the transaction of this business is in the Centennial building, No. 25 Pemberton square, Boston.

Circulars of information and suggestions relating to the preparation of the exhibit will be issued from time to time, as circumstances require. In the meantime, all persons connected with the education and scientific interests comprised within the scheme of the exhibition *are invited to call at the office as soon as possible*, to advise and consult in regard to the plans and the measures to be adopted to secure a full and complete representation of Massachusetts in this department.

The divisions of this department according to the "classification" adopted by the Centennial Commission, are the following:—1. Educational system, methods, and libraries; 2. Institutions and organizations; 3. Scientific and philosophical instruments and methods; 4. Engineering, architecture, charts, maps, and graphic representations; 5. Physical, social, and moral condition of man.

CONNECTICUT.

The following report, prepared by Secretary Northrop, was adopted by the State Teachers' Association at Hartford, October 22, 1875:

In the early history of Connecticut her schools were her pride. Their preëminence was then acknowledged throughout the country. With such a history we cannot afford to be remiss in our preparations for the Centennial. Shall Connecticut make a creditable exhibition at Philadelphia? With the hearty coöperation of school officers and teachers throughout the State, this can be done. The time for preparation is short, and our efforts must be prompt and energetic. To all the most promising pupils in our schools should be assigned at once some work in which they excel, that can be placed upon exhibition.

SEC. 1. Scholars' work will constitute the most prominent and interesting feature of the educational departments of the Centennial. There is room here for the exercise of taste and skill by both teacher and pupil. The work exhibited should represent all grades of schools from the kindergarten to the high school and academy. Drawings of great variety can be secured, including free-hand, invention, architectural, geometrical, industrial, landscape, and map drawing; some drawing from objects, others from copy, as their teachers may find best for each. Maps, if drawn from memory, will show the geographical knowledge of the pupils, as well as their graphic skill, and at the same time be a

test of their accuracy and neatness. Specimens of writing of all grades can easily be obtained. The preliminary practice requisite for the best results should be begun at once. But it is recommended to the teachers that all work prepared especially for the exhibition shall be commenced simultaneously, on the first of February, 1876. The paper for the final work in drawing should be furnished by the State, of uniform size and quality; writing-paper to be single sheets of the size of an ordinary writing-book; paper for map drawing to be 10 by 12 inches or 9 by 11, without the margin, other drawing-paper to be 8 by 10 inches. All articles to be printed must be sent to the school visitors or boards of education of each town society, on or before the 15th of March, 1876, and to the chairman of the Connecticut Centennial Committee, on or before the first of April. From the articles received, the local school boards will select those deemed worthy of a place at the exhibition, and if necessary, the Centennial Committee will make a further selection. All selected drawings will either be framed or put in portfolios—photographs to be arranged in albums. Specimens of writing will be bound in book form, and other articles will be displayed in the best manner practicable. Upon each production will be written the name and age of the pupil, the name of the teacher, and the name and number of the school district, with other items of information.

Sec. 2. A report should be prepared giving a history of the schools of Connecticut, and the school fund and school legislation, and a brief explanation of the provisions of our present school laws.

Sec. 3. Local systems in the several cities, their organization and management, including the full course of study in all the departments, giving the hours per week for each study.

Sec. 4 Local school histories and reports.

Sec. 5. Photographs of our best school-houses, of uniform size,—that size known to photographers as 44 size (6½ by 8½ inches).

Sec. 6. Plans of the arrangement and of school grounds and outbuildings.

Sec. 7. Photographs of a given size of the interior of our best rooms, showing the pupils at their desks; arrangements of maps, pictures, etc.

Sec. 8. Specimens of school furniture.

Sec. 9. Illustrations of our best methods of ventilation.

Sec. 10. School apparatus, including globes, maps, geometric forms, gonigraphs, and kindergarten implements.

Sec. 11. Provisions for physical training.

Sec. 12. Text-books and books of reference and catalogues of school libraries.

B. G. NORTHROP, New Haven.
A. PARISH, New Haven.
CHARLES NORTHEND, New Britain.
M. S. CROSBY, Waterbury.
S. B. FROST, Danielsonville.
CHARLES H. S. DAVIS, Meriden.
E. K. HUNT, Hartford.

Educational Meetings.

New-England Association of School Superintendents.

This Association held their semi-annual meeting in the City Hall, on Friday, the 22d, the morning session opening at 9:30 o'clock. Dr. W. W. Waterman, of Taunton, presided, and there were thirty-nine members of the Association present, with Dr. Sears, agent for the Peabody Educational Fund, President Durant, of Wellesley College, and others, as visitors. This was the first occasion of the presence of a lady as a member of this Association, and the attendance was the largest since its organization. This was the seventeenth meeting of the Association, and the fifteenth since it began to convene semi-annually.

The first subject, "Elements Essential to a Public School System," was opened by Hon. Warren Johnson, State superintendent of schools in Maine. He advocated national authority in educational affairs, so far as this: that the United States should guarantee to each State a common school system. The national government should require each State to maintain common schools, should prescribe the minimum grade of such schools, should contribute towards their support, and should exercise enough supervision to ascertain that each State is complying with the requirements of the government. Mr. Johnson also presented a scheme of the schools which the States severally ought to ordain, and advocated systematic inspection of schools by national, State, county, or district, and town or city superintendents.

The Rev. Daniel Leach, superintendent of schools in Providence, R. I., read a paper sketching the character of the "Ideal Teacher." His ideal was a lofty, but not an impossible one. Since the teacher gives character to the school, it is all essential that the teachers' bearing should be mild, even, and firm, his dealings just and beyond all reproach, and his instruction thorough and inspiring, but not superceding the necessity for thought and labor on the pupil's part.

Mr. A. P. Stone, superintendent of schools in Springfield, Mass., spoke upon "The Need of Reform in Teaching Geography," criticising not only the methods but the books also. The books have copied one another *ab origine*, and the text-books have too often done all the teaching. He urged the need of the same minute and comprehensive preparation for teaching a class in geography as for teaching a class in Latin, or the mathematics. He believed that the methods of the teacher should be oral and objective at first, and natural and according to common-sense always.

Dr. Sears gave a very interesting account of his work in the South, which was not a work of charity, but one for the establishment of a common school system there. At the South there is a larger proportion of the liberally educated than we have in New England; but they were generally educated abroad. They had no elementary or common school system at home, and they did not believe in one. The work of his commission was to establish schools, show the practicability of a school system, and commit the citizens to their support.

President Durant, of Wellesley College, stated the purposes and needs of that institution, and asked the sympathy and co-operation of the superintendents and all friends of sound learning.

The questions which had been presented were discussed by the Association; and the plan of representation at the Centennial Exposition was set forth.

The following preamble and resolution were unanimously adopted:

Whereas, The National Bureau of Education was established by an Act of Congress for the purpose of collecting and diffusing information respecting the condition and progress of education in the several States of the Union, without giving to the Bureau, or intending to give it, any authority or control of the State systems of education;

And Whereas, The Bureau has proved an efficient agency in promoting the progress of education throughout the country, while keeping strictly within the limits of its appropriate functions, and is now carried on efficiently and satisfactorily;

Resolved, That we hereby renew our expression of confidence in the National Bureau of Education as an instrumentality for the advancement of education, and that we earnestly recommend to Congress the policy of continuing the support of the Bureau on a liberal scale, so that its valuable reports may be largely distributed in all parts of the country.

The Association voted to accept the invitation of the faculty of Wellesley College to visit their buildings and grounds, and appointed the visit at the close of the May session of the Association.

The officers elected for the ensuing half-year are: Hon. Warren Johnson of Maine, president; Augustus D. Small of Salem, secretary; and Dexter W. Gilbert of Keene, N. H., J. H. Davis of Somerville, and Robert S. Andrew of Bristol, R. I., remaining members of the committee of arrangements.

The participants selected for the May meeting are: Superintendent Hunt of Portland, State Superintendent Simonds of New Hampshire, and State Commissioner Stockwell of Rhode Island. Superintendent Stone of Springfield, and Harrington of New Bedford, will debate the question of "Reform in Geography."

Plymouth County (Mass.) Teachers' Association.

The forty-second meeting of this association was held at Bridgewater, on Friday and Saturday, Oct. 22 and 23. The town never looked more inviting than on Friday morning; the mild, autumnal sun lent a special charm to the radiance of the fading leaves; and the influence of the scene seemed transmitted to the gathering teachers who, to the number of two hundred, were present from the towns and villages of the Old Colony, for the interchange of thought and renewal of acquaintance. The normal school and many friends of education in the town aided with their presence, and the sessions were of marked interest.

THE EXERCISES

were unusually practical. There was less manifestation of the spirit of overturning everything than is sometimes the case. The questions were viewed as presented in actual school life, the hindrances and objections candidly stated, and remedies sought. There was none of the old time conservatism manifest, and on the other hand there was little of the extravagance of speech which has so often caused conventions to appear revolutionary.

The custom of ranking pupils by rigid adherence to percentages was roundly and universally condemned, while it was as cordially agreed that figures were helpful and legitimate when used as accessory rather than compulsory. The teacher and pupil must not sell their individuality at any per cent; their growth and development are of more value to themselves, the school, and the world than a hundred per cent.

HISTORY.

In the teaching of history it was argued that too much must not be attempted; details of history should not be taught, but left for the pupil to learn in after years by reading. Dates are not the great historical food needed. Battles are not the essential features of history. History in the schoolroom should embrace a few leading facts, which will act as magnets around which minor facts will cluster. A half dozen political facts, out of which our system of government has grown; a score of inventions, from which our mercantile prosperity has arisen; a few leading literary facts to which our literature is indebted:—these are the features of history which the association would have taught, instead of the barren dates of presidential inaugurals and bloody battles.

Rev. George W. Quimby, of East Bridgewater, read a paper upon "Physical Basis in Education," which it was not our privilege to hear, but was commended very highly.

ELOCUTION.

Miss Almira Seymour, of Boston, gave a familiar talk on Elocution, in which she advocated that the province of the elocutionist was not so much to teach pupils to declaim like Webster, or Choate, as to teach them to talk with perfect articulation. She dwelt much more upon the *tone* than the expression. She made reading to be, practically, the enumeration of tones rather than the expressive rendering of thought. She recited "Mont Blanc before Sunrise," and "Maud Muller," and her enunciation was well-nigh faultless, but her rendering of the thought was less happy.

ENGLISH LITERATURE.

The discussion of the methods of teaching English Literature brought out some good thoughts. It was argued that teaching about the writers of literature was not teaching the literature; that it does no good to know the qualities of an author's style if his writings are not standard literature; to thoroughly understand the style and appreciate the merits of a score of authors ought to satisfy any ordinary pupil, and such an appreciative knowledge of a half-score even is better than the dates of birth and death of a thousand writers. The difficulty in teaching literature is that the teachers have not a fair appreciation of the best works of a single master in literature. The drift of the discussion was to the effect that English literature ought to be the main feature in every course of study, and our pupils ought to acquire in the schools an appreciation of the best thoughts in the language, and learn to love the choice expression because of their pure English diction. Elevate the child's taste until he prefers the works of the masters, and you are most effectually teaching morality and purity.

THE MEN.

H. G. Goodrich, of Hingham, presided efficiently; the programme was carefully and thoughtfully prepared, and carried out in the most satisfactory manner. J. G. Knight, of Hanover, secretary, lent valuable assistance in the management of the association. A. G. Boyden, A.M., principal of the Normal School, brought into the deliberations of the convention the same progressive spirit, fresh thought, and conservative wisdom that have ever been his characteristics. J. W. McDonald, of South Abington, loses none of his interest or effectiveness as counselor or practicality as disputant. David H. Gibs, of Plymouth, made one of the most sensible and instructive addresses of the association, being at once radical yet eminently practical. W. J. Fickett, of East Bridgewater, and Mr. Sanborn, of the Hingham High School, believe in giving the utmost liberty to the teacher and pupil in order to develop the individual methods and tastes. P. B. Merit, of Hingham, one of the founders of this association, was genial and sharp in his brief remarks. By the way this is not the forty-second *annual* meeting as advertised, but the forty-second meeting—they were originally held semi-annually. Warren T. Copeland, and Ira Copeland, and Rev. C. W. Wood of Brocton, Mr. Ridlen of Kingston, E. H. Peabody of Rockland, and B. B. Russell of Bridgewater, were suggestive and practical in their remarks. J. F. Blackington of East Boston, had a full house to hear his evening lecture which we unavoidably missed, but we did not miss the generous and rich collation which the citizens prepared in the town hall at noon under the superintendence of Rev. Mr. Wright and Sumner Keith, Esq., assisted by two score prompt and cheery waiters.

Rev. Messrs. Hosmer and Dunham, and Philander Leonard, Esq., had charge of the other hospitalities of the occasion, and nothing was wanting to make all visiting teachers feel that they were cordially welcome by the citizens of Bridgewater. A. E. W.

Teachers' Institute at Orange, Mass.

This Institute commenced its sessions on Wednesday evening, October 20th; the opening lecture by Mr. Walton, conductor of the Institute, discussed the question, "What is it to educate the child?" The points in general were, Who is educated? nature's method; education defined; the school to aid nature. This, and the subsequent lectures, were followed by select readings by Mrs. Walton.

The exercises of Thursday consisted of a lesson in Reading by Mrs. Walton; in Penmanship, by Mr. Walton; in Arithmetical Analysis, by Mr. E. A. Hubbard, associated with Mr. Walton in the conduct of the Institute; two lectures by Prof. Walter Smith, in Drawing, and a lecture by Mr. Walton, on school organization and management. The evening lecture was delivered by Rev. A. D. Mayo, of Springfield; subject, "The Farmer and the Mechanic with his books." The lecturer recommended the careful reading of a few well-chosen books, with a good *weekly* paper.

The exercises of Friday consisted of a Language Lesson, by Mr. Hubbard; two lessons in Reading, by Mrs. Walton; one in Elementary Geography, and one in the Metric System by Mr. Walton, and three by Prof. J. W. Dickinson; one on the Philosophy of the Mind, and the Theory of Teaching; one an object lesson, on form, color, etc., in illustration of the theory, and one giving a plan of composition writing.

The evening lecture was delivered by Hon. Joseph White, secretary of the board of education; subject, Duties and Rights of the several parties interested in the schools. The legal and the moral obligations were fully discussed.

The Institute was largely attended, one hundred and twenty-five members being enrolled the first day, and one hundred and seventy-five the second. The evening audiences completely filled the large town hall. Great credit is due to the citizens of Orange, and especially to Miss Eastman of the school committee, for the cordiality with which the hospitalities of the place were extended to the unexpectedly large number of teachers from abroad.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

[All writers who have original articles, suited to our DEPARTMENT OF DIALOGUES AND SCHOOL ENTERTAINMENTS, are requested to send them to us, enclosing therewith stamps for the return of unused MSS. And as it is our desire and design that this Department shall, ultimately, supply the wants of teachers in every grade of schools, we respectfully ask all such to write us, defining their wants and needs, stating on what subjects, and for what times and occasions they would like our articles to be prepared. Thus, the teachers working with us, while we work for them, we hope to render our Department useful and satisfactory.]

Naval Victories of 1812.

BY M. B. C. SLADE.

CHARLIE, JAMES, *and* GEORGE *are seated at a table, reading.* JOHN *enters and addresses them.*

John. — Good evening, boys, what are you reading?

James.—"The Young Surveyor"; and it is very interesting.

George.—"Afloat in the Forest." Please don't talk to me, I'm in such an exciting place.

Charlie. — "The Cruise of the Frolic"; and I tell you it is splendid.

James.—Have you read these books, John?

John. — Yes, and I like them; but, boys, don't you think you read too many stories of this kind? Isn't it as though you made rich cake your regular food, and never ate any good, plain bread? Do you think you read enough of history?

Charlie.—History! the stupid, dry subject! I hate it; I shall have enough of it when it comes to me in the regular course of study; but *read* history? No sir! you don't catch me!

John. — Now, see here, Charlie; you know you will follow Mayne Reid or Oliver Optic in an imaginary cruise to the end of the ocean; and that's all right. These authors write capital books for boys. I heard a lady say, the other day, that for right ideas of honesty and manliness, her boys owed more to Oliver Optic than to any other American author. But Oliver Optic himself would tell you not to use his story-books for constant reading. He'd tell you to take a real trip once in a while with Bancroft, or Lossing, or Higginson.

James. — O, as to that, if I could select a sea story out of the history, I might like it. Anything that brings in boats or ships, or any water-craft, suits me.

John.—Good for my cause, if that's your taste. In the vacation I visited the British ship-of-war, Bellerophon, while she lay in Newport harbor, and since then I have been reading everything I could find about our naval history. How much do you know about it, boys?

George.—I'll own that I don't know the first thing. So march up your authorities; show your colors; up with your streamers; set all your sails; pipe all hands to quarters; man your guns, and bear down on us in a regular sea-fight.

John. — First, then, let us talk about some of the naval engagements in the second war for independence.

Charlie.—*Second?* I thought the only war for independence was the Revolutionary.

John. — No, it is said that until the war of 1812 the United States were only nominally free. Franklin said, on hearing a person speak of the first war as the War of Independence: "Sir, you mean the Revolution; the *War of Independence* is yet to come!"

George. — Come, Commodore, sail in with some of your naval stories, or I shall resume reading "The Cruise of the Frolic."

John. — I'll give you a brief story of a real cruise of a real Frolic. One fine day in October, 1812, the British brig Frolic was cruising off the coast of North Carolina, when, swift across the water darts the United States sloop-of-war, Wasp; and after a dreadful fight, of only three-quarters of an hour, the Wasp had captured the Frolic.

James.—Good for the Yankee Wasp? but how did she do it?

John. — They say the Wasp fired as she sank in the hollow of the sea, the Frolic as she rose to the top of the wave; so, while the fire of the Frolic was wasted, every sting of the Wasp did such terrible work that when the crew of the Wasp boarded the Frolic they found no living man on deck, except three officers and the man at the wheel; and her colors were flying only because there was no hand to haul them down.

George.—What did the Wasp do with her prize?

John. — She had the ill fortune to lose it that very day. The British seventy-four, Poictiers, bore down upon them and captured both vessels, and so my "Cruise of the Frolic" ends.

Charlie.—Was it the first naval engagement of the war?

John. — No; our Constitution fought the Guerriere, near the Gulf of St. Lawrence, where she had been on the lookout for Yankee craft, as her officers contemptuously called them.

James.—Was that as short a fight?

John.—Yes; it lasted but thirty-eight minutes, when Captain Dacre, of the Guerriere surrendered, and his vessel was such a complete wreck that Commodore Hull blew her up, instead of taking her into port as a prize.

James. — Hurra, for the old Constitution! Was she much worse for the fight?

John.—So liitle that the noble ship was all ready for action the next day.

George. — I thought it was the Java that the Constitution burned.

John.—Yes, but that was in December of the same year.

Charlie.—Where was she then?

John.—Just off San Salvador, on the coast of Brazil.

James.—Did she come off as well this time?

John.—Nearly so. The fight lasted about three hours; the Constitution was little injured, but the Java was so riddled by the firing that they had to burn her.

George.—It seems that the battles didn't all take place near our coast.

Charlie.—No; I remember about one engagement where an American Hornet sank a British Peacock just off the coast of Brazil.

George.—And wasn't there an important one somewhere near the Canaries?

John.—Yes. Our frigate United States, under Decatur, was cruising round there when she fell in with the Macedonian.

George.—And did Old Decatur give them a warm reception?

John.—*Old Decatur!* He was only thirty-two years old then, and as kind and courteous as he was brave.

James.—How do you know that?

John.—He said, in a letter written a few days after the engagement, "Really, one-half the pleasure of this little victory is destroyed in witnessing the mortification of a brave man." And he declined to receive the sword of Captain Carden of the Macedonian, offering him his hand instead.

Charlie.—I imagine that is the way you fellows feel when you march up to the head of the class, and leave me to foot it.

John.—When you read fewer story books, and put your mind a little more on to your lessons, we shall have to "foot it" briskly to keep up with you, I'm thinking.

James.—Decatur was modest to speak of his great achievement as "this little victory."

Charlie.—Wasn't it of one of these naval battles that Longfellow writes:—

"I remember the sea fight, far away,
How it thundered o'er the tide;
And the dead Captains as they lay
In their graves, o'erlooking the tranquil bay
Where they in battle died."

John. — Yes; an American vessel, the Enterprise, met the English Boxer off the harbor of Portland. The British nailed their colors to the mast, but they surrendered after a fearful engagement, in which both commanders were mortally wounded. The two captains were buried side by side in the cemetery on Mount Joy.

James.—These were all ocean battles; tell us of some on the lakes.

John.—There was Perry's great victory on Lake Erie. Perry hoisted his flag, on which were the immortal words of the dying Lawrence, "Don't give up the ship!" The fleets met in the morning, and before sunset Perry sent to General Harrison his famous dispatch: "We have met the enemy, and they are ours! two ships, two brigs, one schooner, and a sloop!"

Charlie.—Wasn't there a splendid victory on Lake Champlain?

John.—Yes; that was in 1814, when the whole British fleet surrendered to Commodore Macdonough, leaving the starry flag to wave in triumph over beautiful Champlain.

Charlie.—I say, boys, let's turn over a new leaf in our reading.

James.—What, give up all story books?

Charlie.—No, indeed: not entirely. But I for one see that I have carried story reading to excess, to the neglect of history. To tell the honest truth, I'm ashamed to say that I didn't know the first thing of all these interesting facts.

George.—I say, let's all promise to read no more stories until we have gone through, faithfully, some good United States History.

James and Charlie.—Good. I'll promise. And I.

John.—Good for you! good for all of you.

Charlie.—I say, hurra for Commodore John, of the frigate History! His dispatch may read: "We have met the enemy and they are ours! Three boys, three story books, and three popular authors!"

All.—Three cheers for Commodore John!

Peace.

Down the dark future, through long generations,
The sounds of war grow fainter, and then cease.
And, like a bell with solemn, sweet vibrations,
I hear again the voice of Christ say, Peace!

Peace;—and no longer from its brazen portals
The blast of war's great engine rends the skies;
But beautiful as songs of the Immortals,
The holy melodies of love arise.

—H. W. Longfellow.

— I cannot better conclude than in the appropriate words of an old monk, Wilhelm of Bamberg, who lived about eight hundred years ago: "I offer this little work, as long as I live, to the correction of those who are more learned; if I have done wrong in anything, I shall not be ashamed to receive their admonitions; and if there be anything which they like, I shall not be slow to furnish more."—*Mrs. Jameson, in "Legends of the Monastic Orders."*

Alma-Mater's Roll.

BY EDWARD EVERETT HALE.

A part of an historical speech at the Phi-Beta Kappa dinner, at Cambridge, July 1, 1875.

I saw her scan her sacred scroll,
I heard her read her record roll
Of men who wrought to win the right,
Of men who fought and died in fight,
When now a hundred years by-gone,
The day she welcomed Washington,
She showed to him her boys and men,
And told him of their duty then.

"Here are the beardless boys I sent,
And whispered to them my intent
To free a struggling continent.
The marks upon this scroll will show
Their word a hundred years ago."

"Otis"—no lesser death was given
To him than by a bolt from heaven!
"Quincy"—he died before he heard
The echo of his thunder word.
"And these were stripling lads whom I
Sent out to speak a nation's cry,
In 'glittering generality'
Of living words that cannot die—
'John Hancock!' '*Here.*' 'John Adams!' '*Here.*'
'Paine, Gerry, Hooper, Williams!' '*Here.*'
'My Narragansett Ellery!' '*Here.*'
'Sam Adams, first of freemen!' '*Here.*'
My beardless boys, my gray-haired men,
Summoned to take the fatal pen
Which gave eternal rights to men!—
All present, or accounted for!"

I saw her scan again the scroll,
I heard her read again the roll;
I heard her name her soldier son,
Ward, called from home by Lexington;
He smiled, and laid his baton down,
Proud to be next to Washington.
He called her list of boys and men
Who served her for her battles then.
From North to South, from East to West,
He named the bravest and the best.

From distant fort, from bivouac near,
"Brooks, Eustis, Cobb, and Thacher!" "*Here.*"
—Name after name, with quick reply,
As twitched his lip, and flashed his eye.
But then he choked and bowed his head—
"Warren—at Bunker Hill—lies dead."
The roll was closed—he only said,
"All present, or accounted for!"

That scroll is stained with time and dust;
They were not faithless to their trust.
"If those days come again—if I
Call on the grandsons—what reply?
What deed of courage new display
These fresher parchments of to-day?"

I saw her take the fresher scroll,
I heard her read the whiter roll,
And as the answers came, the while
Our mother nodded with a smile:
"Charles Adams." "*Here.*" "George Bancroft." "*Here.*"
"The Hoars." "*Both here.*" "Dick Dana." "*Here.*"
"Wadsworth!" "He died at duty's call."
"Webster!" "He fell as brave men fall."
"Everett!" "Struck down in Faneuil Hall."
"Sumner!" "A nation bears his pall."
"Shaw!" "Abbott!" "Lowell!" "Savage!" "All
Died—there to live on yonder wall!"
"Come East, come West, come far, come near,
Lee, Bartlett, Davis, Devens!" "*Here.*"
All present, or accounted for!

Boys, heed the omen! Let the scroll
Fill as it may, as years unroll.
But when again she calls her youth
To serve her in the ranks of Truth,
May she find all one heart, one soul!
At home, or on some distant shore.
"All present, or accounted for!"

—Scribner for September.

AMONG THE GLACIERS.

Land of the Beacon hills that flame up white,
And spread as from on high a word sublime,
How is it that upon the roll of Time
Thy sons have rarely writ their names in light?

Land where the voices of loud waters throng,
Where avalanches strike the mountains' side—
Here men have wiv'd and toil'd, have wept and died,
And all in silence hearken'd to thy song.

Is it the vastness of the temple frowning
On changing symbols of the artist's faith,
Is it the volume of the music drowning
The utterance of his frail and fleeting breath,

That shames all forms of worship and of praise,
Save the still service of laborious days?—*Spectator.*

— It is suggested by our Editor-in-Chief that we devote one column of our page to Enigmas, Puzzles, Charades, etc. We shall be very glad to receive original contributions of this class of articles. If they are such as to combine instruction with amusement, so much the better. Send to the editor of this department.

— "Never affect to believe what you do not believe; never require any human being to believe what you do not believe yourself. The time for pretensions is past. Be what you seem."—*From last sermon of Athanase Coquerel.*

EXAMINATIONS.

Troy High School.

Questions used at the Examination of Candidates for Admission to Troy High School, June 16th, 17th, and 18th, 1875.

SPELLING.

1. Anomalous.
2. Delirium.
3. Agreeable.
4. Annihilate.
5. Bushiness.
6. Emergent.
7. Perquisite.
8. Courtesy.
9. Versatile.
10. Verdancy.
11. Insurgent.
12. Servilely.
13. Sagacious.
14. Emaciate.
15. Unique.
16. Brunette.
17. Besiegers.
18. Paragraph.
19. Supersede.
20. Intercede,
21. Prejudice.
22. Paralyze.
23. Apologize.
24. Tyrannize.
25. Anxiety.
26. Nuisance.
27. Recompense.
28. Irresistible.
29. Navigable.
30. Collectible.
31. Variable.
32. Preemption.
33. Dimension.
34. Tenacious.
35. Pernicious.
36. Infectious.
37. Essential.
38. Provincial.
39. Jeopardy.
40. Chaotic.
41. Symbolic.
42. Pioneer.
43. Brigadier.
44. Connivance.
45. Biscuit.
46. Typical.
47. Recurrence.
48. Sociable.
49. Superficial.
50. Scurrilous.

(Forty credits.) ARITHMETIC.

[1] 1. What effect is produced on the value of a simple proper fraction, by *adding* the same number to both terms of the fraction?

[1] 2. Show the correctness of your last answer by constructing and solving an example.

[1] 3. Find the difference between the cube of fifty-three hundredths and one millionth.

[1] 4. If 12 men can dig a certain ditch in 286 da. 4 hr. 33 min., how long will it take 72 men to perform the same work? (Give exact answer, using all the denominations of time necessary.)

]2] 5. Find the cost of 27 T. 15 cwt. 1 qr. $3\frac{1}{2}$ lb. of hemp, at $183.62 per ton. (Exact answer required.)

[2] 6. If 3 men *or* 5 boys can do a piece of work in 10 days, in how many days can 5 men *and* 3 boys do the same work? (Solve by analysis.)

[2] 7. Find the square root of the sum of the squares of $2\frac{3}{5}$, .04 and $.03\frac{1}{2}$, correct for five decimal places of the root.

[1] 8. Which is the greater ratio, that of 2 yds. 2 qr. to $18\frac{1}{2}$ ft., or $6.25 : $3.125, and how much greater.

[2] 9. In a certain proportion the *consequent* of the second ratio is $1\frac{1}{2}$ gal., the *first extreme* is 576 cu. in., the *second mean* is $\frac{1}{2}$ pt. Construct the proportion, give the *name* of the missing term, and find its value.

[2] 10. When it is 15 min. 30 sec. past 1 A. M., at Chicago, longitude 87° 35′ W., what time is it at St. Petersburgh, longitude 30° 19′ E.?

[2] 11. What will it cost to carpet a room 13 ft. 6 in. wide and 24 ft. long, with carpeting $\frac{5}{4}$ yd. wide, at $1.60 a yard?

[2] 12. A person expended 16 per cent of all he was worth, in buying 20 per cent of the stock of a mining company. If the entire stock of the company sold for $100,000, what was the buyer worth?

[2] 13. If by selling a house for $12,500 a builder gains 25 per cent, what per cent would he have gained or lost by selling it for $9,000?

[3] 14. A's yearly income, which is 7 per cent of $27,000, is 150 per cent of B's income. If B receives an income of 10 per cent annually from his property, how much is he worth?

[3] 15. A line 144 ft. long will reach from the top of a fort to the opposite side of a river 64 feet wide, on whose brink it stands, what is the height of the fort? (Make a diagram to illustrate your work.)

[2] 16. What is the *semi-annual* income from $14,450 invested in 5 per cent bonds, if the bonds are purchased at a discount of 15 per cent?

[2] 17. If the baker's loaf weigh 9 oz. when wheat is 7*s.* 6*d.* per bushel, what should it weigh when wheat is 6*s.* per bushel?

[3] 18. For what must I draw a note, payable at bank, in 30 days, that, when it is discounted at 8 per cent, I may, with the proceeds, pay for 1,200 barrels of flour at 8.37\frac{1}{2}$ per barrel?

[3] 19. A certain town which values its real estate at $541,250, and the personal property at $15,620, lays a tax of 9 mills on a dollar. The collector is allowed to retain 2 per cent of his collections; how much will the town realize from the tax?

[3] 20. If 12 men can build a wall 30 ft. long, 6 ft. high, and 3 ft. thick, in 15 days, when the days are 12 hours long, in what time will 60 men build a wall 300 ft. long, 8 ft. high, and 6 ft. thick, when they work only 8 hours a day?

GRAMMAR.

Exercise. — "I think, boys," said the schoolmaster, when the clock struck twelve, "that I shall give you an extra half-holiday this afternoon." (*One credit each.*)

1. Classify this sentence according to its form, the nature of the affirmation, and the number of propositions, giving your *reason* for each statement.

2. Write *all* the distinct propositions expressed in the exercise.

3. Of these, which is the leading or principal proposition?

4. Of the last-named proposition, what is the subject, and what the predicate?

5. Write a list of the modifiers of "said," giving the *class* or kind of each.

6. Write a list of the *transitive* verbs found in the exercise, attaching to each its object or objects.

7. Express "I shall give you an extra half-holiday this afternoon," in the passive form, preserving the same mood, tense, and thought.

8. Write a synopsis of the verb "struck," in the interrogative form, through the indicative and potential moods, active voice, using "clock" for the subject.

9. Write a synopsis of "give" in third person, singular, indicative and potential moods, negative form, passive voice, using "it" for the subject.

10. Write all the infinitives, active and passive, of "think."

11. Parse "boys." 12. Parse "said." 13. Parse "when." 14. Parse "twelve." 15. Parse "that." 16. Parse "shall give." 17. Parse "you." 18. Parse "this." 19. Parse "afternoon." [In parsing be careful to make all necessary statements concerning the etymology and syntax of the words, especially the principal parts of verbs, antecedents of pronouns, and the government or relation to other words. When you state the "part of speech," give the *reason* also.]

20. To what class of words does "half-holiday" belong?

21. Write a single sentence with a compound predicate, having the first part modified by an adverb, and the second by an objective element.

22. Write the declension of "boys," "I," and "you."

23. Write the plural of "man-of-war," "drum-major," "piano," "hero," "leaf," and "cuff."

24. In what particular does a *personal* pronoun differ from all other pronouns?

(Twenty-five credits.) GEOGRAPHY.

[1] 1. Define latitude; on what is it measured, and what is the greatest number of degrees of latitude?

[2] 2. What is longitude; on what is it measured, and what is the greatest number of degrees?

[1] 3. How many degrees of longitude correspond to an hour of time, and why so?

[2] 4. What is the distance in degrees (*a*) from the equator to the Arctic circle; (*b*) from tropic of Cancer to the Antartic circle; (*c*) from the south pole to the Arctic; (*d*) from the north pole to the south pole?

[2] 5. Jerusalem is situated 35° 32′ east, and in latitude 31° 15′ north; the longitude of Valparaiso is 71° 37′ west, and its latitude 33° 30′ south. What is the difference in their longitude; in their latitude?

[2] 6. Name the principal forms of government, and a country under each one of the forms named.

[1] 7. In what particulars are barbarous races in advance of savages?

[1] 8. To what cause does Egypt owe its great fertility?

[1] 9. In what part of the globe is it now winter?

[2] 10. Into what three parts may the *surface* of the United States be divided, and how is each drained?

[1] 11. What is the outlet of Lake Champlain?

[1] 12. In what direction does the peninsula of Greenland extend?

[1] 13. What separates Europe from Asia?

[1] 14. Describe the route by water from Sebastopol to London.

[1] 15. What are the principal wine producing countries of Europe?

[2] 16. In what zones is each of the grand divisions of the earth located?

[1] 17. What is the general direction of most of the prominent mountain ranges of the earth?

[1] 18. Name the largest river in each grand division.

[1] 19. What zone contains the most intelligent and enterprising nations?

[1] 20. Name a country which has no capital, and give the reason why it has none.

(Thirty credits.) HISTORY.

[1] 1. What causes led to the adoption of the Constitution of the United States, in 1787?

[1] 2. What changes have occurred in the location of the national capital?

[1] 3. What caused the "Whisky Insurrection," and where did it break out?

[2] 4. How did we obtain possession of Louisiana, and what great advantage was derived from this acquisition?

[2] 5. Name as many States and territories as you can, that are embraced within the territory thus obtained.

[1] 6. State in your own language the meaning of the term "right of search," and the effect of its exercise.

[1] 7. What territory has been added to our country through conquest, or as the result of war?

[1] 8. Name the most recent acquisition of territory, and give an account of the means by which it was obtained.

[5] 9. Give the geographical location of the following battles, and the war in which each occurred: Murfreesboro; Great Meadows; Brandywine; Lundy's Lane; Monterey.

[1] 10. Give an account of any naval engagement which occurred during the second war with England.

[1] 11. Give a similar account of any naval battle which occurred during the late civil war.

[4] 12. Name four distinguished explorers concerned in the early exploration of our country, and the work of each.

[4] 13. Name four distinguished persons connected with the work of founding colonies, and the part each performed.

[3] 14. Tell the story of Arnold's treason.

[2] 15. Name the principal wars of the colonies up to the time of the American Revolution.

STATE DEPARTMENTS.

Maine.

Maine State Educational Association.

The ninth annual meeting of the Maine State Educational Association is to be held in Augusta, Monday, Tuesday, and Wednesday, of Thanksgiving week. The following papers have been promised:

"The Teacher's Work, its Responsibilities, Lights, and Shadows;" by Rev. George Forsyth, of Bucksport. "Qualifications of Teachers;" D. L. Smith, Topsham. "What shall we Teach in Common Schools?" Ephraim Hunt, Portland. "A rational plan for study in graded schools;" B. Redford Melcher, Saco. "Why have we so many poor teachers?" R. Woodbury, Farmington. "Practical education;" Rev. C. F. Allen, Orono. "Relation of education to labor;" Prof. M. C. Fernald, Orono. "Education at the Centennial;" A. P. Marble, Worcester, Mass. "The art of illustrating;" O. M. Cousins, Vassalboro. "Drawing in the public schools;" J. M. Hawkes, Pembroke. "School hygiene;" D. D. Patten, Portland. "Use of Recitation;" C. C. Rounds, Farmington. "School-house Ventilation;" W. H. Pennell, Portland. "Common sense elements in school;" G. W. Bodge, Westbrook. "Intermediate schools;" Prof. J. W. V. Rich, Kent's Hill. "School discipline;" A. F. Richardson, Bridgton. "Faults in primary teaching, what, and how corrected;" J. H. Hanson, Waterville. "Natural history in primary schools;" Rev. Dr. T. Hill, Portland. "The popularity to be sought by the Teacher;" Rev. W. S. Knowlton, Houlton. "Means of illustration in schools;" A. P. Kelsey, Farmington. Other prominent educators are expected to take part in the discussions and exercises, and the prospect is good for a large and enthusiastic gathering.

HEBRON ACADEMY.—Hebron, named from scripture, was incorporated in 1792, from a plantation called Shepherdsville, in honor of its original proprietor, situated a few miles north of Mechanic Falls, on the Grand Trunk railroad. The Academy was incorporated in 1805, one year after my birth, being the oldest academy in Oxford county. Its location is well chosen in regard to health, retirement, and picturesque scenery of hill and dale, in an independent farming community. By attending divine service, Sabbath, I learned that the pastor, Rev. Mr. Richardson (Baptist), was a worker, the right man in the right place: a large flourishing Sabbath School and Conference Meeting being conducted by him. Monday morning, being present at the devotional exercises of the pupils at the chapel, I was introduced to the school (whole number on the list 135) by the principal, as the first instance where a grandfather was present having grandchildren under his tuition. Every student is required to attend the morning devotions at the chapel, and the regular meeting of the Sabbath, or present a reasonable excuse for absence. Tuesday evening I attended the Lyceum. Principal in the chair. The music, declamation, select readings, discussion of a suitable question, and the reading of the Hebron *Journal*, a paper written by the scholars, were worthy of this pioneer of education of our fathers, now the nursery of Colby University, Waterville, which is now seen not only in the improvements of the grounds to please the eye, and the benefit of the school, but the furnishing good homes and well-enforced laws for the health and deportment of the students. From what I could learn from a week's observation, the principal, J. F. Moody, A.M., of Hebron; preceptress, Miss H. M. Staples, of Hanover; music teacher, Miss Stetson, of West Sumner; teacher of drawing, Mrs. Turner, of Mechanic Falls, and R. C. Bradford, teacher of penmanship, of Canton, are beloved by their pupils for their amiable qualifications, which are so requisite for every teacher of youth. In the Center, adjoining the meeting house, I noticed the monumental stone placed, by "*young men*," to the grave of their much beloved pastor, Rev. Mr. Tripp, who was the first settled pastor over the church in 1798, and continued forty-nine years, till removed by death, aged 86 years and 6 months, being known to all the county for the discharge of every duty. The present pastor, near the academy, has one of the most beautiful and interesting private cabinets in the county, worthy of every lover of nature, especially the mineralogist.

If all teachers of youth would put into practice the principles of "School Discipline" in the JOURNAL of October 9th, many of the dullest and most troublesome scholars would make interesting and industrious students. I know by experience. W. B.

— Capt. H. C. Little has resigned his position on the Lewiston school committee, and J. G. Coburn, Esq., has been elected to succeed him.

New Hampshire.

DOVER SCHOOLS.—C. O. Libby, chairman of the board of education, J. B. Stevens, Jr., clerk. High School—Edward D. Mason, principal, Ida C. Allen, A. Florence Moulton. Belknap Grammar—Channing Folsom, principal, Sarah E. Ham, Juliette Reynolds, Mary E. Piper. Sawyer Grammar—Daniel G. Thompson, principal, Lydia A. Drew, Sarah L. Hallam, Lottie A. Ham. Primary Schools—Hurd street: Mary E. Cartland, Mattie A. Peaslee, Mattie F. Littlefield, Delia L. Preston. School street: Matilda F. Rothwell, Mary A. Nudd, Helen M. Clark. Locust

street: Mary M. Estes, Fannie J. Hayes, Emeline B. Thompson, Alice S. Perry. St. Thomas street: Maria O'Neil, Nellie P. Wallingford. Washington street: Eva F. Chesley, Fannie T. Wallace, Alice H. Davis, Jennie L. Hanson. Sawyer: Isabel C. Hanson, Annie S. Rines, Ella F. Hayes, Affie A. Miles. Ungraded Schools; Blackwater—Lizzie A. Flander; Long Hill—Ellen F. Jenness; Garrison Hill—Mary S. Smith; Upper Factory—Eva G. Ennis; Knox Marsh—Eunice Grant; Tolend—Amanda Pickering; Littleworth—Amanda S. Young; Upper Neck—Marcena L. Neal; Back River—Bessie Bell; Lower Leck—Nancy W. Hoyt. Teacher of Music, Mary F. Duxbury.

NORTH HAMPTON.—John W. F. Hobbs, Esq., offers to build a $10,000 school-house at the Center. At a meeting lately of the districts interested it was voted to consolidate and accept the generous gift. Some men who read the *Union* and know what dangerous things progress and education are, violently opposed the movement, and declared that they would obtain an injunction to prevent tearing down the old school-houses as contemplated. The next morning the houses were "down." The "boys" did it. It is usual to moralize on such unlawful proceedings. Well, we are not sure but those naughty boys should be invited to canvass the State.

FRANKLIN.—The new high-school building will be ready for occupancy during the winter. It is one of the finest in the State, and an honor to the enterprising town.

DR. WILLIAM PRESCOTT, who died at his residence at Concord, on the 18th, deserves a record among the eminent educators of the State. He was born in Gilmanton, Dec. 29th, 1788. At the age of 16 he was indentured to a farmer, with the privilege of attending a district school two months in a year, and previous to this he had never looked into a grammar or arithmetic. By gathering chestnuts in hours usually devoted to rest, he purchased Bingham's American Preceptor, Pike's Arithmetic, Murray's small Grammar, and subsequently Morse's Geography, and Perry and Walker's Dictionaries, procuring the latter when he was about 21 years of age. Serving through his apprenticeship of five years, he placed himself under the private instruction of two clergymen, learning mathematics, navigation, and land surveying. He commenced the study of medicine with Dr. Kittredge, of Epping, in 1811, and while pursuing his studies taught school in that town several years. He graduated from the Dartmouth Medical School in 1815; practiced in Gilmanton for 17 years, afterwards in Lynn, Mass., for 13 years, and since 1845 resided in Concord. In 1852 he relinquished his practice to give himself to literary, scientific, and antiquarian studies. He was an active member of the Methodist church, and was also a fellow in the leading medical, antiquarian, and scientific societies of the country. Dr. Prescott prepared numerous papers for various societies, many of which were published. He also collected many thousand specimens of minerals, shells, etc., donating one collection of 2,500 specimens to Wesleyan University, at Middletown, Conn.; another of 2,500 to the N. H. Conference Seminary and Female College, at Tilton; and another of 6,000 prospectively to Alleghany College, at Meadville, Pa.; and sold one of 10,000 specimens to the Ohio Wesleyan University, at Delaware, Ohio. He also contributed many hundred specimens to various academies, natural history societies, etc., and owned a large and valuable collection at the time of his death. The Prescott Memorial will ever stand as a monument of his painstaking and industrious life. (We abridge the above from the *Statesman.*)

ISAAC WALKER, A.M., Principal of Pembroke Academy, has been chosen editor of this column, and will take charge of it about the middle of November.

— Miss Abby Holton, of Harrisville, recently teacher in the State Normal School, goes to Mobile, Alabama, as a teacher.

— In the Roman Catholic parochial schools of Manchester, what are called "reading-books for Roman Catholics" have been substituted for Hillard's, which have been in use—*Mirror.*

— Prof. R. A. Proctor is a good lecturer, on "The Infinities About Us," but can not Manchester get in such lectures some other night than Sunday?

— Professor Austin, formerly principal of Meriden Academy, will spend the winter in California for the benefit of his health.

— A Massachusetts girl lately left her bandbox in a Nashua depot, marked "Eira gun Mass." It meant *Ayer Junction!*

— Agreeably to a vote passed at the recent annual session of the N. H. State Teachers' Association, the State Superintendent has called a meeting of the teachers, officers, and persons connected with the educational interests of the State, at his office, on Saturday, Oct. 30, for the purpose of devising measures for an educational exhibit at the Centennial.

— West Lebanon has just opened a new library of 800 volumes.

Vermont.

— A business meeting of the State Board of Agriculture, Manufactures, and Mining was held at Burlington, Friday, Oct. 15th It was resolved that two joint meetings be held with the New Hampshire Board of Agriculture, one in Vermont and one in New Hampshire, and that the secretary be authorized, at his discretion, to accept the invitation of the New Hampshire board, and to invite the New Hampshire board, upon such terms as he shall agree upon with the auditor. It was resolved that the number of meetings to be held this winter be left to the secretary, and that he be directed to appoint as many as can be held by using and not exceeding the funds at the command of the board.

The secretary announced requests for meetings to be held this winter, from West Rutland, Franklin, Cabot, Barre, Irasburgh, Chelsea, Pomfret, Canaan, Rochester, and Orwell. Upon motion it was resolved that the secretary be authorized to expend $200 for the analysis of such fertilizers for sale in the State as in his judgment seemed best.

Prof. Peter Collier having presented his resignation as Secretary of the Board, on the ground of the demand of his department in the university for a larger measure of his time than could be given consistently with the full discharge of his duties as secretary, Mr. Hubbard presented the following resolutions, which were adopted:

Resolved, That in accepting the resignation of Secretary Collier, the Board desire to express our appreciation of the ability and zeal which he has brought to the discharge of the important duties of the office, and the confidence which the Board and the people of Vermont entertain in his work.

Resolved, That it is our hope that in severing his official relations with the Board, Professor Collier will continue to cöoperate, as far as he may be able, with the Board, and the people of the State, as heretofore, for the promotion of the agricultural interests of Vermont.

President Buckham, on the part of the University and State Agricultural College, having proposed that the university should relinquish Professor Collier to the work of the board, for the time required to hold ten public meetings, covering five weeks of the winter, Mr. Hubbard presented the following resolution, which was adopted:

Resolved, That the work entrusted to us will not justify the Board in accepting the limitation to the services of the secretary, proposed by President Buckham.

Upon motion of Mr. Pringle, the resignation of Secretary Collier was then accepted, to take effect November 30th. Prof. Henry M. Seely, of Middlebury, was then elected unanimously as secretary, and the meeting adjourned *sine die.*

Massachusetts.

BOSTON. — A proposition is before the Boston Board of Aldermen to erect a bronze statue to Josiah Quincy, the second mayor of Boston. It will be placed in front of the City Hall, and the statue and pedestal are to cost $18,000, which is provided for by the increase of the bequest of Jonathan Phillips for adorning and embellishing the streets and public places of the city.

The Boston Teachers' School of Science re-opened Oct. 30th, at 3:30 p. m., at the rooms of the society. The course for this year will be limited to sixteen lessons in Lithology, or the structure and composition of rocks, by Mr. L. S. Burbank, illustrated by specimens to be examined and tested by the members of the class. These lectures are free to the teachers of the public schools, and have been well attended. During last winter Mr. L. S. Burbank lectured on Mineralogy, and distributed some ninety odd sets of minerals, many of which are now being used in the public schools for the instruction of pupils. All the expenses, amounting to a considerable sum per annum, are paid by Mr. John Cummings, and in fact the courses owe their existence to his generosity.

George S. Hillard was elected a trustee of the Public Library.

Personal. — B. W. Putnam, of this city, has just returned from an extended summer campaign. He has been teaching drawing in Iowa and in New York, at institutes and in the normal schools. In Iowa he was doing institute work, and he tells us that he found this young State alive and anxious to be up with the times, and with her older sisters, in this matter of art education. Alonzo Abernethy, Superintendent of Public Instruction, in his instructions to the institute conductors for 1875, published a syllabus of a course of lessons to be followed by them at the institutes.

Not much has yet been accomplised, but a beginning has been made in the right direction, and the indications are that soon this State will, through her institutes, give the common school teachers such a knowledge of elementary principles and practice of Industrial Drawing as will enable them to teach successfully in the schools under their charge, — thus spreading a knowledge of the subject more rapidly than will be done in the States which rely more upon normal schools and less upon institutes for the diffusion of more advanced ideas and methods of education.

After leaving Iowa, Mr. Putnam visited five of the normal schools of New York State, spending a week in each, giving lessons to the advanced pupils during the day, and lecturing to the students and the public, evenings, upon subjects connected with Industrial Art Education. He visited in turn Fredonia, Brockport, Geneseo, Cortland, and Oswego. He found these schools generally full and even overflowing with pupils.

After using the opportunity thus offered for an inspection of these great educational centres, his testimony is that the Empire State may well be proud of her normal schools. In these schools, numbering from 200 to 350 pupils each, there is observable an earnestness of purpose, an intensity of application, and quickness of apprehension such as he has seldom or never witnessed before.

The relations between the faculties and students he speaks of as being like that of a well-regulated and happy family in which the children, on the threshold of their majority, are seeking advice and counsel from their elders who have learned through experience. He thinks New York has nothing to learn from New England in the matter of normal schools, and that in the feature of a training school for practice we might well pattern from her.

The statute requiring drawing to be taught in the public schools of the State, passed by the last legislature, is awakening an interest and calling attention to the subject very generally, and we may reasonably hope that in the normal schools and the teachers' institutes there will soon be trained a band of teachers competent to give instruction in this important branch of education.

LECTURE ON ART EDUCATION BY WALTER SMITH.—The principal of the State Normal Art School, Prof. Walter Smith, delivered a lecture to the students on the course of the study to be pursued in the school. He said the full term was four years, and that much time was necessary to obtain a sound education in the several branches taught. The first year was given to a study of elementary drawing, the study of the alphabet of the art; the second to the study of form and color as applicable to industrial designs; the third to the study of constructive art, and the fourth to sculpture and ornamental designing. The necessity for securing teachers capable of teaching in the schools of the State had compelled the establishment of this school, and its full course of study was needed for success in the work. The speaker claimed that drawing was but an exhibition of a mental process. Hard work and inspiration were counted as the two sources of success, and, while the latter means is very uncertain, the first rarely fails to bring it about. In referring to the impression that the school demanded more of its pupils than the health of the average adult would bear, the speaker said it was a little odd that less complaint came from those who took the study of the art school in addition to the regular drudgery of the day school, than from any others. The speaker closed by calling attention to the advantages of dividing the work of illustrated lectures, one taking the text, and one the drawing, so that each student shall obtain twice the advantage which he would by individual exertion. The lecture was of an eminently practical character, and was listened to with attention throughout.

— The Rev. William T. Eustis has given, recently, to the public library of Springfield a valuable collection of books.

— Mr. A. M. Powell, of the Northampton *Free Press*, has declined the presidency of Howard University at Washington.

— E. A. Smith has been appointed truant officer in Somerville.

Rhode Island.

PROVIDENCE.—*Death of Miss Celia J. Lewis.*—The public schools of this city have sustained a very great loss in the death of Miss Celia J. Lewis, first-assistant in the Point street Grammar School. Bringing back with her, on her return from the summer-vacation, the seeds of disease, the unwearied labor of her arduous position, to which she devoted herself unsparingly, developed the worst form of typhoid character, and she soon sank beneath the attack. A native of the city and educated in its schools, she early sought and obtained a place on the roll of teachers, and for twenty years has been a most faithful and efficient instructor. For nearly ten years she has filled the position of first-assistant, most of the time in the Elm Street Grammar School, of which the Point Street Grammar School is the successor. Coming to that position, which had, from the ability and zeal of her predecessors, acquired a most brilliant reputation for thoroughness of work and breadth of scholarship, she fully sustained, and even added to the renown already won. Possessed of a genuine love of knowledge and conscious of the power of truth when it comes close in contact with the human mind, she was never satisfied till she had brought her pupils into such a relation with their various studies that their minds, as it were, naturally responded to the demand, and they henceforth acknowledge the controlling power from within, rather than rendered an unwilling obedience to external authority.

Few teachers carry into their work a more active conscience, and hence we find her ever laboring for the highest good of her pupils and counting no labor too great, were it to inure to the personal advantage of her charge. Moreover, her social life was marked by the same traits that were so conspicuous in her school life. Always in the forefront of every enterprise calculated to advance the welfare of others, she was ever a consistent example of the principles she so vigorously enforced in the schoolroom.

She will be sadly missed, not alone by the pupils from whom she has been taken, nor by those with whom she has been more or less intimately associated in church and social relations, but by multitudes of those who have in past years been under her care, and experienced the value of her training and instruction, and who are now to be found in so many of the homes and places of business in our city. They will assuredly not willingly let her memory die. *Verily she hath her reward.*

WARWICK.—*Dedication of Arctic School-house.*—The citizens of Arctic school district met on Saturday evening, October 9th, for the purpose of dedicating their new school-house. The building is 25 x 48 feet, with addition on side next the street for entry. The main building is divided into two rooms of equal size and connected with folding doors, enabling the teachers to throw the two

rooms into one at will. The rooms are nicely furnished with comfortable desks and chairs. Addresses were made by Mr. A. K. Barnes, Mr. John M. Nye, principal of the Crompton School, Mr. Roach, and Mr. A. J. Taylor. The meeting was brought to a close with a song from the choir.

SOUTH KINGSTON.—The Sewall school at Kingston, closed on the 7th inst., after a four months term. The school has been under the care of Mr. J. Marsland, assisted by Miss Mary E. Gardner. . . . At a meeting of the school committee on the 11th inst., it was voted to approve the vote of Wakefield district to lay a tax of $300, to continue their school. . . . The monthly report of Rev. W. H. Kling, superintendent, was received, representing that the schools show marked diligence and progress, and that they have stood the test of rigid examinations; that the teachers have been, without exception, faithful, and commending them for the order maintained and the progress made in their respective schools; that a number of the school-houses have been put in a more suitable condition, but suggesting that there is still a want of more maps, blackboards, etc., in the schools.

Connecticut.

STATE TEACHERS' ASSOCIATION. — The Connecticut State Teachers' Association held its twenty-ninth annual meeting at Hartford, Oct. 21st and 22d. The first session was held at High School Hall, on Thursday evening. Ralph H. Park, of New Haven, president of the association, called the meeting to order, and after the preliminary exercises introduced the speaker for the evening, Rev. Dr. S. R. Dennen, of New Haven, who delivered an able address upon "True Culture." He spoke of the great thing to be aimed at in education as the fixing of the mind upon some lofty ideal of what one will do and become. Education helps both to fix upon such an ideal, and to attain it. Culture, in the broadest sense, is found in the critical nurturing and the happy union of the physical, intellectual, and moral powers. No one of these elements can be neglected without impairing harmony and sympathy of culture. A well-poised character is the true index of culture.

On Friday morning the association assembled in two sections, designated as the Graded School, and the Ungraded School sections. Prof. W. B. Dwight, of the Normal School, presided in the first. C. C. Dudley, of Bridgeport, read an earnest and able paper entitled, "The Schoolroom *versus* Health." He showed, in glowing language, the fearful evils which result from shutting up children for days and weeks in schoolrooms where the polluted poisonous atmosphere impairs the vigor of both body and mind, and plants the seeds of disease and death. He referred also to the influences which must be used to effect a remedy for these evils.

The next appointment on the programme was a discussion of the question, "Shall we have Kindergarten Schools?" Very few of those present showed any inclination to participate in this discussion, perhaps from want of familiarity with the subject. Secretary Northrop, being called upon, spoke at some length upon the peculiarities and advantages of this mode of training young children.

Mr. S. Crosby, superintendent of schools in Waterbury, read a paper entitled "The Course of Study in Lower Grades." He gave a thorough and careful review of the whole subject, and discussed his proposition: "The range of instruction in most of our public schools ought to be increased; how can this be accomplished in the limited time during which a child is in school"? We would gladly give an abstract of this paper, but must be content with this brief mention.

James D. Whittemore, of the New Haven High School, read an able essay on "Detention of Pupils after School Hours." He deprecated detention for slight breaches of deportment, especially on the part of the younger scholars, and maintained that a judicious system of rewards would remove the necessity for such detention. He showed that while perfection should be the aim, the impossibility of attaining it should never be forgotten, and that what students require is correct habits and the love of knowledge, which detention tends to prevent.

In the Second Section, Mr. H. E. Sawyer, of the Middletown High School, presided. Miss Booth, of the Brown School, Hartford, gave a clear exposition of the method of teaching penmanship, and Mr. O. P. Ames of Waterbury, read an essay on the Science of Teaching. Mr. J. B. Welch, of Willimantic, read a paper upon the great practical benefits which would follow the right teaching of geography.

Prof. I. N. Carleton, of the Normal School, gave an address on the prerequisites for success in teaching. He stated them to be these: First, that the teacher apprehend the great object of education, which is to perfect mankind physically, mentally, morally, and religiously; second, soundness of attainment; third, a knowledge of mind, illustrated by the dependence of the representative faculty on the presentative faculty; fourth, a professional knowledge of methods of synthesis and analysis; fifth, good manners and good personal habits; sixth, a knowledge of the history of education; seventh, sympathy with children.

After the morning session, there was a meeting of the committee to make arrangements for having Connecticut educational interests represented at the Centennial in Philadelphia. Secretary Northrop presented a report which was adopted by the committee, and later in the day by the association. (This report is given elsewhere.)

At the afternoon session, after the introductory exercises, Rev. Dr. Judah Wecheler, pastor of a Jewish congregation in New Haven, read a paper on "Our Public Schools." He spoke of the position of a teacher as of very great importance, because the public schools are the bulwark of liberty and republican institutions. He referred to the recent speech of President Grant, at DesMoines, Iowa, as an utterance of noble sentiments, and deprecated all tendencies to sectarianism in the schools, from whatever quarter. But while no sectarian religion, of any kind, should be taught, there is abundant opportunity for inculcating the principles of all civilized religions, as truth, honor, integrity, etc. He advocated the reading in schools, of the Psalms of David in place of any other portion of the Scriptures. A discussion of the subject introduced by this paper, revealed very great and decided diversity of opinion, and a resolution that had been presented was laid on the table, thus ending the debate.

Mr. Ariel Parish, superintendent of schools in New Haven, read a paper upon the field open in the future of education. Miss Curtiss, teacher of music in the South district school of Hartford, illustrated by a class of pupils the method of teaching the elements of vocal music. Prof. Homer B. Sprague, of Brooklyn, N. Y., gave an address on the "Coëducation of the Sexes," which he advocated earnestly by arguments derived from experience.

The evening session was opened with singing by the High-School choir, which had also enlivened previous sessions with their well-performed music. Officers were chosen for the coming year, and resolutions reported by a committee appointed at the first session were passed.

Mr. Henry Bergh, of New York, the well-known friend of dumb animals, spoke upon the "Superior and Inferior Animals," showing what has already been accomplished by legislation for their protection, and intimating his belief in the immortality of their souls.

This address closed a meeting of unusual interest.

Colleges.

BATES.—The catalogue of Bates College for 1875–6, has recently been issued. It shows the college to be in a flourishing condition. The classes are large. The senior class has 25 members; the junior class 22; the sophomore class 23; and the freshman class 26. There are 15 scholarships; ten are from the State, in the hands of the governor, and in bestowing them preference is to be given to the children of those who have fallen in the defence of their country, and always to students who are indigent and meritorious. The Redington scholarship gives tuition to a lady student. This is supposed to be the first instance of such an appropriation in any of the colleges. There are the scholarships endowed by Alvin D. Dudley, Esq., of Haverhill, Mass.; by the Misses Folsom, of Oldtown; and that endowed by Hon. P. C. Cheney, A.M., of Manchester, N. H., which tuition goes to a student from New Hampshire. Each student contemplating entering the Christian ministry, also receives aid. The preparatory schools are the Nichols Latin School at Lewiston, New Hampton (N. H.) Literary Institution, Maine Central Institute at Pittsfield, Lapham Institute at North Scituate, R. I., Green Mountain Seminary at Waterbury Center, Vt., Lyndon (Vt.) Literary Institution, Lebanon Academy, Maine, and Austin Academy at Center Strafford, N. H. The college trustees are making an effort to raise funds to erect a suitable building for the Nichols Latin School.

BOWDOIN. — The boards of trustees and overseers held an adjourned meeting on Tuesday, the 19th, at which little more than routine business was transacted. One or two matters of importance came up. Mr. A. H. Davis, of Worcester, who has been filling the chair of Latin, this term, was elected provisional professor until commencement in '76. . . . Prof. A. S. Packard, Jr., of Salem, was appointed lecturer in certain branches of Natural History. . . . The game of base-ball for the State-championship between Bowdoin and Bates, which was won by the latter by importing two professionals from Massachusetts, has been declared "off" by a judiciary committee of the State Association. Another game will therefore be played, probably on Saturday, Oct. 23d. . . . Field Day, which was appointed for Oct. 16th, has been postponed until Oct. 30th. The prizes are on exhibition at Allen's on Main street. . . . The members of our university crew are practicing regularly on the river, as well as senior and sophomore class crews. There is some talk of having a regatta this fall, but we doubt if one will be held till next spring.

Class of 1875.—R. R. Baston was recently married to Miss Lucy Ellen Edwards, of Monmouth; Baston has accepted the position of general agent in Montreal for J. B. Ford & Co. F. O. Baston is teaching the North Berwick High School. George C. Cressey is assistant in Mathematics in the Bath High School. W. J. Curtis is city editor of the Bangor *Whig and Courier*. C. A. Dorr is principal of the High School at Lisbon, Me. E. H. Hall is principal of Bethel Academy, Bethel, Me. W. E. Hatch is teaching school in North Shapleigh, Me. E. S. Osgood is a reporter on the *Eastern Argus*. N. M. Pettengill is teaching in Martinsburg, Ill. P. P. Simmons is teaching a high school in Mendon, Mass. F. B. Osgood is studying law in Fryeburg, Me.

YALE.—The Fall races came off Saturday. First, shell race, contested by the Law School and junior-class crew, was won by the lawyers in 19.37. Second, single sculls, won by H. Livingston of the sophomore class beating T. A. Vernon, S. S. S., and W. A. Ransom of the sophomore class. Third, barge race between the freshman crews of Academics and Scientifics, and won by Academics. Fourth, barge race between law crew, junior crew, and sophomore crew; won by juniors.

TUFTS.—President Capen and Professor Fay represented Tufts at the recent convention of New-England colleges held at Amherst. President Capen also delivered an address on education, at the general convention of Universalists last week at Lynn. . . Messrs. W. P. Beckwith, L. W. Aldrich, and H. L. Whithead represented the Kappa Chapter at the late convention of the Zeta Psi Fraternity in Boston. The session of the convention was very successful, and the closing banquet at the Revere House was largely attended and much enjoyed. . . . The seniors are anxiously discussing the matter of class pictures and albums, but have not yet elected their photographer. The subject of class-day exercises is also attracting some attention.

DARTMOUTH.—T. D. Luce, '75, has commenced the study of law with Briggs and Huse, Manchester. S. R. Towne, '72, who has been instructor in gymnastics in the college for the last two years, has begun the practice of medicine at Brookfield, Vt. . . . . The number of students at present connected with the college is 479, divided as follows among the various departments: Academical, 284; scientific, 76; medical, 84; agricultural, 29; civil engineering, 6. . . . . The athletic sports that have taken place during the week have been a success, and we trust are only the beginning of a series that shall occur every year hereafter. The sports began on Wednesday afternoon, at two o'clock, with the hurdle race, the first heat of which was won by Clarke, '76, C. S. D., in 22 seconds. Ingham, '77, won the second heat, in 22¼ seconds. The race was 120 yards, over 11 hurdles, each 3½ feet high. In the contest of throwing the base-ball, Clarke, '76, C. S. D., won the first prize, by a throw of 318 feet 11 inches; Staples, '76, second prize, by a throw of 299 feet 7 inches. The first heat of the hundred yards dash was won by Prescott, '77, in 11 seconds; the second heat by Haskell, '76, in 10¾ seconds. The next thing in order was the shell race between '76 and '78, over a 2½ mile course on the Connecticut. Down to the first telegraph station, the seniors were ahead, but at that point the Sophomores passed them, and kept the lead to the end, making the finish in 14 minutes 38¼ seconds, against 14 minutes 58¼ seconds for the seniors. At the conclusion of the race, '76 claimed a foul a short distance below the start, which claim was allowed by the referee, the race to be re-rowed on Friday afternoon. The single scull race between Peabody, '76, and Darling, '78, came next, and was won by Peabody, in 18 minutes 41½ seconds, Darling's seat having slipped off soon after starting. The first contest on Thursday was throwing the hammer. Prescott, '77, won by a throw of 60 feet 10¾ inches, the weight of the hammer being 18½ lbs. In putting the weight, which also weighed 18½ lbs., Wallace. '77, won by a throw of 26 feet 5⅞ inches. The hundred yards dash between the winners of the heats of the day before, Haskell, '79, Prescott, 77, and Staples, '76, was won by Prescott, '77, in 11⅛ seconds. In the one-mile walk, Davis, '77, won the first prize, in 9 minutes 36 seconds, and Pfeiffer, '77, the second prize, in 9 minutes 56 seconds. The best three jumps, using weights, were made by Flint, '76, he jumping 30 feet 2⅞ inches. The mile run was won by Stimson, '76, in 5 minutes 41¼ seconds. Edson, '78, came in second, in 6 minutes 17½ seconds. The wheelbarrow race, which was the most amusing feature of the forenoon's sports, was won by Whitcomb, '76. The running long jump, the last exercise of the forenoon, was won by Young, '79, his best jump being 17 feet 8 inches. At two o'clock the standing long jump was called. Goodhue, '76, won by a jump of 10 feet 5½ inches; Whittlesey, '78, C. S. D., second—10 feet 3 inches. The concluding hurdle race was then run by Clarke, '76, C. S. D., and Ingham, '77, and was won by Clarke, in 21⅝ seconds. The three-mile walk was won by Parkhurst, '78, in 29 minutes 30½ seconds, Sayres, '76, coming in second, in 30 minutes 11½ seconds. The three-mile run was won by Lamb, '79, in 19 minutes 7¾ seconds, Stimson, '76, coming in only a quarter of a second behind. The hop, skip, and jump was won by Goodhue, '76—distance, 37 feet 3⅞ inches; Young, '79, second—distance, 36 feet 10¾ inches. The running high jump was won by Ingham, '77—height, 4 feet 11 inches; Bridgman, '76, second—height, 4 feet 10 inches. The standing high jump was won by Kenaston, '79; height, 3 feet 11 inches. In the sack race, over a course of 100 yards, Hall, '76, came in victorious, in 41⅞ seconds, Bartlett, 77, C. S. D., being second. The quarter-mile run was won by Ingham, 77, in 1 minute 5¼ seconds; Prescott, '77, came in second, in 1 minute 11 seconds. The last was a three-legged race, and was won by Staples and Whitcomb, '76, in 12¾ seconds. Friday afternoon, the race between '76 and '78 was re-rowed. Dodd, of the sophomore crew, and Gerrish, substitute, were both sick, however. and Paul, a new man who had not been in a shell before this season, was put in to fill the vacancy. This was a sad disadvantage to the '78 crew, and '76 came in victorious, not equaling the time which the sophomores made on Wednesday, however. On Saturday afternoon, the race between '76 and '79 took place, and was won by '76, thus gaining them the colors. The single scull race between Peabody, '76, and Newhall, '79, resulted in a victory for Peabody. Saturday evening, at eight o'clock, the presentation of the colors to the victorious crew, and of the prizes to the winners in the athletic sports, took place, and was a very pleasant affair. The music was furnished by the Dartmouth Glee Club. At the conclusion of these exercises, the seniors held a rejoicing in Reed Hall.

HARVARD.—The club races will take place on the 30th. . . . In response to a challenge received by Harvard from Canada, to play a match-game of foot-ball against a picked fifteen from all Canada, the Harvard party left for Montreal last Thursday, were royally received and entertained by the Canada Association, and badly discomfitted the picked champion array at their own game, the next morning. The boys returned Monday. . . . . The fall meeting of the Athletic Association will be held on Jarvis field, Saturday, Nov. 6, at 2 p. m. The order of contests will be as follows: Mile run; mile walk; running high jump; 100 yards dash, trial heats; half-mile run; running long jump; 100 yards dash, final heat: two-mile run; 120 yards hurdle race, ten hurdles; three-mile walk; quarter-mile run. . . . . Every table at Memorial Hall is full, and there are many applicants unable to obtain accommodation.

AMHERST.—The Association of College Presidents met at Amherst last Wednesday. Representatives from twelve New-England colleges were present. They were particularly struck with the required gymnastic exercises here. . . . . The class of '77 has formed a foot-ball twenty. W. Morrell was elected captain, and C. H. Barber vice-captain. . . . . The Amherst nine beat Princeton last Saturday, 5 to 6. There was much rejoicing among the students here, who celebrated the victory with bonfires, music, etc. . . . . Several cases of typhoid fever are reported. . . . . L. G. Beck has been elected commodore of the navy, vice S. R. Johnston, who is Germany.

Varieties.

— The following unique resolution was passed at the late session of the New York State Teachers' Association: "That we recommend that one day of each autumn and spring be kept as 'tree day,' and that on that day, when it shall be possible, all of our schools plant shade-trees upon the school green."

— The Viceroy of Egypt has applied $65,000, subscribed for a monument to him, to found a great public school in Alexandria.

— English is to be made a compulsory study in the Russian gymnasiums for girls.

— A spirited school journal in Spain is bringing bull-fights into disrepute.

— What's in a name? A great deal sometimes. In Illinois is a schoolmaster whose name is Xerxes Xantippe Crum—a dreadful anti-climax, but that's his name. Just think of that master taking his seat, and merely remarking, "My name's Xerxes Xantippe; and I expect order in this school!" Wouldn't those boys go in for heaven's first law beautifully?—*Newport Mercury.*

— Reports from the secretary of the American Colonization Society indicate that the colony in Liberia is prospering. New plantations are developing, commodious dwellings are being built, and the schools and churches are well attended. This is encouragiug, as the educational movements have of late years been declining, and the schools which at one time sent out the most students who creditably filled important positions in the Republic have suffered greatly from lack of efficient teachers.

— Yale College is 175 years old, and during this time it has had ten presidents. Dr. Woolsey occupied the president's chair for a quarter of a century.

— It is said that in the English Cyclopedia there are 140,000,000 letters; in the Encyclopedia Britannica, 118,000,000; in Appleton's (American) Cyclopedia 65,000,000; and in Chambers', 54,000,000.

— An Indiana man raised from 130 grains of wheat, taken from an Egyptian tomb, the first year two quarts, the second year two bushels and a half, and this year he expects a yield of twenty bushels. It is said to be a superior grain.

— The following is a portion of an advertisement in the London *Economist*: "This is a contrivance which, applied to the nose for an hour daily, so directs the soft cartilage of which the member consists, that an ill-formed nose is quickly shaped to perfection. Any one can use it, and without pain."

— A correspondent of the London *Times* writes: "I think that it is a fact worth noting that only on the four following occasions since 1773, has the Bank of England minimum rate of discount been so low as 2 per cent., at which it now stands, namely: April 22, 1852, to January 6, 1853; July 24, 1862, to October 30, 1862; July 25, 1867, to Nov. 19, 1868; July 13, 1871, to Sept. 21, 1871."

— The Rev. Dr. Tiffany, of Chicago, has been elected by the trustees and faculty as one of the university preachers of Cornell University.

— Professor Hartt left Rio Janeiro recently to begin his geological survey of Brazil, which it is expected will require seven years to complete.

— The *Observer* calls attention to an act passed by the last session of the New-York Legislature, incorporating the Sisterhood of Grey Nuns. It authorizes the superintendent of Public Instruction to receive diplomas granted by any seminary of the sisterhood in that State, and issue thereon certificates to the effect that such graduates are qualified teachers of the common schools. The *Observer* says this is a privilege possessed by no Protestant school, and thinks the law ought not to stand another year.

— The reason of so many shooting stars is that our earth is a revolver.

— The New-York State Teachers' Association recently considered the Compulsory Education act of that State. "The sentiment of the convention seemed to be that the law is a failure, because school officers do nothing to prevent truancy and non-attendance."

— The hull of the Lawrence, Commodore Perry's flagship in the battle of Lake Erie, which has lain in Misery Bay in the harbor of Erie since 1834, has been raised recently.

— The German excavation at Olympia, Greece, will begin immediately, the point fixed upon being about 30 or 40 meters east of the Temple of Jupiter.

— One of Tennyson's lines was quoted in his presence as a happy instance of a natural expression of a spontaneous thought, when the poet said: "I smoked a dozen cigars over that line."

— Mr. Wendell Phillips has been presented, by the Irishmen of Boston, with the new edition of the Encyclopædia Brittanica, to express their admiration of his oration on Daniel O'Connell.

— Mr. T. B. Aldrich has returned from Europe. Dr. Dio. Lewis is in California, where he proposes to remain permanently.

— Frank T. Bowles, son of B. F. Bowles, has entered the Naval Academy at Annapolis, as a cadet engineer, and a son of Colonel J. B. Parsons, of Northampton, has also been appointed to the Naval Academy.

— Massachusetts is putting in claims for both orator and poet at the Centennial exhibition. The *Springfield Republican* has reason to believe that the choice for orator will fall upon Charles Francis Adams, and that for the poet on Mr. Longfellow or Mr. Lowell.

New Publications.

A PRACTICAL COURSE WITH THE SPANISH LANGUAGE. By H. M. Monsanto and L. A. Languellier. New York: Ivison, Blakeman, Taylor & Co.; 1875.

This new candidate for popular favor fully carries out the idea expressed by the Spanish motto on the title-page, *Pocos preceptos y mucha practica*, or few precepts and much practice. The production of two gentlemen well known as practical and successful teachers, who are thoroughly familiar with the subject, and following Woodbury's plan with the German, it lays before the student in a clear and methodical form the many beauties of the noble Castilian tongue, while it explains the difficulties and peculiarities, idiomatic or otherwise, in a manner that is lucid, intelligent, and consistent. Much attention is devoted to the augmentatives and diminutives of the adjectives and nouns, which give so much richness and variety to the language; to the proper construction of sentences, and to the various forms of the verbs regular and irregular, there being at the end of the volume an alphabetical table of the irregular and defective verbs, which is followed by a general vocabulary of all the words used in the different exercises, with a short account of the formation of the Spanish language, with the Castilian text alongside the English. We heartily commend this grammar, and hope that it may be the means of inducing many to acquire a knowledge of a language which, attractive as it is in itself, must prove more and more useful in proportion as the commercial and political relations of this country become more extended with Cuba, Mexico, and other countries where Spanish is spoken. We will add that the book is attractive in its binding, typography and arrangement similar to, though somewhat smaller in size, than the French grammar issued some two years ago by the same authors and publishers from whom the present volume emanates.

THE GEOLOGICAL STORY TOLD Author, Prof. J. D. Dana; publishers, Ivison, Blakeman, Taylor & Co. Price, $1.00.

The science of Geology is new. The older ones have not studied it in school or college; many of the young people have ended their school days without advancing far enough to reach it in their course. Many who have studied it have a great many whys unanswered. This book will meet a felt want of all such. It is a sublime story, told with a sublime simplicity that a child can understand. No work by this distinguished geologist seems to us such a fit representation of the man—modest, unpretending, and yet revealing to you at every step the vast erudition of its author. Although we had studied his manual of Geology in our college days, yet we found this a charming story from beginning to end.

NEW EDITION OF THE "SCARLET LETTER." Author, Nathaniel Hawthorne; publishers, Osgood & Co. Price, $1.25.

This is the first volume of the new edition of Hawthorne's works. It is in the same style of "Little Classics," with which all our readers are undoubtedly familiar. The type is clear while condensed, making the volume of a handy, portable size. In this time of centennial studies, the Scarlet Letter will be read with special interest, as its characters and scenes are laid a hundred years bygone, in the colony of Massachusetts. No handsomer edition could be asked for than this.

NINE LITTLE GOSLINGS. Author, Miss Woolsey (Susan Coolidge); publishers, Roberts Brothers.

The nine little goslings are nine little tales, which are told in a pleasant way for children, say ten years of age. Had this been Miss Woolsey's first book she would hardly have gained the reputation she now has through her "New Year's Bargain." This will undoubtedly be a very saleable book for the holidays.

ILLUSTRATED HOMES, AND HOW TO MAKE THEM. Author, E. C. Stedman; publishers, Osgood & Co. Price, $2.00.

The author is an architect. He mingles wise and humorous sayings with suggestive and sensible remarks on house architecture. The book gives floor plans and elevations of different styles of houses, and above all, gives hints that will be most valuable to any contemplating building a house for a home. The book is valuable for the matter it contains, and, were the heliotrope illustrations more clear, it would be doubly valuable for its illustrations.

PLEASANT READING.—To an American the history of England must always be of interest. That little island over the sea, which would hardly make the fraction of some of our States, was yet the home of our forefathers. It is the Mecca to which we all hope to make a pilgrimage. From it arose that idea of freedom which is our birthright. The glorious language we speak, the treasures of literature we value, all had their origin in England. The very nursery tales of our youth are tinctured through and through with English names and life. "Our little mother-isle, God bless her!"

To trace the progress of a nation from small beginnings until it becomes a mighty power, is a task for any historian. Very few have been able to accomplish it. The histories even now used as text-books treat more of battles, court intrigues, plagues and famines, conquests and defeats, than the real substantial triumphs of a people. There are few wars that are holy, although the combatants persuade themselves to the contrary; there are still fewer that are decisive in results, so that the battles of history that have advanced civilization may be numbered on the fingers. It is in the struggle of a nation towards mental power, freedom, religious growth, political strength and breadth of view, that we really read its story. We may safely relegate the battles to the limbo of tournaments and fox-hunts.

We have been reading Mr. J. R. Greene's "A Short History of the English People," with real delight. It is not our province to review it, even had we the ability and the time. All that we wish is to record our personal appreciation of its excellence, and to call the attention of such as have not seen it, to a real treat.

As we begin far back, in almost unchronicled time, we follow the English people through all their mutations with a renewed interest. We seem to be living with them. It is not the story of kings alone that we read. The poet, the inventor, the statesman, each has a place in the record. We learn the customs of the special time, the current opinions, the costumes, the amusements; yet our author is never prolix. Shakespeare has a larger space allotted him than the conquering Henry V. Milton is a more prominent character than James I. To instance one peculiarity of this charming book, and it is but one instance from many that could be cited: we defy any one to read the chronicle of the reign of Elizabeth, the story of the Armada, the life of the court, without feeling the personality of the brave, parsimonious, shrewd, irreligious, noble, coquettish, lying, puerile, yet essentially magnificent queen. So, too, with Mary, Queen of Scots. Her life stands out in color as if painted by a skillful artist.

Often some current anecdote is introduced to point the moral of the text. The time speaks, as it were, for itself. We meet, too, here and there, with a bit of splendid imagery or picturesque description. Ordinarily we do not care for the origin of boroughs and parliaments, or the working of corn-laws, as an amusement. We shun the Irish question, even when treated by Mr. Froude. We desire such subjects diluted, yet here we find them fascinating without being watery.

To any one teaching history, in school or college, this volume must be invaluable. It should be on every student's table. We have approached it merely from the literary side, but we are sure that from the scholastic it is equally good. We have thrown novels, sermons, essays, lexicons, and even educational newspapers aside, while perusing this history. It is simply a history of a people, not of its rulers. It is the people, after all, who force the monarchs out of or into power. It is the biography of a nation, which, from humble beginnings, has grown into the grandest in the world!

W. W. B.

— *The Educational Voice* uttered its first words at Pittsburgh, Penn., October, 1875. It is the organ of the school directors and teachers of Western Pennsylvania, is devoted to literature, science, and art, and its first notes have no uncertain sound. It is a monthly paper, at the low price of $1.00 per year, and the first number is ably edited and well made up. It is well worthy of a strong support by the teachers of the Keystone State. THE NEW-ENGLAND extends a cordial right hand to the new Voice from the Middle States. May it always be a clear, outspoken voice for the true interests of education.

— Dr. W. T. Lucky edits the Los Angeles *Schoolmaster*, California. It is published every Wednesday, and 1,500 copies are distributed free to the patrons of public schools in that county. The *Schoolmaster* is a lively and enterprising little paper, is full of good things, draws freely from the NEW-ENGLAND JOURNAL OF EDUCATION, and, with one exception, gives due credit to our journal.

— The *School Bulletin* is a good educational paper. New York teachers should take it and the NEW ENGLAND JOURNAL OF EDUCATION.

— Prof. Henry Coppée, LL.D., president of the Lehigh University, has undertaken the editing and annotating of the American edition of the Count of Paris' "History of the Civil War in America," the first volume of which appears the last of October. Dr. Coppée's large military experience, having graduated from, and subsequently held a professorship at West Point, having served in the Mexican War, and being the author of well-known military works, renders him peculiarly fitted for this task. Mr. L. F. Tasistro, for many years translator for the State Department at Washington, has the translation in charge. The history, so far as issued, has the highest praise of the critical journals of England and America, and its translation will, unquestionably, for years to come be *the* History of the War.

— Rev. A. D. Mayo, A. M., of Springfield, Mass., is prepared to respond to a limited number of calls to lecture before associations, schools, and school institutes. He has a varied list of topics on European Travel; Scenes in the Adirondacks; the White Hills; the Mammoth Cave; Education for Normal Schools, and General Topics. His subjects on education are: Parents and Teachers; The Farmer at his Books; The Teachers and the People; Methods of Moral Instruction in Common Schools; The Religious Question in the Common School; The Common School and Public Morality; The New Methods of Education; The Education of Woman; American Problem for Educated Men; The Children's Right to Education; Normal Schools and their Graduates; The Childlike Spirit in the Teacher; The Spirit of School Discipline; Discipline in Common Schools; Beauty in the Schoolroom; The Manners and Morals of the Recitation-room; What to Read and How to Teach Reading; The Position of Teachers in American Society. His discussions are original, fresh, and lively, and his style and manner are very attractive.

— It is said that Mr. Allen Putnam is writing a book upon the Salem witchcraft, from the spiritualist's point of view.

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The Song of the Spirit over the Water.

[The following poem is an expression of the Eastern doctrine of the emission and absorption of souls by the great Over-Soul. It is a literal translation of Goethe's Song of the Spirit.—N. W. S.]

The human spirit
Resembles water:
From heaven it comes,
To heaven it goes,
And downward, earthward,
Again is driven,
Ever changing.

Down from the lofty,
Lofty, wall streams
The lucent jet,
Then breaks in lonely
Dissolving vapors
On the smooth warm rock,
And with light fingers
Gropes its way, veiling,
Soft murmuring,
To the depths below.

Rocks uprising
Oppose the torrent,
Madly it rages,
Step by step, down
To the plain

In shallow channels
On thro' the meadows it creeps,
And in the glassy sea
Stars feast their eyes on
Their own sweet beauty.

Wind is the billow's
Passionate lover;
Wind stirs from the bottom
White crested surges.

Spirit of man,
How like thou to water!
Destiny human,
How like thou to wind!

Education at the Centennial.

MODE PROPOSED FOR PRESENTING THE CLAIMS OF OUR HIGHER EDUCATIONAL INTERESTS AT THE CENTENNIAL EXHIBITION AT PHILADELPHIA, IN 1876: — BY FRANKLIN B. HOUGH, OF LOWVILLE, N. Y.

[Read before the American Association for the Advancement of Science, at Detroit, Mich., Aug. 17th, 1875.

The near completion of the first full century in our national history is very generally regarded by our citizens as a suitable occasion to review the history of this century, in whatever tends to illustrate our growth and progress during this great interval of time; to compare the present with the past, and to gather up such lessons of experience as may tend to greatest profit in the future. So extraordinary is the interest in this event, that everywhere throughout the country the centennial day of local events in the Revolution is being marked by celebrations so memorable that they become of themselves notable events in history, affording subjects for research and themes for discussion, that bring out, in strong relief, the contrasts between *then* and *now*, and forces the inquiry upon every thoughtful mind a to *what causes have most operated in working these changes, and how they may be turned to best account in the future.*

Without entering into a particular discussion as to the influences of self-government, and the habit of inquiry which this form of government has a tendency to encourage, we will take it for granted that the custom of investigation of fundamental principles has the effect to educate the mind for the comprehension of enlarged and general views, and to qualify it, in the most ample way, for understanding the causes and relations of events. In short, the mental discipline acquired by this habit of generalization and discussion has a most salutary effect in fitting our people to appreciate, and to apply to practical use, such advantages as may be offered in the circumstances around them. This acuteness of observation and facility of adaptation, which some would claim as the trait of character most strongly developed among our American people, may, in my opinion, be regarded as the natural result of that long course of influences which, beginning with the hardships of colonial beginnings, have ever since been operating through the constantly recurring necessities of daily life, in a country where entails of dignity and wealth are unknown, and where the parent enjoying these advantages can only assure their descent to posterity by diligently teaching to their children the means by which they may be honorably acquired and truly deserved.

It appears to have been recognized from an early period in our history, and it may now be regarded as a maxim that nobody will deny, that education is the best guarantee of success, in every conceivable direction of human enterprise, — that the man best acquainted with the principles upon which his business is founded, will, with proper forethought and prudence, excel another, who, under like circumstances, may lack this attainment; and in short, that "KNOWLEDGE IS POWER," and that its increase and diffusion through every grade of society is the best guaranty of the perpetuity of our civil institutions, and of the future increase of our national prosperity. If we examine into the details of our material prosperity, its elements will be found mainly to consist in the application of principles first discovered by science, and afterwards turned to use, either directly by the original discoverer or, quite as often, by others more favored by genius or opportunity, and qualified by education to comprehend and apply the principle, and to meet and modify the circumstances incident to its application. Thus, whether the object be a labor-saving agricultural or mechanical implement, a manufactured or chemical product, or an improved process, we stand indebted to science and education for their discovery, application, and use; and in every review of our national history, whether general or special, we are met in the beginning with this fact of relation and dependence, and are in justice required to admit its presence and value.

If this view of the connection between science and the useful arts be accepted, and the enormous development of our material resources be credited to these arts, in the hands of a people taught to apply them, the conclusion follows, that a careful and impartial history of the institutions where science is cultivated, its boundaries extended, and its principles taught, must form an important, and indeed an essential, feature in the history of a country or a period, and that in our coming national Centennial, the history of our colleges, universities, professional schools, and institutions for the cultivation of special sciences, should have a due and proper place. In accordance with this view, the Board, on behalf of the U. S. Executive Departments, in the arrangement of a programme of so much as may come under their charge in preparations for the Centennial Exhibition at Philadelphia, in 1876, has assigned a place for inquiries having direct reference to this subject. To the details of this plan your attention is now invited.

It may be fully stated in the beginning, and it is obvious without argument, that at this late period it would be impossible for any person, or for several persons, not previously acquainted with the details of the subject, to undertake the preparation of anything like a comprehensive history of these educational institutions, or of any considerable number of them, in detail. In short, the enterprise requires the cordial coöperation and aid of those who have long been connected with those seats of learning, who are already well acquainted with their history, and who have access to, and control of, the records and other sources of information from which alone a full and satisfactory historical summary may be prepared. It will be conceded by every one that the officers of colleges are persons exceptionally well educated, and well informed as to affairs relating to their several institutions; that they have a direct interest in seeing the history of these institutions fairly and properly presented, and that the cause of education generally, and this measure as concerns them specially, cannot fail to receive benefit, if the work is *well done.*

Appealing, therefore, to their intelligence and patriotism, the request will be respectfully made that they prepare, or cause to be prepared under their direction, a concise statement in form for use, after such order of arrangements as shall be prescribed and explained, which shall embrace the information desired, and such statistical facts as admit of tabular statement. From these there will be prepared such general results as the data may warrant. The work will be done under the direction of the Bureau of Education, in the Department of the Interior, as a part of a more general inquiry relating to educational interests for presentation at the Centennial at Philadelphia in the coming year.

In considering the modes by which a subject may be presented on such an occasion, we shall find them tending to arrangement under two principal forms. First, exhibitions to the eye, for the instruction of such as may attend the exhibition; and secondly, publication of facts for general information and future use. Let us for a moment examine the extent of application desirable, and the proper merits of these two methods.

Whatever may be feasible with respect to the exhibition of methods of instruction and of the means and appliances used with most success in primary schools, and for instruction in the elementary sciences, while we cheerfully admit their easy and proper introduction in such an exhibition, with respect to these schools, we cannot find that these modes of illustration apply to schools of higher grade, where instruction is imparted through the study of text-books, the recitations and reviews of the class-room, and the teachings of the lecture-room. It is probable that many of the instruments by which the truths of science are illustrated, will form a prominent feature in the exhibition, and herein our manufacturers can afford to place their apparatus by the side of the best that Europe can produce. The principles upon which their action depends will be seen everywhere pervading the departments of mechanical engineering and applied science wherein they fill so important a place, and whereof the discoveries of the century form so grand a part.

But if we cannot show by actual exhibitions the *methods* by which science is taught, we may at least present some of the *results* of education, by opening a

field for honorable rivalry in the way of competitive examinations, before competent and impartial judges, for such as the several colleges may select as their best men, and those whom they are willing to offer to the world as the best illustration of their educational work. It is true, the time for preparation for such an examination is short, but there is still sufficient time to organize, and the aim should be to determine, not what college students can do between now and next July, but to show *what they have been doing.*

We have had of late years much rivalry among college men, in endeavoring to out-do one another in the development of *muscle*, but hitherto nothing to prove their relative superiority in the nobler achievements of the *mind.* We cheerfully concede every argument that favors the development of sound health in the student, and should encourage this by judicious physical training, as the best guarantee of a long and useful life. But the competition that brings this training conspicuously forward, giving to our sporting gentry an opportunity for the wildest ventures in betting, and to whole communities an occasion of phrenzied excitement, tends to degrade rather than to elevate the standard of education, by inspiring the young aspirant to college fame with false ideas as to the highest aims and noblest honors of a college course.

Let us rather seek to bring forward those intellectual powers that give distinction in the forum and the senate, and that fit a man for the highest achievements in science, the broadest field for usefulness, and the greatest success in whatever line of honorable ambition his talents and opportunities may open before him. An open and impartial examination would afford a chance for showing conspicuously to the world the best results of our collegiate systems of education, and would doubtless be improved by very many of our best students, were the opportunity offered.

Besides these means of showing our educational interests, we have it in our power to exhibit the extent and arrangement of the facilities that have been provided for educational purposes, their geographical location with reference to the general wants of the country, the extent and topography of their grounds, and the plans and architecture of their buildings. If these have been well chosen and properly provided, they will furnish an important indication of the spirit and intelligence of the founders, and often the first and principal reason of success, where, everything else being equal, an injudicious location, or other defect in the original project, would have resulted in disappointment or total failure.

The principal features of collegiate and superior education, which admit of exhibition to the eye, will, therefore, be necessarily limited chiefly to maps of grounds, and plans and views of buildings, with such graphic delineations as their statistical resources may allow. To this may properly be added, series of portraits of founders, benefactors, and instructors, as may be found practicable. It is understood that sufficient facilities will be provided for the satisfactory exhibition of these objects, so as to fully meet the requirements of the occasion. The plans should be on a scale of 24 feet to the inch, and the portraits on sheets 10 by 12 inches in size.

To secure a fair and impartial opportunity to each institution, without preference to any, circulars and forms have been prepared, and will soon be issued, prescribing the scale and size desirable for this purpose, and giving such information with respect to their preparation as appears necessary. Without here going minutely into these details, I will briefly remark the principal ideas entertained concerning these several objects.

Map of Grounds. — This should embrace only so much of the lands connected with these institutions as may be used for educational purposes proper, and not farming lands, unless worked as a model farm. The campus, buildings, gardens, avenues, and ornamental planting should be shown, and when necessary an index-map should be prepared, showing the relative location of the premises with respect to any neighboring city or town, and the relative position of premises not adjacent, that may belong to the institution. It is thought that a scale of 1 to 1,200, or 100 feet to the inch, would be sufficient for showing college grounds in most cases. It would be obviously in good taste that these maps should be perfectly simple and plain, without attempt at ornamentation, either in the borders or lettering, with such tints and topographical details as might be necessary for their full understanding, but entirely free from any attempt at display beyond what the subject and its actual conditions require. The location of buildings as embraced in the plans but not yet erected, should be indicated by dotted outlines, so that while the intentions may be studied the actual condition shall be shown.

Plans and Views of the Buildings.—Where an edifice has been built with especial reference to a particular use, its plan acquires a certain historical value in connection with that use, by showing the ideas, and quite often the resources of the projectors. In this sense the silent teachings of a ground-plan, whether well-adapted to its object or otherwise, become so much testimony for or against those who adopted it. In passing judgment upon such evidence, however, justice would demand that we carry ourselves back to the time, and take fully into account the circumstances that surrounded the projectors, the light of experience they enjoyed, the means they possessed, and the hopes and prospects that cheered, or the cloud of adversity that overshadowed them. Judged in this spirit, the plans of an edifice which would now be condemned by everyone as wholly unworthy for present use, might become a striking evidence of the enterprise and the sacrifices of a former age, or of bold adventure in pioneer settlement, which under the circumstances of its day may well deserve our admiration. Every plan should therefore have its *date*, by the aid of which, in the light of history, it may be properly studied.

Among these plans, if fully collected, we would however find many of recent date, which present the fruits of ripe experience and profound thought—an adaptation to present wants and a thorough convenience for present use, that may well serve as models for imitation, and which would doubtless serve this purpose with manifest profit to the world, if this opportunity was offered. Thus, whether as a record of the past, or as a model for the future, a collection of plans may be regarded as of great importance, and as well deserving our thoughtful attention.

Of like value would be *perspective views of buildings*, which are only the further illustration of this plan, with the architectural ideas of the day displayed as means allowed and circumstances favored. If one desired to travel back in imagination to a given period in history, to study events in their true relation and judge of cause and effect, as men then judged and acted, he would seek to become familiar with the arts and sciences, as well as the literature of the period, and to place himself in the midst of all the conditions that then existed, with the knowledge that then prevailed, and under the influences that then operated.

How much of this history of by-gone days is expressed in the architecture of an old building! Compare the ancient hall in Philadelphia, where our history as a nation began, with the costly piles at our national capital, where the legislation and the business of the central offices of the government are transacted! Yet this difference is no greater than in everything, while in a vast number of instances the present condition has nothing whatever on the other side of the contrast.

Thus, in educational affairs, plans and views of buildings, become when taken in connection with the date of erection, most valuable elements of history, embracing for this comparison, not only those now obsolete and used for other purposes, but also, so far as can now be procured, those formerly existing but now entirely gone, and this back, if possible, to the beginning.

With modern facilities for photography, and that acquaintance with mapping and delineation which ought to be found in every college that deserves the name, these maps, plans, and views, so far as they relate to the present, might, with a little effort on the part of each, be produced; and their collection and uniform appearance as to scale and manner of representation should, with proper care on the part of those having charge of this duty, leave nothing to be desired. An inquiry by persons locally acquainted ought to do much towards recovering these data, as they concern the past and gone; and the final results should present the work as complete as is now possible. Something, we will admit, has passed hopelessly into oblivion, like many worthy acts of noble men, the memory whereof hath perished from lack of a record.

I think no one will deny that a series of maps, plans, and views, made as complete as here proposed, would have great permanent value, and that its historical interest would increase with time. It should therefore be kept together, and placed under regulations tending to secure it for access at any time hereafter, by any who may have occasion to refer to it for purposes of comparison, historical study, or the determination of plans for future enterprise. The collections that may be formed will therefore be placed in the library of the Bureau of Education at Washington, under such regulations as may tend to safe keeping for convenient use. The same disposition will be made of other educational objects embraced in the exhibition, so far as may properly be done.

Let us now consider the second division of the subject, embracing a publication of facts for general information and future use. It is not proposed or recommended that the publication of maps, plans, views, or portraits, should form a part of the proposed enterprise. But it is assumed that the government will publish reports of the exhibition, upon a plan commensurate with its importance, in which educational matters will have their due place, and accordingly an especial effort will be made to collect historical information as fully as possible concerning these institutions. It will be conceded that this feature, if fully carried into effect, will form the more permanent and useful divisions of these inquiries, because the facts thus presented and preserved will become more widely known, and be of greater utility for study and comparison through all coming time.

A carefully arranged outline of a plan has therefore been prepared, in which the points of inquiry and order of arrangement are fully presented, with statistical forms and directions as shall best enable those who may undertake the preparation to do it in a manner that shall be comparable with other returns, and easy for reference and use. This will be sent to the president of each institution embraced in the inquiries. It is also expected that one or more completely finished historical summaries will be sent at an early day, as a model of style and manner of execution. A series of circulars is also in course of preparation for facilitating the collection of various data connected with these inquiries. A part of these are in the form of blanks, to be returned when filled, and from these and other data such general summaries will be prepared as the subject will admit.

Still another feature of this enterprise will be stated, which, although involving considerable labor, is in most cases already so prepared that the data may be easily furnished, and almost without delay or research. This is a list of the names of such as have graduated, or who have received honorary degrees at these institutions since their first organization. This information would be embraced in the triennial or other general catalogues of colleges, with such supplementary lists as may have accrued since last publication. It will not be a complete list, because the records in some cases have been hopelessly lost. But it will form a near approximation

to fullness, and the closer it comes to completeness, the more value it will have. It is not yet determined whether this will be printed or not; but its existence in one alphabetical list, in a public office, within reach of those who may be interested in genealogical or historical inquiries, will be highly appreciated, and of great utility.

I have stated in the beginning that the success of these inquiries will depend upon the coöperation of the officers in charge of the institutions to be represented. As funds have not been provided for the literary services that will be required in the preparation of the returns, the request comes as an appeal in behalf of a measure tending to a great public benefit, and which, if faithfully done, must prove of great advantage to the cause of education throughout the country and through coming time, as a work of inestimable value for present study and future reference.

Before leaving the subject, a point should be stated which I deem of first importance in this study, which is, that in every arrangement, whether of objects for exhibition or materials for a report, preference should be given to a classification and summary *by States*. The reasons for this are, that these institutions owe their corporate existence and their rights, privileges, and powers to State laws; and not a few have received from States their endowments and means of permanent support. They owe their degree of prosperity and their present condition to the influences created and sustained by the communities in which they have been planted, and their future welfare will depend upon the degree of care and support they may receive in the States where they exist.

As a necessary inference, they should be accompanied by general summaries of the educational systems that have been established in the several States, more particularly as regards the higher seminaries of learning, and an account of the various agencies of direction, advice, and management that may have been adopted. This need not affect that unity of arrangement which will admit of special comparisons and general summaries, by which alone full advantage may be derived from these inquiries, as well for immediate use as for historical reference.

Hints to Young Teachers.

In most educational publications, as well as in teachers' conventions, associations, etc., it has seemed to me that too much was taken for granted, and consequently that the advice and instruction given frequently went over the heads of those who needed it most. There is a tendency to speak in a sneering, and contemptuous way of those raw beginners, green hands, etc., and of cheap schools, and country districts, and ignoring any claims they might be supposed to have; to give exclusive attention to the improvement of those who have already numberless advantages. It would be a great advance, indeed, if our country schools could have such buildings, apparatus, and experienced teachers, as most of our city schools possess; but we must take things as they are, and not as we would have them.

It is an undeniable fact, that in our land, there are thousands of schools, which either from the smallness of the numbers, or the poverty of the inhabitants, cannot afford to pay high wages, and consequently are obliged to employ inexperienced teachers; and these young teachers, with none of the helps so easily found in the city, with no opportunity to mingle with other and more experienced teachers, are expected to instruct scholars, of every degree of advancement from *a*, *b*, *c*, to algebra; and at the same time keep perfect order. If they succeed they gain no glory, and if they fail it is, "Just what you might expect, if people will employ cheap teachers."

I have felt a great deal of sympathy, for those placed in such uncomfortable, as well as unfavorable positions, and have hope that to such a few words of advice on the practical working and duties of school, might be beneficial. To those who have had experience, I have nothing to say, for if they have not learned from *that*, advice is useless.

Now, my friend, I shall suppose that you are somewhere from sixteen to twenty years old, and that you have never taught school. Your school-house is not particularly attractive; you have but a small supply of blackboards, no globes, no outline maps, none of the thousand and one things, which are like tools in a teacher's hands; but you are expected, as a discouraged pedagogue said to me one day, "to evolve everything out of your inner consciousness." You have, perhaps, a school of about twenty in prospect, of all ages, from little toddling things, sent to be out of the way, all the way up, to big burly boys a head taller than yourself, and giggling girls, who expect to study the big boys as much as anything. Your heart sinks every time that you think of next Monday, and you wonder if you can make them behave, and if you will succeed in teaching, and in doing it well.

You want the pay—I don't think anyone teaches from *pure* philanthropy—but you mean to earn it. You feel a sincere interest in the children, and you wish to benefit them mentally and morally, but you scarcely know how to do it, or what you should do first. Of course you must always depend upon your own common-sense, to apply and vary general directions to suit your peculiar circumstances.

Having thus cleared the way, in my next I will go with you to the opening of your school. DALE.

The Pleasure of Study.

BY JOSEPH HALL.

I can wonder at nothing more than how a man can be idle, but of all others, a scholar; in so many improvements of reason, in such sweetness of knowledge, in such variety of studies, in such importunity of thoughts. Other artisans do but practice, we still learn: others run still in the same gyre to weariness, to satiety: our choice is infinite; other labors require recreation: our very labor recreates our sports; we can never want either somewhat to do, or somewhat that we would do. How numberless are the volumes which men have written of arts, of tongues! How endless is that volume which God hath written of the world! wherein every creature is a letter, every day a page. Who can be weary of these? To find wit in poetry; in philosophy, profoundness; in mathematics, acuteness; in history, wonder of events; in oratory, sweet eloquence; in divinity, supernatural light and holy devotion; as so many rich metals in their proper mines; whom would it not ravish with delight?

After all these, let us but open our eyes, we cannot look beside a lesson, in this universal book of our Maker, worth our study, worth taking out. What creature hath not his miracle? what event doth not challenge his observation? How many busy tongues chase away good hours in pleasant chat, and complain of the haste of night! What ingenious mind can be sooner weary of talking with learned authors, the most harmless and sweetest companions? Let the world condemn us; while we have these delights we cannot envy them; we cannot wish ourselves other than we are. Besides, the way to all other contentments is troublesome; the only recompense is in the end. But very search of knowledge is delightsome. Study itself is our life; from which we would not be barred for a world. How much sweeter then is the fruit of study, the conscience of knowledge? In comparison whereof the soul that hath once tasted it easily contemns all human comforts.

—Selected.

— Prussia must be a paradise in one respect; it has one lawyer to each 12,000 inhabitants. In this unfortunate country we have one lawer to 879 inhabitants.

November.

Defying autumn's chilly breath and winter's chilling moon,
November wafts upon its breeze the sunny smiles of June;
The air retains its balmy worth, the leaves their tinted green,
And in the light that bathes the night the love of God is seen.

The brooklets draw the sunbeams down — inhale them with each breath;
They sing in joyous happiness, nor think of coming death;
But even now the Arctic King is riding close behind them,
And wielding with his Northern blast the manacles to bind them.

You've watched, perhaps, the sudden glow upon a dying face,
As if the parting soul foresaw its future dwelling-place;
And then you've seen the cold, cold clay stretched out upon the bier,
To sleep the long and dreamless sleep that knows no waking here.

Well, even so the season dies; ere yet it takes its flight,
The waning sun and harvest moon pour forth their flood of light;
And thus the clouds grow dark and sad, and weep tear-drops of rain,
For days and months have gone to sleep and ne'er shall wake again.

—Selected.

School Incidents.

Some of the incidents occurring in a teacher's life are decidedly amusing, not to say instructive. In a school with which we were at one time connected was a a little, bright, black-eyed fellow, five years of age, who repeatedly left his reading-book at home. One afternoon the teacher called him to her side and, in a very earnest manner, asked, "Johnny, what shall I do if you can't remember to bring your book to school with you?" "Well!" said Johnny, with a shake of his head and blink of his black eyes — a movement peculiar to himself — "The next time I go home I will bring it." "Aren't you going home to-night?" asked the teacher. "No'm." "Why! don't you go home every night?" "No'm," replied Johnny again, with a troubled, puzzled expression settling over his face. "Why, Johnny! don't you go home when school is done? Where do you go?" Johnny looked up with a brightening countenance and answered, "O yes'm! I goes home when school is out in the afternoon, but I don't go in the night, *because I might meet a tree and fall over it!*" The bewildered child had taken the question literally, not understanding that the word "night" could mean anything but the "blackness of darkness."

Another incident which came under my notice shows the necessity of teachers understanding the fact that a child's mind should be diverted from his little troubles —little in the estimation of one who has come to years of discretion, but heavy and bitter to the child himself. In one department of a public school we found a little six-year-old boy, bright and interesting, a great favorite with his teacher, but a rogue, and withal one of her "fiery trials." He had a sweet voice, and had learned at home several songs, which he used frequently to sing for the edification of his schoolmates, the principal, and other teachers of the school. One day at recess his teacher, standing by the window, saw Peter rush up the steps of the outside door, and raised the sash just in season to detain him with, "Peter, where are you going?" Rubbing his fists into his streaming eyes and swallowing a great sob, he replied, "Up to the marster. Johnny Brown's been ticklin' me to make me sing, and I'm goin' to tell the marster of him." "No, Peter," said Miss Campbell, "you mustn't go to Mr. Gay with all your little quarrels; come in and tell me all about it, and if Johnny has been really naughty Mr. Gay will make it all right." Finding that the whole affair commenced in sport, Miss Campbell decided to say nothing about it, and when the bell rang Peter came in with the other children and took his seat, still crying. He wept for a long time, and finally Miss Campbell went to him and said, "Peter, are you really hurt, or what makes you cry so long?" "No'm," said he, with another great sob, "but it bees in my mind." A few kind words and the loan of an interesting book calmed the troubled waters of his soul. Poor little fellow! How many older persons might give the sum and substance of their grief in his simple words, "It bees in my mind"!

B. L. Y.

Hobby-Horses.

BY GEORGE S. BURLEIGH.

There is one traveler who never lacks for a horse—the hobby-rider, the man whose cultivation has been not merely one-sided, but confined to the narrowest patch of tame oats on that one side. *Tame* oats I say, for the sower of wild oats has some versatility, and though he may be a nuisance, he never was a bore. But the man who knows only one thing, and knows that so emphatically that every possible question in every department of thought is best elucidated by that, is no less a nuisance than the scapegrace, and lacks the sprightliness which redeems that character from the contempt which seasons our indignation at this.

He is a merciless rider, this mounter of the wooden "racker," who canters his beast at every competitive race of brains, and spurs him vigorously with all his wooden legs rattling so fiercely as to drown the groans of the afflicted and the hiss of the disgusted. I should certainly feel justified in applying to Bergh for relief when this terrible rider comes clattering over our heads, and in a painful sense, through the very ear-drums of a patient audience, were it not that it is poor human *us*, and not the jaded beast that he puts to the torture. O that some society for the prevention of cruelty to persons might be inaugurated, with plenary powers to bring all hobbies "to the *rack*, fodder or no fodder," and save us from the same in its sadder sense.

The learned Professor Bumpus has made phrenology a specialty till there is no generality left, and is so absolutely master of the relation of knowledge to knobbiness, that he can tell the quality of an oak by feeling of its gnarls.

Attending a free lyceum, he fondly imagines that all discussions on the gravest questions of philosophy and ethics, antique art, fossil geology, and the constituents of the stellar clusters, are just introduced there to sand and harrow and roll down a free track for his woodenest of all wooden horses. As soon as the essayist of the hour has eased you down, gracefully, from the sublime heights of his magnificent flight into the world of thought, on the well-poised wings of his learning and eloquence, this inveterate tormenter snatches you up by one ear, on behind him with a jerk, and starts his spavined hack with a spring of all four of its stiff legs at once, into a broken canter, that to you is next thing to a broken head. He brings the parallax of the stars to the map of his plaster head, which pertinaciously wont crack, with all his jolting; and finds the true location of the "bumps" corroborated by Kepler's Laws and the Integral Calculus.

At church it is no better. The story of the prodigal son, in the evening conference, draws him out with a chart of that unfortunate gentleman's head, on a scale from one to seven. Vitativeness large, conscientiousness small, and so on through the map. John Baptist's head in a charger would have tempted the clutch of these eager fingers, that would never let go till he had told the second Mrs. Herod, to the last fraction of a cubic inch, how much phosphorus, albumen, and nitrogenous cell-matter, stowed away under certain osseous protuberances, it took to make a martyr! The hobby-rider is as imperturbable as his horse. Our professor would have begged Mary Magdalen to take down her back-hair, that he might find the seat of the seven devils in an exaggerated swell of the cerebellum, where, if he had been called to cast them out, it would have been done by the operation of trepanning.

In public gatherings, where the gait of his mechanical steed is familiar, the hobby-rider never fails to make a sensation. Old *habituès* know the dust of his shambling hoofs afar off, and the way they edge along to the door, and steal away as quietly as the Arabs, is truly a moving spectacle. It seems to me this circumstance could be utilized in a critical emergency to save a panic. If the house were on fire, give no alarm, but quietly request the professor (hobby-riders are all professors of something, were it only of some new pill or horse-liniment,) to give us his bottom thought on the relation of the harmonic triad to the frontal sinus. He will rise—he is always ready to mount, saddle or bare-back—and you will see the house cleared without confusion and without accident; and in a few seconds you may walk out quietly with his professorship, and ring a timely alarm.

Another style of hobby-rider is the man who always "concurs." He is not like the first example, a man of one idea, the monomanic of a special study; for, strictly speaking, he has *no* ideas of his own, but is the organic echo of every one's thoughts. He gives his unqualified approbation to the learned and eloquent brother who has spoken to us to-day. For sixteen years he has held that same advanced opinion; and whether you talk Buddhism or the institutes of Calvin, the faith of the Ghebers or the no-faith of the atheist, the substance of this man's prolonged echo is, "Just so; I've always thought so, and I've said it a thousand times!" Were it only said with the brevity of this summary, one could eudure his harmless vanity, and let him trot or amble as he would on his gentle pony of indiscriminate concurrence. But when he spends the next hour in reëchoing, in a poor, broken way, what you heard for the last hour put vigorously and with terse elegance, you begin to lose interest in your psychological study of the *genus* bore, *class* hobby-rider, and are ready to turn a new leaf, were it even to the lugubrious gentleman who has always just lost his dear consort, or that other son of affliction who has all the diseases expressible, with some not to be pronounced without giving their symptoms.

I am afraid the schools can offer no hope of escape from the hobby-rider by any breadth of culture or variety of aims. The tendency is organic. The narrow mind, like a thin-wheeled wagon, cuts to itself ruts; and the more you load it the deeper they are cut. We all run more or less in grooves, it is so much easier; and the special study absolutely necessary to great success in any career inevitably wears down a track, into which all thoughts gravitate, only to deepen it, like spring rains in the hollows of the road. Our only safety is a resolute ignoring of shop when out of it, a ready tact at catching up new clews, and a prompt airing of our minds in all the side excursions of thought which the duties of the day will permit.

Indian Summer.

BY CHARLES FENNO HOFFMAN.

Light as loves smiles, the silvery mist at morn
  Floats in loose flakes along the limpid river;
The blue-bird's notes upon the soft breeze borne
  As high in air he cawls, faintly quiver;
The weeping birch, like banners idly waving,
  Bends to the stream its spicy branches loving;
  Beaded with dew the witch-elms tassels shiver;
The timid rabbit from the furze is peeping;
And from the springy spray the squirrels gaily leaping.

I love thee, Autumn, for thy scenery, ere
  The blasts of Winter chase the varied dyes
That richly deck the slow declining year;
  I love the splendor of thy sunset skies,
The gorgeous hues that tinge each falling leaf,
Lovely as beauty's cheek, as woman's love, too brief;
  I love the note of each wild bird that flies
As on the wind he pours his parting lay,
And wings his loitering flight to Summer climes away.

O, Nature! still I fondly turn to thee
  With feelings fresh as still my childhood's were;—
Though wild and passion-tossed my youth may be,
  Toward thee the same devotion yet I bear;
To thee—to thee—though health and hope no more
Life's wasted verdure may to me restore—
  I still can, childlike come, as when in prayer
I bowed my head upon a mother's knee,
And deemed the world like her, all truth and purity.

— Of ten infants destined for different vocations of life, I should prefer that the one who is to study through life should be the least learned at the age of twelve.—*Tissot.*

SCIENTIFIC.

INFLUENCE OF THE PRESSURE OF THE ATMOSPHERE ON HUMAN LIFE.

A French work, in two volumes, devoted to this subject, has recently been published in Paris. The author, D. Jourdanet, practiced medicine for six years near the Gulf of Mexico, where he made himself familiar with the diseases and conditions of life incident to low levels. He afterwards removed to the plateau of Anahuac, some 6,500 feet above the level of the sea, and for twenty years studied the peculiarities of life in this elevated region. He found differences between life in these two regions which could not have resulted from a difference in temperature, but which must have been caused by a difference in atmospheric pressure. His investigation seems to establish the fact that the blood corpuscles in these high regions are deficient in oxygen, on account of the low pressure of the atmosphere. He finds that consumption is rare in Mexico, and considers that the feebly oxygenized blood of the inhabitants is unfavorable to the development of that disease. Typhus fever and other inflammatory disorders find their most suitable subjects in these elevated regions; but yellow and intermittent fevers are almost unknown.

M. Jourdanet considers that the pressure of the atmosphere has not always been as low as at present. He supposes that a greater pressure would involve a greater heat, and in this way accounts for the warm climate of the Tertiary period. He is obliged, however, to resort to a great natural convulsion to explain the cold of the glacial epoch. That "age of ice" is bringing forth theories innumerable.

The extreme height at which it is possible to live permanently is put, in this work, at between 4,000 and 5,000 metres,—that is, about 2½ or 3 miles.

M. Jourdanet was aided in his work by M. Paul Bert, professor of Physiology at the Sarbonne. The latter performed various experiments upon small animals, by confining them in chambers containing air at various pressures. The full details of these physiological experiments are to be published in another work by M. Bert himself.

All the theories of M. Jourdanet may not be accepted; but he has done a good work in calling attention to this subject of the influence of the pressure of the atmosphere on human life. Even his suggestion that a variation in atmospheric pressure may have had something to do with geological changes seems to us worthy of thought.

ADULTERATION AND THE FINE ARTS.

Adulteration has been mainly considered with reference to the health of the human race and to the operations of the industrial arts; but it has an important bearing upon the durability of works belonging to the department of the fine arts. Mr. Holman Hunt, in England, has been laboring for some time to impress this fact upon the lovers of art. A great painting depends for its immortality not merely upon the genius of the artist, but upon the honesty of the manufacturer who furnishes the pigments employed in producing it. Many of the works of the old masters are as effective now as when they were executed, having gained from the mellowing influences of time what they have lost in freshness of coloring. It is very different with many modern paintings, which already are seriously deteriorating, from the changes which are taking place in the colors. The early painters made their own pigments, and were very careful as to their purity, as well as that of the oils in which they were mixed and the varnishes with which they were protected. At the present day the painter generally buys his materials ready made, and runs the risk of being cheated with adulterated products. Mr. Hunt shows that not only are pure poppy and linseed oils—the kinds chiefly used—almost impossible to be obtained, but the seeds themselves are largely adulterated before reaching this country. In-

deed, there is scarcely a business in which adulteration exists, to such a degree as in the oil-producing seed trade, which is carried on by a strongly organized body of traders, against whom the agriculturists, who employ the refuse very largely for cattle-feeding purposes, have long contended with small success. As regards pigments, Mr. Hunt mentions, as an example, a specimen of high-priced vermilion, procured from an eminent dealer in artists' colors, which, when analyzed, was found to be adulterated, to the extent of more than 12 per cent., with red lead.

It is bad enough that we should be swindled by the adulterations in almost every article used in our household economy, and in the arts that have relation to our every-day life; but it is infinitely worse that a thing of beauty like a noble painting, which ought to be "a joy forever," should become, through the villainy of a tradesman, as frail and perishable as a shoddy garment. Shall the perpetuity of the grandest achievements of pictorial art lie at the mercy of a dishonest paint-maker?

—Boston Journal of Chemistry.

INDIAN RELICS.

Dr. Charles C. Abbott, of Trenton, N. J., who has collected several thousands of Indian relics, is publishing in scientific periodicals various short illustrated articles upon this interesting subject. The last number of *Nature* which has reached us (September 30) contains a "Note on Hæmatite Indian Axes from West Virginia, U. S. A.," in which Dr. Abbott states that he considers "these hammered iron hatchets to be of an earlier age than either the polished iron plummets of the mound-builders, or ground axes of the Indians." The same periodical for Sept. 16, contains "Notes on a supposed Marriage Emblem of American Indian origin," a stone fashioned into a shape resembling that of a "brooding bird," supposed to have been an ornament worn on the head by married women, an emblem of maternity. The *Popular Science Monthly*, for November, contains an article by Dr. Abbott, entitled "A Curious Indian Relic." This unique relic the author considers a very primitive attempt at "picture writing" upon stone, executed for the purpose of conveying to any one who might find it in the trail where it was placed, information respecting the course taken by the Indians on their journey.

— An interesting service to astronomy has been rendered by Mr. Davidson, the head of the American Transit Expedition to Nagasaki, Japan; he has determined the exact site of Abbé Chappe d'Auteroche's Observatory in 1769, when he observed the transit by order of the French Academy of Science, at St. Joseph, California. As Abbé Chappe died soon afterwards from a fever caught while fulfilling his mission, his narration was completed by people who had never been on the spot; a blank has been left in the records of his observations, which has now been filled up 108 years after the event. The Abbé Chappe was an uncle of the celebrated Chappe who invented telegraphs during the wars of the Revolution.

— M. Lecocq de Boisbaudran, who is well known in connection with spectroscopic analysis, has just announced the discovery, by means of the spectroscope, of a new chemical element which he calls *gallium*, and affirms to be closely allied to zinc. The spectroscopic character of gallium is two violet lines, one corresponding to wave-length 417, and the other to 404, but fainter. The communication was made by M. Wurtz, at a late sitting of the French Academy. A commission has been appointed to report on the discovery. Gallium is said to be found in a special blende from Pierrefite mining works, in the Argeles Valley, Pyrenees. This is the fifth terrestrial element which has been discovered by means of the spectroscope.

HARVARD COLLEGE OBSERVATORY, Oct. 19, 1875.

Another asteroid was discovered by Professor Watson, of the National Observatory, this morning. Its right ascension is one second and declination North 6° 50.4′ It is moving south at the rate of 5*m*. daily, showing considerable inclination of the orbit — at least 25°.

Foreign Notes.

[From our Special Correspondent.]

ITALY. — *L'Annotatore*, of Rome, mentions as an example of true and well-considered philanthropy that a charitable society of Fabrians has lately offered to lend a sum of 47,000 francs, for ten years, at the almost nominal interest of two per cent per annum, to any one who will give proper security for the establishment of one or more industrial establishments especially calculated to benefit the poorer classes.

The same educational journal speaks in high terms of the efforts of the Italian minister of education, Signor Bonghi, to improve the various scholastic institutions in Rome. It is delightful, it says, to see beautiful and most useful improvements rapidly carried forward in the *Collegio Romano* on behalf of students, and more especially for the benefit of those who intend to devote themselves to teaching in the public schools. Without speaking of the other museums which the active and learned minister is thinking of creating, that, for instance, of Paleography and Inscriptions, the pre-historic and that of ancient sculpture, we will only allude to the rich and splendid Museum of Instruction and Education, to which constant additions are making of all that is likely to contribute to the diffusion of useful knowledge; thanks to the spirited efforts of the Minister, it already contains all that is best in the matter of didactic and instructive material which one can find in the best establishments of the kind in England, France, Sweden, Germany, Belgium, and Switzerland. Among this valuable collection is a very complete apparatus of all that is required for the instruction of the inmates of Asylums for Infants.

A volume descriptive of the works of Canova, in sculpture and modeling, is to be published shortly, in England, as a holiday-book, with a large number of plates and explanatory letter-press.

A Catholic congress was held at Florence, on the 22d of Sept., in the church of San Gaetano. The archbishop of Florence delivered a moderate opening address, and a brief was read from the Pope, recommending firmness and vigilance against ideas of conciliation. This congress is in the interests of Ultramontanism, and some of the addresses were far from moderate in tone.

A manuscript in the handwriting of John Locke is said to have been discovered in the library of the cathedral of St. Marks, at Venice. It contains notes upon medical subjects, and seems to prove the truth of what was once believed, that the famous English metaphysician at one time contemplated the practice of the medical art.

SAVING BANKS IN SCHOOLS. — We have recently alluded to this useful movement which took its rise in Belgium, and has since been extended to France, England, and Italy. In England the postoffice department, which has also under its charge the telegraphic system, acts through its country offices as an immense savings banks, with branches in every little country town and village, so that, by the last annual reports, it appears the workmen of the United Kingdom had at their service 5,544 savings banks, of which 5,068 were postoffices, open every day and all day. The French government is about to follow the lead of England in this matter, so as to encourage habits of economy and prudence among the rural populations who, in many parts, were deprived of the opportunity of depositing in the savings banks for want of local offices. During the year 1874–5, the first year of the introduction of saving banks into French schools, the results of this experiment were highly satisfactory; in the city of Bordeaux, for instance, there were 46 schools furnished with savings banks, with 3,753 scholars as depositors, who had at their credit a sum of 21,225 francs, being an average saving of six francs per scholar in six months; a result highly satisfactory when it is considered that almost the whole of this sum came by voluntary contributions of cents from children of the lowest and poorest class. In Belgium the government, which has left all the teachers quite free to give their services or not to this patriotic and useful work, has determined to offer rewards and honorable distinctions to those teachers who have devoted themselves the most heartily to it; and probably the same course will be followed by the French government.

FRANCE.—The exhibition organized at Paris by the International Congress of Geography, which opened on the 15th of July last, has, during the two months of its being open, attracted thousands of delighted visitors, and these not only *savants*, but all who feel interested in the progress of education and improved methods of teaching. The first idea of geographical exhibitions came from Belgium; which country, on the occasion of erecting a monument to two of its old and distinguished geographers, wished to increase the brilliancy of the ceremony by inviting to participate therein all of whatever nation who had made themselves a name in the study of the earth. The present exhibition received the hearty support of the French government and of the municipal council of Paris; and the great *Salle des Etats*, with the *Pavillon de Flore* and the Orangery of the Tuileries and terraces on the banks of the Seine were placed at the disposal of the committee for the reception of the rich and interesting objects collected, there being forty different halls open. Space would fail us to describe the exhibition in detail; but every one was pleasingly surprised at the magnitude and variety of the display, which proved conclusively the immense progress that has been made of late years in the study of geography. Almost all foreign countries had contributed in various ways to this interesting display, and the representatives present from the several countries were men distinguished by their honorable position and the extent of their scientific attainments.

On the 2d of June last a monument was erected at Rouen to the founders of the "*Frerès de la doctrine chrétienne*," the priest de la Salle. It was a statue sculptured by the skillful hands of the artist Falquierè, and a delegate from the office of the minister of instruction was present at the ceremony, and pronounced a discourse in which a warm tribute was paid to the devotion of de la Salle.

GERMANY.—A number of the works of Kaulbach have been recently added to the artistic treasures of Nürmberg, with two important cartoons contributed by the heirs of the artist.

One of the richest art collections in Germany, that of the late Councillor Tornow of Berlin, has been lately bequeathed to the Crown Princess Victoria, eldest daughter of the Queen of England, in appreciation of her artistic taste and skill. The crown princess is known not only as a liberal patron of art, but for her accomplishments as an artist, which are of no mean order. It may be mentioned in this connection that several other members of the royal family of England are distinguished for their artistic accomplishments; the Duke of Edingburgh is a musician and composer of some merit, and during a recent visit to St. Petersburgh led on the violin the Imperial band, who executed his waltz of Galatea.

The Imperial Numismatic Museum of Berlin has just added to its valuable collection the cabinet of coins formerly owned by Baron von Bokesch-Osken, numbering more than 11,000 specimens, and especially rich in Greek and Oriental coins.

The London *Academy* mentions the recent publication by the Antiquarian Society of Zurich, of a learned treatise by Ferdinand Keller on the "Ornament, Pictures, and Letters of the Irish Manuscripts preserved in the libraries of Switzerland." These are mostly of the eighth and ninth centuries, and resemble so much Oriental work of the same kind that the learned professor imagines they must have been derived from the East, and not from Ireland, which at that epoch was hardly redeemed from barbarism.

A new female painter is causing some sensation at Dusseldorf, where her pictures are much esteemed for their simplicity of design, and faithful and life-like execution; her name is Fraülein Hedwig Greve.

EDUCATION IN RUSSIA.—The Russian minister of education in his report to the emperor, mentions that there were in 1873, 22,653 primary schools, with 933,000 scholars, in that empire, of whom 748,866 were boys, and only 185.034 girls; by adding the Sunday schools, the numbers were increased to 22,758 schools with 942,487 pupils. The total population of the empire being 75,000,000, it appears that there is only an average of one school for 3,294 inhabitants, and an average of one pupil for 79 inhabitants. The minister is justly dissatisfied with such a result, and urges very strongly the necessity of increasing the number of normal schools to reinforce the small body of teachers. It seems that for the whole of this immense empire there were in 1873 only 45 normal schools, which furnished 268 teachers for the requirements of such a mass of ignorance.

The schools of the Pagan populations, Tartars, Kirghiz, Bachkirs, are now under the direction of the minister of war, and the minister of education thinks they should be brought under his own jurisdiction, so that a knowledge of the Russian language, and of western civilization may be there diffused. He states, and not without grief, that the number of Mahometans frequenting Mussalman schools is relatively larger than that of the Christians attending the Russian educational establishments. He recommends the foundation of two normal schools for the purpose of preparing teachers for the Kirghiz and the Bachkirs.

EGYPT.—The eldest son of the khedive, presumptive heir of the viceroy, who finished his education at Oxford University, possesses many farms and villages where he has had free schools established. One has been lately opened near the prince's summer palace of Kubeh, which is attended by thirty-six young men all *fellahs*. It is said that the viceroy makes frequent visits to this school, which is at the same time a farm, and has lately made it a present of a certain quantity of land.

CANARY ISLES. — A German anthor informs the *Allgemeine Zeitung* that he visited lately a school in the capital town of the Canaries. It was kept by an Englishmen who had been shipwrecked there, and the account he gave the German visitor did not leave a very favorable idea of his appreciation by the inhabitants. "All our gentlemen, said he, speak of good schools, but they do nothing for them. I ought to have 89 boys, and 67 are missing of the number; as to young girls, they don't come at all. The scholars read well and seemed wide-awake. It is to the ignorance of the females in Spain and in the Spanish colonies that we must attribute, at least in part, the superstition of the race."

— The new royal aquarium in Westminster, London, will probably be opened to the public in December. It has a frontage of 600 feet, and covers nearly three acres, containing some 2,000 superficial feet of glass and 140,000 gallons of water. A conservatory and enclosed promenade are to add to the attractions, where afternoon and evening concerts are to be held under the musical direction of Mr. Arthur Sullivan.

— The faculty of Yale College are considering the advisability of preparing an illustrated history of that institution similar to the one recently issued of Harvard University, and a committee of college officers has been named to report thereon.

The New-England JOURNAL OF EDUCATION,

THE UNION OF

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The Massachusetts Teacher,
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A WEEKLY JOURNAL,

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Boston, Mass., Nov. 6, 1875.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

THE near approach of our national Exposition at Philadelphia awakens the interest of educators especially, and in New England there is a special enthusiasm aroused. Mindful of the wants of our readers, we shall devote as much of our columns as possible to the Centennial work, and we are especially fortunate this week in presenting to those interested in primary education, the report of the Massachusetts Superintendents of Schools, and to those engaged in secondary schools the able and suggestive paper of Dr. Hough of New York. To those who seek practical things, our columns this week will certainly not be found wanting.

EFFORTS are being made in Connecticut to enforce the law compelling all children under fourteen years of age to attend school at least three months in the year. To this end instructions have been issued to manufacturers, merchants, and others to examine their minor employes with a view to ascertaining their ages. It is reported that numbers of the poor people are complaining of the hardship suffered by them by the compliance of manufacturers and others with the law, and the consequent discharge from employment of numbers of their children. This subject was under discussion in the recent session of the Social Science Congress in England, and several papers were read on the half-time system for elementary schools, and the effect of legislative enactments respecting the labor of children. Painful evidence was given of the failure hitherto of the factory and other similar acts in obtaining the desired results; and all the speakers advocated substantially the same remedy, namely: the imposition of an education test before children should be allowed to work at all, thus cutting short the present practice of delaying education till forced into the half-time schools, imposed by the acts.

THE best method of exhibiting our schools in their modes of instruction, and the success attained, will call for much ingenuity on the part of practical teachers. The Bureau of Education may prescribe forms for the exhibition of the work, but if nothing but ordinary routine work is exhibited, — however excellent the specimens, — they will attract but little notice, and will not be creditable to *teachers* as such. What is wanted is that the greatest variety of *methods* of teaching may be exhibited. These may be made to show not only what is taught, and with what success, but also the resources of our best teachers in giving interest to ordinary studies by new and ingenious methods of presentation. There are now but a few months left for preparation. Let teachers make experiments with their pupils at once, in exhibiting what they regard as successful methods, and when the time comes to prepare for the Centennial Exposition, we shall have something creditable to show, while the influence of this work on our schools will be of the greatest value.

THE Boston Society for the Encouragement of Home Reading and Study may have its branches in every village and city in the land. The central organization consists of a committee of ten ladies and gentlemen, who arrange a programme of studies and authors for reading. Each member of the club, adopting a part or the whole of the programme, reports from time to time to a member of the committee, and receives direction and encouragement in his literary work. This society, which has been successfully carried on for three years, embraces in its membership persons in all parts of the country, and the sphere of its usefulness is increasing. Will not the suggestion of this plan afford a hint to teachers to form independent clubs or associations among their own number, or among the older pupils of the school, and by this means give direction to the use of time and strength which would otherwise be occupied with less profitable affairs? Besides, the cultivation of a taste for good reading is one of the most important objects of the school-teacher's work. If the teacher introduces his pupils to the loving companionship of pure and noble authors in history, biography, poetry, or general literature, he need little fear the dangers which come from debasing associates.

ON Saturday, Oct. 30th, the people of Missouri adopted a new constitution, in which the following provision is made a part of the organic law of the State:

"Neither the General Assembly, nor any county, city, town, or township, school district, or other municipal corporation, shall ever make any appropriation, or pay from any public fund whatever, anything in aid of any *religious* creed, church, or sectarian purpose; or to help to support or sustain any private or public school, academy, seminary, college, university, or other institution of learning, controlled by any *religious* creed, church, or sectarian denomination whatever; nor shall any grant or donation of personal property or real estate ever be made by the State, or any county, city, town, or other municipal corporation, for any *religious* creed, church, or sectarian purpose whatever."

The people of the whole country may be trusted for an inviolate use of school funds, raised by the revenues of the people for the children of the people.

EXEMPTION OF SCHOOL PROPERTY FROM TAXATION. —The female academy of the Sacred Heart owns fifty acres of land above 126th street, not divided by any existing street. On it the buildings of their school are erected. The assessors marked seven acres of this property as exempt, but assessed the other forty-three acres as taxable at a valuation of $264,500. The academy appeals by certiorari from this decision, claiming that, under the law exempting incorporated academies, etc., and the lots on which they are situated, the whole property must be exempted. In reply, it is claimed that there must be some limit to the amount of property exempted thus from taxation, and that limit must depend on value, not on extent; and on the question of what is the proper and necessary amount for the academy's use, the assessors are the only judges. The principle involved in this case is an important one, and its decision will be awaited with interest, in its application to institutions of learning similarly situated throughout the country.

WE are informed that there is trouble in Newtown on the question of reading the Bible in the schools. A few days ago a Catholic priest entered the school and instructed the Catholic children not to pay any attention when the Bible was read, but to continue at their studies. To-day he entered again and repeated his commands, and was invited by the teacher to leave. He refused, and the teacher ejected him from the room, tearing his clothes somewhat in the struggle. There is much excitement in the place over the affair.—*Bridgeport (Conn.) Standard.*

We do not publish the above item to point a moral with reference to Bible-reading in school, but to express our surprise that any one, be he priest, bishop, or layman, should be so unwise, and so ignorant of school laws or common law, as to attempt to interfere personally with the management of a school. The schoolhouse is the teacher's castle, and while there in the performance of his legitimate and ordinary duty, in fulfillment of his obligations to school officers and to society, no person has a right to interfere by word or deed. Every wrong has its legal method of correction, and if a teacher transcends his authority, the law affords redress; but mob-law and personal retaliation can never enter the school premises with impunity. A torn jacket is small amends for such high-handed injustice;—a short term of solitary confinement would afford time and space for reflection upon the supremacy of the law, and the protection which it affords to the precincts of the school and the authority of the teacher.

Primary Ideas of Governments.

Ask almost any pupil in the schools to name the forms of government, and he will begin with the *patriarchal.* Is he right? If we are asking after forms of *civil* government, he has not yet reached the period when the State begins. If we are asking after the forms of government by which the affairs of men have been ordered, he has already got some way past the beginning. Yet he has answered as well as he knows for, in general, these things are taught in a very loose and unwise way.

Unless we reject at once the Scripture record and the intimations of family government, we cannot but see that man was, at the outset, placed under a *pure theocracy.* God was the sole and absolute ruler, His own will being the one only law. There were no coördinate powers in the government, at least in a human sense; and man had no other place than that of simple subject. The law was in no atom a thing of his own fashioning, administration, or execution. There is neither trace nor germ of the current principles of human self-government or popular sovereignty.

Now is it wise, in an age when these assumed principles are pushed to their farthest extreme, to allow this primal fact to escape the pupil's observation? Is it wise, amidst all this sad seed-sowing for an ultimate harvest of human egotism, arrogance, and lawlessness, to allow the young mind to pass on without clear ideas of God's necessary governmental supremacy, and man's rightful subjection to His rule and law? Is it not a failure in the very foundations of knowledge, fatal to the whole superstructure?

But suppose we go further, we shall find that we do not yet reach the patriarchal government. Amidst the obscurity of teaching, the pupil will most likely tell us that the next form, if not the patriarchal, is the *parental.* But he is at fault again. Facts show that, however wise or necessary, under certain conditions, a conjoint, parental government may be, it was not the primal form. Next to the theocracy stood the *paternal* government; the father was ruler, and his will was law. Now, there is a significance in this fact, which it is not well for us to overlook. There is here not only a recognition of the family as the germ and type of civil society —there is not only a founding of the principle of a male headship in all government, domestic, social, and civil; there is also clear bringing forward from the theocracy of the principle of a Divine Fatherhood in all govern-

ment. Before, it was an absolute Divine Father; here it is an absolute human father, under the divine. Here, as before, it is government not constituted by man, but one divinely constituted for man. God is still the source, as well as the sum of all sovereignty. Here, also, as before, the higher elements — origination, power, experience, wisdom, goodness—appear as essential to the exercise of government.

Now, is it not important that this priority and preëminence of the government of the father, together with its close relations to the government of God, should be clearly and fully settled in the first convictions of the student in civil government? Do not the great and growing disrespect and insubordination of the young in the household and society imperatively demand it? What will the express forms of civil government avail us, if, in the family, "the foundations of the great deep are broken up"? Here is one of our great delusions: that legislation will secure the common weal, while at the same time not a thought is given to the improvement and perfection of the domestic commonwealth.

Now, when the pupil passes from this form to the *patriarchal*, which stands next, he will discover a succession and completeness in the growth of the idea of government not otherwise perceived. While with an aggregation of families it becomes necessary that, though there be a proper ruler in each, there must be some one head for all, there is still in the oldest or greatest father—the patriarch—a government resting on a divine appointment, carrying forward the idea of fatherhood, and giving due importance to the qualifications of origination, experience, and wisdom. In perceiving all this, there is again recognized the claims of the government upon the subject for reverence and love, as well as for obedience. All these are ideas which the pupil needs to carry on with him in his subsequent study,—which he needs to mold into his very character and life. They may be summed up thus: Governing power is lodged with absolute wisdom and rightness only in the hands of God; God's will is the only rightful and perfect law; government among men is from God, and not of arbitrary human creation; the family is the native germ and rightful conservator of the State; the ruling spirit in the government should be that of fatherhood; the qualifications of the ruler should take their type from the patriarch or the father; the subject shall render due reverence and obedience to the government, as in the ultimate, sprung from God.

MISS ELIZABETH P. PEABODY is engaged in a series of lectures in Montreal, on Kindergarten Methods, by invitation of the Protestant Commissioners of Education. These lectures are attracting large and increasing audiences, and the leading educators of the city are greatly interested in the exposition. Miss Peabody is recognized as the leader of the kindergarten movement in this country, and her lectures, with her editorial work in connection with the *Kindergarten Messenger*, have given her a vast influence for good. It would be a matter of great importance to every primary teacher to know Miss Peabody's scheme in this department of primary instruction.

SWITZERLAND has had a good name in America for her republican spirit and her general intelligence, but our readers will notice how complete a system of instruction, from the kindergarten through the university, is reported at Geneva by our special correspondent. We were not aware of the liberal educational provisions gratuitously made for all ages, and of the especial value of this education as rated by the citizens of foreign countries.

In France a recent law has made the formation of schools of agriculture a necessary part of the education to be furnished and paid for by the State. Fish culture will be included in the schedule of instruction.

DR. DIO LEWIS' diet has driven him to dire dyspepsia.

CENTENNIAL DEPARTMENT.

MASSACHUSETTS.

INTERNATIONAL EXHIBITION, 1876.

DEPARTMENT OF EDUCATION AND SCIENCE.

The success of this exhibition is now assured; the buildings will be completed, and the exhibition inaugurated on the tenth day of May, 1876. The commissioners appointed by the United States have profited by the experience afforded by the English, French, and Austrian expositions, and the Centennial will at least equal in extent, and excel in its arrangements, either of these. All articles for exhibition have been classified under seven departments, and 739 classes or groups. The Third Department is that of Education and Science; its location is in the main building. Visitors from abroad will be interested in our systems of education, as furnishing the best exponents of American institutions; visitors from our own country will be equally interested, to compare the best examples of foreign and home systems. The educational department will therefore form one of the most attractive and important features of the exhibition. The general administration of this department has been entrusted to General Eaton, United States Commissioner of Education, and chief of the Bureau of Education.

Our complex form of government, general, State, and local, will appear in all the arrangements of the Centennial. In the Department of Education, these peculiarities will be especially prominent, and require different divisions of this department. One of these prepared by the Bureau of Education, and placed in a building erected by the general government, will be principally confined to collections to illustrate the history of colleges, universities, professional and special schools of science throughout our country, and to reports prepared by those fully qualified for the task, showing the several systems of education. These will be of permanent interest, giving a general history of the educational institutions and systems of the country. This Bureau has issued circulars to all our institutions, for plans, information, etc., requisite for their exhibition and reports. We trust the institutions of this State will answer these circulars fully and promptly.

The other division will be under the charge of the several State Commissions, in the main building. The commissioners of Massachusetts, with the approval of the governor and council, have committed the special interests of Massachusetts, in the department of Education and Science, to the State Board of Education, which has appointed Messrs. Gardiner G. Hubbard, A. A. Miner, and Joseph White, a committee on the subject, with full power. This committee have selected an agent, Mr. John D. Philbrick, who, in addition to his experience as Superintendent of Schools in Boston, was Commissioner for education at Vienna. Entire harmony exists between the various commissioners, and each will cooperate with and aid the others. The chief interest in the department of Education must necessarily attach to the State exhibitions, each of which will occupy a place according to its relative value. The exhibition of each State will be so arranged that its system of instruction, from the lowest kindergarten school to the highest university, can be examined step by step, and compared at each step with that of other States.

Massachusetts has always been noted for the advanced position she has taken in the education of her children. Hers were the first free public schools and the first normal schools, and Harvard College was the first university in our country. Her system of high schools is almost unique. Her technical schools are in some respects superior to those of other States. Her Normal Art-School is the first and only one in the country. Her colleges for women are of the highest order, while the Smith College in Northampton is the only one in the country whose standard for admission is the same as that of most of the colleges for men. Massachusetts is at present making a more liberal outlay for the education of her people than any other country of the world. She alone of the States of the Union received the grand diploma at the Universal Exposition at Vienna.

The country has heard much of what Massachusetts has accomplished. By this competitive exhibition including the material interests which are the product of her mental development, as well as by the educational exhibits, the wisdom of these expenditures and the value of her systems will be tested.

Other States have already made large preparations for the Centennial, and immediate and vigorous effort is necessary to make the exhibition of Massachusetts worthy of the State. Every one interested in educational matters must do his share; the work should not be left mainly to the committee and their agents. They have neither money (only $9,500 for the entire expense of the department of Education and Science) nor the time, nor the material with which to do the work. We must, therefore, rely mainly upon the generosity of the institutions, of the school authorities, and of private individuals, to contribute of their time, material, and means. The exhibits must be so arranged as to attract the eye, that the spectator may see what they are at a glance, and examine those which interest him.

One of the most attractive and useful features of the exhibition will be plans, drawings, and photographs of interiors and exteriors of the principal buildings of our universities, libraries, high schools, academies, and other educational and scientific buildings. These should be of a suitable size to be easily seen, and on a larger scale than those for the Bureau of Education. Every institution, each city, and almost all our towns, have some one or more objects of peculiar interest, a representation of which is desired for the exhibition. Circulars will be prepared and forwarded at once, giving instructions in detail, and all inquiries answered on application at our office. All parties interested in education and science who have anything to exhibit in that department, are requested to communicate with Mr. John D. Philbrick for further information at the agency of this Department, No. 25 Pemberton Square.

Massachusetts is noted for its liberal expenditures for school edifices, and we are assured on the best authority that a model of a schoolhouse, fully equipped, would be of great interest and value. The cost of such a building will be from $3,000 to $5,000. We have no funds for such a purpose, and must rely, therefore, upon individual contributions.

Under the system of classification adopted, the Third Department includes education and science, and is grouped into the following classes:—300 to 309: Educational Systems, Methods and Libraries; 310 to 319: Institutions and Organizations; 320 to 329: Scientific Philosophical Instruments and Methods; 330 to 339: Engineering, Architecture, Maps, etc.; 340 to 349: Physical, Social, and Moral Condition of Man. Persons desiring to furnish articles for exhibition in either of these classes are requested to forward their applications for space to this office, even if already sent to Philadelphia. The Centennial Commission will select a jury of two hundred persons, one-half foreigners, and all skilled in the department in which they act. They will examine the exhibitions of the several countries and States represented at the Centennial, and give the Diploma of Honor to the most worthy. Massachusetts should receive a very high award, and will, if each one to whom this circular is addressed performs his share of the work devolving upon him.

GARDINER G. HUBBARD,
A. A. MINER,
JOSEPH WHITE (*Sec'y.*) } *Committee.*

25 PEMBERTON SQUARE, BOSTON, Nov. 1st, 1875.

A CENTENNIAL MONUMENT.

A most remarkable movement is on foot in France and America in raising funds for the erection of a colossal copper statue in New-York harbor, in commemoration of the ancient friendship of the two nations and their united efforts in the events which secured our independence. The pedestal of the monument will be eighty feet in height, and will be decorated with allegories of the history of the United States. The statue will be more than one hundred feet in height, and the whole monument, from base to summit, will be two hundred feet in height. The Boston *Advertiser* has received the following communications from Edward Laboulaye, the chairman of the committee through whom this great and patriotic undertaking is to be carried out:

SUBSCRIPTION POUR L'ERECTION D'UN MONUMENT COMMEMORATIF DU CENTIEME ANNIVERSARIE DE L'INDEPENDANCE DES ETATS UNIS, PARIS, 15, Oct., 1875.

To the Editor of the Advertiser, Boston:

SIR: On the solemn occasion of the Centennial Anniversary of American Independence, France, desirous to participate in the joy of her American brothers, and faithful in her old traditions, wishes to celebrate with them that noble liberty which represents the glory of the United States and which enlightens the modern people by its example. The country of Lafayette aspires to give a striking expression of the sympathy which breathes in her heart, as well today as since long years ago. You will see by the notice herein inclosed the nature and character of our undertaking. We cordially request you to assist us, in the realization of our grand and patriotic achievement. Please, sir, accept our best feelings.

For the French-American Union Committee.

The Chairman, ED. LABOULAYE.

SUBSCRIPTION

FOR THE BUILDING OF A COMMEMORATIVE MONUMENT OF THE

CENTENNIAL ANNIVERSARY

OF UNITED STATES INDEPENDENCE,

ERECTED IN REMEMBRANCE OF THE ANCIENT FRIENDSHIP OF FRANCE AND AMERICA,

BY THE FRIENDS OF BOTH NATIONS.

America will very soon celebrate the Centennial anniversary of her independence. This date marks an epoch in human history; to the New World it records its sublime work, the foundation of the grand republic; to France, one of the most honorable pages of her history. We believe, as well as our friends of the United States, that it affords a solemn occasion to unite France and America in a common manifestation. Notwithstanding the long past time, the United States like to call to mind an ancient fraternity in arms; the name of France is always honored by them. The great event which will be performed on the fourth of July, 1876, permits us to celebrate with our American friends the old and sincere friendship which so long united both nations. The New World is preparing to give to this great festival an extraordinary splendor; some friends of the United States thought that the genius of France should show itself in a cordial and striking manner. A French artist rendered that idea in a project worthy of its purpose, and which has reunited all approbations; in going to America he came to an understanding with our friends, and prepared all the means of execution. The question is to elevate in commemoration of the glorious anniversary an exceptional monument. In the middle of the New York harbor, on a little island belonging to the Union, facing Long Island, where the first blood has been shed for the independence, will be raised a colossal statue, showing its grand figure in the space horizoned by the large cities of New York, Jersey City, and Brooklyn. At the entrance of that vast continent, full of new life, where ships meet from all points of the world, it will look as if springing up from the bosom of the deep, representing Liberty enlightening the World. At night a luminous aureole projected from the head will radiate on the far-flowing waters of the ocean. The monument will be erected by both nations, associated in this fraternal achievement as they were formerly to carry out the independence. We shall amicably offer our American friends the statue, and they on their side will meet the expenses of the pedestal. Thus shall we consolidate by an eternal remembrance the friendship which has been sealed by the blood of both people's forefathers. Let us unite to celebrate this fete of modern people. We must be numerous to give to this manifestation the fervor which it requires in order to equal the ever memorable and past events. Let each one bring his obole; however trifling each person's offering may be, it will be received with thanks. Let the number of subscribers show the sentiments of France. We shall organize our lists in volumes, which will be offered to our American friends. The members of the committee, most grateful for the friendship with which they have been honored in America, assumed the direction of the movement. The example will be nobly followed on the other side of the ocean. We hope to meet with sympathetic adhesions everywhere.

The associates of M. Laboulaye in this work are: Henry Martin and Dietz-Monin, vice-presidents Oscar de Lafayette, Jules de Lasterie, Paul de Remusat, Comte de Tocqueville, Cornelius de Witt, Wolowski, L. Simonin, and others not so well known on this side of the Atlantic. The *membres d'honneur* are Mr. Washburne, American minister in Paris: Am. Bartholdi, French minister in Washington; M. de Rochambeau, M. de Noailles, and J. W. Forney, *commissaire generale des Etats-Unis en Europe.*

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

Address

OF GOVERNOR KEMPER, OF VIRGINIA, AT THE UNVEILING OF STONEWALL JACKSON'S STATUE, AT RICHMOND, OCT. 26.

MY COUNTRYMEN :— The oldest of the States has called together this great concourse of her sons and her daughters, with honored representatives of both the late contending sections of our common country. On this day, abounding with stern memories of the past, and great auguries of the future, I come to greet you; and, in the name and by authority of Virginia, I bid you all and each welcome, a heart welcome, to her capital.

With a mother's tears and love, with ceremonies to be chronicled in her archives and transmitted to the latest posterity, the Commonwealth this day emblazons the virtues, and consecrates in enduring bronze the image, of her mighty dead. In every country and for all mankind, Stonewall Jackson's career of unconscious heroism will go down as an inspiration, teaching the power of courage and conscience and faith directed to the glory of God. It speaks to our fellow-citizens of the North, and reviving no animosities of the bloody past, it commands their respect for the valor, the manhood, the integrity and honor of the people of whom this Christian warrior was a representative type and champion. It speaks to our stricken brethren of the South, bringing back his sublime simplicity and faith, his knightly and incorruptible fidelity to each engagement of duty; and it stands an enduring admonition and guarantee that sooner shall the sun reverse its course in the heavens than his comrades and his compatriot people shall prove recreant to the parole and contract of honor which binds them in the fealty of freemen, to the Constitution and union of the States. It speaks with equal voice to every portion of the re united common country, warning all that impartial justice and impartial right, to the North and to the South, are the only pillars on which the arch of the Federal Union can securely rest. It represents unbought spirit of honor, and stands forth a mute protest before the world against that rule of tyrants.

Let the spirit and design with which we erect this memorial today admonish our whole country that the actual reconciliation of the States must come, and so far as honorably in us lies, shall come, but that its work will never be complete until the equal honor and equal liberties of each section shall be acknowledged, vindicated, and maintained by both. We have buried the strifes and passions of the past; we now perpetuate impartial honor to whom honor is due, and, stooping to resent no criticism, we stand with composure and trust ready to greet every token of just and constitutional pacification. Let this statue stand, with its mute eloquence to inspire our children with patriotic fervor and to maintain the prolific power of the Commonwealth in bringing forth men as of old. Let Virginia, beholding her past in the light of this event, take heart and rejoice in her future. Mother of States and sages and heroes! bowed in sorrow, with bosom bruised and wounded, with garments rent and rolled in blood, arise and dash away all tears! No stain dims your glittering escutcheon! Let your brow be lifted up with the glad consciousness of unbroken pride and unsullied honor! Demand and resume complete possession of your ancient place in the sisterhood of States; and go forward to the great destiny which in virtue of the older and the later days, belongs to the co-sovereign Commonwealth of Virginia. It is in no spirit of mourning, it is with the stern joy and pride befitting this day of heroic memories, that I inaugurate these ceremonies in the name of the people.

The Maid of Saragossa.

[Reading and Tableau.]

The Spanish maid, aroused,
Hangs on the willow her unstrung guitar,
And, all unsexed, the anlace hath espoused,
Sung the loud song, and dared the deed of war!
And she whom once the semblance of a scar
Appalled, and owlet's larum chilled with dread,
Now viewed the column-scattering bayonet jar,
The falchion flash, and o'er the yet warm dead
Stalks with Minerva's step, where Mars might quake to tread.

Her lover sinks—she sheds no ill-timed tear;
Her chief is slain—she fills his fatal post;
Her fellows flee—she checks their base career;
The foe retires—she heads the sallying host:
Who can appease, like her, a lover's ghost?
Who can avenge so well a leader's fall?
What maid retrieves, when man's flushed hope is lost?
Who hang so fiercely on the flying Gaul,
Foiled by a woman's hand, before a battered wall?

"Childe Harold's Pilgrimage," Canto I. 56.—Byron.

These stanzas afford material for a very effective tableau of a scene on the "Battle-field of Saragossa." In the foreground is a field-piece. The gunner has fallen: the Maid of Saragossa, whose lover he is, takes his place, holding a lighted torch in her right hand. A priest is on the other side of the gun, extending a cross over the gun. Two men are kneeling upon the ground, pushing and directing the field-piece. The wounded gunner is lying in the foreground. Broken implements of warfare are scattered upon the ground. The cannon is made of paste-board, covered with black glazed cambric; it is mounted upon two cart-wheels. For the torch use a long stick with a sponge at the end, saturated with camphene.

The Maid of Saragossa wears a short scarlet skirt, peasant waist, highland stockings and slippers, and a long sash. Her hair is loose and flowing. Add any showy ornamanets appropriate to the costume of Southern Europe. For field-piece, anlace and Spanish flag—see illustration in Webster's Unabridged Dictionary. This scene is from an engraving in the Royal Collection. It may be found at picture-stores. A strong red-light should be thrown upon the tableau. The same material supplies another fine tableau, *After the Battle.* The Maid of Saragossa kneels and lifts the head of her dead lover. The priest holds the crucifix before her. The soldiers kneel around her.

[For the above suggestions and arrangements we are indebted to Mrs. George W. Locke.]

Geography.

For twenty very little boys.

BY M. B. C. SLADE.

First Boy.—You came to see us read and spell
And make gymnastic motions.
Then if we sang and counted well,
We suited all your notions.
Second Boy.—If, with eight fingers and two thumbs,
We showed we'd not neglected
To add some very little sums,
'Twas more than you expected.
Third Boy.—You'll be astonished when you find
Geography we're learning!
And that we know the earth is round,
And on its axis turning!
Fourth Boy.—Round, just like this new ball—and now
And always it is going
Around its axis—you see how—
'Tis just as I am showing.
Fifth Boy.—Upon the earth is lovely land.
With many a pretty dwelling;
And round the earth, on every hand,
Blue ocean waves are swelling.
Sixth Boy.—The ocean! that's the biggest thing
There is in all creation!
Great ships sail over it to bring
The wealth of every nation.
Seventh Boy.—A gulf or bay is where the sea
Into the land goes far.
Mexico Gulf and Chesapeake Bay
My best examples are.
Eighth Boy.—A lake is water, where the land
On every side is found.
A pond is just a little lake.
We sail boats on a pond.
Ninth Boy.—A river is a stream that flows
Through land, for miles away,
The Mississippi southward goes
Three thousand miles, they say.
Tenth Boy.—Upon the earth, on either side
Are continents,—I'll show them:
The Western long, the Eastern wide,—
You see how well I know them.
Eleventh Boy.—And where the land like letter V
Goes stretching in this shape
Into the ocean or the sea,
It is a point or cape.
Twelfth Boy.—Another thing of capes say I,
To tell a bigger story:
That when the land is very high
It is a promontory.
Thirteenth Boy.—An island is a piece of land
With water all around it;
So when you walk along the strand,
Bright waves will always bound it.
Fourteenth Boy.—Don't go ten thousand miles away
To look for an example;
The little isles in Boston Bay
Are illustration ample.
Fifteenth Boy.—*Pen-in-su-la!* that's long, O ho!
But you shall hear us spell it.
These folks the meaning may not know,
So, John, you'd better tell it.
Sixteenth Boy.—*Almost an island.* It would be
But for this neck of land
That stretches out across the sea,
An isle.—Do you understand?
Seventeenth Boy.—And by a funny name we call
Those necks, *such as ours are.*
Isthmuses, the name of one and all;
Here's Suez, there's Panama.
Eighteenth Boy.—A mountain is a lofty hill,
Some more than five miles high.
The Andes see now, if you will,
Pacific shores so nigh.
Nineteenth Boy.—About the people let me tell.
In all earth's many places
The children of one father dwell,
Though they're of different races.
Twentieth Boy.—The white men of our own dear land,
The Indian red and wild:
The brown men of the desert strand,
And Afric's negro child.
In Concert.—And now, lest weary you should grow,
We say, here ends our lesson.
Of course, from what you see, you know
That we are bound to press on;
To learn each season more and more
Of every land and nation,
Of every sea and every shore—
In short, of all creation!

Sing, at the close of this exercise, "Geography Song;" tune, "King of the Cannibal Islands," in Golden Robin.

Enigmas, Charades, &c.

I.—STRANGE STAIRWAYS.

The first step of the stairway
Was made of unbaked bread.
The second was a sunbeam
That shone from overhead.
The third, I stepped upon myself;
The fourth was distant—far.
The fifth just like a spirit seemed;
Sixth, half the Turk's Allah!
The seventh was like the ocean-wave,
The rocking, tossing main.
So to the eighth a leap I gave,—
'Twas unbaked bread again!
I hurried down another flight,
Just like the one before!
Yet folks of note, both black and white,
Climb these strange stairways o'er. M. B. C. S.

II.—LATIN ENIGMA.

It is composed of 30 letters:
8, 2, 5, 16, was husband of Proserpine.
5, 13, 19, 11, 21, 26, was the beautiful sister of Cadmus.
14, 30, 3, 28, was a wonderful athlete.
22, 3, 15, 4, 23, 20, was one of the Furies.
10, 22, 16, 7, 28, 12, was famous for managing horses.
6, 18, 9, 2, 16, made the Trojan horse.
26, 1, 27, 9, 17, 13, 16, was the king whose flocks Apollo kept.
14, 22, 24, 16, was god of war.
30, 29, 30, 16, was goddess of the rainbow.
My whole is a sentence, in Latin, we say
When we scatter the flowers on Memorial Day. M. B. C. S.

III.—BACKWARD AND FORWARD.

Forward we march, my mates and I,
By night, to gladden all the sky.
Yet *backward* o'er your heads, by night
We go, and wake you in affright.
Forward, we glide and make no sound;
Backward, we squeak and scamper round.
Forward, sublime we are, and grand;
Backward, the plague of house and land. M. B. C. S.

IV.—HISTORICAL ENIGMA.

It is composed of 24 letters:
7, 5, 22, 2, 17, 9, 18, 10, 3, 21, was first President.
4, 12, 24, 13, 23, 8, was fifth President.
15, 5, 13, 13, 20, 6, 23, 9, was eighth President.
19, 5, 14, 8, 6, was commanding general at Burgoyne's defeat.
11, 23, 13, 1, 16, was the hero of Molino del Rey.
My whole is the latest American Historian. M. B. C. S.

V.—SHAKESPEARIAN INITIALS.

The moon, in russet mantle clad,
Walks o'er the dew of yon high eastern hill.—*Hamlet.*
O, what a goodly outside falsehood hath.—*Merchant of Venice.*
The night is long that never finds the day.—*Macbeth.*
The course of true love never did run smooth.—*Mid. Night's Dream.*
While that the armed hand doth fight abroad,
The advised head defends itself at home.—*King Henry V.*
Sweet mercy is nobility's true badge.—*Titus Andronicus.*

Find who have said these famous words, and their initials take;
The name of one of Shakespeare's plays you'll find that they will make. M. B. C. S.

— The meaning of song goes deep. Who is there that, in logical words, can express the effect music has on us? A kind of inarticulate, unfathomable speech, which leads us to the edge of the infinite, and lets us for moments gaze out into that.—*Carlyle.*

Wesleyan University.

INAUGURATION OF THE REV. CYRUS D. FOSS, D. D., AS PRESIDENT OF THE INSTITUTION.

A DAY OF RARE INTEREST.

ADDRESS OF THE NEW PRESIDENT.

The inauguration of Rev. Cyrus D. Foss as President of Wesleyan University, at Middletown, Connecticut, on Tuesday, October 26th, was an occasion of rare interest to the alumni and friends of the college.

Wesleyan University, as those familiar with our leading institutions of learning know, is the parent college of the Methodist denomination in America; and is to Methodism what Yale is to Congregationalism. The college has been founded nearly half a century; and, though until within the last fifteen years its means have been quite limited, it has ever enjoyed an enviable reputation for sound and thorough intellectual training. Among its thousand alumni are numbered many of our most able and public-spirited men in professional, journalistic, and educational circles.

In the other Methodist colleges, which number nearly fifty, Wesleyan has an acknowledged influence, both by way of representation in their faculties, and especially in holding up before them a high example of genuine thoroughness of instruction. After a prosperous administration of seventeen years, Dr. Cummings following the example of Presidents Woolsey of Yale, and Hopkins of Williams. has resigned the presidency of Wesleyan; retaining, however, the chair of Mental Philosophy and Political Economy.

The election of Dr. Foss to succeed President Cummings took place at a meeting of the trustees held at Middletown in July last, and has met with the unqualified and universal sanction of the friends of the college. Graduating in 1854 from the institution which has now honored him with the highest distinction in her power to bestow, he has since then been engaged most of the time in the ministry in New York and Brooklyn; and has won a noble reputation as an eloquent preacher and faithful pastor. Combining with his eloquence extraordinary ability as a scholar, he comes to Wesleyan, a first-class man to a first-class college; and the friends of both predict as a result a still more brilliant career for each. It may be regarded as an omen of no bad significance, that the year of Dr. Foss' advent as president is marked by the entrance of the largest class that has ever been admitted to the college.

The programme of exercises was as follows—C. C. North, Esq., of New York city, president of Board of Trustees, presiding:

Anthem: College Choir.
Prayer, by President Noah Porter of Yale College.
Aymn: College Choir and audience.
Address, and presentation of the Insignia of Office by the retiring President, Rev. Joseph Cummings, D.D., LL.D.
Address in behalf of the Trustees, by Hon. G. G. Reynolds, LL.D.
Chorus—Keller's American Hymn: College Choir.
Address in behalf of the Faculty, by Prof. Wm. North Rice.
Address in behalf of the Students, by G. S. Coleman of the Senior class.
Address in behalf of the Alumni, by B. K. Peirce, D.D.
Anthem, "Gloria"—Mozart's Twelfth Mass: College Choir.
Inaugural Address, by Rev. Cyrus D. Foss, D.D., the President elect.
Doxology. Benediction, by Bishop Janes.

The following is a brief sketch of the

INAUGURAL ADDRESS OF PRESIDENT FOSS.

After a brief introduction, President Foss announced as his theme, "Collegiate Education as Foundation Work." The immense importance of such work is recognized the world over. Slow, deliberate, long-continued, and apparently needless preparation for distant and uncertain perils, forms a large part of all educational processes. Facts all around us proclaim this lesson, that we ought to act in this view of the far-off and indefinite future, as though it were now present and definite. It will be too late to lay the keel of the ark, when the billows of the deluge are roaring around us. The human body is put under the severest training for months to fit it for the supreme exertion of a single hour. Intellectual training proceeds upon the same principles. Decisions must be made on the instant which shall embody the accumulated wisdom of a life-time. The surgeon's eyes must be at his fingers' ends, and every slightest movement of his scalpel must be unconsciously guided by the whole treasury lore of the healing art, from Galen down.

Moral and religious culture has kindred but transcendent issues. Taking a broad view of our whole existence, it is not too much to say that our entire life is thus basal and preparative. It is foundation-work, root-work,—a getting ready rather than an achievement. This is especially true of educational processes,—and most emphatically true of collegiate education. College takes the youth in that momentous decade between sixteen and twenty-six, in which character, both intellectual and moral, receives its lasting stamp. In our time culture must go to the bottom of a man's nature, and make him more a *man*. Mere surface adornment avails less and less. If rustic ignorance and heedless parental pride give the indolent and ignorant dunce a transcendent home-reputation, and install him the oracle of the fireside, he can no longer be the oracle of the smallest hamlet. Culture must have made him a man, or he cannot stand among men.

The culture demanded in any course of liberal training must be determined by a careful consideration of two questions, viz: What is man? and, What is the philosophy of human life? The least important answer to the first question, but an answer which may not be forgotten, is that man is an animal. Comparative anatomy sanctions Shakespeare's declaration that he is the "paragon of animals." As such he needs physical culture.

The scholar especially needs brawn as well as brain; because in order to be a scholar he must pay the inevitable tax levied on every perpetual hard student; and also because the supreme practicable mental exertion, which is the business of his life, is directly contingent on the fineness and fullness of his physical forces. Let the student then give earnest heed to the care and culture of his body. It is the home, the instrument, the mold, and the eternal companion of his soul. Let him know that sipping gruel, and languidly lounging over books, until his midnight lamp burns low, can never make him either a scholar or a man. Let him eat beef and mutton in generous slices. Let him leap into every day as into a new paradise, over the wall of eight hours' solid sleep. Let him not cross his arms behind him, drop his head, and mope along the pavement inwardly saying, 'I am walking for exercise.' Let him stretch away over the breezy hills, with fit companions, in utter forgetfulness of lessons, and essays, and sermons, until every drop of blood in his veins tingles with the delight of mere animal existence. Let him hurl the ball, or pitch the quoit, or tug at the oar, or poise the rifle. I would I might see our gymnasium thronged every day at suitable hours, with earnest devotees to physical culture. Only let all these things be done with the distinct recognition that we have a higher nature, and in such manner and measure as to do no harm to what is best and noblest in this loftier realm. Of this higher nature, the physical powers are only the scaffolding. To man this earth is something more than a dormitory and a larder and a gymnasium. It is a school-house, and a workshop, and a gallery of art. It is a mighty lesson-book for his perpetual study. Its surface yields spontaneously, just enough to be a hint of the far richer treasures hid in its bosom. It spreads out a multitude of unsolved problems before the eager eye. Nature's voice to man is 'Work, work unceasingly with hand and brain! work, work, if you would win.' Among the adaptations which prove the existence of a designing mind, such as light for the eye and the eye for light, sound for the ear and the ear for sound, I know of none which can at all compare with the magnificent adaptation of the universe to the soul of man.

What a man is, is more important than what he has learned. Little matter if the Latin is forgotten, if its study has given a man a grander mastery of his mother tongue; little matter if the mathematical problems have passed into swift oblivion, if from them a man has gained keenness of discrimination and grasp of thought. The alleged unpractical character of college studies can be considered an objection to them only by those who would strip human life of all its noblest characteristics, reducing it to a mere hand-to-mouth existence. Moreover, the testimony of facts shows that college studies actually do contribute to success in the strictly practical phases of life. The highest department of education is, the education of man's spiritual nature. The materialist's denial that there is in man such a spiritual nature, was rebuked in eloquent words.

"Oh! when I glance over the face of the earth and along the track of the centuries, and trace the solemn march of the successive generations of men; when I witness 'Man's restless toil and endeavor,' his dominion over the brute creation, his ever increasing mastery of the elements, the grand works of his hands and the sublimer products of his thoughts; when I see that his course is a perpetual progress of ideas, while the lower orders of creation are forever running the same unprogressive round of instinct; that a barbarous country becomes, in a few generations, the arena of the highest civilization and enlightenment; that science after science is born, each becoming the handmaid of all the rest; that the human eye, aided by the instruments the brain has contrived and the hand has formed, can search far down among the infinitesimal atoms and gaze far outward toward the outermost imaginable regions of the Creator's boundless realm; — above all, when I consider the spiritual yearnings of man and the religious history of the world, how man hates God, and defies God, and wants God, and yields to God, and loves God, and communes with God, until he resembles God; I feel that no account of the origin of this wonderful being at all tallies with the indisputable facts of his career save this, 'In the image of God created He him.'"

In discussing the importance of moral and religious culture in college, he said that the American college was the child of the church; that the seal of Harvard bears the legend, "*Christo et Ecclesiæ*"; that Yale began in the gifts of a few clergymen; that of the 368 colleges in America thirty only are known to be secular in their origin and management. Among the agencies for moral and religious culture should be reckoned the discipline of the college, the mutual influence of the students, and the spirit pervading the instruction in all departments, as well as the daily chapel and Sabbath church service, and social religious meetings.

In noticing the circumstances of his election to, and acceptance of the presidency of Wesleyan, Dr. Foss spoke in most feeling terms of the responsibilities of the position, the reluctance with which he sundered the delightful pastoral relations of eighteen years; and yet of his confidence in the sympathy and support of the men with whom he should be associated, and his hope of finding renewed opportunities of sympathy, affection, and counsel in his association with students.

The address closed with these fitting words: — "Nothing could have induced me to accept this office, which I esteem at once the highest honor and gravest responsibility of my life, save the earnest assurance coming from every quarter, of co-operation from the friends of this university, and above all, the confident expectation of the blessing which I humbly crave from Him without whose aid nothing is strong or wise or good."

Notes and Correspondence.

How to Prepare Autumn Leaves.

To the Editor of The New-England:

A correspondent asks how to prepare autumn leaves. Gather all varieties, tints, and sizes. Iron them on a smooth surface of folded paper with a *warm* flat-iron, well waxed with bees-wax. If you want them to curl a little, as for wreaths and picture decorations, pass the iron only once over them; if you wish them to be perfectly flat, for mounting on cards or in a book, go over them two or three times. Some people varnish them; some brush them over with gum-arabic; neither way is so good as the above. The most beautiful use I have ever seen made of them, is to represent with them a stained glass window.

Place the leaves wrong side upward, flatly ironed as above, in a space on a table corresponding to the size of the panes of glass in your window. Arrange them in a wreath or bouquet, or in any graceful style. Cover them with gum arabic. Then transfer them, one at a time, to the panes of glass, carefully wiping away the mucilage from around the edges. They will dry upon the glass, and when the sun shines through them the effect is of a beautiful stained-glass window. S.

Queries.

To the Editor of The New-England:

1. Is there such a number as 'twelve thousand sixteen hundred and thirty?' E. A. A.
2. Is £5 and 20*s.* a compound number? —*Id.*
3. Which is correct, 'increase in a ten-fold ratio,' or 'increase in a ten-fold proportion'? —*Id.*
4. Is the square root of 3 a quantity? —*Id.*
5. What particular convenience do we enjoy in usiug 360 as the number of degrees in the circumference of a circle. C. H.
6. Is it correct to say that *length* multiplied by *breadth* produces *area?* —*Id.*
7. Distinguish between *abbreviation* and *contraction*, as the terms are commonly used by arithmeticians. A. Q. J.
8. One cubical box exactly fits within another, made of plank, of the same measure; another fits within that, and so on. Have the solidities a uniform ratio? J. M. N.
9. What is a perfect definition of a common fraction? B. F. J.
10. Prove that no two fractions having different denominators, and being in their lowest terms, can have an integer for their sum. —*Id.*
11. What answer should a teacher make to a pupil, having no knowledge of Mensuration farther than school arithmetics give, should he ask whence we derive the well-known ratio, 3.1415926? S. W. T.

"Shall the Common School become Sectarian?"

Editor of The New-England:

The above question stands at the head of a late article in THE JOURNAL. The common schools of Boston are sectarian—as are the public schools over New England, the Middle and Western States, and, for aught I know, the Southern States also. Then why ask such a question? Shall the common schools cease longer *to be sectarian*, as they now are, as at present conducted? would seem to be a far more pertinent question — aye, that is the real question that now agitates the land. How long ago is it that a boy of a Catholic family in Boston was whipped—aye, whipped, for nonconformity—and that in obedience to his parents—to a Protestant, school ritual of worship? Many who read this inquiry will remember the case I refer to. Then is it not manifest that our public schools *are*, as at present conducted, *sectarian*, *offensively* so to both Jew and Catholic — to say nothing of radicals, free-thinkers, and atheists? Shall our public schools then cease to be sectarian as they are at present? ANTI-SECTARIAN.

STATE DEPARTMENTS.

New Hampshire.

EXETER.—Robinson Academy, Exeter, loses a valuable educator in the removal of Prof. Eben S. Stearns to Nashville, Tenn., to assume the presidency of the university in that city. Professor Stearns is well known in New England as a thoroughly successful teacher, and one who has made a lasting impression on the schools and communities where he has taught, and his loss will be deeply felt in New Hampshire. Professor Stearns succeeds Gen. Kirby Smith in his new position, the labors of which have been greatly enlarged by the establishment of a Normal department for teachers in the South and Southwest. The influence of one such educator as Professor Stearns upon the best intelligence of the coming generation of Southern men, will be of more value than all the political teachings that our best statesmen can impart. He has enjoyed considerable acquaintance with Southern people, and closely studied their sentiments, their social, political, and intellectual aspirations, and comprehends as fully as it is within the scope of any man, the necessities of their condition. He goes prepossessed with a strong feeling of sympathy for their misfortunes, and a marked confidence in the integrity of their purpose to be citizens of a great and indivisible republic.

The Exeter *News-Letter* thus speaks of his work in that place: "In Robinson Seminary he has done a great and noble work. He organized and established the school six years ago, and has accompanied it in every step of its growth and progress. So quiet and undemonstrative has been this work, so reserved and unobtrusive have been his habits, that it is hardly surprising that his influence has not yet met its full appreciation. But he has been a most indefatigable and devoted worker, and his service to this community will not appear in its true completeness until the minds upon which he has left his impress unfold into larger and maturer usefulness. The work has been attended with peculiar difficulties, such as few men, even among our most successful educators, are qualified to master; but Professor Stearns has succeeded in creating out of the most incongruous elements, and in the face of many annoying and discouraging circumstances, a school of girls ranging in ages from nine years up to womanhood, which has been brought under perfect discipline, maintained in most harmonious order, with a system and range of education which meet and comprehend the full purpose of the venerated founder 'to make female scholars equal to all the practical duties of life,' and to 'enable them to compete, and successfully too, with their brothers throughout the world, when they have to take their part in the actual of life.' Professor Stearns' pupils have received the benefit of instruction in every branch of popular education. They have been taught in classic lore, in the sciences, physical, mental, and moral, and in the whole range of what constitutes female accomplishments. And when we speak of these accomplishments, we mean to say that as much importance has been given to instruction in bread-making and the housekeeping arts generally, as to the attainment of perfection in music or the social graces. The young lady who goes out of Robinson Seminary with its diploma of graduation in her hand, goes self-assured and self-reliant, knowing that there is no position accorded to woman in civilized society which she is not fully competent to fill. And it is for this system of perfect discipline and education that Exeter has to thank Professor Stearns, and will hold his memory in deeper reverence as the results of his work manifest themselves in the future lives of his pupils."

NEW HAMPSHIRE AT THE CENTENNIAL.—On the 30th ult. a meeting of school officers and prominent teachers in the State was held at Concord, agreeably to a vote of the State Teachers' Association. The meeting organized by choosing Superintendent Simonds chairman, and C. C. Lord, of Hopkinton, secretary. Remarks were made by Prof. E. R. Ruggles, Hanover; Supt. J. G. Dearborn, Manchester; L. T. Flint, Esq., Concord; Prof. H. O. Ladd, Plymouth; Messrs Simonds, Lord, and several others. On motion, Prof. E. T. Quimby of Hanover, and Messrs. Simonds and Dearborn were elected a committee to propose a plan for an educational exhibit at Philadelphia, and to ascertain what portion of the State appropriation can be secured for that purpose, and report at another meeting. This meeting was well attended, and an unexpected interest developed. Dartmouth College and other institutions reported a willingness to make liberal efforts. It appeared that cities and towns would undertake to furnish plans of grounds and drawings of buildings, that would show their exterior and interior arrangements. The great importance of an educational history of the State, and of a proper documentary exhibit were discussed at length. It appeared necessary to learn what sum would be allowed by the State Centennial commissioners for meeting the necessary expenses of preparation. If a proper sum be allowed you may expect a show worthy of the Granite State.

Vermont.

TEACHERS' INSTITUTES.—The Teachers' Institute held at Randolph Center on the 21st, 22d, and 23d, was a very successful one. There was the largest enrollment of teachers there has yet been at any institute this fall. Mr. Conant gave an excellent address Thursday evening, and Professor Perkins of the U. V. M., spoke Friday evening. Professor Perkins also gave an entertaining and instructive lecture Saturday morning. Altogether, the meeting was a most profitable one for those who attended.

The Teachers' Institute for Caledonia county was held at St. Johnsbury, Friday and Saturday, Oct. 29th and 30th. Superintendent Conant was assisted by L. F. Ward, principal of Bellows Falls High School, and S. H. Brackett and Miss M. E. Cummings, of St. Johnsbury. About 85 teachers were in attendance. On Friday evening President Hulbert, of Middlebury College, gave a very interesting address on the true nature of education.

BURLINGTON.—The meetings of the Burlington Teachers' Association, under the direction of Superintendent Alger, are taking on new life and interest. As a "specimen brick" here is a brief account of the meeting of Oct. 23d:—1. Remarks by the superintendent on various matters connected with school discipline. 2. A lively and interesting model class exercise in geography with scholars from an intermediate school, conducted by their teacher, Miss Styles, which, in the criticism following, elicited much commendation. 3. Elocutionary drill, conducted by Miss Lord, in which the teachers took an active part. 4. Essay, by Miss Richardson, of the High School, on "The Teacher out of School," which was replete with valuable thought clothed with a graceful style. A free talk upon the points in the essay followed, in which one of the teachers, in emphasizing the thought of the essay that the teacher should keep his mind well furnished by varied culture, took occasion to speak of the importance of taking some good educational journal, like THE NEW-ENGLAND, for instance, as a means to this end. Adjourned for two weeks. Marked good results are noticeable as coming from these meetings.

— By the way, the managers of THE NEW-ENGLAND JOURNAL deserve much praise, not only for the high literary character and practical value of the paper, but for its exceptionally attractive appearance. In quality of paper and handsome typography it has no superior, and perhaps no equal. B.

— State Superintendent Conant will hold an institute for Chittenden county, on Nov. 12th and 13th, in the high school building, Burlington.

Massachusetts.

REPORT OF COMMITTEE OF MASS. SUPTS. OF SCHOOLS.

The committee appointed at a meeting of Massachusetts School Superintendents, to consider the best methods of exhibiting our school system at the approaching Centennial Exposition, have attended to the duty imposed on them, so far as possible at this stage of affairs, and submit the following report:—

Aided by suggestions in the circulars of the Bureau of Education, and by consultation with the Secretary of the Board of Education, and its agent, Mr. Philbrick, the committee have thought it advisable to confine themselves to that department of the Exposition which falls more immediately under their supervision as Superintendents of Instruction; viz., the internal arrangements and working of our schools, the methods of instruction, recitation, and examination, and the degree of success attained.

This is undoubtedly the most difficult part of our school system to *exhibit* satisfactorily, since so many of the educational processes "come without observation" and are incapable of perfect graphic representation. Most of our recitations, however, may be more or less perfectly exhibited in a written form and in such a manner as to show to *experts* who can read between the lines, and by whom these exercises will be most carefully examined, more than would be obvious to the general observer.

In preparing these papers it is desirable that teachers should conform strictly to the requirements, which are understood to be essentially these:—On paper of the prescribed size, with margin for binding; and, when bound, it should be plainly, in volumes of moderate thickness I take, also, the following paragraph from a circular issued by the Bureau of Education:

"It is essential that each exhibit should be just what it purports to be, and each collection of papers bound up together, or in any way arranged in a set, and each separate individual paper or production should carry on its face a distinct indication of the facts as to its execution necessary to judge of its merits; such as the grade or kind of institution or school; the class in the institution or school; whether a first draught or a copy; time allowed; age and sex of pupils doing the work; whether selected specimens or work of entire class; whether a general examination, an exercise in review, or a regular lesson, with usual time of preparation; date of the performance; whether a copy or an original design; in drawing, whether from flat or round; whether done with reference to the exhibition, or taken from ordinary routine work; the county and State, with the town or city. It is obvious that productions, without the indication of the essential facts as to their execution, have little or no value for purposes of comparison, and therefore for the purpose of an instructive exhibition."

There should be, also, in connection with these samples of school work, a brief and clear statement of the system upon which the schools of each municipality are organized, in order that a just comparison may be made of similar grades. It has been hinted that such statements might not, in all cases, be perfectly reliable. Your committee, however, believe that they would be as reliable as cases reported by the medical and legal professions, and still further, that any but *honest* work would contain such evidence of dishonesty as to be easily detected by those who will be interested in an examination of the papers. Your committee believe that, if superintendents and teachers will commence work of this kind as soon as possible, and have as much of it as practicable, we shall not only have something creditable to exhibit, but that its reflex influence will be apparent in greatly improved methods of instruction.

It is recommended that superintendents leave the kind of work mainly to the ingenuity of the teachers of the several schools, so that whatever of competition may exist shall be such as to show quite as much the quality of the teaching as the progress of the pupils. Finally, your committee know of no way in which the methods of the best teachers may so readily become common property as by the examination of papers prepared in this manner. The exhibition in Penmanship will, of course, be in accordance with definite requirements made by the Bureau of Education, and a plan for the exhibition of Drawing will be prepared by the State Director of Art Education.

The foregoing suggestions are, of course, equally applicable to each grade of school and to each class of the grade. What the exercise shall be may be left to the several teachers. We want the best methods of teaching and examining, so far as they can be represented on paper. We herewith present a few forms, rather as suggestions than as copies to be followed, and "the taste, judgment, and invention of teachers" will undoubtedly furnish many other exercises, which will exhibit, not only the progress of pupils, but the ingenuity of teachers and the methods of teaching in our best schools.

H——— GRAMMAR SCHOOL,
Boston, Mass.

An exercise in Composition by the class, consisting of pupils, the subject being announced at the time by the teacher, and the composition being written without aid in minutes.

[A number of the best may be selected for exhibition, each paper giving the name, age, and sex of the pupil by whom it was written.]

H——— GRAMMAR (OR HIGH) SCHOOL,
Woburn, Middlesex County, Mass.

Report of a lecture given by the teacher to the class, consisting of pupils.

The lecture occupied minutes, the pupils being allowed to take notes. From these notes, immediately after the lecture, the following reports were made by the pupils in , without aid.

[The teacher may select as many as he chooses for exhibition, giving the name, age, and sex of the writer of each paper exhibited.]

[A *copy* of the same may be made, uncorrected and without aid by the teacher, in minutes.]

W——— GRAMMAR SCHOOL,
Newton, Midelesex County, Mass.

An examination in Arithmetic of the class, containing pupils,— the questions involving *principles* and *processes* contained in the last work, but not the *examples* which the pupils have had.

Time, , without aid by the teacher or recourse to text-book.

G——— GRAMMAR SCHOOL, ETC.

A recitation in Grammar by the class, consisting of pupils.

A half-hour is given for writing it upon a slate. Another half-hour for copying, but without aid from text-book or teacher.

Analyze the following sentence, and parse the words underscored:—

.....

.....

C——— HIGH SCHOOL,
Cambridge, Middlesex Co., Mass.

A critical essay; subject, "The Merchant of Venice," which the class has read and studied with the teacher. By the class, consisting of pupils; time, hours, unaided by the teacher except during the previous reading, but having recourse to a copy of the play. First draught, and a copy uncorrected by the teacher. Selections may be made, each paper containing the name, sex, and age of the writer.

T——— GRAMMAR SCHOOL,
(*Town, County, State.*)

An outline of the map of New England, from memory, with the principal rivers, mountains, and important towns, accompanied by a brief description.

By class, consisting of pupils; time, ; of the best papers.

An exercise in spelling ten words selected by the teacher from the last work,—each word to be used by the pupils in the construction of sentences.

By class, consisting of pupils; time,

Whatever other work may be required will, no doubt, be made to conform to the requisitions already quoted, so that practice, according to these forms, will furnish the best preparation for whatever may be called for. With these general hints and suggestions, this report is respectfully submitted.

B. F. TWEED,
H. F. HARRINGTON, } *Committee.*
A. P. MARBLE,

BOSTON, OCT. 22d, 1875.

HARVARD.—The Lee prizes for Elocution awarded to Freshmen, have been assigned as follows: First prizes to Schofield and Poor; second prizes to H. R. Sargent, Swayze, Tobsitz, Robinson, C. L. Mills. . . . The evening readings in ancient aud modern classics will be given in the history lecture-room, in Harvard Hall, beginning Nov. 2d, at 7:30 o'clock. The present programme is as follows: — Tuesdays, Professor Child, "Canterbury Tales"; Wednesdays, Professor Goodwin, "Agamemnon," to be followed by "The Frogs"; Thursdays, Professor Bôchee, "Molière, le Bourgeois Gentilhomme"; Fridays, Professor Everett, "Virgil." . . . . The delegates of Harvard and Yale have drawn up and submitted for the consideration of the two universities, sixteen concessionary rules for governing play between the two colleges in foot-ball matches this fall. The modified Rugby rules were also recommended as a standard. . . . The foot-ball eleven expects to play the Yale eleven, at New Haven, a week from this Saturday. The Princeton Match will probably take place some time previous.

Rhode Island.

BRISTOL.—In the eight rooms of the Byfield School building are at present seated 360 pupils, divided into the High, Grammar, and Intermediate departments. Mr. Walter F. Marston, formerly of Somerville, Mass., principal of the high school, has general oversight of the different departments in the high school, having an assistant Miss Eleanor R. Luther. Professor Jantz, the teacher of music, gives instruction in that branch to the pupils twice a week. The other teachers are, first grammar school, Miss Annie W. Bradford; second grammar school, Miss Mary F. Norris; third grammar school, Miss Eliza A. Pitman; first intermediate, Miss H. Augusta Coggeshall; second intermediate, Miss Mary A. Pitman; third intermediate, Miss Hattie Frisbee; primary, Miss Arabella J. Coggeshall.

The total number of scholars in our public schools is over 1,000; over 800 in the day school and about 200 in the evening schools. All the books, stationary, etc., for the education of the child are furnished at the public expense, this being the only town in the State that makes this liberal provision. Other towns and cities have tried the experiment of assessments and failed, but after five years experience it is proved to the satisfaction of our school committee that the plan works admirably. The expense by the present arrangement is not over $1.25 per scholar a year, while if left to the parents to purchase the same, the cost would average nearly $5.00.

WESTERLY.—At the local teachers' meeting of the first district, held on Friday, October 15th, a teaching exercise on "addition" was given by Miss Susan Coy, the "object" method being developed by the instructor. Subsequently a paper was read by Mr. Benjamin Baker, first assistant, on "The Theoretical Relation of Teacher and Pupil." In this essay Mr. Baker endeavored to bring to the surface many of the elements in the work of teaching that are wont to be wholly overlooked and unheeded in the practical management of a school. We trust that his effort met with such a measure of success as shall induce him to continue his labor in a similar field in the future.

COVENTRY CENTRE.—The fall term of the village school closed Friday, October 22d, after a ten weeks term. The closing exercises consisted of the examination of the classes in the various branches of study they have pursued during the term, with some declamations and a few readings. During the term 52 scholars have been registered, with an average attendance of 42, this making the percentage about 92. The number of visitors present at the examination was 23, which added to the previous number that had attended, made 57 visitors in all. The winter term will commence November 8th, and the same teacher, William C. Townsend, will be retained during the remainder of the year.

LINCOLN.—Union School District Nos. 1 and 2, at Central Falls, at the annual meeting voted a tax, but it was not assessed till some months afterwards, and in the meantime the school committee altered the boundaries of the district so as to include some half a million dollars worth of property additional. It has been decided that such action nullifies the vote assessing the tax, and another meeting was held the 20th ult., to rectify the mistake.

WOONSOCKET.—The action of the Consolidated District at their last meeting, in refusing to make any provision for the high school, is very greatly to be deplored. It is to be hoped that it is not too late yet, to do something to advantage. As the matter now stands it was voted to appoint a committee of three to procure plans for a grammar school building, at a cost of not more than $25,000.

BRISTOL. — *Course of Lectures.* — The scholars of the Bristol High School are taking initiatory steps looking to a course of lectures the coming winter. They propose to have lectures from Wendell Phillips, Charles Bradlaugh, and two others, and two musical entertainments.

NEWPORT.—Over fifty applications were made for the position of assistant in the Rogers High School. Colonel J. R. Leslie, of this city, has been elected to the place. The Colonel is a graduate of Rochester University, and a teacher of large experience. He will have charge of the classical department.

PAWTUCKET.—In the East Street School of this town it seems that we shall have an opportuny of studying the merits and demerits of the "Half-time" system. We learn that the number of pupils registered is 137, while the seating capacity is but 62.

GREENWICH ACADEMY.—This institution has now entered upon its seventy-third year. The fall term began August 24th. There are only two changes in the faculty worthy of note, namely, the appointment of Mrs. Mary F. C. Edie as preceptress, and Miss Addie L. Makinster as Art teacher, vice Miss Ellen W. Clark and Miss Susan M. Godding, resigned. One hundred and twenty-seven students have registered thus far this term, which compares very favorably with past fall terms. At the close of the half term the record of scholarship was found to be much higher than usual. One thing worthy of notice in the report was the fact that not *not a single girl, out of about fifty in the school, received a demerit* during the half. On Friday evening, October 15th, the Philognothian and Thugatresophia societies held a union meeting in the rooms of the former. The latter is a society of ladies. The exercises were commenced by singing. Prayer offered by J. L. Estes. The president of the evening, W. B. Frost, delivered an address of welcome to the visiting society, which was ably responded to by Mrs. M. F. C. Edie, president of the Thugats. The exercises were then continued according to the following programme: Recitation of a selection from Scott's Works, W. F. Fay; discussion of resolution, "*Resolved*, That the Elective Franchise should be extended to Woman," affirmative—W. A. Fuller and Barnard Arnold; negative—W. F. Fay and R. Otis Sherwood; declamation by W. L. Burdick; select reading by Miss Sarah C. Lovell; reading of the *Gazette* by George D. Bliss; essay by Miss Sarah J. Kelsey, subject, "A visit to East Rock;" oration, "Signs of the Times," by R. Otis Sherwood. The question was decided as to weight of argument and merits of the question, in favor of the negative. A short recess was announced at the close of the debate, during which all partook of refreshments furnished by the Philos. Everything passed off well, nothing happening to mar the pleasure of the evening. By thus meeting occasionally and interchanging thoughts and ideas, the coeducation of the sexes can be made more beneficial.

Connecticut.

MERIDEN. — The Acting Visitor's Report gives an encouraging view of the public schools. The cost of these schools the past year for ordinary expenses, was $30,076; for new schoolhouses and lots, $15,000. The number of children between 4 and 16 years of age last January was 3,184. The report says: "The public schools of this town have been greatly improved in many respects, and in some the improvement has been of a very marked and decided character." Meriden boasts of having been the first town in the State to provide for the expenses of its schools by town tax. It did this several years before the law required it. It has an honorable record for liberality in dealing with its schools. The present report, like those of previous years, recommends three important changes, viz.: First, the union of all the districts into one; second, the establishing of a high school; third, the employment of a superintendent, whose time shall be devoted to the supervision of all the schools in the town.

Upon this last point the report dwells at some length. After giving an outline of the labors he has performed for schools the past year, the Acting Visitor says: "For this work I received $549, while the actual loss to me was $1,000. The proper supervision of schools requires a man perfectly qualified and suitably paid. This important work has been committed to those who have on them the cares and burdens of an engrossing profession, and who can give to this duty only intervals of time snatched from paramount engagements. Those business and professional men who are suitable for the management of school affairs, and who comprehend the workings, wants, and necessary modifications of school systems, have every year less and less command of their time. Their own business and professional duties will not admit of divided attention. They can, perhaps, afford to pay for the time of another, but cannot afford to give their own. . . . If ever our schools are brought to the highest condition of excellence, it will be through an efficient administration of this branch of service: *personal supervision by competent officers.* An army might as well be without a leader and commander, a railroad or factory without a head to direct, as for a city or town to attempt to manage its schools without a good superintendent."

The Acting Visitor who writes thus has toiled earnestly in that position for the past four years, but now gives place to another. His successor will need to put forth no common degree of energy and zeal to enable him to compare favorably with the retiring officer.

Colleges.

MIDDLEBURY. — The class of '76 have already chosen their officers for class-day exercises, as follows: — President, Linsley; secretary, Eastman; marshal, Dodge; orator, Abernethy; grove orator, Evans; poet, Gay; odist, Cray; historian, James; seer, Austin. . . . The papers report the election of Prof H. M. Seelye, to the secretaryship of the Vermont State Board of Agriculture, Manufactures and Mining, to fill the vacancy caused by the resignation of Prof. P. Collier, of the University of Vermont. . . . . Ticonderoga has been taken again, and as before by a force from Vermont. The Choral Society, led by Professor Higley, recently made an advance on this place, noted of old, and captured it in true historical style, without the loss of a man on either side. The prominent contest centered at the church, but as the Vermonters encountered only the resistence to which they are becoming accustomed — "storms of applause" — they found Ti. easy to take.

BOWDOIN. — A game of base-ball for the State championship pennant, which has been held this summer by the Bowdoin nine, was played Saturday, Oct. 23d, between the Bates College club and the Bowdoins. The game was well played, especially the last half, and resulted in a victory for the Bates club by a score of 8 to 4. On the same day also occurred the annual rope-pull between the sophomore and freshman classes, in which, rather unexpectedly, the freshmen were victorious. '79 has made a good record thus far, having beaten '78 the week before in base-ball 18 to 10. The class is said to contain a good deal of musical talent, and proposes to take the unusual step of forming a freshman glee club. . . . . Saturday, Oct. 30th, has been set apart for field-day, with the usual contests of running, jumping, walking, throwing, etc., which take place in the forenoon, on the Sagadahoc riding park in Topsham. In the afternoon the regatta is held on the river, in which there are two races. First, a race between the senior four-oared crew and four of the university crew; second, a race between the junior and sophomore crews. . . . A new plan has been adopted this year in the election of the editors of the *Bowdoin Bugle.* Heretofore a general college election has been held for the choice of a senior editor and five junior editors. This year the seniors give up their claim to an editor, and six junior editors are chosen, one from each society and one non-society man. The following gentlemen of '77 have been elected: H. D. Wiggin, *Alpha Delta Phi;* C. B. Seabury, *Psi Upsilon;* R. E. Peary, *Delta Kappa Epsilon;* D. B. Fuller, *Zeta Psi;* J. A. Roberts, *Theta Delta Xi;* A. M. Sherman, non-society.

DARTMOUTH.—E. L. Morse, '74, is teaching in Webster Institute, Norfolk, Va. . . . A. W. Blair, '72, is principal of Northfield, Vt., Academy. . . . E. H. Chadwick, '78, is teaching at Morristown, Ind. . . . Charles W. French, '75, is principal of the high school at Housatonic, Mass. . . . Medical commencement occurred last Wednesday, 27th. . . . Operations are nearly completed whereby Hanover is to be lighted by street lamps. . . . J. B. Parker, proprietor of the college bookstore, held an auction sale of books on Friday and Saturday of last week . . . Frank W. Mitchell, '76, C. S. D., has been chosen to select and train the university boat crew. . . . Seven telegraph lines are in operation about the college now. . . The *Aegis*, which is issued under the auspices of the junior class, made its appearance last week. It is from the press of Merrill & Crocker, Lawrence, Mass., is nicely printed on tinted paper, well illustrated, and a good number. . . . Hon. Hosea B. Perkins, of New York city, delivered his popular lecture on "Robert Burns," at the college church, Friday, the 29th, to the best house of the season. Mr. Perkins is a staunch friend of the college, and has rendered himself especially popular among the students by the interest he has taken in their affairs. . . . On Saturday evening, 29th ult., the sad intelligence reached here that Walter C. W. Puffer, '76, had died the night before, of typhoid fever. At a meeting of the class the following was adopted *in memoriam:*

"For the first time we are called upon to mourn the loss of a classmate by the death of Walter C. W. Puffer. As a man he was honest, upright, noble, generous, and pure in heart. As a friend he was faithful and fearless. His abilities commanded the respect of all. As a class-mate he had endeared himself to us by his genial, cheerful, and frank demeanor. He was a true Christian, his faith in God being simple and strong. May Christ, the alleviator of sorrow, comfort the stricken family and console our saddened hearts.

While we sincerely mourn his loss and sympathize deeply with the bereaved relatives and friends, humbly bowing to the divine will, let us strive to emulate his virtues.

TUFTS.—The game of foot-ball with the Harvard eleven, which has been postponed two or three times, was played on October 27. It was sharply contested and was witnessed by a large crowd, who were evidently very much interested. The first two innings resulted in draws. In the third, when the time was nearly up, the Harvards succeeded in getting a "touch down," through a misunderstanding on the part of the Tufts "backers," and won the game. Both elevens played finely, are very evenly matched, and the third game will be awaited with much interest. . . . The time of morning chapel exercises has been changed to 8:50—one hour later than heretofore, and the recitations assigned for 11.00 a. m. have been moved forward to 12.00 m. This change has been made as an experiment, with the concurrence of the students, and if it does not work satisfactorily will probably be abandoned. . . . The November number of the *Collegian* appeared promptly on the 1st inst. It contains as a new feature quite an extended notice of "Our Exchanges." . . . The game of foot-ball which was appointed for last Saturday with an eleven from the Y. M. C. U. of Boston, was postponed on account of the inability of the latter to play at the time. . . . D. R. Brown, '77, and C. M. Jordan, '77, take the places of C. B. Leonard, '76, and C. A. Sprague, '76, who declined to serve on the editorial board of the *Collegian.*

YALE.—Our nine were beaten the 22d ult., by the Hartfords, the score being 9 to 14. . . . Last Wednesday, the Yale Athletic Association held its semi-annual meeting at Hamilton Park. The games consisted of foot-races, base-ball throwing, and jumping. The entries were numerous, and in comparison with the times and distances of last spring, a marked improvement was manifest. The running high jump was especially good. The prize was taken by Yale of the Scientific School, jumping 5 feet 3 inches. . . . Arrangements have been made with Harvard for a foot-ball match. also with Princeton, Columbia, and other colleges.

— Williams College will be represented in the coming Intercollegiate Literary Contest, in Greek by Edgar B. Downs, of Boston, Mass.; in Mathematics by James F. Eaton, of Hamden, N. Y.; in Oratory by J. Howard Corwin, Jamestown, N. Y.

— Asbury University, Indiana, has 450 students in attendance, a large advance on previous grave. This flourishing institution is the principal Methodist school in the West, as Evanston is in the Northwest, and is under an able faculty, of which Alexander Martin, D.D., is president.

— Eight young ladies have entered the Jacksonville (Ill.) Business College.

New Publications.

Forbriger's Drawing Tablets.

To the Editor of The New-England:

In your issue of October 9th appears a review of the series of Drawing Tablets introduced by Mr. Arthur Forbriger, of this city, in which is contained so many eccentricities of opinion and inaccuracies of statement, that I would request of you space for a reply, not only in justice to the author, but as a matter of explanation of the system itself, and the objections you have urged, which latter, it occurs to me, are the result of a too cursory examination.

The first point stated, is that the pupil is not permitted to know in advance what is to be his future course, which is represented as likely to cause a loss of interest on his part; or in other words, the frequent sight of the many and difficult examples in store for him is, according to your theory, an influence of a more encouraging nature than if the same were carefully withheld until his powers of comprehension and execution were equal to the task to be accomplished. The position you have assumed in respect to this feature of the system is one that is in direct opposition to the experience of those who have tested it, and is not in accordance with the undisputed principles which applies to mind as well as material—that the foundation should be well laid before we proceed to erect the superstructure and decorate it with appropriate ornament. A wide observation in the field of art production has proven conclusively to me that the best results are only attained by the concentration of all the powers of the mind upon the single object in hand, and that a perception which is educated too far beyond the actual ability to realize is destructive of the needed interest and enthusiasm in the work immediately in progress. It is this exclusion of the future and its burdens that stimulates the untrained hand to hopefully attempt its first delineations, which, from their very simplicity, are easy of execution; and it is the subsequent gradation of steps by the inductive method that leads the learner, unconsciously, into an understanding of greater truths. These constitute the chief merits of Mr. Forbriger's system, and I may be permitted to add, it is one based upon a thorough knowledge of human nature, and applicable alike to the child and the person of more mature years.

Regarding your statement that "one of the most valuable ends to be attained by instruction in drawing is the development of the taste," I am sure no one entertaining a reverence for art as an interpreter of beauty in nature, and as a refiner of human kind, will for a moment dissent, or take issue on your opinion that "the contemplation of the beautiful materially contributes to that end." But you cannot be ignorant of the fact well established by experience—that it is the doing of the thing itself which implants it permanently within us, and renders the beauty that it is so desirable we should be able to perceive a part of ourselves. Hence it is better to do than to contemplate.

The designs or copies which are prepared for a primary course are necessarily simple in their construction, and not of that nature or subject as to long retain the interest of the pupil, if allowed to have constant access to them. To make them of much artistic beauty, which you suggest they lack, would involve the introduction of curved lines and a greater complication of forms than would be desirable, or proper in a series which begins with the child of seven years, and who can hardly be supposed to be capable of more than a manual training of the simplest kind, so arranged as to keep alive an interest by the novelty and variety incident to the concealment of the succeeding steps.

The assertion that the plan of these Tablets intends the taking away from the pupils the results of their labors, is an erroneous one, as the retention on the part of the teacher of the efforts is only temporary and for the purpose of examination by the superintendent of drawing or principal, that he may be fully informed as to the progress that is being made. This is not in any sense "a matter of trifling importance," as you say, but one of the necessities of teaching drawing intelligently and with good results. The benefit of this plan, which concentrates the lessons of a single day and obviates the searching and turning of the leaves of perhaps hundreds of books to find and compare the results, is too apparent to require comment.

The objection you make as to the impossibility of teaching drawing successfully by following any one method, seems simply an indefinite and unsustained statement, which will hardly bear the test of reasonable analysis. If the method be a good one, there exists no need for teachers, who have limited time to devote to this branch of education, to endeavor to follow a dozen different systems, with a view to meet all the individual and exceptional cases which may come under their guidance. It must also be remembered that teachers as a class in this country are not skilled in drawing, nor familiar with art methods, and a plan of operations that arranges their work and details instruction in a careful and progressive manner, is of all others the very one most adapted to the wants of our public schools. When the teachers themselves shall have become accomplished draughtsmen, it will be a more proper occasion for them to speculate upon methods and teach in their own manner. In the meantime they can well afford to avail themselves of the many years of experience and labor of Mr. Forbriger, and which has resulted in the series of works now being issued.

The principle error into which you have fallen in your review consists in criticizing a primary series, intended for pupils ranging from only seven to eleven years, as if it were prepared for older classes capable of comprehending the "lectures on beauty" which you so earnestly recommend as being frequently preferable to drawing itself. It is only necessary to say, in reply to this, as well as to a number of your other strictures, which are evidently the product of a person of little experience in the teaching of drawing in primary grades, that Mr. Forbriger has now published the second or grammar-school series of his Tablets. These give due attention to more complicated examples as exhibited in the conventionalizing of natural forms, their adaptation to ornamental and other purposes, as well as their enlargement and reduction in size. There is also shown an ingenious and progressive plan throughout the whole for the development of whatever capability for original design the pupil may possess, in which the elements from nature are given, then their partial conventionalization, and finally the fraction of a design composed of them, which the pupil is not only required to copy, but to complete. All this is arranged in a gradual manner, and interspersed at proper intervals with lessons in perspective, blackboard, and memory exercises, etc., covering the objections you have noted in the comments on those of the Tablets already published. It seems almost incredible that you should, in your capacity as critic, demand so much to be contained in a primary series, or have supposed that an ordinary child of from seven to eleven years would be capable of receiving such intelligence, even if presented to them by more competent teachers than those we now have.

As to the cost of these works, it may be only said that no device has yet been brought forward which gives so much actual instruction and material for so little money. The Tablets number thirty-six sheets, forming a solid block, none of the leaves of which can be wasted by being soiled or torn; and each one furnishes more than four times the drawing surface of an ordinary book, at about the same expense. The figures in the case do not, therefore, verify your opinion as to its economy. The suggestion regarding the pasting of the edges of the leaves of drawing-books together, as attaining the same end, is an easy one, and is strikingly suggestive of the story of Columbus and the egg which stood on end.

The question of art-education in our public schools is one of great interest to all classes of community, especially so to the manufacturers of our country; for it is the impetus here given to the youthful mind that will culminate in the designer and draughtsman of the future, who is to supply the thoughts in form which we are now dependent upon Europe for. It occurs to me that a system which seeks this result, and in which so many of the difficulties of teaching are modified or removed, is deserving of a more careful and judicious review than the partial one you seem to have given.

Drawing was made compulsory in the public schools of Cincinnati in the commencement of the school year of 1868; and if I am not mistaken, she can well lay claim to be the pioneer in the adoption of a uniform plan as applied to all grades, and in obliging every one of her twenty-five thousand scholars to devote a certain portion of each week to its study.

If the experience of Cincinnati in other methods, and the understanding of those necessities in teaching which led to the creation and adoption of this one, is worth anything, and if the united testimony of many instructors who have given it a year's trial is of value, then the work of Mr. Forbriger may be considered as not having been performed in vain. DWIGHT BENTON.

Cincinnati, Oct. 19, 1875.

GOOD MORALS AND GENTLE MANNERS. For Schools and Families. By Alex. M. Gow, A.M. Cincinnati; Wilson, Hinkle & Co.

This is a book of some 250 pages, whose character and object are indicated by its title. The subject is treated under three heads, viz: Moral Law, Municipal Law, and Social Law or Politeness. The author is correct in regarding good morals and gentle manners of great importance for the young; he is correct in the opinion that they should be thoroughly taught both in the family and the school; and especially has he hit upon an important thought in proposing to have them taught together. These two departments of culture are indeed inseparable. "Morals are the basis of human character, and manners are its decorations and aids to its development. Morals are the staple of human laws, the grand regulators of human government; manners are their gildings, which tend to soften their asperities and win a more ready acquiesence in their observance." In every family and in every school, therefore, give these twin subjects a prominent place. And really, we think Prof. Gow has done a great service to the cause of education by preparing this book, which seems to be admirably adapted to its design. It is comprehensive in its treatment of the subjects, yet concise and limited in size. The points are brought out clearly, and illustrated by numerous anecdotes. We wish this book was in the hands of every teacher, and could be generally adopted as a text-book in our schools. No subject needs the special attention of educators in our country more than this.

A MANUAL OF METALLURGY. By Wm. Henry Greenwood, F.C.S, Associate of the Royal School of Mines; Gold, Silver, and Bronze Medallist of the Science and Art Department. Vol. II.: Copper, Lead, Zinc, Mercury, Silver, Gold, Nickel, Cobalt, and Aluminium. Illustrated by 67 engravings. New York: G. P. Putnam's Sons; 1875.

This book is one of Putnam's 12mo Advanced Science Series. In both volumes of this work the author aims to present such information respecting the methods generally employed in extracting the useful metals from their ores as will be of service to the student. The subject of assaying is not touched upon, and the details of the mechanical appliances of every-day use in metallurgical establishments are avoided. The modern chemical nomenclature is used, and modern processes of extracting metals from their ores are explained. The book contains much valuable information condensed into little space, and a faithful study of it will prepare the student for the perusal of more elaborate treatises upon the subject.

MANUAL OF QUALITATIVE CHEMICAL ANALYSIS. By Dr. C. Remigius Fresenius, Privy Aulic Counselor, Director of the Chemical Laboratory at Wiesbaden, Professor of Chemistry, Natural Philosophy, and Technology at the Wiesbaden Agricultural Institute. Translated into the "New System," and newly edited by Samuel W. Johnson, M.A., Professor of Theoretical and Agricultural Chemistry in the Sheffield Scientific School of Yale College, New Haven, Conn. New York: John Wiley & Son, 15 Astor Place; 1875.

The merits of the works of Dr. Fresenius upon chemical analysis are too well known to require indorsement. We have for several years, kept a copy of Bullock's English edition of 1859 where we can easily refer to it. That is a translation from the ninth German edition of Fresenius' Qualitative Analysis, while the one now before us is based upon the last (fourteenth) German edition. A comparison of the two books shows what progress has been made in the last sixteen years.

The first point noticed is, of course, the adoption of the "new system" of notation, now used in nearly all American schools and colleges. Prof. Johnson "has expunged the scheme for the 'Analysis of Simple Compounds,' after becoming convinced by experience that this omission not only greatly simplifies the analytical course, but really facilitates its mastery by the student." Notwithstanding this omission, so much has been added to the later editions that this American edition contains forty per cent. more matter than the English one above mentioned. Spectrum analysis and dialysis have been introduced; filtration, the use of lamps, and the structure of flames have been more fully discussed; and the rarer metals and alkaloids are included in the course. The book contains all that the student will be likely to need in studying qualitative analysis; and Prof. Johnson has performed a valuable service for the scien e of Chemistry in preparing this American edition.

— *The New Englander* for October is well up to its high standard of merit for ability, freshness, and variety. Lyell Adams, U. S. Consul, Malta, deals a heavy blow at the assumptions of recent empiricism; Rev. A. J. Lyman of Brooklyn, N. Y., with equal vigor and justness of view, sets forth the Opportunities for Culture in the Christian Ministry; Mr. Henry W. Rankin, Madison, N. J., reviews in a timely article Mr. Worden's essay on Liquor and Legislation; Morton W. Easton, Knoxville, Tenn., presents some critical notes on Steinthal's Theory of Language; Mr. Charles W. Guernsey, Dubuque, Iowa, has a scholarly paper on the Platonic Theory of Ideas; Henry T. Terry, Hartford, Conn., discovers in a new mode of nominating and balloting a substitute for the caucus; Hon. Ashbel Smith, Green Briar, Texas, offers a nice "Bit of Criticism" on "Do Penance" as a just Translation of the original Greek; W. A. McKinney, Binghampton, N. Y., gives a full and satisfactory history of the Cardiff Giant Hoax; and Samuel H. Riddell, Boston, Mass., brings out some interesting facts, gleaned from Mr. Thornton's recent essay, showing the influence of New England in shaping the Outlines of the English Commonwealth. The usual reviews and critical notices follow. New Haven, Conn.: W. L. Kingsley; $4.00, or $4.12, including postage.

LITERARY NOTES.

— Higginson's "Young Folks' History" has been republished in England by Sampson, Low & Co. The last number of the London *School-Board Chronicle* gives a very favorable review of it, in which it says: "We do not suppose that one boy or girl in five hundred in our elementary or middle class, or even in many of our higher grade schools, could call over the Presidents of the United States, or so much as name two or three of the most distinguished of them since Washington." This reason is ascribed to the want of a good history, which it says, is the rarest of books in connection with all classes of English schools. In closing it says: "In the field of English education we foretell for this work a welcome reception."

— Chatto & Windus, of London, have just issued a new work, two vols. 8vo, by Hepworth Dixon, entitled "White Conquest: America in 1875"; also E. C. Stedman's "Victorian Poets." They have in press "Low-Life Deeps: an account of the strange fish to be found there," by James Greenwood.

— A new edition of DeTocqueville's "Democracy in America," with a biographical notice and new notes, has just been issued by Longmans & Co. of London. The same firm have just issued Charles Kingsley's addresses, delivered while in this country.

— Henry Holt & Co., New York, have undertaken a most important work of publishing an "Abridgement of the Debates of Congress." The first volume, 1874–5, is now ready.

— Blackie & Son, London, publish this month "The Southern States of America," an illustrated record of an extensive tour in 1873–4; by Edward King.

— Volume III. of the new edition of the Cyclopedia Brittanica will be published this month.

— J. H. Coates & Co., Philadelphia, will publish next week the "History of the Civil War in America," by the Count of Paris.

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Three Friends of Mine.

BY H. W. LONGFELLOW.

When I remember them, those friends of mine,
Who are no longer here, the noble three,
Who half my life were more than friends to me,
And whose discourse was like a generous wine,
I most of all remember the divine
Something, that shone in them, and made us see
The archetypal man, and what might be
The amplitude of Nature's first design.
In vain I stretch my hands to clasp their hands;
I cannot find them. Nothing now is left
But a majestic memory. They meanwhile
Wander together in Elysian lands,
Perchance remembering me, who am bereft
Of their dear presence, and, remembering, smile.

In Attica thy birthplace should have been,
Or the Ionian Isles, or where the seas
Encircle in their arms the Cyclades,
So wholly Greek wast thou in thy serene
And childlike joy of life, O Philhelene!
Around thee would have swarmed the Attic bees;
Homer had been thy friend, or Socrates,
And Plato welcomed thee to his demesne.
For thee old legends breathed historic breath;
Thou sawest Poseidon in the purple sea,
And in the sunset Jason's fleece of gold!
O, what hadst thou to do with cruel Death,
Who wast so full of life, or Death with thee,
That thou shouldst die before thou hadst grown old!

I stand again on the familiar shore,
And hear the waves of the distracted sea
Piteously calling and lamenting thee,
And waiting restless at thy cottage door.
The rocks, the sea-weed on the ocean floor,
The willows of the meadow, and the free,
Wild winds of the Atlantic welcome me;
Then why shouldst thou be dead, and come no more?
Ah, why shouldst thou be dead, when common men
Are busy with their trivial affairs,
Having and holding? Why, when thou hadst read
Nature's mysterious manuscript, and then
Wast ready to reveal the truth it bears,
Why art thou silent? Why shouldst thou be dead?

River, that stealest with such silent pace
Around the City of the Dead, where lies
A friend who bore thy name, and whom these eyes
Shall see no more in his accustomed place,
Linger and fold him in thy soft embrace,
And say good night, for now the western skies
Are red with sunset, and gray mists arise
Like damps that gather on a dead man's face.
Good night! good night! as we so oft have said
Beneath this roof at midnight, in the days
That are no more, and shall no more return,
Thou hast but taken thy lamp and gone to bed;
I stay a little longer, as one stays
To cover up the embers that still burn.

The doors are all wide open; at the gate
The blossomed lilacs counterfeit a blaze,
And seem to warm the air; a dreamy haze
Hangs o'er the Brighton meadows like a fate,
And on their margin, with sea-tides elate,
The flooded Charles, as in the happier days,
Writes the last letter of his name, and stays
His restless steps, as if compelled to wait.
I also wait; but they will come no more,
Those friends of mine, whose presence satisfied
The thirst and hunger of my heart. Ah, me!
They have forgotten the pathway to my door!
Something is gone from nature since they died,
And summer is not summer, nor can be.

—*The Masque of Pandora, and other Poems.*

English Pronunciation: What have Teachers to do About It?

BY J. A. SHAW, A.M., WORCESTER, MASS.

[Read before the American Institute of Instruction, at Providence, July 9.]

By the courtesy of the president and directors of this association, a post of honor has to-day been allotted me. For them it is but right that I should say that, while the subject set against my name in the programme was very kindly approved by them, the theme is my own selection, purely. I am well aware that I could have offered you a far more attractive topic than that of English Pronunciation; but its great importance must be my simplest yet most effective answer to any who may question the wisdom of my choice. Surely you can not think me unreasonable in speaking of orthoepy as the basis of thorough scholarship; hence, I enter thus early my plea for dictionaries, and their claims upon our consideration everywhere, especially in our preparation for our school work.

The fact is so well-known as to need no more than a passing reference, that the right division of a word into its syllables, syllabication, is dependent upon the proper pronunciation of the word whose syllables we would indicate. More than this we may justly claim, and assert that a knowledge of the elemental principles of English orthoepy is indispensable if we would obtain a complete mastery of our tongue.

What is our course in learning a foreign language, living or dead? Why, we are taught how to pronounce it correctly, in the first place; and the modern philologist is not satisfied to tell us that such a letter in the Latin or the Greek *is* pronounced thus and so, but he claims to know how it *was* sounded when it was the representation of a living language. So, too, every dainty bit of information relating to the continental pronunciation of the ancient languages, gathered it may be from the moss-grown wall or from the dusty parchment, is sought after by the philological antiquary with the same eagerness as some curiously-wrought piece of statuary, from the excavations of Pompeii, would be treasured up by the most devoted amateur.

Not less exacting are we in our studies in the modern languages. How critical we are in judging of the merits of the French teacher, that his pronunciation shall smack very strongly of the most approved Parisian method; that vowel and nasal sounds shall have been most carefully analyzed and wrought into practice; and that the omission of most final consonants in speaking, with the exceptional sounding of others, shall be as familiar to the tongue as is the sight of these letters to the eye.

What teacher of the French would aspire to any recognition, professionally, who should say that the acute, grave, and circumflex accents in that language are of no practical importance, and mentioned only to suit the whims of the book-maker? And yet, an eminent public speaker may, in English pronounce 'duke' '*dōōk*,' 'due,' '*dōō*,' and 'institute' '*institōōt*,' unchallenged by our criticism; how well would he fare, think you, if, claiming any knowledge whatever of the French, he should attempt to give the exact equivalents of these words in that language, and run, rough-shod, over the beautiful articulation of the French *u*.

Do not think that I deprecate this nicety of discrimination when we would analyze the pronunciation of a foreign tongue. On the contrary, I rejoice at it; but let us do at least plain justice to our honored vernacular by not smothering that element of euphony which we are so ready to recognize in other languages, but so willing, seemingly, to forget in our own.

It must be plain, I think, to the most superficial observer, that all indications point at present, as far as human judgment can determine, to but one result. Other peoples are not slow to see it if we fail to do so. It is that the Anglo-Saxon race is to be the reigning power, not only in the Western continent, but throughout the Old World and the islands of the sea, even, for years, and it may be for ages, yet to come. The vision of the holy seer, the sure word of prophecy, that "God shall enlarge Japheth, and he shall dwell in the tents of Shem," plainly describing the ascendency of Europe over Asia, is now being literally fulfilled; yet with so astonishing rapidity that we should well-nigh doubt the truth of the results claimed did not well-attested facts and figures prove that the Anglo-Saxon element of civilization is everywhere in the foreground. I say this in no spirit of boasting, far from it; for if we are to occupy the van in this triumphal march, well does it become us to see to it that our watch-words and countersigns are all of unquestioned purity; that we have no "Pigeon-English,"* no "Japanning" † of that priceless jewel left in trust to us by Shakespeare, by Addison, and by Macaulay. "Murderers of the King's-English" may, perchance, find their way stealthily into our grand army among the privates; let there be no lurking assassin among the officers; for to every schoolmaster and school-mistress in the land is there granted a commission in this conquering corps.

I have already told you that I appear as a humble advocate for dictionaries, to-day: I may add, for their constant use in the schoolroom. "What dictionary shall I use?" do you ask? I beg your patience a little longer, when I will meet the question. I want to say a few words, first, about the authority of dictionary-makers, and of the respect which, as I view it, we ought rightly to accord to them.

Now I think we shall all agree that a man of eminent ability, candor, and good judgment, is entitled to marked consideration whenever his opinion is sought about a subject to which he has given special attention. Here lies the idea of professional experts, so often employed in our courts, that men of acknowledged excellence in a given profession, are, for this reason, far more trustworthy as judges in those cases where professional knowledge is at stake, than any other men, however honest, can ever be. I know well that experts do sometimes hopelessly disagree; but it is not a little remarkable, as I shall hope soon to show, that our *word*-experts at the present day are, on points most important, generally in harmony with one another in regard to English pronunciation; nor do I think their differences so great as to cause the candid inquirer serious difficulty.

Now in referring to Worcester and Webster as lexicographers with whom, as Americans, we have most to do, I beg you to know that I do not mention them as mere hair-splitters and flaw-pickers in philology, men of one idea only. On the contrary, I do not see how any unprejudiced person can read the plain story of Dr. Noah Webster's life as told by Professor Goodrich, and not be at once struck with admiration at the wonderfully versatile genius of the father of American, if not of English, lexicography. Dr. Webster was a writer of transcendent merit; the author of treatises on constitu-

* See *The Eclectic Magazine* for January, 1874; article, "Pigeon-English."

† See *The Galaxy* for August, 1873; article, "Japanning the English Language."

tional and international law; a careful investigator of the history of pestilential diseases; and an apt student of the laws of finance and insurance business. His first professional venture, the practice of the law, was not a failure; for we are told that Mr. Webster, during his residence of some years at Hartford, found his business profitable and constantly increasing.

Not so much in the range of multiform talent may we claim for Dr. Worcester; still he is entitled to most honorable mention as an author of school text-books, some of which I rejoice to say are not yet swept away by other samples of literature, compiled expressly for schools by literary hacks, the results of whose pernicious influence upon our pupils, we, as teachers, too often have had the best of reasons to mourn.

You see, then, the purpose of my illustration, which I need not further prolong. I have wished to show that in matters relating to lexicography, Webster and Worcester speak as those having authority; their varied scholarship in general, and their careful study of words in particular, rightly entitle these men to all of the consideration which we readily accord to professional experts everywhere.

Now, I am ready for the important consideration, "What dictionary shall I use?" I answer, "Get both Worcester and Webster, if you can do so; if not, be thankful if you can have either." By Webster, I mean the 1864 edition; for, notwithstanding the many excellences of previous editions, the work so admirably done by Professors Goodrich and Porter was needed to make Webster's Dictionary, as it was, in orthography and orthoepy, equal to the demands of the present day.

For Worcester's Dictionary it may be truthfully said that it has long been the authority of some of our best scholars, orators, and statesmen, living and dead; and for any one to attempt to secure for himself a reputation for philological orthodoxy, by becoming a violent partisan of either Worcester or Webster, by unduly exalting the one or by disparaging the other, is to exhibit a spirit far more in keeping with the sword than with its "mightier" counterpart, "the pen." No, fellow-teachers, we cannot afford to speak of ourselves as *Worcesterians* or as *Websterians*, but only as lovers of good English.

Following Dr. Worcester, I hope that I may always be accounted correct in spelling *traveller* with a double *l*; but while I have, as I believe, the sanction, well-nigh universal, of English scholars and of some of the most noted of my own countrymen for my preference, I may not quarrel with my brother instructor who uses but one *l* in the same word, and who says, what I know to be true, that he obeys a fundamental rule in spelling, by refusing to double the *l*. We may well "agree to disagree"; and determine that we will not waste our time in battling each other so long as our pupils will put a *t* in *much*, a second *r* in *very*, make *i* the third letter in *business*, or *d* the fourth letter in *prejudice*. Again: as I look at the derivation of the word "*discrepance*" (Latin, *discrĕpo*), I much prefer Walker, Worcester, and Smart, who say "*discrepance*," to Webster who says what we commonly hear, "*discrépance*." "*Discrépance*," echoes my Websterian friend, and a war of words follows. How much better for us to join our forces and tell our associate teacher who gained high classical honors when in college, that he should not say *inquiry*, as he uniformly does, but *inquiry*, for we do not find the former pronunciation to be sanctioned by any good authority. Yes; I believe that I am right in saying that between the hitherto conflicting hosts of Worcester and Webster a truce has been sounded; and I trust that you rejoice with me that we have lived to see the happy day when the friends of learning can stand in union against ignorance, their common foe.

An eminent writer has expressed the opinion that the great dictionary of the English language is yet to be written.* Is it too bold a prophecy to affirm that this new compendium will recognize the distinguishing features of both Webster and Worcester? the pains-taking of the latter in resisting all innovations of words of doubtful propriety, and in his determination to preserve our mother-tongue in all its purity; and the unrivaled genius of the former in etymological research and in discrimination in definitions.

The advent of a little book which I trust you are all so fortunate as to own, compiled by an editor of Webster and Worcester, respectively, and entitled, "The Pronouncing Handbook of Words often Mispronounced," shows conclusively that these eminent authorities may meet on common ground without loss of dignity to either side. The editors of the handbook, Soule and Campbell, as the result of their united labors, offer a perfect little jewel of a book, costing about fifty cents, yet containing information about pronunciation which, with years of patient study on our part, we might never have succeeded in gaining. Probably the directions there given, if faithfully followed, will sometimes cross our conceits: as when they tell us that the fruit-dealer does not sell *ăpricots* but *āpricots*; not *banănas* but *banānas* or *banänas*; that the learned professor must not say "ac*oo*stics," but "ac*ow*stics," if he would pronounce the word "acoustics" correctly.

I ask now from you a few moments' consideration with me of some of the occasional sounds of the letters; sounds which, although not of prime importance in the estimation of many persons, are yet truly so when exact and elegant articulation is the object sought. The four prominent sounds of *a*, long, short, Italian, and broad, I pass with but little notice, for they are not often enunciated incorrectly by our pupils; although I do know of New-England scholars who say *lăf* for *läugh*, and *hălf* for *hälf*; and were a vote to be taken to-day throughout our schools, I fear that we should have an overwhelming majority for *păth*, wrong, instead of *päth*, right. Of course I shall assume that never in any town east of the Hudson, will it be necessary to show the scholar that there is a marked anatomical difference between *ănt* (articulate) and *äunt* (vertebrate); and that he will never say *călm* for *cälm*, and *călf* for *älf*, and *psălm* for *psälm*.

As to the sound of *a* when followed by *r*, our authorities do not speak in precise terms. Thus, in the word *care*, for instance, both Worcester and Webster refer to the sound of *a* as being that of long *a* (as in *fate*), modified by the following *r*. It is true that they prudently caution us against prolonging the *a* unduly, as the Scotch are inclined to do, by saying *cā-er*, *pā-er* (care, pair), and the like. This admission does not, however, it seems to me, allow the common *căre* and *păir* where the prominent vowel sound is plainly that of short *a* only.

Intermediate *a* has caused no little discussion among elocutionary writers; all at the present day, I think, agreeing that the sound of *a* in *fast* is not that of *a* in *father*,—a sound so repulsive to Walker that he went to the other extreme, and recommended the sound of *a* in *fat*, instead. No; *fast* should not be pronounced *fäst* nor *făst*; and, in fact, directions are abundant in relation to what the sound ought not to be, but what it should be, is not so plain.

Not long ago my attention was directed to this sound when uttered by an eminent elocutionist, and, as it seems to me, his enunciation gives the *a* in this instance a diphthongal nature, partaking of the short *a* at first, and ending with the Italian *a*, or a mingling of the two in one articulation, giving the combined sound no longer time in pronunciation than would be given to each element separately as ordinarily spoken. Thus, *fast* he would pronounce not *făst*, nor *fäst*, but *făäst*; *grass*, not *grăss*, nor *gräss*, but *grăäss*. To me this analysis seems intelligible, which is more than I can say of any other theory explanatory of *a* intermediate which I have ever seen.

If the question be asked, Why object to the explanation proposed by many elocutionary writers who call *a* intermediate only a shortened Italian *a*?—I reply that, uttered by a careful speaker, the pronunciation *văst*, *căst*, etc., in which the Italian element of *a* is very slightly sounded, is not displeasing to the ear; but I think we need only our own experience to prove to us that, with the careless and the uneducated, this sound is sure to degenerate into the full Italian *a*; a sound, more than four-score years ago, to Walker unendurable.

I therefore respectfully protest against the pronunciation *läst*, *fäst*, and *gräss*; also that of *änswer*, *cästle*, and *commänd*, though sometimes heard in this country in the language of educated men,—and in England I am told that the practice is even more common among the learned than it is with us,—as unauthorized by standard authority. Smart, himself an Englishman, does not hesitate to use the term *vulgarism* in his comments on this subject.

You may be pleased to know that Prof. Churchill, of Andover, has recently stated in a letter to me that the pronunciation of *a* intermediate which I have just recommended, is one which he approves and follows.

O intermediate is already presenting its claims for honorable consideration in our vowel nomenclature, and for the new-comer Webster has a very approving smile. I refer now to the sound of *o* in the words *coat*, *stone*, etc. You doubtless remember well the lines of the poet:

> "Learning condemns beyond the reach of hope
> The careless lips that speak of *sŏap* for *sōap*;
> Her edict exiles from her fair abode,
> The clownish voice that utters *rŏad* for *rōad*;
> Less stern to him who calls his *cōat* a *cŏat*,
> And steers his *bōat*, believing it a *bŏat*.
> She pardoned one, our classic city's boast,
> Who said, at Cambridge, *mŏst* instead of *mōst*,
> But knit her brows, and stamped her angry foot
> To hear a teacher call a *rōōt* a *rŏŏt*."

It is surely noteworthy that every word here caricatured in pronunciation by Dr. Holmes, with the exception of the offensive *rŏŏt*, is put by Webster in the list of words in which the intermediate sound of *o*, though at present, perhaps, a provincialism, is likely, at no distant day, to obtain a respectable place among our vowel sounds. Meanwhile, in this instance, I respectfully commend to your attention the well-worn words of the rhetorician:

> "Be not the first by whom the new are tried."

Orthoepists agree, I believe, in saying that the sound of *u* long is diphthongal by nature,—that of *ōō* as in *room* preceded by *ē* or *ĭ*, *ēōō*; just the sound, in fact, that we acquire when we learn the letter in its alphabetic place.

It is a comment well worthy of our careful consideration in the study of comparative philology, that while in the German, the *ē*-sound in the letter *u* is wholly suppressed, leaving the *ōō*-sound only to be heard; and, in the French, the *ōō*-sound is not heard at all, the *ē*-sound prolonged, produced by placing the lips as in whistling, being that of the French *u*;—our own unpretending English *u* combines these two prominent vowel elements, producing a diphthongal union, at the same time easy of enunciation and most pleasing to the ear.

True it is that prominent exceptions to this rule occur when *u* is preceded by *r*, *ch*, and *s* having the sound of *sh*, and some writers add *l* or *j*; when the *u* loses its *e*-sound and retains that only of *ōō*. Thus, we say, *truth (trōōth)*, *chew (chōō)*, *sugar (shŏŏgar)*, and generally, I believe, *lute (lōōt)* and *juice (jōōce)*. Now, the fact that many of our public speakers from whom we ought to expect better things, habitually say d*oo*ty and constit*oo*tion, does not make this careless pronunciation correct; and I know of no better setting forth of this truly important subject than the following from a newspaper column, which I beg leave to read:

"The criticism of a Southern member of Congress for his provincial pronunciation of '*poor*' as '*pore*,' has induced a 'Washingtonian' to retaliate good-naturedly in the New-York *Times*, upon the Northern provincialisms which are heard also in the halls of Congress. The Southern critic says: 'I wonder that the very fastidious lady (who criticised the Southern member) does not give the Northern members a lecture for pronouncing, as they all invariably do, the word '*news*,' '*nooze*'; the word '*new*,' '*noo*'; '*duty*,' '*dooty*'; 'constitution,' 'constit*oo*tion';

* See *The Eclectic* for January, 1874; article, "English Dictionaries."

'*Tuesday*,' '*Toosday*,' etc. It is the rarest thing imaginable to hear a Northern person, either in Congress or out, pronounce the long *u* correctly, as Southerners do, and as Webster and Worcester authorize it. In Washington we can always tell a man is a Northerner when he asks, 'What's the '*nooze*'?' It is certainly as great a vulgarism as to say '*pore*' instead of "*poor*."'"

If I may hope to have succeeded in gaining your assent to all of the suggestions thus far made, — the question of real moment now arises: "How far shall defects in pronunciation be made a matter of criticism in the daily routine of school work?" I answer, much, yes, all, must be left to the judgment of the teacher; but I beg to be most distinctly understood as declaring that this judgment must be fashioned, not by prejudice or by previous incorrect methods of expression, but by a careful study of the dictionary, and by a willingness to receive instruction, even from our pupils, when such information is respectfully conveyed. Dictionaries do not always agree; hence I would never call a pronunciation wrong if sanctioned by respectable, living, American authority.

There may be a decided preference between two methods of pronouncing the same word: this preference I should try to bring out in some way like this:— In reading, a pupil comes to the word *deaf*, and pronounces it as he has always heard it at home, *dēaf*. When he has finished his paragraph, another pupil says, "He called *dĕaf*, *dēaf*." "Well," says John, "I looked in my dictionary just now for this very word, and it says that either *dĕaf* or *dēaf* is right; and I like *dēaf* because everybody out of this school says so." The teacher, taking the part of No. 2, might answer, I think, in this wise: Addressing No. 1, he says, "John, your father owns a horse, I believe. Supposing he wanted to find as accurately as possible the value of that horse, you would think that he ought to consult those persons who make dealing in horses a business, would you not? and if you should find fifteen such men who should come to the same conclusion about the worth of the animal, should you not think their estimate the correct one, rather than that of the sixteenth man who thinks the fifteen may be right, but after all, is of the opinion that a different sum *may* be the just estimate? Now as to the word at issue, fifteen men who make pronunciation a study say that *dĕaf* is right; and one affirms that between *dĕaf* and *dēaf* he will not decide, though he prefers the former. Is it not clear, John, that it is far better to say *dĕaf*?" I believe that John's good sense will second the justice of the teacher's decision.

Again: I would most earnestly urge that all criticisms on mispronunciation be most carefully administered, and always with the kindest feelings on the teacher's part. I would advise that neither teacher nor pupil ever say to the one to be corrected, *you said* thus and so, but rather *I so understood you*. We may be ever so enthusiastic in the rooting out of old errors, but let our zeal be always tempered by a regard for the feelings of those on whom we presume to sit in judgment. Nothing is quite so easy and agreeable as the "good, old way"; and whatever comfort we feel in the wearing of an old coat, or glove, or slipper, is fully realized, as we well know, in the use of a word endeared to us at times by the fondest of associations.

Let our comments be strict and even severe, but always kind; and we may well adopt one of the maxims of theological polity: "In essentials, unity; in non-essentials, liberality; in all things, charity." Thus may we make our word-studies one of the most delightful of our school duties; our dictionaries will become the most attractive as well as the most useful of our text-books, and not as they too often are, sources of information to pupils which they would have far better never to know.

If, then, these words of mine may hereafter cause you, more largely than before, to seek for yourself fresh supplies from these granaries of human thought, my satisfaction will be complete, and you will receive a fitting recompense for the attention so kindly awarded me on this beautiful summer morning.

Elementary Education in Holland.

BY ALEX. V. W. BIKKERS, LL.D., LONDON, ENG.,
Titulary Headmaster under the Netherlands Education Act.

I. *Legislation.*—The law which regulates in Holland all that pertains to the elementary schools of the country, both public and private, (though the former more fully than the latter), was promulgated August 13th, 1857. It had previously passed the Second (or Lower) Chamber by 47 votes against 13, and been adopted by the First Chamber with one solitary dissentient.

The most striking features in this legislative measure are these: that attendance at school is NOT compulsory in any way; that instruction is *optionally*, but therefore, practically, not gratuitous; thirdly, that in the public elementary schools no religious instruction of any kind may be given. With the operation of these leading principles, and their discernible prospects in the future, I purpose dealing in a subsequent paper. I must confine myself, at this juncture, to a brief analysis of the 73 clauses of which the Act is made up, and to some running comments thereon; the latter are derived from personal observation, from oral information gained, and from a close acquaintance with the principal school-papers issued in the Netherlands.

The first clause fixes the compulsory branches of instruction; viz; the orthodox three R's, the elements of form-lore (an abortion something like our English "practical geometry"), the elements of the vernacular, geography and history (including *natural* history), and, in conclusion, singing. By a singular muddle, the same Act deals likewise with "more extended instruction," and this includes mathematics and drawing, as well as gymnastics for both sexes, and plain needle-work for girls.

The elementary schools are distinguished as public and private. The former are those established and maintained by the Communes, the Provinces, or the State—either individually or conjointly;—whereas the latter are due, either to private initiative, or else to personal speculation. To form a correct estimate ultimately of how matters actually stand in the Netherlands, it is necessary to make this sub-division of the "private" schools, which has been too often lost sight of. There are in Holland *private sectarian* schools, under the fullest permissive clauses of the Act, but these receive no grant of any description; they are not looked upon as the nation's schools, although they belong to the self-styled "Christian Nationals." There are by the side of these the *private venture* schools, and to these a subsidy may be granted, provided they be thrown open to the children of all parental denominations. And how is this made possibile? By their teachers' subscribing to the secular or undenominational principle embodied in clause 23d of the Act, which prescribes: that they "shall refrain from teaching, doing, or permitting to be done, anything that would tend to interfere with that respect which is due to the opinions of all sects." This is the clause, or part of the clause, that was the everlasting bone of contention during the debate on the bill, as it is up to the present day persistently hammered at by the opponents of any national system which is based on a distinct severance of religious dogma, and secular knowledge.

The counterpart is more positive, but still equally vague, as I venture to think, in its present wording. "Elementary instruction, while aiming at the acquisition of suitable and useful knowledge, shall be made subservient to the children's intellectual faculties, and to their training up in all social and Christian virtues." To myself, convinced as I am that the consistent carrying out of just principles, and the levelling of unrealities or captious distinctions, are the hall-marks of wisdom and truth—to me, clause 23d reads still eminently unsatisfactory. But the Jews, for example, have never taken umbrage yet at "Christian virtues"; one Jewish deputy declared, indeed, (sarcastically be it or otherwise), that he did not object to the practice of virtues of whatsoever description. My own persuasion is, in opposite or the same direction, that the Hebrew virtues of energy, temperance, and judgment would not ill-grace the bulk of the Christian Hollanders.

Instruction in the elementary schools is given by certificated headmasters and headmistresses, by assistants of both sexes with a second-class certificate, and even by monitors or pupil-teachers. Government diplomas, of one or the other description, are demanded from the teachers of private and public schools alike. The assistant's certificate may be secured by candidates, male or female, in their 19th year; but the superior diploma can only be granted to those ladies and gentlemen who have completed their legal majority, which is of 23 years. The examinations for certificates vary not only, unfortunately I am inclined to think, with the sex of the candidates, but likewise for the different provinces in which they are being held. I have had no reliable opportunity for enquiring into the question which most naturally suggests itself: Are there any insuperable difficulties in the way of instituting degrees of a more uniform value? But the Hollander is slow to move. As it is, the subjects for examination are anything but explicitly describes in the words of the Act. No text-books are recommended or referred to; so that "the elements" of this, and "the principles" of that, with the "rudiment" of this, that, and the other thing, are entirely at the mercy of the "elementary" conception of the genius that presided over the examinations. In the present opinion of myself, the examination for a headmaster's diploma, is unusually and unnecessarily severe; in my own year it lasted over three long days, many of the candidates falling out of the ranks on the first or second day as they found their spirit sinking This regrettable over-stocking with material inorganic knowledge, is not by any means counteracted in its effects through another clause in the Act, which prescribes that the headmastership of a public school, shall only be conferred after a (severe) competitive examination, on, of course, the winner in the race. Now, in the country, where the very best judges should be, naturally, found—in Holland, opinions seem to differ. But personally and *a priori* I should be inclined to think that such competitions of already certificated teachers are unseemly and undignified exhibitions; nurseries, moreover, I am sure, of that pedantic usherism which is so fatal to a manly education, and the most abortive attempt to get at the really "best" man. The low tone of the educational press of the Netherlands bears but too open evidence of the saddening fact that knowledge is not always discretion, and instruction not education. But I am trespassing here on my own plan.

In addition to these government certificates of two grades; special diplomas are also further granted for proficiency in French, English, and German. Here, again, if this were judiciously controlled, Holland would have a decided advantage over the more liberal countries, where every French emeritus-cook, and every German sugar-baker, is permitted to teach his vernacular without producing the slightest guarantee for his competency; judging, however, from the numerous text-books on English, which I have from time to time examined, these language-diplomas must be a delusion, a mockery, and a snare.

The provisions made by the Act for the re-distribution of teaching-power, though, theoretically, one of the foulest stains on the measure, is practically the unavoidable outcome of the demand for teachers which prevails there and everywhere, where the proper social status of the teachers of our children has not yet reached its level. The following are the enactments on this point: Not until the head of a school has 70 pupils to instruct (and to educate?) shall he be assisted by a pupil-teacher (to add to his trouble?); should he, however, become so fortunate as to increase the number of his scholars up to 100, then he will be entitled to at least, a live grown-up teacher, with whom he may

divide his already too arduous labor. This leads us to the training of future schoolteachers.

Government is bound by the Act to maintain, at least, two training schools for teachers. And, although there have been three already established, this would be altogether inadequate, had they not been supplemented in most of the larger townships by so-called training *classes*. There the lessons are given between school hours, and the students board out. The same arrangement of moving in society has been adopted by the *colleges*: it can but do these young men good to have the starch taken out of them.

The public schools are superintended by local school committees, by the District Inspector, an officer appointed by the Crown, and by the Provincial Inspector, who alone is a salaried servant of the Government. The latter is responsible and amenable to the Ministry of the Interior, with which is patched together the Department of Education.

These, with the arrangement of school fees, are, as it appears to me, the leading features in the Netherlands Education Act of 1857. Its working, its prospects, and the numerous polemics thereto, will form, as stated above, the subject of a subsequent communication. Thus we shall be proceeding in the right direction—from facts to arguments and discussions.

Lewisham, Kent, England, October, 1875.

The Place of Woman in our Public Schools.

[At the recent session of the Woman's Congress at Syracuse, Mrs. Edna Cheney, of Boston, read a valuable paper on "The Place of Woman in our Public Schools." The paper is so pert and discriminating in its discussion of this question and withal so able that our readers will enjoy its perusal. Our space will allow as to print only a part of this paper this week.—EDITOR.]

ADDRESS OF MRS. CHENEY.

I wish to use the brief time which can be allotted to each speaker, to call your attention to the great importance of woman's relation to the public school system of our country, and to the imperative need of a fuller acquaintance with its real value and real defects, in order that the influence which she exerts may be beneficial and safe, instead of mischievous. When I came last evening to this classic city of Syracuse, I was reminded of the anecdote of Dionysius of Syracuse. Certainly this question ranks hardly second to that of suffrage, and it is in fact intimately interwoven with all problems for woman's elevation, and all plans for her profitable employment and better position in the economies of life. I will not weary you with discussions on the importance of education. I take it for granted that you all admit the imperative necessity for a free, self-ruling people to be educated in the widest and best sense, and the public school is the instrument through which this object is to be mainly accomplished.

Now, what relation does woman hold to this first-class interest in the State?

In the first place, nearly or quite one-half of the children in our public schools are girls. I shall not go into statistics to prove this point, which is evident from the fact that the schools are equally open to both sexes, who are about equal in numbers. But this simple fact bears very strongly upon our subject. Still more clearly, all the pupils are children. The majority of the children in the public schools are under the age of twelve. Now, up to this age the influence of the mother upon the child is by far the most direct and strong. The good relation of the family to the school, the previous moral and intellectual preparation of the child, the encouragements of punctuality and constant attendance, rest mainly with the mother. If she feels the value of education, and does not look upon school as a mere routine to be got through with, or a convenient device to keep children out of the way, how great a power she can exert to render the work of the teacher in school both easier and pleasanter, and so to increase its efficiency. "We always know," said a teacher to me, "how the current from home sets, whether it is with us or against us."

Again, the care of children's health during the school period devolves mainly upon the mother, and it makes an immense difference in the success of the school whether the children come in the morning bright and fresh and from the long night's sleep, the morning bath and the simple breakfast, eaten leisurely and with the enjoyment that secures good digestion; or whether the child is allowed to sit up late for exciting pleasures, dresses and eats its breakfast in a hurry of fear, lest it shall be too late for school, and arrives there with jaded body and mind, to undertake tasks which are trifles for its healthier comrades, while he or she breaks down under them, to add another to the long list of invalids accreditable to the public school system. To accomplish even this simple home duty towards the great national work of public education, a woman needs more than mere motherly love and good intention. She needs educated intelligence herself, and a careful preparation for her work. She must have an acquaintance with school life, as well as home life, and a knowledge of their mutual relations.

It is often lamented that the female teachers in our public schools change so often because they leave school to be married, but I believe that this is far from being an unmixed evil, but that on the contrary this fresh young element has its value in the schools, if it works under competent direction and supervision, and that whatever evil arises is more than compensated by the knowledge of the schools which is thus gained by the future mothers of the community, who can exercise so powerful an influence upon education. Even the physical inheritance of children is improved by the education of the mother, and her three years of teaching, which is the average of a New-England school teacher's experience, are often the most valuable preparatory years of her life. An English writer on statistics shows that 24.87 per cent. of the children of the illiterate mothers die in the first year, while only 14.65 of the children of mothers having some education die during the same period. In considering these numbers we must allow for the fact that the illiterate class includes the pauper class, who actually suffer from physical want, yet still this large difference of ten per cent. is very suggestive.

This leads us to the next consideration of woman's influence in the schools, to the position of teachers, and here the proportions again are nearly equal. Since in the whole country the total number of teachers, is 216,000, while the number of female teachers is 104,000; but their numbers do not represent fairly the proportion of influence of the female teachers, for the male teachers are in excess in the new States and territories or at the South, while, in the best schools, the female teachers are greatly in the majority. In St. Louis, for instance, whose schools stand in the highest rank, there are but 52 male teachers to 549 females, or less than one-tenth, and girls are in excess of boys in both the Normal and High Schools (except in evening classes), from which the future supply of teachers is to be drawn.

President Eliot, of Harvard, has excited a lively discussion by expressing condemnation of this state of things, and declaring that the schools of New England are suffering and likely to suffer from the number of women employed as teachers. But whatever our theoretic view of this matter is—and I am perfectly willing to concede to President Eliot that as a general principle it is to have the two sexes work together in about equal numbers, and not to give either a large preponderance in functions for which both are adequate—whatever be our theory, the fact remains; and it is probable that for many years to come, the tendency will be to increase the proportion of women in the schools rather than to diminish them. On the one hand the majority of writers on education, urge the introduction of women as teachers from respect for their abilities and the natural propriety of this relation, while, on the other, considerations of economy will yet for a long time lead to the employment of women, since the larger opportunities of business and professional life tempt most men into far different paths of life. We have then to deal with the fact that half of the teachers of the future citizens of the Republic are women, and that, therefore, on women directly rests at least half of the responsibility for the future order, well-being, and morality of the country, so far as that can be secured by training in schools. And see how directly the results of the school system rest upon the teacher. Systems are good, supervision is necessary, public opinion is powerful; but, after all, the great value of the education of the young mind is in the direct influence of the teacher upon the pupil.

[Concluded next week.]

SCIENTIFIC.

WHAT DO WE KNOW OF THE ORIGIN AND HISTORY OF LIFE ON OUR PLANET? *

Geology, by tracing back all present things to their origin, was the first science to establish on a basis of observed facts the necessity of a beginning and end of the world. But even physical science now teaches us that the visible universe is a vast machine for the dissipation of energy; that the processes going on in it must have had a beginning in time, and that all things tend to a final and helpless equilibrium. This necessity implies an unseen power, an invisible universe, in which the visible universe must have originated and to which its energy is ever returning. The hiatus between the seen and the unseen may be bridged over by the conceptions of atomic vortices of force, and by the universal and continuous ether; but whether or not, it has become clear that the conception of the unseen as existing has become necessary to our belief in the possible existence of the physical universe itself, even without taking life into the account.

It is in the domain of life, however, that this necessity becomes most apparent; and it is in the plant that we first clearly perceive a visible testimony to that unseen which is the counterpart of the seen. Life in the plant opposes the outward rush of force in our system, arrests a part of it on its way, fixes it as potential energy, and thus, forming a mere eddy, so to speak, in the process of dissipation of energy, it accumulates that on which animal life and man himself may subsist, and assert for a time supremacy over the seen and temporal on behalf of the unseen and eternal. I say, for a time, because life is, in the visible universe, as at present constituted, but a temporary exception, introduced from that unseen world where it is no longer the exception but the eternal rule. In a still higher sense then than that in which matter and force testify to a Creator, organization and life, whether in the plant, the animal or man, bear the same testimony, and exist as outposts put forth in the succession of ages from that higher heaven that surrounds the visible universe. In them, too, Almighty power is no doubt conditioned or limited by law, yet they bear more distinctly upon them the impress of their Maker, and, while all explanations of the physical universe which refuse to recognize its spiritual and unseen origin, must necessarily be partial and in the end incomprehensible, this destiny falls more quickly and surely on the attempt to account for life and its succession on merely materialistic principles.

Here again, however, I must remind you that creation as maintained against such materialistic evolution, whether by theology, philosophy or Holy Scripture, is necessarily a continuous, nay, an eternal influence, not an intervention of disconnected acts. It is the true continuity, which includes and binds together all other continuity.

It is here that natural science meets with theology, not as an antagonist, but as a friend and ally in its time of greatest need; and I must here record my belief that

* The closing portion of the Address of J. W. Dawson before the American Association for the Advancement of Science, at Detroit, 1875, as published in the *American Naturalist*.

neither men of science nor theologians have a right to separate what God in Holy Scripture has joined together, or to build up a wall between nature and religion, and write upon it "no thoroughfare." The science that does this must be impotent to explain nature and without hold on the higher sentiments of man. The theology that does this must sink into mere superstition.

In conclusion, can we formulate a few of the general laws, or perhaps I had better call them the general conclusions respecting life, in which all Palæontologists may agree. Perhaps it is not possible to do this at present satisfactorily, but the attempt may do no harm. We may, then, I think, make the following affirmations: —

1. The existence of life and organization on the earth is not eternal, or even coeval with the beginning of the physical universe, but may possibly date from Laurentian, or immediately pre-Laurentian times.

2. The introduction of new species of animals and plants has been a continuous process, not necessarily in the sense of derivation of one species from another, but in the higher sense of the continued operation of the cause or causes which introduced life at first. This, as already stated, I take to be the true theological or Scriptural as well as scientific idea of what we ordinarily and somewhat loosely term creation.

3. Though thus continuous, the process has not been uniform; but periods of rapid production of species have alternated with others in which many disappeared and few were introduced. This may have been an effect of physical cycles reacting on the progress of life.

4. Species, like individuals, have greater energy and vitality in their younger stages, and rapidly assume all their varietal forms, and extend themselves as widely as external circumstances will permit. Like individuals also, they have their periods of old age and decay, though the life of some species has been of enormous duration in comparison with that of others; the difference appearing to be connected with degrees of adaptation to different conditions of life.

5. Many allied species, constituting groups of animals and plants, have made their appearance at once in various parts of the earth, and these groups have obeyed the same laws with the individual and the species in culminating rapidly, and then slowly diminishing, though a large group once introduced has rarely disappeared altogether.

6. Groups of species, as genera and orders, do not usually begin with their highest or lowest forms, but with intermediate and generalized types, and they show a capacity for both elevation and degradation in their subsequent history.

7. The history of life presents a progress from the lower to the higher, and from the simpler to the more complex, and from the more generalized to the more specialized. In this progress new types are introduced and take the place of the older ones, which sink to a relatively subordinate place and become thus degraded. But the physical and organic changes have been so correlated and adjusted that life has not only always maintained its existence, but has been enabled to assume more complex forms, and that older forms have been made to prepare the way for newer, so that there has been on the whole a steady elevation culminating in man himself. Elevation and specialization have, however, been secured at the expense of vital energy and range of adaptation, until the new element of a rational and inventive nature was introduced in the case of man.

9. In regard to the larger and more distinct types, we cannot find evidence that they have, in their introduction, been preceded by similar forms connecting them with previous groups; but there is reason to believe that many supposed representative species in successive formations are really only races or varieties.

10. In so far as we can trace their history, specific types are permament in their characters from their introduction to their extinction, and their earlier varietal forms are similar to their later ones.

11. Palæontology furnishes no direct evidence, perhaps never can furnish any, as to the actual transformation of one species into another, or as to the actual circumstances of creation of a species; but the drift of its testimony is to show that species come in *per saltum*, rather than by any slow and gradual process.

12. The origin and history of life cannot, any more than the origin and determination of matter and force, be explained on purely material grounds, but involve the consideration of power referable to the unseen and spiritual world.

Different minds may state these principles in different ways, but I believe that in so far as Palæontology is concerned, in substance they must hold good, at least as steps to higher truths. And now allow me to say that we should be thankful that it is given to us to deal with so great questions, and that in doing so, deep humility, earnest seeking for truth, patient collection of all facts, self-denying abstinence from hasty generalizations, forbearance and generous estimation with regard to our fellow-laborers, and reliance on that divine Spirit which has breathed into us our intelligent life, and is the source of all true wisdom, are the qualities which best become us.

PRIMARY.

Of Arithmetic.

BY MARY P. COLBURN.

What a long word 'Arithmetic' is for such wee ones as we are dealing with! Their little tongues can hardly roll around its crooked edges, and yet its *principles* can be developed long before they are able to speak intelligibly. Once in a while there is presented before the teacher one of "Nature's noblemen" in embryo, who has no more idea of figures and their meaning, than he has of the moon, and whose little cranium is entirely innocent of the *bump of number*, albeit it may boast of any *number of bumps;* but generally the little man of five can bring you two, three, or a dozen of any objects you may desire. The work to be done is *the making him able to treat of abstract numbers by the figures which represent them.* This can be done in a variety of ways.

Kind Heaven be propitious and speed the day when the "Kindergarten" shall be universal, for when its pupils shall graduate into our primary grades, they shall be well versed in the smaller combinations, and thus leave more time from the tedious drill for the innumerable things which hand, heart, eye, and mind find to do in a successful school. But till that is the case, we shall have the drill to do ourselves, and the question is, "What is the best way by which to produce the best results?"

Since the interesting auxiliaries of the "Kindergarten" are not at hand, we must *improvise* something. The little fellows who can't read can hardly stand up before you, book in hand, and recite from it; but tangible objects are the proper things; the rows of desks, the boys sitting at them; the chairs, pictures on the walls, books on the teacher's desk, blocks, beans, sticks, eyes, noses, heads: *any thing but fingers.* Don't let them, on any consideration, use *them*, for there is no habit harder for the teacher to break up than that of counting fingers; *they* are ever present, and it is so easy to do it, that the child keeps at it long after there is no necessity for any help in the matter. Never allow it, but let him *see* any variety of things before him, handle them, separate them, and count them together. After this, teach him to *think* of something at home which he *cannot* see; his blocks, marbles, tops, bobs to his kite-tail—anything you can think of; and if your powers of imagination fail, let him help you; ten to one he will brighten up and startle you with something you never thought of. Find out what is a favorite with some dull one, and then look into his eye when you ask him some leading question about it!

Said a teacher to a hopeful mamma in my hearing, "What kind of a boy is that of yours? I have tried for a whole week to obtain some answer to the most simple questions in arithmetic, and have most signally failed; *he did seem dreadfully stupid*, Madam, till, by chance, I happened to say something about *horses*, and then to my complete surprise, he waked up immediately and answered every one quickly and animatedly; and now I don't have a bit of trouble."

The poor little thoughts were a "wool-gathering," while the teacher was ignorant of his peculiar bent, but the moment she discovered the road he liked to travel in, *and was interested in*, she found no difficulty with his paces.

There is a kind of despotism about numbers, and, as the pupil advances, he must have all answers of every conceivable combination, contained in the ground principles, at his tongue's end, without stopping to calculate; 4+3=7; he must *know* it is 7 in an instant, without *thinking* it out. 5+4=9; it is 9, *always*, in a second. As soon as the question rings out, the return stroke must bring the answer.

I remember once hearing of a saintly old lady who solemnly affirmed that "*she should know a good minister if she heard him in England!*" So the boy at your side must *know* that 7+5=12, etc., wherever he hears it, short of the Mountains of the Moon!

"Subtraction" can be developed at the same time with "Addition"; thus, 7−2=5 *because* 5+2=7. 10−6=4, *because* 4+6=10, etc. If they do not see that readily, —and there are some who will be as obtuse and blind as any one-sided politician ever was!—let him take the objects at hand, pencils for instance, and manipulate them for himself; here are 10 pencils, from which number he removes 2; he sees 8 remaining, and he thus knows that the two piles together make the number he started with, *i. e*, 8+2=10.

After a little practice, he will see them in his "mind's eye," as he now sees them literally. An ingenious device is to presuppose these tables or combinations on the door, the wall, the hand, or the teacher's forehead; their little eyes are looking, their little thoughts are working, and their little lips are giving correct answers, whereas, otherwise, the interest in such dry, abstract food would materially flag.

I do not think too much freedom can be given to the imagination in conjuring up devices to arrest the attention in the study of "Arithmetic." With scholars of the higher grades, the interest is in the nature of the problem presented, and a searching among its intricacies ferrets out the answer. So with our little ones; the questions we give are only problems to them, and we must direct them to the path through which we shall have placed something to attract them on the way.

I do not offer this as a "treatise on methods," but simply to show the inexperienced teacher how much depends upon herself, above books *and* methods, in the successive mastering of the principles of numbers by her young charge I have only touched upon some few ways by which they may become interested in the study, and by which they may pleasantly fix in the memory what might otherwise prove but an unpleasant and wearisome task.

— "I have traveled much, and have carefully observed many peoples, and beyond all comparison the Norwegians are the politest people I have ever met. There is a heart and soul about their politeness, without rigid formality or affected frigidity, which I have nowhere else seen. If politeness in French society is more elaborate, it is more formal, while in Norway they make you feel that everything they have is quite at your service, and that they are ready to go to any trouble to oblige you, without saying the least word to that effect. If they promise nothing and profess nothing, they perform everything." —Appleton's Journal.

— He who is evil is also in the punishment of evil.—*Swedenborg.*

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Boston, Mass., Nov. 13, 1875.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

THE leading features of the Holland Education Act are non-compulsion as to attendance, optionally free as to cost, and purely secular in instruction. Our regular English correspondent, Dr. Bikkers, gives an interesting review of the Act, from personal acquaintance with its operations.

THE Worcester County Free Institute, at Worcester, Mass., has applied for 5000 square feet of space, at Philadelphia, and its exhibition will be on a scale equal, if not superior, to that of any other industrial school in New England. Professor Thompson is thoroughly alive in the interests of industrial art, and the Directors of the institution are thoroughly in sympathy with his advanced ideas, and have guaranteed the funds by which success is made certain. The details of Professor T.'s plans are clearly set forth in the Centennial column.

BELGIUM is one of the most active of European nations in all that relates to Science, Art, and Education. The government, under the liberal policy of its present king, is wholly devoted to the cultivation of all that elevates and ennobles a people. The Educators of America will be glad to learn that this country is to be well represented in her educational work at Philadelphia, and we are indebted to Gen. Eaton for an account of what this country proposes to do.

THE Educators of the Granite State are astir in their preparation work for the Centennial. Massachusetts, Rhode Island, and Connecticut are bravely at work. Maine and Vermont have not yet taken the initiative steps; but neither of these States will be lagging at the end of the race. Our friends at the West and South may expect to see New England at Philadelphia with full ranks, and well-equipped. There is no time to be wasted in talk. Intelligent and definite action is now demanded, and those who don't know what to do, must read THE NEW-ENGLAND and be busy.

WE are quite certain that natural and revealed religion will ever be found in complete harmony, and that the scientist and theologian will at last find their investigations, counterparts of each other. The address of Professor Dawson, at Detroit, the closing portion of which is given in our Scientific Columns, presents the results of an observer, who shows "deep humility, earnest seeking for truth, patient collection of all facts, self-denying abstinence from hasty generalizations, forbearance, and generous estimation with regard to our fellow-laborers, and reliance on that Divine Spirit which has breathed into us our intelligent life, and is the source of all true wisdom."

ANOTHER exchange, this time the venerable New-York *Observer*, suggests the raising of a fund, the proceeds of which shall be devoted to pensioning worn-out teachers, professors, college presidents, and the rest. Has it come to this, that school-teaching has reached so low an estimate in the minds of the people, that the school-laborer is not worthy of his hire, and consequently must retire at the end of years of faithful service, wearied with toil, to the quiet retreat of some town asylum, to muse over the grateful conduct of his benefactors, in providing for his days of want and darkness? How pleasant it would be to read on the sign-board near the village school, this inscription—"Direct road to the Poor-house." How touching to read in the morning papers the following item of news: "Yesterday, Dr. — reached the age of sixty, after a life of forty years devoted to the education of the youth of the city of B. Owing to the fact that he received so small a salary, that he had nothing left beyond his annual support, he was taken in charge by the city authorities, and is now enjoying the freedom of the city, in one of the apartments of the City Home." And then the following epitaph on the simple headstone would draw tears from eyes used to weeping:

"Died in the service of the city, at the School Teachers' Home, and buried from the public treasury."

EDUCATIONAL MISSIONARY WORK is the great need of our times, in every State in the Union. Normal Schools, Teachers' Institutes, and State Conventions will never reach and move the masses of the people to a higher appreciation of their duties, and a more earnest devotion to the support of the common school. These agencies will do some good, but the way to enlist the hearts of the people is to convert their heads, and to turn the current of thought into school channels; the school supervisor, the school teacher, and the lecturer must go to the school district, and the home, and talk with the people about the school. The people need argument and instruction as to the possibilities of the school, its work, its relations to society, the true methods of elevating it, and their duties in accomplishing it. We are too apt to find fault with men for their indifference and apathy, when the blame may lie at the door of those whose duty it is to disseminate correct views as to school work. If the appointed guardians of the schools are one-half attentive to their duties, their constituents will have no chance to be ignorant on school matters, however obstinate they may be. When Henry Barnard was Commissioner of Public Schools in Rhode Island, he lectured upon education in every school district in the State, and the people came to hear, and went home to discuss the questions relating to school management and support. Tracts on education were distributed, itinerant lecturers went from town to town repeating the arguments, and enforcing the truths which concerned the whole people. Maine commenced similar work a few years ago under the system of County Superintendency, established by State Superintendent Johnson. The superintendents did excellent field work in travelling and preaching to the people the gospel of education; but, while a spirit of parsimony prevailed to cut off the appropriation, it did not avail to stop the influence of the good work so well begun. Superintendent Conant, of Vermont, is now doing a work which only a Methodist itinerant could excel, in visiting town by town in that State, and lecturing on such topics as will inform and excite the minds and purposes of the people. Massachusetts has done too little of this kind of work, from the fact that she needed a larger working force of able, resolute men in the field. Her policy now is to employ more men, so that every hamlet and school district may be reached by the Secretary, or an agent of the Board, to advocate before the people the advanced sentiments of educators. Unless this is done, and thoroughly, Massachusetts and New England must look well to see that their laurels do not fall.

Women as School-Officers.

It is very important that the schools should have the benefit of the most valuable services that can be found for their supervision and general control, and as the experience of the last thirty years has proved the wisdom of employing a large number of female teachers in the school-room, in place of males, the experiment is now undergoing tests, whether women may not with equal propriety and efficiency attend to the inspection of our schools, as school-officers, especially in primary, intermediate, and girls' schools. At the outset, women are especially qualified by nature, in the motherly instincts of love and tender interest for children; and during the first ten or twelve years of the child's life, the mother and teacher have mainly the management and control of his education. It may well be urged, that from the first, no one can take a deeper interest in all that concerns the welfare and training of the child than the mother, and that, whether at home or at school, his physical, intellectual, and moral well-being, are under her special guardianship. How natural that the mother should follow in heart the footsteps of her boy or girl from the home to the school, and should feel a jealous interest in the character of her partner and assistant, in the education of her child. How natural, too, that her own steps should follow the child's to the school to watch the unfolding of the germs of character, under the nurture of the mother. Now, while we commit the instruction and discipline of child nature to those whose chief qualification is love for, and an adaptation of nature to the wants of childhood, shall we withold from official relations to these educational influences, the power and influence of one who is nearer and dearer to the child than any other, his mother? Who, better than mothers, understand the physical nature of the child, his weakness, and his needs? Who better understand the petty faults of child nature, and the kind of training needed to overcome them? Who has more of that true heart sympathy which can interpret and understand the proper demands of his nature, and the means of satisfying them? Who has a more inquiring spirit into the laws which govern health of mind and body, and the harmonious development of the powers of the child? Certainly no one, and on these grounds women have a natural fitness to discharge the trusts of oversight from a more thorough insight into the nature, wants, and capabilities of childhood.

Added to natural fitness, is the valuable experience which so many of our most intelligent and influential women have received in the school-room as teachers. In some States, of which Pennsylvania is an example, no person is eligible to the office of school superintendent, unless he or she has had a successful history in the school-room, as a teacher. Such a necessary requirement as experience may well be demanded of our school-officers, and in almost every school district in the country are capable women, who have served for one or more years as teacher, and have thus learned in the most practical and satisfactory way how to make good schools.

To judge of faithful or unsuccessful labor in the school, and to appreciate the difficulties of the service, none are better fitted than the women who have acted as instructors, and have borne the trials of the station which is placed under their oversight.

The advice of women would be of especial value to teachers in matters pertaining to the health, as well as the studies of the pupil—a subject so sadly neglected in our school work. This advice would be of great importance in the management of girls' schools, when

the delicate, but vital changes of life require the instruction and cautions, which only the prudent woman can give.

A third qualification is the element of time. The great complaint on the part of our school-officers, is, that they have not the time to visit and examine the schools, which the work demands. As the service is for the most part a gratuitous one, and is usually prompted only by philanthropic motives, the people cannot demand, nor expect that the schools shall receive the attention which they require, from men whose business constantly demands their time and thoughts.

Now, none of the duties of men can so properly or so readily be delegated to women, as the care of the schools. By an examination of the registers of the schools throughout the State, it will be found that on an average the names of four women appear to that of one man on the visiting lists, practically showing that women have more interest and time to devote to this matter, than men. Of the audiences which gather at the discussion of educational topics, or at teachers' institutes, the female element here predominates, showing the same fact, that women are first in their intelligent inquiries after the best methods of instruction at home and at school. Perhaps the most convincing argument in favor of woman's appointment to official school relations is found in practical experience. In several of the States, women hold offices upon school-boards, and this in the most intelligent communities. In several of the towns of Illinois, Massachusetts, and other States, women not only occupy the office of school committee and supervisor, with honor and fidelity, but in several instances they occupy the salaried office of superintendent of the schools of the town. So far as the State reports are in evidence, it appears that the work is done faithfully and conscientiously, and merits public approbation. Success proves capacity and fitness.

It has been objected to the appointment of women upon school-boards, that they are not familiar with the school laws, and with the business management of these affairs. In answer, we can say that what women do not know of these matters, they would easily and readily learn.

CENTENNIAL DEPARTMENT.

MASSACHUSETTS.

DEPARTMENT OF EDUCATION AND SCIENCE.

The agency for the department of Education and Science is now organized and in full working order, at No. 25 Pemberton Square, where the agent, Mr. Philbrick, is in attendance to confer with all persons interested in matters belonging to this department.

The Worcester County Free Institute for Industrial Science has appropriated $3,000 to defray the expense of its exhibit, and has applied for ample space for the full exhibition for all the departments of instruction; the exhibition of the products of its machine shop will be unique in character and extremely interesting as illustrating a new phase in American education.

Prof. A. Graham Bell has made arrangements to exhibit his father's great invention of Visible Speech, and his own ingenious methods of applying it in the instruction of deaf mutes. This system is being rapidly introduced into all the deaf-mute institutions in America.

The representation of our Industrial Drawing will be the most conspicuous feature of our State exhibit. Applications are rapidly coming in for space in this section. Lawrence, Cambridge, Lowell, Newton, and Boston being the first in the field.

The Massachusetts Institute of Technology has applied for a very large amount of space, and is taking active measures to secure a thorough and exhaustive exhibit of its various departments. In its architecture, its mechanical drawings, its School of Design, and in its department of Metallurgy and Physics it will be able to make a superior exhibit.

J. L. Ross and W. O. Haskell, manufacturers of school furniture, are preparing to make a grand display of their specialty.

The Association of the Masters of the Public Schools had a full meeting at the City Hall last week, at which Messrs Philbrick and Tweed presented plans for a detail of scholars' work at the exhibition; and an executive committee was appointed, consisting of Messrs. George R. Marble, Robert Swan, C. Goodwin Clarke, W. E. Eaton, and Leverett M. Chase.

Several authors have made application for space for the exhibition of their productions. It is hoped that all authors of school books or of works relating to Physical Social Science will be represented in the exhibition.

The Boston Natural History Society is intending, if possible, to make a complete exhibit of Natural History of New England, but in order to accomplish this desirable object some aid in the way of funds will have to be afforded either by the Legislature or by private subscriptions.

Prof. Walter Smith is maturing plans for the exhibition of Drawing, for which his large experience in such matters admirably qualify him.

The agent of this department will soon issue a circular giving information more in detail as regards preparation of various departments of the exhibition.

THE FREE INSTITUTE AT THE CENTENNIAL.

Some time ago a committee of the trustees of the Worcester County Free Institute of Industrial Science was appointed, to consider the expediency of providing for the representation of the institute at the Centennial Exhibition to be held at Philadelphia next year. The committee applied to Professor Thompson for a statement of his views. He accordingly submitted a memorandum, which the committee so thoroughly approved that they adopted it as their report to the trustees. At a subsequent meeting of the board it was voted that the institute should be represented at the Centennial, and $1,000 was appropriated for the representation of the Mechanical department, and $2,000 for the Educational department, provided that a guarantee fund of $2,000 shall be raised by individuals to meet deficiencies of expenses. The following is Prof. Thompson's memorandum:

The Centennial Exposition at Philadelphia in 1876 will be, to all intents and purposes, another world's fair. It is expected that most European countries will contribute the products of their leading industries, and be represented by their leading citizens. The United States will certainly be better and more fully represented than at any previous exposition, in materials and men. The advantage to private business of so admirable a display, the patriotic impulses of many to retrieve the lost day at Vienna, and the general conviction in all minds, North and South, that this celebration will go far to root out the last trace of the bitterness of the war, will secure the substantial success of the enterprise.

Every world's fair has been a powerful agency in moulding the industries of nations. Great industries have sprung up and become important in countries where they had never been seen before; others have been quickened into new life and greatly expanded, and others still have been permanently transferred by reason of these exhibitions. Education for artisans in England and in Russia dates from the exhibitions of 1851 and 1868, and is one of their most important products. The most striking fact in this connection is that at Moscow, in the heart of the ancient Muscovite serfdom, there is at present the best technical school for artisans in Europe, the only one which is working freely and broadly in the same direction as our own. This school was suggested by the studies of the Russians at the London and Paris exhibitions.

The reasons for the effectiveness of these fairs in quickening and improving all industries are numerous; one is, in itself, conclusive. Every industry is judged by its best product. In the market the best ultimately wins. At the exhibition, as nowhere else, the best products are brought together and compared, and the verdict of the observing multitude will agree with that of the expert. The positive advantage to private business from participating in such exhibitions is established by the practice of the most sagacious and successful business men. While it is not necessary to inquire whether those who fail to exhibit necessarily lose, it is absolutely certain that those who *do* exhibit good things, always gain by the effort.

These general considerations bear upon our interests as upon those of others. There are two special reasons for our entering the lists, which have some weight. 1. The effect upon our own community of any success in our exhibition would be salutary. Multitudes of people who remain indifferent, or become openly critical under the operation of ordinary facts in the career of a successful school, will wake to a sudden sense of its value and importance at the sound of praise from a centennial jury.

2. The institute, even in its present infancy, is the first successful venture in the great work of educating labor and blending it with learning. An exhibition of results will certainly tend to cheer those who are laboring in San Francisco, Terre Haute, and other places to establish similar schools. Every such school established elsewhere is a buttress to our own.

If the institute is represented at Philadelphia it should enter two departments. That of *machinery*, so that it may not seem to be a school with a shop attachment; and that of *education*, so that it may not appear a shop with a school attachment. It would be difficult to show which of these could be safely omitted. It is very important that the shop as a genuine manufacturing concern should enter the lists in open competition with all other shops, and unsupported by any special influence from the school. In this way its success will accomplish the utmost possible results for the benefit of the general cause. For the proper representation of the shop it is estimated that $2,218 will be needed, and a schedule of articles to be exhibited is herewith submitted. It is very desirable that the shop be allowed to show all its manufactures in one place. That is, that models should not be separated from lathes because they belong to a different department of the exhibition.

In the department of education there should be the following items: 1. The course of study, on large, legible placards. 2. Examples of the work done in practice in each department, at each stage. This would include from the shop: (a) Woodwork and models, etc., from the apprentice class: (b) Details of machinery from juniors; (c) a set of Willis apparatus from middlers; (d) an engine lathe for the seniors. 4. Complete sets of drawing, including perspective drawings of Boynton Hall and the Washburn Machine Shop. 4. Large photographs of grounds and buildings. 5. A volume containing a preface, a copy of the inauguration document, sets of catalogues, examination questions, etc.

Some one must be employed to watch and to explain the articles exhibited in both departments. If our rooms should by good fortune, be contiguous, one man can do all; otherwise two would be needed. For the department of Education I think $1,000 will be required. I cannot close without recording my strong desire that the trustees should authorize a proper representation of the Institute at the Centennial. C. O. THOMPSON.

EXHIBIT A.

Articles to be shown by the shop as such in department of machinery:

2 Engine lathes at $500 and $400	$900
2 Speed lathes at $100	200
5 Improved grinding machines ($90, $90, $50)	230
6 Patent adjustable tables	75
Details of each machine	200
Freights	35
Setting up and running	50
One man 156 days, $3.00	468
6 Sets American drawing models	60
Note.—Returns may be anticipated from sales of 50 per cent. on above,	$1109

EXHIBIT B.

Articles to be shown by the Institute in the department of Education.—Apprentice class:

6 pieces, details, models. 2 boxes, as bird houses. 6 samples wood turning.
6 samples scroll sawing. 1 tool chest. 1 carpet sweeper.—$50

JUNIOR CLASS—MECHANICS.

20 samples of lathe work, planer work, screw machine work.
15 samples showing correct forms and lathe tools and drills.
10 parts of small grinders fitted together.
Parts of drawing stands, wood and iron.
8 samples pattern making (cost $100).

CIVIL ENGINEERS.

6 drawings, contour, plan and elevation, topographical map, etc.

MIDDLE CLASS—MECHANICS.

20 tools made by students, such as taps, reamers, mandrills, drills, etc.
20 pieces finished parts of machines (cost $150). Drawings.

SENIOR CLASS—MECHANICS.

1 lathe complete. 2 drawing stands, complete.
20 pieces of the best parts of the engine and speed lathes.
1 set Willis apparatus (cost $250).

EDUCATION IN BELGIUM AT THE CENTENNIAL.

The Director General of the International Exhibition has received the following outline of the educational exhibit proposed by Belgium at the Centennial. We publish it as giving a glimpse of what may be expected in this department from foreign countries:

SEVENTH DEPARTMENT.—EDUCATION AND INSTRUCTION—METHODS AND PROCESSES.

70th Group—Materials and Methods of Instruction.

701st Class—School Furniture—Government of Belgium (by the Minister of Instruction, Director-General of Public Instruction at Brussels), school furniture, approved by the government and proposed as models to the communes for primary schools. This comprises benches, platforms, teacher's rostrum, blackboards, lavatory, gymnastic appliances, libraries, card-cases, weights and measures. 48.00.

702d Class—Objects aiding the teacher's explanations—Landrien, Bernardin, editor, Malines (Antwerp), methods for all branches of primary instruction; modes of various instruments. 5.00.

Martinot, Alphonse, 8 Rue d'Avignon, Nismes Namur), arithmometers. 0.25.

Petry, Adolph, 1 Rue des Ursulines, Mons (Hainaut), arithmometers. 0.38.

705th Class—Books and books of design; instruments and methods of teaching.—Lecot, Feuillieu, director of the Academy of Design and Industrial School at Nivelles (Brabant), elementary course of ocular lineal design based on Geometry. 0.38.

706th Class—Methods of caligraphy and writing-books.—Lory de Laet, Pierre, 8 Rue de l'Imperatrice, Brussels, method of caligraphy adoptod by the Belgian government. 0.60.

709th Class—School discipline and military instruction in schools; hygienic measures relative to buildings.—Crevecœur, Henri Stanislas Joseph, Orp le Grand (Brabant), model of a list held by the instructor of certificates of study; plan of a way to indicate school population and attendance.

71st Group—Preservation and diffusion of knowledge by printing.

A—Typography, books, exhibited as specimens of typographical processes.

Dessain, H., Rue de la Blanchisserie, Malines (Province d'Antwerp), books of Catholic liturgy, prayer, etc. 1.75.

Mertens, Adolphe, 22 Rue de l'Escalier, Brussels, books, registers, and engravings. 0.25.

B—Educatioual and literary books, school books, classical works, etc. Callewaert Freres, 16 Rue Fosseaux-loups, Brussels, various classical books and Callewaert Dictionary. 2.00.

Destexhe, Alfred Mathieu Toussaint Joseph, common instructor at Modave, Province of Liege, works of education. 0.50.

Landrien, Bernardin, editor, 2 Rue du Grand Hospice, Malines, classical books for primary instruction. 0.50.

Manceaux, Hector, 7 Rue Grande and 4 Rue des Fripiers (Mons. Hainaut), classical works for primary instruction in sciences, and the exploration of mines.

72d Group—Cards and descriptive placards.

Landrien, Bernerdin, editor, 2 Rue du Grand-Hospice, Malines, geographical cards and pictures.

74th Group—Instruments and material for the instruction of physical and natural sciences.

Tyszkiewicz, collection of Thadee-Janus Charles, 12 Rue du la Putterie, at Bruxelles; represented by M. Max Koernicker, librarian, Antwerp. Material for the instruction of fine arts, plastic arts, architecture, and music, consisting principally of dials, models, tables, etc. Material and pictures for the demonstration of natural laws. Material for the study of the preparation of strings. 0.25.

— The Legislature of Pennsylvania made no provision for a representation of the educational interests of the State at the Centennial. A bill granting $5,000 for this object passed one House, but failed in the other. It appears, however, that the failure of the Legislature to provide funds is not going to prevent a creditable exhibit. Hon. J. P. Wickersham, Superintendent of Instruction, has issued a stirring circular urging all school officers and teachers to unite their efforts, and, under the plan set forth by the Commissioner of Education, to collect the needful means by small gifts. He proposes that the people of the State, the men, women, and children who are directly interested in the enterprise, shall themselves provide the means for its accomplishment. Boards of directors are to be asked for a contribution of $5.00 each, teachers for fifty cents, and even the school-boys and girls are to be permitted to give each a penny. By this means, it is believed, even without aid from the Legislature, a full representation of education can be secured.

— Teachers will note the advertisement of the Boston School Committee on first page.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

A Christmas Party.

BY M. B. C. SLADE.

CHARACTERS:—HOST, HOSTESS. KATE, *a young lady.* HARRY, *a young gentleman.* FRANK, *a small boy.* GUESTS; WAITS; CAROL-SINGERS; SANTA CLAUS; ABBOT OF MISRULE.

COSTUMES:—SANTA CLAUS, *long white beard, fur driving-coat, collar, cap, and gloves.* WAITS *and* CAROL-SINGERS, *in usual dress, but with evergreen on their hats.* LADIES *and* GENTLEMEN *in evening dress, with wreaths and bouquets of evergreen.* ABBOTT OF MISRULE *in any antique, fantastic dress, with miter-shaped cap, trimmed with evergreen, and a wand ornamented gaily with ribbons.*

Abbot of Misrule.—We show you, in our play and rhyme,
The customs of old Christmas time;
When waits with carols made their calls;
Yule logs and candles lit the halls,
And bay and holly decked the walls.
When yule-cake, hackin, and mince-pie,
And boarshead graced the banquet high;
Plum-pudding cheered the hungry soul,
And good ale filled the wassail bowl.
And as they chose, at time of yule,
A merry Abbot of Misrule,
To lead the revels, and preside
Over the games of Christmas tide,
To me now falls this honor high;—
Your Abbot of Misrule am I!

SCENE:—*A parlor elegantly decorated with Christmas evergreens; a bough of mistletoe hangs from the center of the room; on a table are several unlighted caudles, handsomely trimmed with evergreens;* HOST *and* HOSTESS *are seated;* FRANK, HARRY, *and* KATE *enter at the right, as the* CAROL-SINGERS *are heard through the open door at the left.*

Host.—List! hark! here comes a group of minstrel waits,
And Carol singers, stopping at the gates,
Just as in ancient times, with hymn and song,
They sang at Christmas eve, the whole night long.

Carol-singers. (*Enter and sing.*)—
O, CHRISTUS NATUS EST!*
Once o'er the fields of Bethlehem,
Rang out a glory song;
The hills that heard it sung to them
Re-echoed it along;
That wondrous sound, that psalm of praise,
Good tidings ever blest,
For evermore the echoes raise,
O, Christus natus est!
Abiding in their fields, by night,
The watchful shepherds stayed;
About them shone the glory-light,
And they were sore afraid.
Till peace on earth the angels sang,
And God's good will confessed;
While loud the heavenly chorus rang—
O, Christus natus est!
The shepherds rise in haste to go
To see the wondrous child;
They find him in the manger low,
With Mary, mother mild.
Within that lowly cradle, then,
They left the babe at rest;
And praising God, they sang again,
O, Christus natus est!
Now unto us, who watch by night,
Come down, bright angel throng!
Shine over us, glad glory light,
And sound sweet seraph song!
We'll seek the Holy Child again,
The babe forever blest,
And sing good-will and peace to men:
O, Christus natus est!

Host.—Welcome the quaint old words, and sacred rhyme,
Thanks for the carol of the Christmas time.

(*Abbot of Misrule goes out and brings in a silver basket filled with cake.*)

Hostess.—Sir Abbot, bring your basket, and bestow
On each a yule cake, ere they onward go.

(*A. of M. distributes the cakes, while the Host continues*)—
The yule-cakes for the Christmas gifts of old,
Were shaped like little babies, we are told,
Thus to remind the children, they were made,
Of that young child, once in the manger laid.

The Waits. (*Going out.*)—"Our song is done, and we must run,
Nor linger longer here,
God's grace abide, through Christmas tide,
And bring you a Happy New Year!"

Hostess.—No Christmas custom shall this eve be slighted,
So now our Christmas candles must be lighted.
Come, Kate, your hands so soft and white,
The vine-wreathed candles now must light.

A. of M. (*Bringing bowl and napkin.*)—Bowl and napkin first she needs:
This is how the old rhyme reads:
"Wash your hands, or else the fire
Will not 'tend to your desire.
Unwashed hands, ye maidens know,
Dead the fire, tho' ye blow."

(*While Kate lights the candles.*)

Host.—Christmas was long time called, the "Feast of Lights."
So the tall candles of our Christmas nights
Symboled the Light of lights that o'er the earth
Shone, when the angels sang the Saviour's birth.

Harry.—Why with such pomp, into the chimney wide,
Brought they the yule-log, at the Christmas tide?

Host.—Great knotty trunks of trees for these they sought,
And joyfully the heavy burden brought,
Because the servants had their fill of ale,
Long as the Christmas yule-log did not fail.

Kate.—What's yule, this name that we so often hear?

Hostess.—Only the old name for that time of year.

Frank.—What's yule-brand? I have somewhere seen that name.

Host.—The bit of log that burned till Twelfth-night came.
This brand they careful quenched, and laid aside,
To light the yule-fire at next Christmas tide.

(*Several guests enter. A. of M. receives and presents to Hostess.*)

One.—A merry Christmas, neighbors!

Another.— Oh! how bright
Your Christmas garlands deck the walls to-night!

Another. (*Pointing.*)—Holly and ivy, and the Prince's pines!
And o'er the pictures creeping-jenny twines.

Another.—Thus in most lofty, or most lowly homes,
Green wreaths and boughs should smile when Christmas comes.

Another.—Just as fir, pine, and box together shine,
To grace the temple of the King Divine.

A Lady.—But have you now, as in the long ago,
Hung up o'erhead the mystic mistletoe?
With dark green leaves and glistening berries white?

A. of M.—Look, find if it is here—your eyes are bright.

Lady. (*Searching.*)—Ah, here, I think—yes, I am sure it is.

A Gentleman.—And you're beneath it! so I take a kiss!

(*Laughing and clapping hands.*)

A. of M.—This is the penalty, ye maidens know,
When maids are caught beneath the mistletoe!

Frank.—Fir and pine and spruce and holly,
All the Christmas greens are jolly;
But of all the boughs I see,
Mistletoe's the bough for me!

Harry.—Was mistletoe hung in the churches, too?

Another Lady.—Why, Harry, no; sure that would never do!

Harry.—Ah, yes, I see that it would be amiss
To steal, in church, as now I take—a kiss. (*Santa Claus knocks, A. of M. opens the door.*)

Santa Claus.—I just came down to rouse you with my knocking,
And bid each youth and maid hang up a stocking.
Enjoy your Christmas revels, sport and fun,
You'll hear from me before to-morrow's sun.
(*Santa Claus goes out.*)

One.—Good-by, old Santa!

Another.— Drive your reindeers steady!

Another.—You'll find my stocking, it is hung already.

A of M.—(*With vine-wreathed-bowl.*)—This vine-wreathed wassail-bowl I place,
Your genial Christmas board to grace.

Kate.—What's wassail?

Host.— 'Tis good health, my daughter,
And so our wassail-bowl holds—pure cold water!

A Guest.—Tell us about some of those dishes, queer,
That made, in olden time, the Christmas cheer.

Host.—The boar's head was the grand dish of the feast;
Served upon silver and with garlands dressed.
England's King, Henry Second, once bore one,
To grace the banquet of the Prince, his son.

A Gentleman.—One curious dish, the hackin, must, they say,
Be boiled on Christmas, before break of day.
Else the young cook shall, for her laziness,
Be driven at sunrise round the market-place.

A Lady.—The Christmas mince-pie has this ancient story:
When the three wise men sought the Babe of Glory,
They brought sweet spices from the fragrant East;
And so good Christians, at their Christmas feast,
Combined all spices, and each rare, sweet thing,
To keep in mind the wise men's offering!

Another Lady.—Another quaint old custom, that is stranger,
Is, that they baked the pie shaped like a manger!
So the long, narrow dishes of our table
Trace back their form to that Judean stable!

Host.—Christmas plum-pudding we of course remember.

Hostess.—The world renews that knowledge each December.

(*Kate and another lady are holding a 'wish-bone,' and laughing gaily.*)

Hostess.—What is the frolic, girls?

Young Lady.— Some fun we're making,
With Kate and Nell, a last year's "wish-bone" breaking.

Host.—I'm very glad if any one has brought,
For this year's feast a last year's "*Merry-thought.*"

Kate.—Wait till I wish—I'm ready.

Nell.— I am, too.

Kate. (*Breaking it.*)—I have the wish!

Nell.— The lucky one are you!

A. of M. (*To Kate.*)—Climb on the chair, the door now put it over:
Who enters first beneath it is Kate's lover.

(*Kate puts it over the door; immediately a gentleman enters; all clap hands.*)

Gentleman.—Have I such cordial welcome, being late?

A. of M.—You've crossed Kate's 'wish-bone,' you belong to Kate.

Gentleman (*to K.*)—Lady, I joyfully accept my fate!

Hostess.—I like these merry customs of the past.

Host.—Let us renew and bid them longer last.

Gentleman.—This night in Southern Italy are seen
In every house gay baskets decked with green.
With fruits and sweetmeats for the children all,
And through the night their songs and chants they call.

Another.—At midnight, too, in some Sicilian street,
A waxen figure of the Child you meet,
Borne by the monks, with chant and holy song;
From church to church they go the whole night long;
While mimic canons roar along the way,
And Roman candles turn the night to day.

A Lady.—I love the German custom of the tree,
Lighted with candles, as we often see.
In Germany a figure oft is shown
Of Christ-child, bending from the branches down,
And the French peasants—what is it they say?
Noël, Noël! their word for Christmas day.

(*The Waits are heard outside singing.*)—
"Noël, Noël, Noël, Noël,
Born is the King of Israel."

Host. (*Handing a purse to a servant.*)—Here come the Waits, go give each one his penny.

Hostess.—They bless no house that fails to give them any.

(*A servant announces supper: Host and other gentlemen take ladies.*)

A of M.—The Christmas banquet waits, and I will be
Master of Revels—join, and follow me.
Our Christmas feast now our attention asks—
We'll later have some Merry Christmas Masques.
(*A. of M. leads Host, and all others pass out.*)

Curtain falls.

* Christ is born.

[Music for this is in "Schoolday"; price 15 cents. Send to M. B. C. Slade, Fall River, Mass.]

NATIONAL FLOWERS.—CHRISTMAS MASQUE.

CHARACTERS:—ABBOT OF MISRULE. ROSE OF YORK. ROSE OF LANCASTER. ROSE OF YORK AND LANCASTER. THISTLE. SHAMROCK. FLOWER DELUCE.

COSTUMES:—The Young Ladies wear white dresses. The Roses have red sashes. The Thistle of bright plaid. The Shamrock of green, and the Flower DeLuce of red, white, and blue. Each young lady's head and face are concealed by a very large blossom of the flower she represents; a thin green tissue drawn tightly over the face and tied around the neck, forms the calyx. Above this the petals are made of tissue-paper over wire, bent in the proper shape. The flowers are all familiar, and can easily be made with a little ingenuity, care, and taste. Have green leaves of the proper kind, made with tissue-paper and wire. In short, make and fasten upon the head, an enormous flower and leaves of the kind represented.

OPENING ADDRESS.

Abbot of Misrule.—In olden Christmas times they played
Many a comic masquerade.
Strange figures showed, who, for their head
Wore deers, or hares, or goats instead.
Quaint, but more pleasing masques have we:
Upon our stage you now shall see
England's famed Roses, one, two, three.

Rose of York. (*Enters from right.*)—I bear upon my leafy stalk
The pure and fair white Rose of York.

Rose of Lancaster. (*Enters from left.*)—To my red blossom turn your eye,
The Rose of Lancaster am I.

A. of M. (*Standing between them.*)—Long were the red and white rose worn;
And long on rival banners borne,
By hostile armies rent and torn. (*Joins their hands.*)
Till York and Lancaster unite,
And peaceful blend the Red and White.

Rose of Y. and L. (*Enter from right, comes between Y. and L., taking a hand of each.*)—Then England welcomed me to her;
The Rose of York and Lancaster.

A. of M.—You see old England's lovely roses;
And now, before our pageant closes,
Ireland and Scotland show to you
The Thistle and the Shamrock, too.

Thistle. (*Enters R.*)—Where the north winds blow,
And the east winds whistle,
On the hills I grow,
I'm the brave Scotch Thistle.

Shamrock. (*Enters L.*)—You'll find me Ireland's green isle over,
The Shamrock is the sweet white clover;
And Ireland is the Shamrock's lover.

(*Shamrock and Thistle stand on either side of the Rose group.*)

Flower De Luce. (*Enters L.*)—You'll name my glory at a glance,
For which brave knights have borne the lance;
The purple Flower DeLuce of France.

Flower DeLuce stands in centre; Shamrock and Thistle take each a hand.)

A. of M.—These lovely blossoms, hand in hand,
Show how the friendly nations stand.
May Christmas joys ne'er with them cease;
Their rulers serve the Prince of Peace;

While each new Christmas brings again
Its peace on earth, good-will to men!

(*The six young ladies representing the Flowers, now form for the old-fashioned Virginia Reel, dance the set through, and the curtain falls.*)

BOQUET OF BEAUTY.—A CHRISTMAS TABLEAU.

Arrange the characters in "National Flowers" at different heights in the center of the stage, thus: Flower DeLuce in the center, and standing highest. Shamrock at the right of F. DeL. and a little lower. Thistle at the right of F. DeL. and a little lower. Rose of York and Lancaster directly below F. DeL. Rose of York and Rose of Lancaster on either side, and a little below. Arrange evergreen boughs below, until nothing is seen of the young ladies but their flower-heads. Then let the curtain rise on the "Boquet of Beauty."

Foreign Notes.

[From our Special Correspondent.]

ENGLAND.—A biography of the celebrated painter, Haydon, by his nephew, is soon to appear. The interest of the volume will be increased by a number of sketches, some of which were the foundation of notable pictures, and by a portrait of Haydon executed by the poet, Keats; while there will be sketches of Keats, Wilkie, Leigh Hunt, and Maria Foote. There will be much interesting correspondence, and not the least so that relative to the Elgin Marbles, the Houses of Parliament, and a National School of Art.

The London *Athenæum*, while announcing that Mr. Holman Hunt has just painted his own portrait, urges all artists to do the same thing as a duty they owe to posterity. Mr. Hunt, it will be remembered, is the artist whose recent picture, entitled "The Shadow of Death," excited considerable sensation from the originality of the conception and the perfect and life-like rendering of the idea.

From the London *Athenæum* we learn that Mr. Myer D. Davis has been for some time examining documents in the possession of the Dean and Chapter of Westminster relative to the Jews in England during the reigns of Henry III. and Edward I. These papers, about 100 in number, of a miscellaneous character, throw light upon the history of the Jews in ancient Lincoln, Canterbury, Norwich, Nottingham, etc. Three are said to be in the handwriting of the famous Aaron of York, reputed the wealthiest man of his day, and the original of the character of Isaac of York in Scott's novel of Ivanhoe.

A superb volume is shortly to be published in England illustrative of Windsor Castle, with the approbation of her majesty Queen Victoria. There will be numerous photographs, by the heliotype process, of the interior as well as of the exterior of this fine old royal residence, and the explanatory text will be by the former librarian of the castle.

Mrs. Kingsley, the widow of the lamented Canon Charles Kingsley is about to publish the lectures delivered by her husband in America; the volume is dedicated to "Cyrus Field, J. A. C. Gray, and all those valued American friends who welcomed my husband to their country, and through whose generous kindness he was enabled to realize the dream of his youth, by the sight, not only of the Eastern States and cities, but of the far West, the Rocky Mountains and Yo Semite Valley."

SWITZERLAND.—The Federal Chambers have voted in favor of the metrical system of France for their weights and measures. This will at least reduce to a certain systematic and regular form the weights and measures, which before had nothing systematic about them; and will at the same time bring the Swiss system into unison with those of the countries surrounding her territory, which will doubtless be much to the advantage of the commercial relations of the several countries. The decimal system has for many years been in force with respect to the coinage, and its extension to the weights and measures seems only a logical and reasonable step in the right direction.

Winterthour, in the Canton of Zurich, is a town where industry is almost raised to the level of artistic excellence; and it shows its solicitude in the matter of popular education not only by raising handsome schoolhouses, but by ameliorating the position of its teachers. It is not long since their salaries were raised, and the town council has now decided that a new augmentation shall be made every three years, the new arrangement to take effect from the first of January last. In addition, as there had been a considerable rise in rentals, the sum allotted for this purpose is to be increased as well. There are some city councils in this country who might advantageously follow the example of the Swiss town, and improve the pecuniary positions of a hard-working class which is seldom rewarded as it deserves.

GEOGRAPHICAL CONGRESS AT PARIS. — We alluded lately to this interesting and instructive congress, and would now add a few details. Russia, of all the countries contributing to the collection, seems to have been the most successful and most varied in its offerings, and to have shown the greatest evidences of progress in geographical science, of which some remarkable specimens were exhibited in the form of gigantic maps executed with rare beauty and fidelity, by the officers of the imperial staff corps. The treasure received by the Russians from the Khan of Khiva excited great interest. It was composed of necklaces and bracelets of gold, of ornaments for horses, of ornaments in gold, enamel, and divers precious stones; a single emerald in one of the necklaces was valued at more than 16,000 francs; and besides the intrinsic value of the precious stones, they possessed an immense artistic value from the mixture of Indian, Mauresque, and Persian styles, and the taste of their arrangement. In addition a chalet constructed on the terrace contained an unequaled collection of views, sketches, and photographic pictures of all the least known Russian provinces, representing the several inhabitants, their costumes, houses, arms, tools, etc.

In the Danish collection, which was also most interesting, were objects of great antiquity, which carried one back to the discovery of Greenland by the old Scandinavians; there were also curious sketches of Greenlanders in their costumes and with their arms, besides a large and important map of Iceland, published by the literary society of that island.

SPAIN.—The *Courier Canadien* states that the war of the rebellion in Cuba, according to an official document, cost Spain during the year 1870–71 the sum of $40,000,000, at which time there were 100,000 men there under arms, of whom the half were regular troops. If we add to this all that has been expended there since in a strife that has produced no other effect than to desolate that once beautiful and fertile island, besides all that has been spent and destroyed in the civil war that is still raging in the mother-country, the sum total must represent an expenditure of money that can ill be afforded by a country whose finances are notoriously in a very unsatisfactory condition, without speaking of the loss of life and the bitter feeling caused by the devastations of civil war. How different would be the result were but a small portion of the money wasted on war, to be employed in improving the education of the people!

FRANCE.—Gold and silver medals have been awarded by the *Societé d'Acclimation de France* to Messrs. Greene and Jerome, and a medal in bronze to Mr. Stone of the American Fish Culturists' Association, as a recognition of their labors in transporting salmon eggs to France. The fishermen in France are experimenting with a platinum wire placed in a bottle which is immersed in the sea, being lighted by electricity. It has been tried lately on the coast of the Côtes du Nord department, and is said to have attracted an immense number of fish. The bottle must, however, be green or black, or else the fish are frightened and will not be attracted by the sub-marine light.

M. Lecocq de Boisbaudran, well known in connection with spectroscopic analysis, announces the discovery of a new chemical element which he calls *gallium*, closely allied to zinc, and said to be found at the Pierrefite mining works, in the Argeles Valley. A committee has been appointed by the French Academy to examine and report upon the new substance.

Consideration of Teachers in France.—The *Manuel Général de l'instruction* of France speaks of a little book printed in 1705, during the reign of Louis XIV, which treats of the primary schools of those days, and in which the author, a priest who had had eighteen years experience in teaching, gives his views as to the qualification required of an instructor. After dwelling much, as may be supposed, on the necessity of knowing thoroughly the creeds and catechisms of the church, her festivals, fast-days, and the like, he speaks thus as to "the credit of the master": "He ought to preserve himself in great credit not only among the children but in esteem with the parents, so that whatever he may say or do may be of such weight that it cannot be questioned, which would give him great prudence and discretion in all his words and actions, and notably when he has to converse with the parents and to teach the children." In connection with these recommendations it will be interesting to read something of the experience of a modern teacher, drawn from the same journal. The writer of a letter to the editor says: "What would you say if I should tell you that in certain localities of my department it is the custom that each week the teacher, a sack on his back and a vessel with holy water in his hand, should go from door to door, receiving here and there a roll, a slice of bread, a sou, unless he receives instead reproaches because he has punished children who do not deserve it, or impertinence from travelers in an inn, you would undoubtedly not believe me. And yet it is the exact truth, and I abstain from all comments upon this humiliating practice." This employment of teachers brings back to memory the time when in the country parts of New England teachers were boarded out by auction to the *lowest* bidder, and of course suffered accordingly in body and mind.

ITALY.—The University of Pavia has lately received a handsome addition to its means, the late senator and Professor Luigi Porta having bequeathed to it the whole of his fortune. He has however attached to it the condition that if the university should be transferred to any other part of Italy, his money is to become the property of the municipal authorities of Pavia, to be used by them for educational purposes.

A discovery has been made at the abbey of Grotta-Ferrata, near Frascati, of a manuscript of Strabo more ancient than any known of that Greek geographer, which is likely to fill up many hiatuses in the text hitherto used. Cardinal Angelo Mai was the first to make the search, and the work was continued by Father Guiseppe Cozza, who eventually succeeded in finding a palimpsest under the writing on which appeared other characters that had been effaced; but these can easily be restored by chemical agents; and these characters are said to be the work of Strabo.

The Marchioness Durazzo has bequeathed a sum of 800,000 francs, about $150,000, for the establishment of a seminary for boys at Genoa.

STATE DEPARTMENTS.

Maine.

State Educational Association.

The ninth annual session of the State Educational Association will be holden at Representatives' Hall, Augusta, November 22, 23, and 24, 1875. Teachers, school officers, and all interested in educational progress are earnestly invited to be present.

ORDER OF EXERCISES.

Monday.—7.00 p. m.: Organization. Welcome address by mayor, and Response by president of the Association. The Teacher's Work—Its Responsibilities, Lights, and Shadows; Rev. George Forsyth, principal E. M. C. Seminary, Bucksport.

Tuesday,—9.00 a. m.: The Present Plan of Study for Graded Schools; B. Redford Melcher, principal Saco High School. What Shall we Teach in Common Schools; Ephraim Hunt, superintendent of schools, Portland. Practical Education; Rev. C. F. Allen, D.D., president State College, Orono. Why we have so many Poor Teachers; R. Woodbury, Normal School, Farmington. Drawing in the Public Schools; J. M. Hawkes, principal High School, Pembroke. School Hygiene; D. D. Patten, principal High School, Portland. The Art of Illustrating; Rev. O. M. Cousens, principal Oak Grove Seminary, Vassalboro'. General discussion. 2.00 p. m.: School Discipline; A. F. Richardson, principal High School, Bridgton. Juvenile Reading and the Duty of the Schools regarding it; Prof. A. H. Davis, Bowdoin College, Brunswick. The Common-Sense Element in Schools; G. M. Bodge, principal Westbrook Seminary, Deering. Relation of Education to Labor; Prof. M. C. Fernald, State College, Orono. Relation of Teachers to Employers; A. H. Kelley, principal High School, Belfast. Qualification of Teachers; D. L. Smith, principal Johnson School, Topsham. Natural History in Primary Schools; Rev. Thomas Hill, D.D., Portland. Education at the Centennial; A. P. Marble, superintendent of schools, Worcester, Mass. General discussion.

Wednesday.—9.00 a. m.: Industrial Art Education; Benjamin W. Putnam, Jamaica Plain, Mass. The Popularity to be Sought by the Teacher; Rev. W. S. Knowlton, principal Houlton Academy, Houlton. School-house Ventilation; W. H. Pennell, Portland. Means of Illustration in Schools; A. P. Kelsey, principal Little Blue School, Farmington. Intermediate Schools; Prof. J. W. V. Rich, Maine Wesleyan Seminary and Female College, Readfield.

Board.—Board can be obtained at either the Mansion, Cony, or Augusta House, at $1.50 per day.

Railroads.—Free return tickets over the Maine Central railroad and all its branches will be furnished to all members of the association paying full fare in attending, and it is expected that similar arrangements will be made with the other railroads in the State.

A. W. WOODBRIDGE, Rockland, *President.*
W. O. FLETCHER, Warren, *Secretary.*
WARREN JOHNSON, Augusta, *Ch'm'n. Ex. Com.*

New Hampshire.

BUSHWHACKER.—The *Union* of a recent date contains a terrific onslaught upon the editor of this column. We are politely called a "cowardly, anonymous bushwhacker," who shies "fugitive squibs" in an obscure organ and then "takes to the bush." Our work on THE JOURNAL is called "indulging in quips and quiddities, and paper bullets of the brain, at the expense of the institutions, the people, and the press of his State." We appeal from this verdict to men capable of judging on such questions.

On the main question at issue, the *Union* evidently either does not know, or cannot intelligently express its own position. It says, "We want the State to let our schools, our agriculture, our manufactures, and our morals alone;" . . . "We want the State to give us a system as good as it may, and a superintendent of discretion and energy; and for the rest we must take care of ourselves." . . . "Let it once be understood that the State, beyond providing ample means [!] and a suitable system will do nothing, and we shall very soon have all we want." Yes, but just what it is "we want" in the "let alone," the "system," the "nothing," the "ample means," is 'what no fellah can find out.' Those States that "let their schools, agriculture, etc., alone" are not even China or Japan.

That a leading journal of one of the prominent manufacturing cities in New England should be found boldly and continually arguing for even a lower civilization than these, is one of the most remarkable phenomena of these centennial times. The style of argument above indicated shows plainly the mental, moral, and educational status of the men who are so covertly striving to destroy our educational institutions. But for its pernicious influence upon the ignorant portion of our population, their pitiful work would be utterly beneath notice. The *Union* is probably the only outspoken exponent of these ideas in the whole country. We leave it "alone in its glory."

EDUCATIONAL WORK of very great value has been done in the State the past year by three organizations which deserve especial mention in these columns.

1. *The N. H. Lecture Bureau.*—This association, under the able

management of E. A. Jenks, Esq., of Concord, is proving itself one of the most valuable educators of the State. It has been in existence only two years, yet last season its able lecturers were in demand in a large majority—we might say nearly all—of the lecture courses in the State. And what is better still ,these men were found quite as able and instructive as the "big guns" imported from abroad at two or three times the expense. Lecture courses at $50.00 to $100.00 a night are quite beyond the reach of ordinary country towns, but when they can be secured at $15.00 to $50.00 a lecture, expenses added, there is no reason why every town may not secure the benefit of them. We do not mean to disparage in the least the able lecturers from abroad who are known on our courses, but it can be safely said that for instruction, benefit, matter to carry away, the product of our home talent will not suffer in comparison with that of any others. Where can be found anything abler or more attractive than these, selected almost at random from the Bureau's list of thirty-two lecturers and one hundred odd subjects, for the coming winter? Mrs. Abby G. Woolson, on the Yosemite; Professor Robinson, of Tilton, on the Fighting Man, Home Bonds; President Smith on Mission of New England, Character, Progressive, Self-Culture; Rev. S. L. Blake on Clean Hands; Professor Hitchcock on Physical History of New Hampshire, the White Mountains; James O. Adams on the Pedagogue and the Printer, or any of his agricultural subjects; Rev. W. R. Cochran on Housework; Professor Huntington on Climatology of New Hampshire; Superintendent J. H. Goodale on Why Young Men Abandon Farming in New Hampshire. If any of our readers are on lecture committees we trust they will send for the New Hampshire Bureau's circular before fully settling their courses.

2. *The State Agricultural Board.*—The crowds that gathered last winter whenever the meetings of the board were held show better than anything else the popular appreciation. These meetings were indeed most admirably managed. The able secretary called about him few men of science, of the schools, learned men in the common acceptance of the term; but instead, active *farmers*, men of sterling sense who had achieved success in some special directions, told their brother farmers in homespun phrase the methods of their success. How they made money up in the rugged Granite State by raising hay, or pork, or potatoes, or fruit; how to build up the farms, to educate and elevate the farmers—such were the topics brought out; and we can conceive of few things more worthy of public approval or State support. The campaign for the coming winter is not yet fully organized, but it cannot fail to be more than ever successful.

3. *The Young Men's Christian Association.*—This last, but by no means least, when we consider that under the efficient leadership of Secretary Folger, more than one hundred and fifty earnest men gave eight hundred and fifty days and over thirteen hundred evenings to this work in seventy-five different towns, we have some idea of what was attempted. When we consider the scope of the topics discussed—The Home, What to do with the young men, Bible influence, The church, The school reading, Temperance, Virtue, — and the fact that the speakers spoke with that heartfelt energy which only men possess who feel *themselves* snatched from the burning, spoke with full hearts and tearful eyes to persuade men up to a higher, nobler living in all things, we have some idea of what was done even in a lower educational point of view. When we think of the twenty-five hundred conversions last year, and the thousands more to follow, we realize that no adequate idea can be formed of the magnitude of the influence of this work. So many of our teachers are in it, — Ladd, Perkins, Walker, Barrows, Cummings, the president and professors of Dartmouth, and scores more, that we feel we can hear the "Amen!" from them when we say, Bid it God speed, brethren, commend it, pray for it, labor for it, there is no grander work under the sun.

The Educational Canvass.—We wish this could have been added to the above list. We firmly believe that there is no work more pressingly needed, more sure of success than this. The popular apathy on educational matters, not to say ignorance of true educational aims and means, the downward tendency in some quarters, yet the general hopeful impulse that seems now to be felt throughout the State, shows that now is such a time to strike a blow as has never occurred in this State before and may not soon again. If our State superintendent could follow the example of secretaries Adams and Folger, and if the teachers and friends of education would take hold of the matter as energetically as their coadjutors have done, we are confident that a revolution would occur in the old Granite State such as she has never yet witnessed. Appeal to the people! show them how much of worthlessness and imbecility there is in our present management: show them the better way; talk of the vital importance of greater union of action, of better teachers and supervision, of State certificates, of the town system and town boards of education, of conventions of superintendents and teachers, of teachers' institutes, a normal institute, normal schools, the mill school-tax, and all the rest. Carry these meetings into every important town in the State. Invoke the powerful aid of the press. Energize! Results *must* follow-such as are seldom witnessed. It would be a resurrection-blast like that which the trumpet of Horace Mann gave to Massachusetts.

A LAST WORD. — With this issue our editorial work on the JOURNAL ceases. That we have done little honor to either the State or the JOURNAL, we have often enough been painfully aware. In the press of other and exacting duties we have done as well as we could. We rejoice that the duty falls now into so much abler hands, and we earnestly urge upon teachers everywhere to help their editor by keeping him fully informed of everything that may occur in his line, no matter how trivial. Send a postal card to him once a month, all of you. We are most sincerely thankful for the favors received at all hands, for the kindly reception of our little efforts, especially for the generous approval of the late Association. God prosper the work and the workers all!

FRANCESTOWN.—We learn that Miss Cochrane, preceptress in the Academy, will resign her position at the close of the present term. As a teacher of French, Latin, and English grammar, she has few superiors, and we trust she may secure such a position as her long experience and eminent ability deserve.

Vermont.

— The good success of the Randolph Normal School, under A. E. Leavenworth as principal, is attested by the fact that the winter quarter opened on the first inst. with an attendance of 134, and with a prospect that even this number will be considerably increased. This is the largest winter term the school has ever had. The first quarter of the Normal School year closed on the 29th inst., with exercises held at the hall. The recitations were of a high order, and after the close of the literary exercises a promenade concert filled the evening. The school was never so prosperous as now. One of the beauties of the location of the State Normal School is found in the keen interest in its prosperity taken by the citizens. The hall seats 300, and at these closing exercises it was filled to overflowing.

— The exhibition of the senior class of St. Johnsbury Academy occurred Thursday and Friday evenings, Nov. 4th and 5th. The class numbers 35, and the whole number of students for the term is 220.

— We regret to learn that Principal Blair, of Northfield, has been confined to his house for two or three weeks by illness.

— The somewhat famous Brattleboro school case has been within a few days re-argued before the supreme court. The suit arose from the suspension of Catholic children for absence from school on Corpus Christi day. The only question of law in the case was as to the right and authority of the committee to make and enforce a regulation for the government of the school, requiring the regular daily attendance of pupils even against the com mand of parents and guardians. The decision of the court is not yet announced.

Massachusetts.

State Agent E. A. Hubbard writes us that he has been visiting the schools in Gardner, Ashburnham, Ashby, Hubbardstown, Holden, and Orange. In Gardner he met, at the request of the school committee, all the teachers of the public schools for a conference of two hours' length in the afternoon, and in the evening addressed the citizens. Other towns which he visited are expecting the same service upon his next visit. At Ashburnham he spent a half-day in the new Cushing Academy, and he bears testimony to the excellence of the instruction, and the high-toned moral influence of the school. Teachers and trustees will welcome visitors. He learned to his surprise and sorrow that in one town at least the teachers are not allowed to attend a teachers' institute *unless they will make up their time.* Next week we have an institute at Haydenville.

INSTITUTE AT ORLEANS.—Hon. A. J. Phipps conducted a very successful institute at Orleans, commencing Wednesday evening, Nov. 3d, and closing Friday evening. Mr. Phipps lectured on Compulsory Education, and gave two exercises on Language. Prof. Walter Smith lectured Thursday evening on the Commercial Value of Drawing, and gave two day exercises in his specialty. Hon. Joseph White lectured on School Laws, Friday evening, and on the same evening a second lecture was given by Hon. G. G. Hubbard, of Boston, on Old Rome. Other exercises and lec tures were given by Mr. Boyden and Miss Homer, of Bridgewater; John Kneeland, an agent of the board; G. G. Hubbard, and Secretary White. Over one hundred actual teachers and committees were present, representing every town in Barnstable county except Mashpee.

LEICESTER ACADEMY. — The annual meeting of the trustees of Leicester Academy was held on the 27th ult. During the year Joseph A. Denny, Esq., who had been a trustee for 40 years and treasurer for 21, had died, and his place was filled by the election of his son, Charles A. Denny. In the afternoon a large number of citizens gathered in Smith Hall, in the academy, to witness the hanging of two new portraits; one of Dr. John Nelson, who was a trustee for 59 years and president of the board for a whole generation; the other, of Mr. Denny, the late treasurer. Both pictures were painted by Billings, of Boston, and are considered excellent. Rarely can two men be found who, through a whole lifetime, have given so much thought and care to any school. As their benignant faces look down on the students, they will speak the most eloquent of all appeals, the example of a noble life. Remarks eulogistic of the deceased were made by Rev. A. H. Coolidge, of Leicester, and Hon. Henry Chapin, of Worcester.

At the meeting of the trustees, measures were adopted for securing more permanent funds, for increasing the present force of teachers, and making various minor improvements. The next term, which begins Dec. 7th, telegraphing will be taught in the scientific department, and a wire will probably connect this building with the village office. The examinations of the present term will occur Nov. 24th and 25th.

CUSHING ACADEMY. — Dr. A. T. Lowe, president of the First National Bank, Boston, has presented to this institution a large lot of books, comprising the Encyclopedia Brittanica, Chamber's Encyclopedia, and other costly works of reference, more than 100 volumes in all.

BROOKFIELD.—A musical institute of the schools of this place was given at the town hall on the evening of Nov. 10th. Some 200 children took part in the exercises. The occasion was one of great interest and importance. The hall is capable of accommodating an audience of 800 people. Prof. J. Vinton has managed the instruction in the department of Music in the public schools with great success and in a most thorough manner.

— The statue of John Winthrop, which the State of Massachusetts is to present to the National Gallery at Washington, is finished at Rome, and will be forwarded to its destination very soon.

Rhode Island.

TEACHERS' INSTITUTE AT LOCUSTVILLE, HOPKINTON, Nov. 4th. — A teachers' institute for the benefit of the teachers of the Wood River Valley and vicinity was held as above by the commissioner. The first topic presented was "The Study of History," by Mr. Stockwell, who, in answer to the two questions, "Why should the study of history be pursued in our common schools?" and "How shall it be pursued?" endeavored to call attention to the intimate connection between a knowledge of history and a proper preparation for the discharge of the duties of citizenship, and then gave a few hints as to the better ways of presenting the subject to a class of pupils. The topic of "Equation of Payments," which so many teachers and pupils find to be an impenetrable mystery, was very clearly illustrated and explained by Mr. J. M'E Drake, of Westerly.

In the afternoon Mr. Drake took up the subject of Reading, and gave a very practical exercise, which, with the discussion that followed, was one of the most valuable features of the session. A discussion on "What are the proper studies for our common schools?" was opened by Mr. J. A. Estee, of Ashaway, with a short paper, but one worthy of note for its breadth and wisdom. No cast-iron formula can be made whereby a properly taught and symmetrically developed pupil can be produced. No fixed and unchangeable curriculum of study will meet the demands of all localities, ages, and circumstances. It was the general sentiment of those who participated in the discussion that, while they were averse to loading the course of study too heavily, they also were of the opinion that the natural sciences had a claim which should be recognized, and could be without detriment to the branches already taught, if proper care was taken to see that the time devoted to those studies was more economically employed.

After a few brief remarks on "Penmanship," by Mr. Stockwell, a spelling contest took place in writing. A copy of Webster's National Pictorial Dictionary was offered as a prize to the best spellers. Fifty words were selected from "Monroe's Practical Speller," and twenty-two out of the number present entered their names as contestants. The result showed that there were two, Miss Rosa H. Tinkler, of Carolina, Richmond, and Mr. C. D. Albro, of Hope Valley, Hopkinton, whose percentage of correct words was the same—.98. It was therefore decided to bestow a dictionary upon each. It is worthy of notice that the words missed by each of these two parties were the same, viz.: "*slue.*" The words most generally missed were 'azalea,' 'changeable,' tranquillity,' 'slue,' and 'talc.'

In the evening the Rev. Dr. Stockbridge, of Providence, delivered, before a full house, his lecture on "A Week in Athens." The lecture is one well calculated to interest, amuse, and instruct, and the attention of the audience was held to the close, and much pleasure was expressed by all at the intellectual treat.

On Friday Mr. L. W. Russell, of Providence, illustrated his admirable method of teaching "Composition Writing." In order, as he said, to show that he brought before the teachers no untried theory, he used as his guide a copy of topics and directions similar to that furnished by him to every one of the teachers in his grammar school. Subsequently Mr. R. gave a short exercise in "Object Teaching," illustrating his work with various specimens of minerals. This seemed to awaken quite an interest in all quarters.

The attendance of teachers at the institute was very good, while the community responded very generally, and the audiences were large and appreciative at every session. Great credit is due to the energetic committee of arrangements, Dr. E. P. Clarke, and Messrs. A. G. Nichols and S. N. Richards, for their attentions and the very generous entertainment provided for the members of the institute, and also to the school committee of Hopkinton for their interest in securing the attendance of their teachers, as well as for their personal presence and contribution to the exercises.

Connecticut.

NEW LONDON.—This town, which is territorially the smallest in the State, is all comprised within the city limits, and has, therefore, the advantage of great compactness of population, and has had the wisdom to avail itself of this advantage. The report of the Board of Education says, "While the number of children enumerated in the city is not as large as formerly, the average number attending school is much larger; the average term of school is of greater length; enlarged and improved accommodations have been provided; the employment of teachers has been more permanent, and the number of experienced and accomplished teachers has increased; instruction is more thorough, and a higher standard of scholarship is reached." These things are mentioned as "results accomplished by placing the management of all the schools in the city under one committee."

The acting visitor's report shows that the average attendance the past year was over 66 per cent. of the whole number registered (the average for the entire State the previous year was 53½ per cent.); 78 pupils, or more than one out of every 25, are reported as having been "perfect in attendance through the year."

While very many towns have neglected to establish even one high school, New London has for several years maintained two. The Bulkeley school, with its substantial building and handsome endowment, has superseded the Bartlett High School, whose foundation dated over two centuries ago. The Young Ladies High School continues justly to enjoy in a high degree the confidence of the community. The course of study is admirable, both for disciple and culture. New London claims to have been the first town in the State to establish an evening school, and the first to establish a girls' evening school. It is one of the most thorough-going towns in school matters within the borders of Connecticut.

MANCHESTER.—This is one of the towns which reports advancement every year. From 1870 to 1875 the increase was: In enumeration, from 872 to 1,229; in the numbered registered, from 696 to 1,094; in average attendance, from 327 to 575; and in cost of schools—for *current* expenses—from $4,403 to $9,155: or to express it in another way, the increase in enumeration was a little less than 40 per cent.; in registration, over 57 per cent.; in attendance nearly 76 per cent.; and in the amount paid for the ordinary expenses of schools, nearly 108 per cent. This is a very favorable showing, though there are still too many children not reported as attending school. But the town is moving in the right direction, and has only to go on unto perfection. Those in charge of its school affairs evidently intend that this shall be done.

NORWICH. — At a meeting of the teachers of the Central District the following resolution was adopted:

Resolved, That in the death of Miss Maria E. Gordon, we have lost an associate whom we held in the highest regard; the pupils an untiring, faithful, and conscientious teacher; and the district an earnest worker.

Miss Gordon had taught in the schools of the Central District ten years. She was an earnest, conscientious, and successful teacher.

— The Berkelerian Association of Yale have arranged for having placed in the new college chapel a memorial window for the distinguished Bishop Berkeley, who was one of the early benefactors of the college. The window will cost $600, the greater part of which is already provided.

— Since the truant law began to be rigidly enforced in Bridgeport, the attendance in the public schools has nearly doubled in number.

Colleges.

BOWDOIN.—Saturday, Oct. 30th, was Bowdoin's gala day. In the morning, on Sagadahoc riding park, at Topsham, were held the contests of the third field-day of the Bowdoin Athletic Association. In the afternoon, on the Androscoggin river was held the annual regatta of the Bowdoin navy. The day was cloudy and cold, but a very good number were present to witness the athletic contests, and everything passed off satisfactorily. The first thing in order was the half-mile walk, for which Marrett '76, and French '78, appeared, and which was won by the former in 4.04¼. Throwing the base-ball took place next, in which Payson '76, Knight '77, Roberts '77, Metcalf '77, Paine '78, and Peary '77, entered, and which was won by Knight by a throw of 304 feet. The 100 yards dash included entries by Cousins '77, Leavitt '76, Roberts '77, Paine '78, Alden '76, and Payson '76, but only the three latter appeared. It was one of the prettiest features of the day, and was won by Alden in two straight heats; time 11 seconds in both heats. Libby '76, C. E. Cobb '77, Thing '78, entered for the half-mile run, in which C. E. Cobb was the victor, after an exciting race; time 2.19. The hurdle race was a dash of 100 yards, in which there were seven hurdles forty feet apart; Mitchell '77, Paine '78, Alden '76, entered, and Alden won; time 15 seconds. There were six entries in the two-mile run. Sargent '76, Payson '76, Crocker '77, C. E. Cobb '77, Brown '77, Leavitt '76. Only the first three put in an appearance. The race was won easily by Sargent, in 11 minutes 19 seconds; Payson second in 12 minutes 14 seconds; Crocker third, 13 minutes 34 seconds. The running jump was contested by Cobb '77, Mitchell '77, Roberts '77, Peary '77. Mitchell won, jumping 15.65 feet. The regular contests of the forenoon concluded with the two-mile walk, in which there were the following entries: Marrett '76, Wheeler '76, Cousins '77, Jacobs '78, Potter '78. Marrett and Wheeler walked, and Marrett won in 18 minutes 15 seconds; Wheeler's time 20 minutes 30 seconds. The prizes were as follows: Half-mile walk, silver vase; base-ball throwing, the ball thrown; half-mile run, flower vase; two-mile run, silver-headed cane; hurdle race, silver cup; two mile walk, silver cup. The time in the races and the distances jumped are hardly fair tests of the skill of the contestants, as the weather was too cold to furnish the best conditions. To show the interest felt in these contests, we will say that the winner of the two-mile walk walked a hundred and fifty miles for the double purpose of attending the sports and of giving himself the necessary practice before entering.

Half-past two was the hour appointed for the class races on the Androscoggin, and at that time a large body of students, of townspeople, and of friends of the students, from various places, gathered on the banks to see the contest. The seniors rowed in a shell and the juniors and sophomores in gigs; and to make up for the difference in boats, the gigs were allowed forty-five seconds. The course was down the river about a mile and a half and return, making something more than a three-mile race. The seniors pulled in red caps and white suits, the juniors in green caps, and the sophomores in blue. The word was given the crews a few minutes after 3:00, and the seniors almost immediately took the lead, closely followed by the juniors. Down to the island this order was kept, the difference not being great between any of the crews. After turning the island the real tug of war began between '76 and '77, and the sophomores dropped astern. But the seniors could not get forty-five seconds ahead of the juniors, and they shot over the line in 21 minutes 30 seconds, followed by the juniors in 21 minutes 59 seconds, and the sophomores in 22 minutes 45 seconds. Making the necessary allowance for difference in boats, '77 won the race by 16 seconds. The victorious crew were borne on the shoulders of their classmates to the boathouse, and a general rejoicing followed. At 4:30 o'clock the presentation exercises were held in the college chapel. In some brief remarks Mr. A. S. Crocker of '73 presented to the Bowdoin navy the champion silver cup, a gift of the class of '73, and Commodore Stevens responded. Professor Chapman, with a few well-chosen words, then awarded the prizes to the victorious contestants of field-day, and the champion cup to Capt F. H. Hargraves. In the evening the class of '77 gave a supper to their crew at the Tontine Hotel, followed by a dance at Tontine Hall.

AMHERST.—The athletic sports, owing to the muddy condition of the track on Hampshire Park, have been postponed till spring. . . . Robert Ely of the senior class died at his home in Wilbraham, last Wednesday. His funeral was attended by some seventy students. He was very much esteemed throughout the whole college. . . . Professor Snell is much weaker than usual. Professor Emerson is restored to health, and will have the seniors after the Thanksgiving recess. . . . The trustees have raised the tuition from $90.00 to $100.00; the ministerial scholarships are increased accordingly. . . . There will be but two Hardy Debate prizes in the future, instead of three.

New Publications.

A TEXT-BOOK ON CIVIL GOVERNMENT IN THE UNITED STATES. By George H. Martin, teacher of History and Civil Polity in the State Normal School, Bridgewater, Mass. New York and Chicago: A. S. Barnes & Co.; 1875.

We have spoken in our columns of the importance of teaching the science of civil government in our public schools, and we are heartily glad of the opportunity to find a book which we can conscientiously commend to our readers. In the first place, this work has been prepared by a teacher who not only understands the needs of pupils, but who has studied and taught this subject most thoroughly and successfully, in one of the best normal schools in the land, and his clear and exact thought and statement pervade the work. In the second place, its full statement of principles, its comprehensive plan, its historical method, and its topical arrangement adapt it to school use. The plan embraces: Part I., Principles of Civil Government; Part II., Civil Governments in the States before their Independence; Part III., The Constitutional Government of Massachusetts; Part IV., The Constitutional Government of the United States.

ELEMENTS OF ZOOLOGY: A Text-book. By Sanborn Tenney, A.M., professor of Natural History in Williams College. 515 pages. New York: Scribner, Armstrong & Co.; 1875.

This manual or hand-book by Prof. Tenney presents the elementary principles of Zoölogy, with an interesting outline of the study of the Animal Kingdom, better for systematic study than any other book of the kind that has come under our notice. It comprises upwards of 750 fine wood engravings, well designed to illustrate the subjects discussed. The first chapter treats of Zoölogy and a general idea of the Animal Kingdom; the second, of Vertebrata or Vertebrates; the third, of Articulata or Articulates; the fourth, of Mollusca or Mollusks; the fifth, of Radiata or Radiates; and the sixth, of Protozoa or Protozoans. No one can read and study these chapters, fully illustrated as they are by elegant wood engravings, without getting a good systematic knowledge of the outlines of the Animal Kingdom, inhabiting this globe where man passes his probation. The types of animal life are all classed, grouped, or arranged as protozoans, radiates, mollusks, articulates, and vertebrates. When one considers the branches, classes, orders, families, genera, and species, comprising the organisms that have breath—no two of which are identical—he cannot fail to be impressed with the great truth that all are wonderfully made; and yet, throughout this diversity there is perfect unity—ay, unity of purpose and design—all "in accordance with a plan wrought out in the Divine Mind before the foundation of the world," to quote the concluding words of Prof. Tenney, the author of this book. Every student of Natural History should have it. As a text-book for the instruction of classes in high schools, academies, colleges, no teacher or professor can afford to be without it. A copy of it should be found on the reading-table of every family; for, if the Darwinian hypothesis shall prove true, then should all become acquainted with these numerous relations from the protozoans up to the human vertebrate; and if not true, not a whit of the interest and importance of the study of the Animal Kingdom is abated.

"THE YEARS THAT ARE TOLD." By Rose Porter, author of "Summer Driftwood," "Foundations," etc. New York: A. D. F. Randolph & Co.

To read is to love, to understand is to believe, might well be the reflection over each of Rose Porter's pure volumes. This tender book is of the same nature. Sweet and touching in its links of story, strong in its natural beauty, strong in its religion, sound in its brain, it is beyond all, deep of soul, and devoted to the inculcation of religious teaching. Every chapter shows beautiful analogies wrought with peculiarly delicate and vivid perfection, and interpretations from lessons of personal living, full to the utmost of a wining personal influence, tenderly constraining unto the dear love of Christ, in a world where trials encompass duties, and shadows and griefs can only result as accepted blessings to those who, believing, ask of the living God. With its still, pure power over the mature mind, it yet has a simply sweet innocence and beauty that makes it one of the dearest of books for young girls. It should lie upon every home-table; and would there were many more of such a type we could give such commendation, and urge to so wide acceptance.

— *Striking for the Right* is the premium book of the $1.000 prize series. It was written by Miss Julia A. Eastman, and is published by D. Lothrop & Co., Boston. This is one of the most charming stories we have ever read, and the boy or girl, man or woman, who does not get a deal of good from its perusal, must be a great deal wiser and better than the average of mortals. Once begun, its charm holds you until you close the book on the last page. It has many lessons, but the thread of it all is kindness, and especially to dumb animals. Every boy and girl in the land should read this book, and the reading of it will be contagious, if a single copy is introduced into a day or Sabbath-school. We have been so much delighted with it that we have been tempted to offer it as a premium to the boys and girls of our public schools, in obtaining subscribers to our journal. One thing is certain: that if parents wish a holiday or birthday present for their boys, they will not find a more appropriate or a more valuable book than this delightful story, "Striking for the Right." Don't fail to read it.

— *The National School Singer*, for Day Schools and Juvenile Singing Classes, supplies a want long felt by teachers for a book adapted to the various wants of schools. The great variety of school subjectts treated in song and music is an excellent feature of this book, and we believe its introduction will prove it a valuable aid to "Music in Schools." Published by A. S. Barnes & Co., New York.

— *Pooler's Test Speller*, published by A. S. Barnes & Co., New York, contains a list of 2,700 "hard words," arranged alphabetically and defined. It will be found an easy book for reference for spelling, pronunciation, and definition, and happy will be the pupil who can master all the oddities, intricacies, and the monstrosities of our mother-tongue herein presented. We call for our committee on spelling reform to report immediately in print.

— The late director of Harvard College Observatory began the publication of a very interesting collection of engravings. The subjects are mainly studies of nebulæ, comets, and planets by means of the great equatorial telescope; but there is one conventionalized lunar diagram for the location of places on the moon's surface, and one or two views of special apparatus. The solar prominences, as viewed with the spectroscope, have been carefully copied, and the plates of solar spots and eclipses are reproduced from photographs. Jupiter, Saturn, Mars, and some very interesting lunar localities are the principal planetary subjects. Among the nebulæ, those in Andromeda and Orion have received special attention. There are also very fine views of the dumbell and the ring nebulæ. The great comets of Donati and Coggia, however, are the crowning points of interest to men of science in this very choice collection. The development of envelopes about the nuclei, and their gradual absorption in the train, was a phenomenon seen by but a score or so of mortals, but the pictures give a strikingly clear representation of the process. This edition is published at a cost of $10 for the set of thirty-five plates, embracing over fifty very interesting and instructive studies. No one outside of scientific circles seems to know of the existence even of such a work, and but half a dozen high-school and professional teachers are among the subscribers. We trust that many will take the opportunity to supply themselves before it is too late.

LITERARY NOTES.

— One of the great successes in school-book publishing has been that of the old firm of R. S. Davis & Co., of this city. Unlike most school-book houses, it has confined itself to one series of books — Greenleaf's Arithmetics. The senior member, Mr. Davis, who died this year, accumulated a large competence from the business. About three years ago the whole series was thoroughly revised. While the books still remain Greenleaf's in all their prominent features, yet every thing modern that is taught now in arithmetic has been introduced. As an evidence of their popularity to day, it may be said that within the last fifteen months they have been adopted in fifty New England towns, and are now used, the publishers state, in upwards of 1,000 towns in New England alone. During the past year seven out of nine large cities near New York which changed arithmetics adopted Greenleaf.

— Osgood & Co. publish this month four volumes of "Vest-Pocket Series," to wit: Whittier's "Snow Bound," Longfellow's "Evangeline," and two volumes of essays by Ralph Waldo Emerson; also the second series of Lowell's "Among my Books," in which will be essays on Dante and Spenser, and "Rocks Ahead," by W. R. Greg author of "Enigmas of Life."

— Elderhorst's "Blow-Pipe Analysis," Blair's "Lectures on Rhetoric and Belles Lettres," McMurtie's "Compendium of Domestic Medicine," and McMurtie's "Woman's Medical Companion," formerly published by T. Ellwood Zell, have now passed into the hands of Porter & Coates, who have lately issued new editions.

— In our book notices of a fortnight since, E. C. Stedman was credited as being the author of "Illustrated Homes," instead of E. C. Gardner. Mr. Gardner is one of the practical, common-sense architects of the day, and his writings are becoming more and more popular. We hope soon to see some of his ideas of school architecture, as well as of private houses and churches.

— Next month Osgood & Co. will publish a new volume of essays by Ralph Waldo Emerson, in which he will treat of Eloquence, Poetry, Resources, etc.; Dr. Joseph P. Thompson's youth's "Life of Jesus of Nazareth," a new series of geological sketches by Prof. Louis Agassiz, and a collection of poetry by Whittier, entitled "Songs of Three Centuries."

— The "Treasure Trove Series," published by W. F. Gill & Co., Boston, is worthy of the large sales it now has. Three volumes are out: "Story," "Travesty," and "Burlesque."

— Lee & Shepard have entered a petition in bankruptcy. In thirty days they expect to effect a compromise with their creditors and be in running order again. They have not discontinued business, everything having gone forward as though nothing had happened.

— The most straightforward, practical and trustworthy account of the public school system in America that has been written and published for English readers is the book just issued by Francis Adams—"The Free School System of America." So says the London *School-Board Chronicle* of October 22d.

— Trubner & Co., London, announce, to be published this month, "Language and its Study, with especial reference to the Indo-European Family of Languages: Seven Lectures by W. D. Whitney, professor of Sanskrit in Yale College, New Haven. Edited by Dr. R. Morris."

— The next number of the *Fortnightly Review* will contain a reply by Prof. Tyndall to his controversial adversaries.

Publisher's Notes.

Thompson, Brown & Co., Boston, are the publishers of Orcutt's Manual for Teachers ($1.00), and Cushing's Manual of Parliamentary Usage (65 cts.), which they send post-paid on receipt of price.

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BARNES.

November Publications.

The International Review. *November Number.*—Articles: The Excavation of Olympia, by Prof. ERNST CURTIUS, of Berlin University; H. W. Longfellow and his Writings; Ernst Curtius, Muller, and Mommsen; Centennial of Michel Angelo; General Sherman and his Memoirs; The New-York Stock Exchange; &c. Subscription $5.00; November number free to subscribers for 1876.

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Winter.

BY JAMES RUSSELL LOWELL.

Down swept the chill wind from the mountain peak,
From the snow five thousand summers old;
On open wold and hill-top bleak
It had gathered all the cold,
And whirled it like sleet on the wanderer's cheek;
It carried a shiver everywhere
From the unleafed boughs and pastures bare;
The little brook heard it and built a roof
'Neath which he could house him, winter-proof;
All night by the white stars' frosty gleams
He groined his arches and matched his beams;
Slender and clear were his crystal spars
As the lashes of light that trim the stars;
He sculptured every summer delight
In his halls and chambers out of sight;
Sometimes his tinkling waters slipt
Down through a frost-leaved forest crypt,
Long, sparkling aisles of steel-stemmed trees
Bending to counterfeit a breeze;
Sometimes the roof no fret-work knew
But silvery mosses that downward grew;
Sometimes it was carved in sharp relief
With quaint arabesques of ice-fern leaf;

Sometimes it was simply smooth and clear
For the gladness of heaven to shine through, and here
He had caught the nodding bulrush-tops
And hung them thickly with diamond drops,
Which crystaled the beams of moon and sun,
And made a star of every one;
No mortal builder's most rare device
Could match this winter-palace of ice;
'Twas as if every image that mirrored lay
In his depths serene through the summer day,
Each flitting shadow of earth and sky,
Lest the happy model should be lost,
Had been mimicked in fairy masonry
By the elfin builders of the frost.

Within the hall are song and laughter,
The cheeks of Christmas glow red and jolly,
And sprouting is every corbel and rafter
With the lightsome green of ivy and holly;
Through the deep gulf of the chimney wide
Wallows the Yule-log's roaring tide;
The broad flame-pennons droop and flap,
And belly and tug as a flag in the wind;
Like a locust shrills the imprisoned sap,
Hunted to death in his galleries blind;
And swift little troops of silent sparks,
Now pausing, now scattering away as in fear,
Go threading the soot-forest's tangled darks
Like herds of startled deer.

But the wind without was eager and sharp,
Of Sir Launfaul's gray hair it makes a harp,
And rattles and wrings
The icy strings,
Singing in dreary monotone,
A Christmas carol of its own,
Whose burden still, as he might guess,
Was—"Shelterless, shelterless, shelterless!"

The voice of the seneschal flared like a torch
As he shouted the wanderer away from the porch,
And he sat in the gateway and saw all night
The great hall-fire, so cheery and bold,
Through the window-slits of the castle old,
Build out its piers of ruddy light
Against the drift of the cold.

—Selected.

Cultivation of the Taste for the Beautiful.

BY C. B. STETSON.

Even in this hard-fisted, utilitarian land, people are beginning to realize that popular taste for the beautiful is a thing of so great value, that it should receive systematic cultivation. Whether they regard this taste as contributing to practical ends, or to amusement and recreation, or to that pure delight which the Greeks characterized, by calling the Beautiful the Good, they are beginning to realize that it can no more be left to take care of itself than the spelling-book and multiplication-table can be left to take care of themselves. They are beginning to realize that, like the mathematical faculty, the taste for the beautiful can be cultivated; that it is, for the multitude, less a gift than a product of systematic education.

The public schools can and should contribute largely towards the refinement and elevation of the popular taste for the beautiful. This they can do in different ways; but it is here proposed to speak of only one—that of placing before the scholars beautiful objects, the frequent contemplation of which will inevitably educate the taste. As the mere living among people of refinement imperceptibly, yet decidedly, improves the manners, though there be no verbal instruction: so the mere looking at beautiful objects improves imperceptibly, yet decidedly, the taste for the beautiful, though not a word be uttered. While beauty begets beauty, ugliness begets ugliness; hence, the eye should be kept as much as possible from the contemplation of ugly objects. The greatest care should, therefore, be exercised in the selection of objects, specially intended to educate the taste of the scholars composing any school.

It is not necessary that a great quantity of beautiful objects be provided, before the work of thus refining the taste may begin. Nor, is it necessary that the objects be costly. But, however few and simple, they *must* be beautiful; and fortunately, many beautiful things can be had for a song. To enumerate a few objects which any wide-awake grammar or high school can obtain, even without a public appropriation, is not a difficult matter.

In the list of heliotype publications of James R. Osgood & Co., Boston, are found the choicest and most costly proofs of many of the best engravers of the world. The list is especially rich in the original works of Albert Dürer, Rembrandt, Marc Antonio, and Caracci. It comprises the best engravings of Morghen, Toschi, and other leading engravers, from the pictures of Raphael, Titian, Correggio, Leonardo da Vinci, and other celebrated artists.

These heliotype reproductions are wonderfully faithful, and so cheap is the process of making them that rare etchings and artist-proof engravings, worth hundreds of dollars each, are reproduced and sold at prices varying from fifty cents to two or three dollars. They can be had separately, or in portfolio groups. Two specially fine collections, one of Raphael's and one of Correggio's, with a text, have been beautifully bound in volumes, in which form they can be easily preserved. Thus, there is no good reason why any grammar school, or high school, should go without engraved illustrations of the great art-masters. By addressing the publishers, a catalogue of their heliotype reproductions, with prices, can be obtained; or the engravings can all be examined by visiting their establishment on Franklin street.

Remember that a genuine work of art gradually creates a taste for itself; that one returns to it again and again, after the novelty of the first examination has passed, only to find new beauties, or fresh delight in old ones. Hence, these heliotype reproductions will be regarded with growing delight in any school where the scholars are permitted and encouraged to study them.

In addition to the heliotypes an excellent engraving or photograph of almost any noted object of art—in painting, statuary, architecture—can be had, by the proper quest and a small expenditure of money. But the flat is not enough; statuary should also be represented by the round. Schools can be readily supplied with plaster-casts of the most celebrated works of ancient and modern sculpture. Paul A. Gary, Province Court, Boston, is prepared to answer demands of this kind. Teachers, when visiting Boston, should make it a point to call upon Mr. Gary, and examine the great variety of casts which he produces. They are made from originals by American sculptors, or from casts of the antique, and others, executed in the governmental shops of Europe, and so bearing an official stamp which certifies to their correctness. The cost of these plaster fac-similes is such as to place suitable selections from them within the reach of all schools that manifest a desire to possess them.

Color, that delights the eye of every one so much, that can be made to contribute so much to relieve the eye and the mind of the wearied scholar, at the same time it develops his taste, must not be overlooked. Suitable works in color, of genuine artistic merit, can be had of L. Prang & Co., Boston, whose chromo publications are so well known the world over. This house is bringing out a series of plates done in flat colors, illustrative of the great historic styles in decorative art—as the Egyptian, Assyrian, Greek, Roman, Gothic, Renaissance, etc. These are especially designed for schools. In the fields of chiaroscuro their publications are almost numberless, embracing works by distinguished painters, living and dead. By sending for catalogues of their publications, both art and educational, you can learn what the house is doing in the way of color; or, better still, by visiting their free exhibition-rooms, at 47 Franklin street, which are open at all times to the public.

Several incidents which came to my notice, not long ago, must be my apology, if any is required, for writing as I have. The scholars belonging to the Augusta, (Me.) grammar school, under the charge of Mr. G. A. Robertson, gave some dramatic entertainments last winter, from which they realized quite a sum of money. This has been judiciously expended in engravings, casts, and chromos for the decoration of their schoolroom. From a lecture on Industrial Art Education, delivered by Miss Helen Potter, last winter, the scholars belonging to the high and grammar schools, Lewiston, Me., secured sufficient funds to purchase some colored plates illustrating decorative art, various books treating of art, and sundry other things in the same line. The spelling contest which occurred last winter between students of Brown University and students of the Rhode Island Normal School realized a considerable sum of money for each of the contesting parties. The students of the normal school have devoted theirs to the purchase of works of art for the decoration of their school, and to assist them in their art studies. Among their numerous purchases, as I am informed by the principal of the school, Mr. Greenough, are photographs of St. Peter's, the Roman Forum, and the Coliseum. The first two are each more than six feet in length.

And this reminds me that it may be well to state that

in the purchase of art objects, the place they are to occupy must be duly considered. A picture that looks exquisite in the hand, and so is suitable for a portfolio, may, for lack of superficial size or "breadth of treatment," fail to produce a good effect when hung on the walls of a large room.

I have now mentioned three ways — legitimate ways, as it seems to me, — in which schools can raise funds for purchasing objects of art. What has been done by the schools named can be done by others, if there is a will on the part of teachers and scholars to do it. The latter will eagerly follow the lead of the former.

The New Gospel of Humanity.

THE TEACHER'S OPPORTUNITY.

BY GEORGE T. ANGELL,
President of the Massachusetts Society P. C. A.

The writer of this article well remembers the first attempt that was ever made in this country to address a teacher's convention on "The Prevention of Cruelty to Animals." It was in one of the largest halls of one of the most flourishing New-England cities, at nine o'clock in the evening, after all other business had been finished, and the convention was about to adjourn, that its president arose and informed the audience that a gentleman (who, by the way, had traveled forty miles, and been waiting hours to do it,) desired to speak to them "on the prevention of cruelty to animals." The announcement was received with a shout of laughter from one end of the hall to the other. Nevertheless, the gentleman quietly took his place upon the platform, and, to the honor of that convention be it said, the audience remained, after their long day and evening sessions, until nearly ten o'clock, to hear him. From that day to the present this subject has been growing in public estimation, until now social science has taken hold of it, and colleges and legislatures listen with respectful attention to addresses upon it, and return votes of thanks.

SUBJECTS BRIEFLY MENTIONED.

It is not my purpose in this article to treat at length of the suffering of animals in transportation, and its consequences upon public health, all of which might be prevented; nor of the cruel methods of slaughtering practiced throughout the country, all of which might be so improved that every animal should die without suffering to itself or danger to the consumer of its meat; nor of the keeping of calves for days before they are killed, without nourishment, and in the meantime bleeding them to make their flesh white; nor of the sending of sheep to market in cold weather without fleeces, to shiver and freeze, several days before they are killed; nor of the packing of two thousand live poultry in a single car, out of which about two hundred were taken dead, and the rest in diseased condition; nor of the hundred other cruelties inflicted upon the lower orders of animals which supply our tables with food. Nor is it my purpose to speak of the intellectual qualities of animals: how they communicate their thoughts to each other; instances in which they have exhibited a high degree of reason, and a keen perception of right and wrong; the belief of a large majority of the human race in their immortality, which belief has been advocated by many of the most eminent Christian theologians and scholars, including such men as John Wesley, Jeremy Tyalor, Coleridge, Lamartine, and Agassiz;—or of the rise and progress of societies for their protection; or the kind treatment they generally receive in oriental countries; or of the fallacy of that doctrine that they were created solely for man and not for their own enjoyment; or of my own European experiences in regard to the kinder treatment of animals there; of the hard, smooth roads I found all over Continental Europe, even in the highest passes of the Alps; how over a large portion of Europe carriage-horses are not only exempted from check-reins, but are also permitted the same use of their eyes which we give to saddle horses, cavalry horses, and artillery horses going into battle; how in European armies slaughterers are attached to each ambulance corps to kill horses badly wounded in battle, instead of leaving them, as we did, to die of starvation; how, in four months' residence at Paris, I never saw an omnibus horse unkindly treated, and only one case of overloading; also about European hospitals for sick animals, and temporary homes for stray ones.

All these things may be found in the publications of those excellent societies for their protection, which are now working indefatigably for the public good.

CLAIMS UPON TEACHERS.

But it is rather my purpose to show the peculiar claims which it seems to me this movement has upon the sympathy and support of those who are now forming, in our schools, the characters upon which the future of our country will depend.

It is a fact evident to thinkers that, notwithstanding all the efforts of churches, schools, and Sunday-schools, crime is constantly increasing amongst us in rapid ratio, so that when we are informed that the Massachusetts State Prison already holds nearly double the number of convicts it had ten years ago, and that almost every kind of crime has about doubled in the same period, we are not surprised.

Clergymen and platform speakers alike tell us in sermons and lectures that this, which is, with perhaps one exception, the most *intellectually* educated nation of the world, is tending from bad to worse, and unless the current can be checked, will come into a condition which may endanger free government and republican institutions; that although Fourth of July orators may win cheers by congratulatory addresses, or "Right honorable gentlemen," in the words of "Ginxe's Baby," "may extinguish the subject in their own little brains with their big hats, yet every where else the sparks are aglow which may end in the red glare of a popular conflagration, unless by proper forethought, diligence, and sacrifice the building can be made fire-proof."

VARIOUS INSTRUMENTALITIES.

One great conservative element is undoubtedly in our churches, and in those "Young Mens' Christian Associations" which, composed of many sects, march in one great army, under the common banner of the cross. Another is in our Sunday-schools. But these instrumentalities do not, as shown by statistics, probably reach more than one-third of the people of our country, nor more than one-third of our children, while a large proportion of the masses outside receive little or no special religious or humane education anywhere, and if there be any truth in the doctrines of the "origin of evil," will naturally grow up to beat horses and stone cattle; to engage in cock-fights and dog-fights; and by-and-by commit crimes against property and life.

I do not propose here to discuss the question whether the Bible, or any portions of it, should or should not be read in our public schools. But I am sure that without a belief in God and immortality there can be but little protection for either man or beast; and that when it becomes the duty of every teacher to instruct the children in every school, so that they shall see God *through his works*, and immortality *because justice absolutely requires it*, then we shall get a better foundation for good citizenship than we now have, and may be able, through the children, to reach fathers and mothers that are now beyond the reach of all religious and humane influences.

EDUCATION OF THE HEART.

But having the foundation, how are we to build? "The great need of our country," said Hiram Powers to me, at Florence, "is more education of the heart." How shall we get it? Hearts grow just as arms do: just as intellects do, by exercise. How can we exercise them? The Arabs of the streets can hardly be taught kindness to the fathers and mothers who daily abuse them, or to their companions who are as brutal as themselves; but they may be taught to feed the birds instead of stoning them, and not to rob their nests; to pat the horse instead of whipping him; to play with the dog instead of tormenting him; to kill the fish they catch as soon as taken from the water, as Agassiz, and other naturalists, have directed; and so they may be led through daily and hourly acts of kindness to creatures poorer than the poorest of themselves to becoming more merciful, not only to the lower races, but also to their own.

I doubt whether in half a century of thought any better way can be found to exercise and educate the hearts of children, and all these things may be taught in any school through facts in natural history, pictures, stories, songs, sentences on the blackboard and in copy-books, prizes for compositions, instruction by teachers, talks to and with the children.

WHAT HAS BEEN DONE.

Realizing the importanee of this, the French Minister of Public Instruction ordered the publications of the French Society for the Prevention of Cruelty to Animals to be circulated in the French schools, and called the attention of all the teachers of France to the importance of educating the children humanely. The Ladies' Humane Education Committee of the Royal Society of England, sent at one time a humane publication to about twenty-five thousand school-masters in Great Britain, with an address, asking their aid in the schools. The Royal Society of England, and several societies in the United States, have adopted the plan of giving prizes to pupils in the schools who write the best compositions on kindness to animals. These prizes were given last year to one pupil from each of about 500 London schools, in the great hall of St. James, by the Baroness Burdett Coutts. The three previous years they were distributed by the Queen's daughters.

The French Society, instead of prizes, gives medals of gold, silver, and bronze to those who have shown the greatest kindness to animals. The Archbishop of Bordeaux, Monsigneur Dounèt, in a recent address, states that in a number of the dioceses of France, it is the custom of the pastors of the churches, when preparing children for their first communion, to require from them a promise never to ill-treat any dumb creature.

In one American Kindergarten School the children have been taught to save all the crumbs of their luncheon, which are put daily into what they call the "contribution box," and given to the birds. In many of the schools at Portsmouth, N. H., they have adopted the practice of having humane stories, or other humane selections, read daily to the pupils in each school. And I am pleased to know that publishers of children's school and story books are now introducing this literature very largely into their publications. The Hon. J. C. Dore, former president of the board of education, also of the board of trade of Chicago, and who has perhaps done as much for dumb animals as any man in the West, assured me that he attributed all his interest in the subject to verses which his teacher handed him when a child.

EASY TO INTEREST CHILDREN.

It is very easy to enlist the sympathies of children in the animal world. Take, for instance, the history and habits of birds: show how wonderfully they are created; how kind to their young; how useful to agriculture; what power they have in flight. The swallow that flies sixty miles an hour, or the frigate-bird which, in the words of Audubon, "flies with the velocity of a meteor," and according to Michelet can float at an elevation of ten thousand feet, and cross the tropical Atlantic ocean in a single night; or those birds of beauty and of song, the oriole, the linnet, the lark, and sweetest of all, the nightingale, whose voice caused one of old to exclaim, "Lord, what music hast thou provided for saints in heaven, when thou hast afforded such music for men on earth." Or, take that wonderful beast of the desert, the camel, which, nourished by its own humps of fat, and carrying its own reservoirs of water, pursues its toilsome way across the pathless deserts for the comfort and convenience of man.

Is it not easy to carry up the minds and hearts of

children by thoughts like these from the creature to the infinitely wise, good, and powerful Creator? I believe there is a great defect in our system of education. I believe that in our public schools it is quite as possible to develop the heart as the intellect, and that when this is required and done, we shall not only have higher protection for dumb creatures, and so increased length of human life, but also human life better developed and better worth living. I believe that the future student of American history will wonder, that in the public schools of a free government whose very existence depended upon public integrity and morals, so much attention should have been paid to the cultivation of the intellect, and so little to the cultivation of the heart.

Let us study the experiences of the Quakers, Moravians, and teachers of the kindergarten. "Ever after I introduced the teaching of kindness to animals into my school," says M. De Sailly, an eminent French schoolmaster, "I found the children not only more kind to animals, but also more kind to each other." "I am sure children cannot be taught humanity to animals, without at the same time being taught a higher humanity," says the superintendent of the Boston public schools. "When we teach children kindness to animals," says the secretary of the Massachusetts State board of education, "we shall have happier homes."

The Place of Woman in our Public Schools.

BY MRS. EDNA CHENEY.

[Continued from last week.]

A great deal is claimed for the Kindergarten system, and yet one of its most enthusiastic and able expounders, Mrs. Blot, of St. Louis, says that it owes its great superiority mainly to the influence of the teacher. In other countries religion is one of the principal subjects of instruction. Our institutions imperatively demand that our public schools shall be entirely secular in their character. It is the only safe ground where Christian and Jew, Atheist and Mussulman, Buddhist, Catholic, or Protestant have equal rights before the law. And yet, however restrained from teaching theology, how potent is a truly religious spirit, and how clearly it will manifest itself in a teacher's influence upon her scholars. If she be truly liberal, conscientious, humane, and devout, what a subtle influence for good will spread in the school, and how easily will the opposite qualities manifest themselves. How largely, then, does the spiritual and moral character of our people depend upon the personal influence of the 100,000 women who are engaged in teaching the public schools. But these 100,000 women are mostly young, inexperienced women, and however well taught in books, can know but little of life. How valuable to them would be the influence of older women, whose interest in the cause of education had led them to earnest study and consideration of educational questions, to whom the young teacher might go for advice and sympathy in her work.

The great difficulty which threatens our school system is the Catholic one, and often the most delicate questions bearing upon it actually rest upon the decision of the young teacher. By the exercise of tact and judgment she can often preserve the discipline of the school without arousing the spirit of religions fanticism. I knew an instance in Boston where a girl refused to sew because it was a fast day of the church. The teacher went to see the priest, who thus appealed to, confirmed the authority of the teacher, saying that it was good for little girls to learn to sew, and that it was the girls who came to mass most punctually who obeyed their teachers at school. But how often must the teacher earnestly wish for advice and guidance in such cases.

Another most terrible question about which every conscientious teacher is exercised, is the moral influence of the school. It is essential to a public school system that it should be open to all children, from the lowest to the highest, and it is of great importance to the success of the system, that the more fortunate classes should unite with others in the support of the schools, not only by submitting to taxation for them, but by sending their children. It is impossible to bring up the schools to the highest excellence when a social stigma rests upon the pupils. Such is the case at the South, where free schools have been considered pauper schools. The Superintendent of Schools in Tennessee says: "That there they think of public schools as charity schools, and do not consider it respectable to attend them," while in Michigan and most of our Northwestern States, as in New England, families of the highest standing send their children to the public schools, that they may have the advantage of their drill and method. But this fact, fortunate as it is, brings with it the anxious question, Will not those children who come from the unfortunate homes where neatness, modesty, and purity are very difficult virtues, bring down the moral standard of the school and exert a pernicious influence upon the pure children whom we are specially bound to protect? Every mother and every teacher has this anxious fear, and however strong her faith in the eternal truth that good is more powerful than evil, and that every child has that germ of good in him which may be developed under favorable influences, she yet knows how easily evil spreads, and how its germs will find congenial soil even under a fair surface.

Here the influence of good women is constantly needed. The young teacher may be called to meet difficulties which require all the wisdom and experience of age. I know an instance where the influence of the teacher was sufficient to wake the moral nature of a boy under the most unpromising circumstances, and it has lasted through life, and through him elevated the whole family to which he belonged. In every district the teacher should find earnest, wise women really acquainted with the condition and wants of her school, to whom she can go for advice and sympathy in all cases of moral difficulty, so that her decision should be sure to represent the highest moral tone of the community, and thus command the respect of her pupils. Could the teacher always be such a high-minded, noble woman as the one to whom I have just referred, she might dispense with this help, although I believe she would have most cheerfully acknowledged her obligations to it; for I remember the close relations she gladly formed with the mothers of her pupils. But we must remember that our supply of carefully trained teachers is wofully inadequate, and that a majority of our schools must be entrusted to those who have had little training in our schools and less experience of life. General Eaton says that we require 260,000 teachers for the whole country, or 86,666 new ones each year, for the average time of teaching is only three years, while all classes of Normal schools could not probably furnish more than 5,200, or about 1-17 of the number required.

Training for work in the public schools is the true path to success in obtaining a living by teaching. It will not unfit one for private teaching if that offers. A remark in the English Year Book of Woman's Work (recommended) holds just as true here: "While amateur teachers, without any guarantee of their powers, are a drug in the market, the demand for those holding a certificate of any kind is quite beyond all means of supply." Hundreds of applicants will appear for every vacancy in public schools, where one will meet the requirements, and for high schools it is almost impossible to find those properly qualified.

But I am obliged to pass rapidly over the ground, and come to the still larger sphere in which the influence of women upon the public school system is becoming yearly of more importance. I refer to the direct supervision and management of the schools in which women are now called upon to take an active part either as members of School Committee, Board of Education, or as paid superintendents of town, county or State schools To the importance of this supervision the report from every part of the Union bears testimony. I have marked passage after passage in the last report of the Bureau of Education bearing on this point. From Indiana, Illinois, South Carolina, and almost every other State comes the same complaint of the want of adequate care and supervision of the schools. I said to a teacher of twenty-five years' experience in the city of Boston: "Is it possible for me to over-state this need?" "No!" he replied, "you have no idea of our lack of it right here in Boston."

The difficulties in the way of obtaining this much desired supervision are generally stated to be the incompetency of the men appointed to these offices, and the influence of political or selfish considerations in their choice. In many States the compensation is only about four hundred dollars per annum, at which price it is impossible to procure much valuable service from men engaged in other business—as men of much brains usually are. In Pennsylvania less than one-fourth of the schools were visited by the directors once a month, as legally prescribed. One of the reports recommends that the Superintendents should be all unmarried men, as the salary is quite insufficient for a married one. As we have all had experience of the special fitness of bachelor gentlemen for the management of children, perhaps we ought to rest satisfied with this wise suggestion. In consequence of this state of things, the friends of education in many States have already secured the passage of laws authorizing the employment of women on School Boards or as Superintendents of Schools.

In 1834 a law was passed in Illinois under which any woman, married or single, might be elected to school offices, if over twenty-one years of age and possessed of necessary qualifications. Thirty-four ladies in thirty counties ran for the office, and eleven were elected. In Iowa nine were elected, and three in Kansas. Similar laws have been passed in Connecticut, Ohio, Rhode Island, Massachusetts, Michigan, Pennsylvania, and New Hampshire, and several women are now engaged in this work. The testimony of the State Superintendents is often given in regard to their work, and in all cases it is highly favorable. The Michigan Superintendent advised the passage of the law. In Connecticut, where women are beginning to serve as school visitors, the experiment is reported to have worked well. Hon. Andrew J. Rickoff, of Cleveland, says: "All apprehensions in regard to the result of appointing women as supervisors have proved groundless." In Massachusetts, where they have several on School Committees, they have given great satisfaction, and an experienced Boston teacher told me that he had never had such able and wise co-operation from any member of the School Committee as from one of the ladies elected last year.

Now all this is very gratifying, and so far satisfactory; but we must remember that in order to meet the wants of our great country, this work has got to be multiplied more than a hundred fold. It has become evident that women can do it as thoroughly and ably as men, and that their services can be secured at a less expense. It seems to me, therefore, to be clearly indicated, that in the future a constantly increasing proportion of the work of supervision of schools must devolve upon women, as well as the direct labor of teaching the schools. In England the value of this work of women is beginning to be felt, and the London School Board pays already twenty-six female visitors, who assist in the supervision of the schools.

[To be concluded next week.]

— The Book of Job is the grandest thing ever written—a noble book, all men's book, with sublime sorrow, with sublime reconciliation, oldest choral, melody as of the heart of manhood, so soft and great as the summer midnight, as the world with its sea and stars.—*Carlyle.*

— Nature made ferns for pure leaves to see what she could do in that line. . . . . Of what significance the things you can forget? A little thought is sexton to all the world.—*Thoreau.*

SCIENTIFIC.

Devil-fishes and the Nautilus.

BY W. W. BAILEY.

Those who have read Victor Hugo's "Toilers of the Sea," will remember, no doubt, a ferocious animal which he describes with more force than accuracy, and which he calls the devil-fish. In his graphic account he has confused several creatures, and depicted one of his own, more formidable than nature has produced. The *Octopus* or *Poulpe* is, however, a fearful creature, and sailors believe that the largest being that floats is something of this sort. The fabled animal, a kind of cuttle-fish, is supposed to be large enough to form an island, and Denys Montfort, in his hoax, represented an octopod in the act of scuttling a three-masted ship. Portions of one over eighteen feet long were actually found in the Bahamas in 1855. In 1861 another one was encountered between Teneriffe and Madeira, floating on the surface of the water. It was sixteen or eighteen feet long. The body weighed upwards of four thousand pounds. Large specimens have been found, especially of late years, off our own northern coasts—near New Foundland, and have been studied by Professor Verrill of Yale College.

The cuttle-fishes consist ofa sort of fleshy bag, varying in shape. It is surmounted by a large head, which possesses a beak like a parrot. It also has eyes, and fleshy arms provided with numerous and formidable suckers. Each sucker is like a perfect cupping-glass, the concave surface of which has an aperture leading into a cavity; a piston accurately fits the orifice, and may be withdrawn by muscular force. These arms act by producing a vacuum with the suckers, and thus adhering firmly to any surface. The limb will allow itself to be torn before it relaxes its fearful hold. The animal can itself loosen its grasp at once. It is carnivorous, voracious, and cunning. The arms serve also as organs of locomotion. Many of the cephalopods ("head-footed" creatures), when alarmed, discharge a sort of ink, known to the arts as *sepia*. This discolors the water, and assists the escape of the creature. These ink-bags are sometimes found fossil, and Buckland states that he had drawings made of certain extinct cuttle-fishes by means of their own ink. The Octopus does not have any internal skeleton, but the common cuttle-fish (Sepia) has what is called "the bone," familiar from its use in Canary-bird cages; it is also used to polish soft metals. The eyes of the cuttle are very brilliant, and are sometimes employed instead of pearls by the people of southern Europe. In our immediate neighborhood we will not find the cuttle-fish; we might, perhaps, find the Squid, a small relative of these ugly mollusks.

Much has been written of the paper nautilus, and if there had been less, we should know as much about it. The Argonaut has a shell which is the wonder of all beholders. The ancients believed that it floated on the sea and was wafted from place to place by its own and sails. Modern research disproves this mythic story, leaves the Argonaut stripped of its clothing of romance. The expanded membranes, known as the wings, "are spread over the sides of the shell, meeting along its edge or keel, and completely enclosing it." They are used for the secretion and reparation of the shell. Aristotle described the animal as sometimes raising its expanded arms to the breeze, like sails. The animal, in fact, propels itself by ejecting water from its funnel, which causes a recoil and sends it backward. The animal is named the Argonaut from the beautiful old myth of Jason and the ship Argo, which sailed for the golden fleece. The fabled ship itself could not have been more delicately beautiful. The animal, which looks like a shapeless mass of silver, is spotted and banded with rose-color and ultra-marine. It is a sort of poulpe in a shell.

We now come to the chambered-nautilus, whose shell is very different from that of the Argonaut. It is not white and delicate, nor crumpled like its relative; its color is a light faun tint, relieved by mottlings of deeper brown. It is divided into chambers, which the animal abandons one after the other. This fact suggested to Dr. Holmes the most exquisite of his poems. All the chambers are connected by a tube called the "siphuncle." The shell is common, but its inhabitant is not often seen. It belongs in deep water, and seldom ascends to the surface.

The male of the Argonaut is a puny, absurd little fellow, quite unworthy of his elegant mate. We suspect that she will yet take to her "white canoe" and leave him. There were nearly related families of shells in geological times. The Orthoceras was straight, like a Nautilus unwound. The Ammonite was coiled, but differed in structural peculiarities. Both of these forms have disappeared from modern seas.

NEWCOMB ON THE URANIAN AND NEPTUNIAN SYSTEMS.

When the 26-inch equatorial, with an object-glass "nearly perfect in figure," was mounted at the United States Naval Observatory, Washington, it was resolved that its great powers should be first devoted to systematic observations of the satellites of the exterior planets, with the view not only to the better determination of the elements of their orbits, but, more especially, of the masses of their primaries; previous attempts in this direction, from the great difficulties attending observations, having led to very discordant values. Accordingly all the minor arrangements of the instrument were completed with this particular object in view, and no other regular work of dissimilar character was attempted while the satellite-observations were in progress.

In the memoir (Washington Observations, 1873, Appendix I.) Professor Newcomb describes generally his method of observation; and with respect to his measures of the inner satellites of Uranus, which he thinks may fairly be regarded as the most difficult well-known objects in the heavens, he expresses surprise at the degree of precision with which he was able to bisect them with the faintly-illuminated wire of the micrometer, an examination of the individual measures having shown that they were not more discordant than those of the outer satellites.

In discussing the observations of the satellites of Uranus, extending from January 1874 to May 1875, circular elements are assumed for the formation of equations of condition, and by the usual methods elliptical orbits are obtained for each satellite; but it results that there is but slight evidence of any real eccentricity of the orbits, and none whatever of any mutual inclination. Circular elements derived similarly are retained, and tables for the ready prediction of the positions of the satellites which are most essential for their certain observation are founded upon them, and appended to Prof. Newcomb's memoir. The most probable mean plane of the orbits is found to be inclined about 75° to the earth's equator, and 98° to the ecliptic. (The motion of the satellites of Uranus is direct upon the equator, but retrograde when referred to the ecliptic.) If we assume the mean solar parallax, 8″.875, and adopt Clarke's equatorial semi-diameter of the earth, we find from these values the following distances of the satellites from Uranus, expressed in English miles:

Ariel, . . .	118,100	Titania, . . .	269,800
Umbriel, . .	164,550	Oberon, . . .	360,800

The periods of revolution are, respectively, 2.5, 4.1, 8.7, and 13.5 days.

It may be mentioned that Sir W. Herschel's observations between the years 1787 and 1798 are brought to bear upon the determination of the periods of Oberon and Titania.

For reasons which are given, Prof. Newcomb thinks it "extremely improbable that the masses of the satellites exceed $\frac{1}{15000}$ of that of the planet," in which case the Uranocentric perturbations due to mutual action will be "incapable of detection with any instrumental means yet known." He mentions that, seen with the 26-inch telescope, the brighter satellites, Titania and Oberon, shine with about the brilliancy of a fourth-magnitude star to a single unassisted eye.

We must not omit to state that the discovery of the inner satellites, Ariel and Umbriel, is distinctly assigned by Prof. Newcomb to Mr. Lassell; indeed, there appears every reason for believing that these excessively minute objects have not yet been recognized with any instruments except the Washington refractor and the reflectors which Mr. Lassell has constructed; the discovery of these satellites may be dated from the definitive announcement made by Mr. Lassell to the Royal Astronomical Society in November 1851. Prof. Newcomb remarks that "where any difficulty whatever is found in seeing the outer satellites," he would not hesitate to pronounce it impossible to see the inner ones, and thus it is not likely that the Bothkamp and other observations can have referred to the latter.

Though no systematic search was made for additional satellites, Prof. Newcomb believes "he may say with considerable certainty that no satellite within 2′ of the planet and outside of Oberon, having one-third the brilliancy of the latter, and therefore that none of Sir William Herschel's supposed outer satellites can have any real existence." In the Washington refractor the planet has always presented a sea-green color, no variations of tint being ever noticed. Markings upon the disc were not especially looked for, but if any had been visible they would hardly have escaped remark.

The observations of the satellite of Neptune are treated in a very similar manner to those of the satellites of Uranus. No certain amount of ellipticity is exhibited, and circular elements are accordingly used in the formation of tables for the prediction of the positions of the satellite. The radius of the orbit at the mean distance of Neptune is found to be 218,550 miles. The period of revolution of the satellite is 5·8769 days. No trace of a second satellite of Neptune has ever been seen, though it has been looked for carefully on several occasions. The conclusion to which Prof. Newcomb's investigations have led, "that the orbits of all the satellites of the two outer planets are less eccentric than those of the planets of our system, and that, so far as observations have yet shown, they may be perfect circles," will appear a remarkable one. —Nature.

THE CHEERFUL VOICE.—The comfort and happiness of home and home intercourse, let us here say, depend very much upon the kindly and affectionate training of the voice. Trouble, care, and vexation will and must, of course, come; but let them not creep into our voices. Let only our kindly and happier feelings be vocal in our homes. Let them be so, if for no other reason, for the little children's sake. Those sensitive little beings are exceedingly susceptible to the tones. Let us have consideration for them. They hear so much that we have forgotten to hear; for, as we advance in years, our life becomes more interior. We are abstracted from outward scenes and sounds. We think, we reflect, we begin gradually to deal with the past, as we have formerly vividly lived in the present. Our ear grows dull to external sound; it is turned inward and listens chiefly to the echoes of past voices. We catch no more the merry laughter of children. We hear no more the note of the morning bird. The brook that used to prattle so gaily to us, rushes by unheeded—we have forgotten to heed such things; but little children, remember, sensitively hear them all. Mark how, at every sound, the young child starts, and turns, and listens; and thus, with equal sensitiveness does it catch the tones of human voices. How were it possible, therefore, that the sharp and hasty word, the fretful and complaining tone, should not startle and pain, even depress the sensitive little being whose harp of life is so newly and delicately strung, vibrating even to the gentle breeze, and thrilling ever to the tones of such voices as sweep across it? Let us be kind and cheerful spoken, then, in our homes. —Once a Week.

LANGUAGE.

The Sentence.

The pupil, we suppose, has now mastered etymological forms, and the parts of speech. We must suppose him able, at once, to determine the classification of a word, whether employed in its ordinary signification or performing a new function. These two things accomplished, he should next proceed to the study of the sentence.

First, then, what is a Sentence? The usual answer given is: A collection of words which express complete sense. This is perhaps a sufficient answer, if we are satisfied with a statement of the general fact merely. But we must look into this matter somewhat more closely. What is the philosophy of a sentence? Is the sentence something peculiar to the genius of the English language? Are all languages made up of sentences? Do men of all countries and of all times who have a language, communicate by means of the lingual contrivance which we call a sentence? Is the sentence in speech a conventional thing, or is it a necessary outgrowth of the human mind? Is it an *accident* or is it a *law* of speech? In the matter of mathematics, one nation or people may base its arithmetical method on a system of *fives* — another, as we, on a system of *tens;* one nation may decide to have three hundred and sixty degrees in a circle — another, as the French, may have four hundred. Do nations differ thus in regard to the underlying philosophy of speech? These are the questions we would now ask, and the pupil should be put in possession of the facts.

The sentence, then, is not a conventional thing, which certain men, or particular nations, have agreed to use, as a convenient contrivance for the communication of thoughts. It is a necessary product of mind. It is the expression of the very law of thought itself. The languages of the world are all made up entirely of sentences, in all essentials, precisely the same in organic structure as the English sentence. This is so because the mind can THINK in no other way than through the mediumship of what we call a sentence; and hence as language is always and ever simply and only the expression of thought, it follows that language must ever take the form of sentences.

The sentence, then, is a most interesting thing to contemplate. Let us examine it, consider carefully the the parts of which it is composed, and the relations which these parts sustain to one another. We shall notice, at once, that a sentence is composed of at least two important parts or constituents. Grammarians have agreed to call these parts by the names Subject and Predicate. These two elements, then, a Subject and a Predicate, are indispensable to the construction of a sentence, and this is true of the sentences of all languages. The question then comes, Why must we have just these *two* elements in every sentence? Why might there not be *three* indispensable elements? Why not *four*, or why is not *one* sufficient?

The communication of thought necessarily supposes two things:

1. *Certain things known to the speaker which are not known to the hearer.*

2. *Certain things known to both in common.*

Hence when the knowledge possessed by the speaker, and the hearer, is precisely *the same in quantity or in kind;* or when the knowledge of the one is *entirely discinct from that of the other*, the two having nothing, in the way of knowledge, in common, communication is impossible; since nothing new can be given in the one case, and nothing can be made intelligible in the other.

Hence, then, two elements are indispensable to communication and hence, likewise, two primary elements *and no more*, can enter into the structure of a simple sentence, for there is no place for a third constituent.

Now, of these two constituent parts, the one used to indicate the things known to the speaker is, as we have said, called the *Subject;* and the one employed to express the things known to both the speaker and the hearer, is called the *Predicate:* that is, in every sentence in every language, the Subject is a symbol used to express the facts and conceptions in the mind of the speaker; the Predicate a symbol used to indicate facts and conceptions familiar to both speaker and hearer.

The philosophy of the communication of thought, then, is very simple. It consists merely in the speaker's creating in the mind of the hearer, out of the hearer's own stock of knowledge, conceptions similar to those in his own mind. This he effects through the mediumship of some form of physical symbolism.

Thus, A wishes to give to B an idea of a pearl. B has no conception whatever of the object, but he has very perfect ideas of color, form, and magnitude.

Here, then, we have the two constituents of a sentence,—A's conception of a pearl unknown to B, which is the subject, and B's conception of the qualities of matter in general in common with A, which is the material for the Predicate. A has now simply to combine or link together the two, and the sentence is formed,—thus, *Pearl—white, smooth, shining, hard.* The band or link between the two elements may be any conventional sign or mark. In our language it is the expression *is* with its grammatical modifications. Sometimes this verbal link stands alone, sometimes it is incorporated in the predicate itself. (*John*) is (*working*)=*John works.*

From the above it is evident that, in this process of sentence-making the speaker does not really *communicate* his thoughts to the hearer, at all; on the contrary, by calling up and combining into new forms, images already familiar to the hearer, he actually *creates* in his mind conceptions entirely new to him.

I have said that the Subject, with reference to the hearer, is a symbol for things *unknown*, and the Predicate a symbol for things *known.* Now the things not generally known are, in the main, *individuals* and *species*, in distinction from *classes* and *families*, which latter constitute the common stock of knowledge. Hence, the Subject is generally a more specific term than the Predicate. Thus—the *panther* is a *quadruped;* a *quadruped* is an *animal;* the *oak* is a *tree;* *oxygen* is a *gas.*

But more on this subject in our next.

Foreign Notes.

[From our Special Correspondent.]

ITALY.—The *Guide de Turin* says that the commander Carlo Boncompagni, professor of Constitutional Law in the University of Rome, has been appointed a senator of the kingdom; and adds, that this nomination will be hailed with delight by all Italians who know how to appreciate the services rendered to the cause of science and public instruction by this eminent statesman and publicist. The Count Boncompagni is one of the Italians *d'élite* who have labored to disseminate in the peninsula the educational ideas of Girard, Naville, and Pestalozzi.

The Geographical Society of Italy has undertaken a scientific expedition to the African kingdom of Scioals, at the equator, for the exploration of the Mountains of the Moon. This is principally for the discovery of the sources of the Nile, so often made, but as to which there are still some doubts and some weighty questions to be answered.

EGYPT.—The Egyptian Institute has published a report on the state of public instruction in that country, from which we learn that the civil and primary Arab schools there number 3,744, directed by 4,112 teachers, and attended by 102,475 pupils, in addition to 91 schools in the two important cities of Alexandria and Cairo, and the school of the Mosquée El-Azhar, which have 20,780 scholars, forming a total of 3,836 scholastic establishments with 123,255 pupils, being an average of about one pupil for every 43 inhabitants of Egypt.

SCHOOL STATISTICS IN PARIS.—At a recent meeting of the Municipal Council of Paris a report was read of the expenses and receipts of the service of Public Instruction for the year 1875–6, from which we get the following items: In the primary department there are 240 lay schools and 142 attached to religious bodies; in all 382 schools with 90,865 scholars. No figures are given as to the higher establishments; but the total sum voted for instruction in the city was 9,667,778 francs, of which 245,000 francs were for instruction to adults. The Budget in 1869 was only of 6,241,651 francs; and it will be seen that there has been an increase in the six years of some fifty per cent,—thanks principally, says the report, to the development of the primary schools; but the *Journal* urges the Council not to rest there, and cites as a stimulus to the zeal of Parisians the city of New York, whose School Budget, says the Report, amounts to 20,000,000 francs.

TEACHERS AS SOLDIERS. — In Switzerland it is well known there is no regular standing army; but the law makes every Swiss a soldier, and teachers are not exempt from military duty. Thus we read in *L'Educateur*, under date of Sept. 26, that the second school of teacher recruits commenced at Lucerne the 14th of the same month. There was a battalion composed of four companies of 120 to 130 men each from the different cantons; and we may judge that they were not idle since it is stated that they had at least nine hours of exercise and instruction per diem for seven days of the week. In addition to the different military exercises in company and battalion drill, these teachers were instructed in gymnastics, in military hygiene, and in the drawing of maps and military organization. It may be stated that the military instruction given every year to the Swiss youth is of the most thorough and practical kind.

Problem.—A mother buys a cake, gives half of it to her granddaughter, and a quarter to each of her two sons; what has she left? A child replied, she has the crumbs!

— In the Prussian portion of Silesia the authorities are obliged to request certain teachers to serve as inspectors of meat, because there is no one else there capable of using the microscope understandingly. They receive private instruction to enable them to detect trichines, and are paid for this extra service.

— The missionaries of the South Pacific Islands, we learn from the *Churchman*, are about to compile a comparative grammar and lectionary of Polynesian dialects, aided by Mr. Turner, author of "Nineteen Years in Polynesia." It is thought that the Oriental origin of those islanders will be more fully established through the linguistic labors of the worthy missionaries of the Pacific.

— A Science College, which has been in operation for a year or more in Leeds, England, has just been formally opened by the Duke of Devonshire, with fair prospects of success. An endowment of £30,000 has been raised by subscriptions, to which must be added £400 per annum contributed by the commissioners of endowed schools, and £300 per annum which come from the fraternity of cloth-workers, who have also founded four scholarships of £25 per annum each, to promote instruction in the textile industries.

— The British Association have appointed a committee to investigate the underground waters in the new red sandstone and the permian formations of England, and the quality and character of the water supplied to various towns and districts from these formations, and it is hoped that next year the committee may be able to report upon the chemical character of the waters used in different localities, and their effects on the sanitary condition of those who drink them.

— The treasurer of the schools of the eighth *arrondissement* of Paris, with a view of stimulating and interesting the intelligence and moral sentiment of the scholars of the primary schools, has been authorized to offer one medal of gold of the value of 500 francs, and two of silver of the value of 300 and 200 francs, as rewards for the three best essays which, while recalling the historic souvenirs of their *arrondissement*, will tend the most to interest the scholars therein, and to develop their intelligence and strengthen their feelings of patriotism and morality, due attention being paid in the essays to such points of history, geography, and biography as may properly attach to the streets, squares, and monuments of the *arrondissement.*

— Allusion was lately made to the recent accidental discovery of an original manuscript of Strabo. Among a lot of old papers in the palace of the Electors of Hesse, at Marburg, has been found in the same way, a fragment in Latin of the life of Cato the younger, supposed to be the work quoted by Plutarch in his biography of that noble Roman. It is not known who is the author, but it has been ascribed to Thrasea, a late Latin poet. Nissen, the learned German classical scholar, has just edited this fragment, of which it is believed that about one-eighth has been recovered.

— The Historical Society of Delaware is undertaking the erection of a monument to the Swedes who first settled that State, and is corresponding with reference thereto with the present King of Sweden, who favors it.

— Write injuries on the sand, and benefits on marble.

— Among some old family papers in the British Museum is to be found a bill of expenses at a Cambridge college, of which the following is the principal portion. University students of the present day will note a marked difference in the cost of things:

Ro: Gaudy's expenses from midsummer 1639 *until michaelmas* 1639:

	£	s.	d.
For commons and sisings	1	16	10 ob
For chamber rent	0	3	4
For making up a gowne and sute of apparrell	0	15	0
For the shoemaker	0	11	9
For his laundressee	0	3	0
For bands and cuffs and socks	0	4	6
For dressing his hatte and lining his cappe	0	2	6
For his salting	0	2	0
For tuition	0	10	0

&c., &c.

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New-England Journal of Education.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

MRS. CHEENY'S article on "The Place of Women in our Public Schools," will be read with great interest. Our careful compositor, and proof reader, made us call it a "pert and discriminating address," when we meant and said "*just.*" We thought we heard an audible smile from Mrs. Cheeny, and her friends, when they read our remarks; but our only apology is that the types did it and not the editor.

THE advantage of keeping the files of THE NEW-ENGLAND, may be seen from the fact that a demand is made for the publication of at least three volumes, to be made up of articles which have already appeared in our columns. Preparations are now making for the publication of two books. The Department of Language has been especially valuable to teachers, and the papers will be collected in book-form as soon as the series is complete. We shall publish an Index at the close of the 2d Vol., and our subscribers will then have material which, when bound, will make two large volumes of school literature, unequaled in variety, quality, and quantity, to that of any other educational paper in the world.

AN exchange has an encouraging word as to the progress of teachers towards a higher standard of success, drawn from the increasing tendency of teachers to read educational papers. It may be that this happy result proves another equally encouraging statement, that educational papers are coming to be worthy of readers. We think that the value of the paper is an essential element in the matter of supply and demand. Some of our readers, as we know, read a new work on teaching every week, and add one standard volume to their libraries every month. Others, not our readers, never read a book, paper, or magazine on the theory or practice of teaching, from one year's end to another; and as to a teacher's library, have never thought it an essential to their future growth, and an auxiliary to true success.

Medial Sound in Pronunciation.

In a former issue we touched upon the need of a close and systematic attention to pronunciation in the schools. We are glad to find the suggestion regarded of sufficient importance to be noticed in a leading New York paper. Reiterating all we there urged in relation to the subject, we wish here to call attention to the special field of difficulty, the "debatable ground," as it might be termed, and to suggest what seems to us the only effective mode of reading and fixing the correct sounds of the elements concerned. We refer here to certain sounds of the vowels, *A*, *E*, *O*, and *U*, styled in the case of the three former, variously, *obscure*, *transition*, or *medial* sounds; in the case of the last called the *liquid* sound.

As we hinted before, sounds of this character may be ever so ingeniously indicated by *signs*, *typical words*, or *phonetic spelling*, and yet utterly fail to be understood; because, from local misuse, the typical letters or words have a fixed mispronunciation, so that just in proportion as the phonetic guide is readily accepted, it the more certainly misguides the learner. For example, take what is often set down as the *seventh* sound of *A*. Mark it thus, *a*, and, unless the learner already knows the true sound, he is none the wiser. Describe it as the sound of *a* in *ask*, and in one state both teacher and learner will have it that it is like *a* in *flat;* and in another they will as stoutly hold to it that it is simply *a* as in *father*. And so the typical form taken as conclusive, has only defeated its own effort.

Now it should be noticed, that the terms applied to these sounds are all in some way descriptive. *Obscure* they certainly are, and it is difficult to relieve them from actual obscuration. They are produced, not so much by the organs in *one* position, as by their passing from one position to another, and are, hence, *transition* sounds. More definitely, and better for the purpose of description, they lie midway between two extreme sounds, and are, therefore, *medial* sounds. That is, they may be more exactly defined by showing their medial quality,—by uttering the antagonist extremes, calling attention to the position of the organs in each, and then showing the position midway between these, which must be given to the organs in uttering the medial sounds; carefully noting the fact that they are as distinctly medial in *length*, or continuance, as well as in quality.

In setting all this forth, we should make use of a table like the following, requiring the pupil to pronounce with marked, with even exaggerated force the two extremes, and opposite sounds, and then to strike as nearly as he may be able the middle, or medial sound, continuing the practice till both ear and voice acquire the proper culture necessary to distinguish, as well as utter, the exact sound:

A	First extreme,—	*a*	as in	*ale, aim, ate.*
	Second "	*e*	"	*end, ell, ever.*
	Medial,	*a*	"	*air, care, chair.*
A	First extreme,—	*a*	"	*arm, hearth, father.*
	Second "	*a*	"	*at, pan, apple.*
	Medial,	*a*	"	*ask, past, glass.*
E	First extreme,—	*a*	"	*air, fare, lair.*
	Second "	*u*	"	*up, urn, slurring.*
	Medial,	*e*	"	*heroine, her, deter.*
O	First extreme,—	*a*	"	*all, awful, austere.*
	Second "	*a*	"	*ah, farm, farthing.*
	Medial,	*o*	"	*God, log, cross, begone.*
U	Simple,—	*u*	"	*ruby, brute, rule.*
	Liquid,	*u*	"	*use, utensil, produce.*

It will be observed that in this table, exact typical words are not found, except in the case of medial *e*,—*her*oine, and liquid *u*,—*use*, *utensil.* Hence, in the case of those letters, there is no need of mistakes. Liquid *u* may be made the more clear if phonetically represented by *yu*, as in *youth.* In fact, the sound is a mere compound of *i* consonant with long *u*, or *oo*, in coalescence. In the case of the other letters, the middle positions of the organ must be found, and the medial sound given, without changing that position, carefully avoiding the extremes on either side. It is in the power to attain this exact middle,—"juste milieu,"—that the finer culture of the ear and voice are evinced. Indeed this is the precise point of the finest culture in almost everything.

How to Read.

Miss Jenny steps to the platform to read on "historical exercise day," in the High School. Her selection is a thrilling story of the last hours of a young patriot soldier; fraught with tearful messages to home, and half-inspired prophecies of victory for liberty and native land. We sit at the rear of the school-room, among the boys and girls, to take in the full effect of the performance. We see a pretty girl in her new "pull back," hovering on the edge of the platform, and gather from an occasional word that she is addressing the audience, though the mental effort to grasp the theme is beyond our ability. The first row of her auditors is passably attentive, and it is to be supposed they know what she is at. But as distance increases, attention declines, and three-fourths of the hundred young people who constitute the auditory are occupied about their own affairs; boys glancing over their Latin, or exchanging comparisons on the young orator's "style;" girls, with head on hand, or rustling examination papers. A flutter, a blush, and a regulation bow, and Miss Jenny subsided.

But see the fair young reader, ten minutes hence, amid a group of wide-awake school-girls telling her experience in the "exercise." What flashing eyes; what ringing, natural tones; what grace of gesture; nobody is asleep now. Every girl hears, feels, knows just what Jenny is saying, and even that remote group of boys on the staircase is arrested and chained to the real oration in which that little golden-haired maiden tells how she translated herself into the formal, ineffectual creature that she was on the platform ten minutes before.

The problem of good reading in all schools is, How to make Jenny read on the platform, or at the center-table at home, as she is now talking to that group of girls and boys at recess. Let Jenny alone, and she gossips on like a natural story-teller, and keeps the ears of the dullest dunce in school on a tingle. What is the process of demoralization through which she has been hooped up into the rigid, unnatural thing that balanced herself and her periods on the stand; robbed of all her lightning; a machine as impotent to grind out the meaning of the heart-breaking story she read, as the praying machine of the Buddhist barbarian in the valleys of the Himalaya to utter the petition of a broken heart to the Father of all?

Every teacher has his theory of the cause of the dismal failure to produce good readers in the public schools. Yet, where is there such an opportunity for the cultivation of the best reading, and even the finest oratory, as in the people's school-room? Take this class not yet able to master a simple story or a child's poem:—will the boy who rises to read ever find out in the world, an audience so favorable, so eager to be entertained, so quick to respond to the first "touch of nature" in his performance? But what a complicated apparatus is the average reading exercise in this grade to stifle nature and freeze the stream of eloquence at its fountain head! First, the boy is called to read a lesson previously given out, and conned to disgust by all his hearers; second, every member of the audience is furnished with a copy of the lesson, and required to keep eyes fixed on it as it is read; third, every auditor is required to be an omniscient critic, watching with the eyes of Argus for a mistake, and ready to shoot up the hands of a Briareus at the first slip of tongue in the orator; fourth, and most absurd of all, the teacher stands like a post, one eye glued to the printed page, the other wandering restlessly over the congregation, the awful forefinger or rattan warning back all inattention to the work in hand.

Now take that method out of the school-room, and put it into Parson Murray's Music Hall service next

Sunday morning. Every member of his congregation is furnished with a printed copy of his sermon, and instructed to make a demonstration of hands at every inaccuracy of reading, while a tall policeman towers above the throng, one eye rooted on his copy of the "Golden Rule," and the other swinging the baton, ready to arrest every luckless auditor whose face rises from the printed page. How long could Demosthenes or Wendell Phillips endure such a performance? The parson would rend his Sunday coat with rage; the statesman would leap down from the stump; the professor would resign his professorship rather than talk to human beings in that absurd way.

Reading, in school, is a two-fold process. First, it is the study of a given lesson, to learn the meaning of words, and punctuation, and the force of sentences; like a given lesson, an effort, silently, to transfer the substance of a printed page to the mind of the learner. Second, it is a process wholly different from the first; the attempt to instruct, awaken, inspire, bring into sympathy an audience large, or small, by oral recitation, enforced by a manner appropriate to the subject in hand.

Our school failure, we are convinced, comes from the confounding of the two processes; rather, from the utter neglect of the latter, during the early years of school instruction. We spend seven years in primary and grammar schools, chiefly in drilling little children to observe in the most careful manner the pauses, and meaning of words and sentences, under a fire of criticism that scorches the infant mind, and kills all original force of conception or expression. This, at best, instructs the child in silent reading. But it fails even of that, since children need the object before the theory in reading, as everywhere. One child's story *read* in a living, inspiring way to a group of children, will open their minds to the understanding of the narrative more effectually than a month's drill in the regulation way. A child can be led to examine the structure, and hunt for the significance of a story that has awakened his interest, while the "elegant extract" that has not touched his soul, is only a corpse, and dissection is a horror and disgust to all save experts.

While our methods of teaching silent reading need a vital and radical change, we must supplement them with a totally different method of instruction in oral reading. Bring before this eager child audience, every day, one of the number who has something to read of his own selection, which he alone has heard, but which has touched him, from the newspaper, the story book, the Bible,—what not! Change teacher and children to an expectant audience, and make curly-headed Josiah, or pretty little Hannah, the reader of the hour. The test of success is to make every auditor hear, to keep the attention of the crowd, to read the extract so that every hearer can give an intelligible account of it, to awaken a genial and sustained interest in the discourse. The result of this is:—you change the humdrum drawler of the class-row to an eager child-orator, on the lookout for the most interesting theme to bring to the class; you concentrate the attention of the audience upon the speaker; you direct the critical faculty to the right points, and make every child a judge, not of minor matters, but of the general effect of the reading; you train children to habits of accurate listening; you change the teacher from a policeman to an older friend, helping a crowd of little ones to understand and enjoy a delightful exercise. In proportion as this method of teaching oral reading, is added to an improved method for the examination of sentences, and obtaining the meaning from the printed page, shall he succeed in making all children intelligible and intelligent readers, and develop in the few of exceptional ability, that most delightful of all human accomplishments, a style of graceful, forcible, elegant reading.

READ Mr. Stetson's article, showing what schools can do, and have done, to increase and cultivate a taste for the beautiful.

CENTENNIAL DEPARTMENT.

Circular from the Agent of the Department of Education and Science for Massachusetts.

INFORMATION AND PRACTICAL SUGGESTIONS RELATING TO THE PREPARATION OF THE EXHIBIT IN THIS DEPARTMENT.

The State Commissioners to the Exhibition have committed to the Board of Education the interests of Massachusetts in the Department of Education and Science. A committee of the board on the subject has been appointed, with full power, consisting of Gardiner G. Hubbard, Esq., Rev. A. A. Miner, D. D., and Hon. Joseph White (*Secretary.*) The undersigned has been appointed the Agent of the Board, to take charge of the preparation and conducting of the exhibit of this department in their behalf, excepting so much of it as relates to the preparation of an historical and statistical report of the educational departments and institutions of the commonwealth. The office of the agency is in the "Centennial Building," No. 25 Pemberton Square, Boston, where all desiring information on the subject are invited to apply, in person or by letter.

This department is located in the main building. Each State is to be distinctly individualized; the State exhibit, in fact, being the unit. In the arrangement of our State exhibit, while the idea of unity and harmony must control the scheme, the individuality of systems and institutions will be respected and preserved as far as possible. The disposition of the space set apart for this department has not yet been determined upon, for want of definite information on which to base the apportionment to the several States. It is therefore urgently requested that exhibitors should, at the earliest moment, inform the agency as to the amount of space desired. There will be no charge for space. As all exhibits must be in position, and finally arranged, not later than May 1st, contributors should aim to have all articles intended for exhibition in readiness for transportation by the middle of March, to secure their installation within the time allowed.

The materials and objects of which the *Education* section of the exhibit is to be composed, are, — 1. Historical and statistical reports of systems and institutions, prepared for the occasion: (*a*) by the National Bureau of Education; (*b*) by State authorities; (*c*) by muncipalities; (*d*) and by institutions. 2. Objects illustrating the history, progress, working condition, and results of systems and institutions, and constituting the exhibition in the specific sense of the word. Under this head there are comprised three kinds of objects: first, the *materiel* for educational uses, namely, buildings and grounds, furniture and fittings, apparatus and appliances, and text-books and books of reference; second, *scholars' work*, comprising every exercise and performance that is susceptible of graphic representation,—all work of pen and pencil —and, in addition, mechanical constructions and productions, modelings and carvings — whether imitations or original designs; third, *documentary information*, in addition to the special reports above referred to, comprising all sorts of printed educational matter, such as papers and documents relating to the history, organization, administration, management, supervision, methods, and results of instruction, and the condition of State and municipal systems, of individual schools and institutions of learning.

The *Science* section comprises the following classes of materials and objects: — 1. Scientific and philosophical instruments and methods, comprising: (*a*) apparatus and methods for research, experiment, and illustration; (*b*) for the application of science to practical uses. 2. Examples of engineering—civil, dynamic, railroad, military, and naval; maps—topographical, geological, botanical, meteorological, physical relief, etc.; terrestrial and celestial globes; and generally, models and graphic representations of scientific work, whether pure or applied. 3. Illustrations of the physical, social, and moral condition of man. The principal subjects included under this head in the "Classification," are: the nursery, physical exercises, food, the dwelling, commercial systems and appliances, money, government and laws, benevolence, coöperative associations, religious organizations and systems, exhibitions, and fairs. Here will be represented gymnasiums, markets, domestic architecture, boards of trade, coins, prisons, reformatories, hospitals, asylums, societies for the propagation of religion, and Sunday schools. All the numerous interests above summarized can be represented by historical and statistical reports, and by other publications; institutions may be further represented by photographs, drawings, and models of buildings, arrangements, and fittings, and by specimens of special apparatus.

In the representation of buildings, the aim should be to select, on the one hand, those of special historical interest, — as, for example, illustrating the progress in a particular department of architecture; and on the other, those showing the highest excellence attained within the sphere of the exhibitors' authority. It is hoped that all the colleges and professional and scientific schools may represent all their buildings, with maps showing their location on their grounds.

Buildings should be represented by perspective views, elevations, and plans showing distinctly the internal arrangements. Photographic views of interiors are desired. Drawings of buildings should be on the scale of an eighth of an inch to a foot. The plates of photographic representations should be fourteen inches by eighteen (14 × 18). Both kinds should be mounted on mounting board eighteen inches by twenty-two (18 × 22). Samples of furniture and fittings in actual use are desired, and also samples of all patterns produced by the manufacturers in the State. It is desirable that there should be in the exhibit typical specimens of sets of apparatus in actual use. Higher institutions are requested to send selections of peculiar excellence and scientific interest from their natural history collections, with specimens of their cases for the preservation and display of such objects.

In scholars' work, much must be left to the taste, judgment, invention, and fidelity of teachers. Every grade and description of work is wanted, — from the handiwork of kindergarten children, to the elaborate theses of the graduates of the university and the professional school. Individual productions of supreme excellence are appropriate for this class of objects. But the chief aim should be either to show on the one hand, by specimens of lessons or class-work, methods of teaching and handling a branch, or by exanination papers, to exhibit the results attained in the several branches, — the standard of scholarship reached in all grades. Detailed information as to the preparation of scholars' work is contained in Circular No. 5, of the present year, issued by the Bureau of Education, in the N. E. JOURNAL OF EDUCATION for July 10, and in a recent report by a Committee of Massachusetts Superintendents, which will soon be issued in a circular from this agency, wholly devoted to details respecting scholars' work.

Documentary information, of all sorts, relating to this department is solicited. Everybody responsible for the representation of schools or other institutions embraced in the exhibit should at once get rid of the notion, if they are entertaining it, that anything in this line will be superfluous or useless. Catalogues and reports, single and in sets, are among the first things to be suggested. Belonging to the educational matter wanted, are registers (general and class), merit-rolls, forms of periodical reports of the conduct and standing of pupils, rewards of merit, certificates and diplomas, courses of study, programmes, pamphlets, periodicals, and books. So far as practicable, they should be put into suitable bindings, or portfolios, for convenience of arrangement and handling. A set of all the school reports of the cities and towns of the State for the year ending April, 1875, is particularly desired.

All authors are requested to contribute a set of their works,— if it is only one book or pamphlet. Of all publishers, a set of their publications is solicited. It is hoped that several representative cities and towns will send a set of the text-books and books of reference prescribed for use in their public schools. The cases for books should be neat, but without ornament, with glazed doors; and, for convenience of installation, they should be exactly *four* feet high, or exactly *two* feet high, with no bottom or top ornaments except simple mouldings, and these should not extend beyond the above designated dimensions. Permission for different dimensions will be given in special cases on application.

It is respectfully suggested that every school board, the faculty or trustees of every incorporated educational institution, as well as the directors of all other institutions and establishments embraced in the scope of the exhibit, should appoint a special committee of its body on the subject of the Centennial Exhibition. All small articles intended for this exhibit, which are found acceptable, will be receivod at this office from this time, and taken in charge without further trouble to the exhibitors.

In the opinion of the best judges, the Education section of the exhibition will be, as it was at Vienna, the most interesting and the most important part of it. In contributing to its success, every American citizen will thereby bestow a great benefit, not only upon our own country, but upon other nations as well. For it is believed that more enlightened foreigners will visit the exhibition for the purpose of examining our educational systems and of acquainting themselves with our institutions, than for any other object. Moreover, the most cultured nations of Europe will doubtless bring over with them exhibits of their systems of instruction for comparison with our own. Such a comparison is calculated to benefit us greatly by giving us a better knowledge of our defects as well as our merits; and it would be a strange neglect not to take pains to be prepared as well as possible for this severe test. Massachusetts must not shrink from this competitive test; and she cannot, indeed, without bringing upon herself discredit, and disgrace even. And since the exhibit must be made, nothing remains but to make it what it should be, full and complete in all its parts.

Nor would it be possible to overrate the importance of the section comprising the institutions not devoted to education. Here is to be grouped the characteristic indications of the progress of civilization among us. Comparison in these matters is the essential condition of future advancement. It seems impossible that any enlightened and public-spirited citizen of the Commonwealth can be indifferent to this attempt to ascertain and represent in one view our standing in reference to these vital elements of social well-being.

Additional circulars will be issued from the Agency as exigencies require and circumstances permit. Suggestions as to what to do and how to do it are solicited from everybody interested in perfecting the exhibit. JOHN D. PHILBRICK, *Agent.*

Pemberton Square, Boston, Nov. 13, 1875.

— Among the contributions to the Centennial Exhibition from Massachusetts will be a Waltham watch made by female hands. The glass manufacturers of the State had a conference relative to a representation of their industry at the Centennial.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

Geographical Acting Charade.—Illinois.

BY M. B. C. SLADE.

SCENE I.—ILL. *A sick room. Traveler lying on a couch. Doctor feeling his pulse, and giving a pill.*

Doctor.—I am sorry, sir, you have fallen ill;
Let me feel your pulse; now take this pill.
Traveler.—O doctor, indeed I am very ill,
But I trust myself to your care and skill. (*Curtain falls.*)

SCENE II.—IN. *Scene and characters as in Scene I.*

Trav.—Doctor, how much longer need I to stay in?
Doc.—In the sunny street to walk, to-day you may begin.
Trav.—True, the inn is pleasant, and the inmates kind.
Doc.—But to keep you longer in I need not be inclined.

SCENE III.—NOIS. *The same room. Traveler at the window. Noise of laughing, talking, and walking outside.*

Trav.—What a noise is passing; noise of busy men;
Really it is pleasant to be well again;
What a noise is passing; noise of girls and boys;
Really it is pleasant just to hear the noise. (*Curtain falls.*)

SCENE IV.—ILLINOIS. *A Street. Traveler. Doctor. People.*

Doc.—I'm glad you're out, sir, and no longer ill;
Thanks to our climate—that and my pill.
Lady.—I'm glad that no longer you stay in the inn;
To see our fine country you now must begin.
Gentleman.—I'm glad you are able to bear some more noise.
Now you must see all our gay girls and boys.
Girl.—We've the finest prairies in all creation,
With just the loveliest undulation.
Boy.—We've wonderful fields of waving grain,
Stretching afar o'er miles of plain.
Countryman.—If you want to see something that 'beats all natur,'
Our city will show you an elevator.
Farmer.—Come, and I'll show you my grazing land,
Where cattle knee-deep in the clover stand.
Music Dealers.—We make more love and war-songs, you know,
Than all the rest of the world can show.
Traveler. (*With gestures of wonder.*) — Wonderful doctor, wonderful pills;
Wonderful climate, curing all ills.
Wonderful prairies, wonderful cattle;
Wonderful music, for love and for battle.
Wonderful corn-land, wonderful State;
Ne'er shall I look on your wonderful mate!
The land that out-boasts you, to me, my boys.
Shall hear, for my answer, *Illinois.*

SCENE V—CLOSING TABLEAU. *Illinois. A young lady dressed in the national colors, holding the American flag, and leaning on the arms of Illinois; an* EAGLE AND SHIELD, *with* STATE SOVEREIGNTY AND NATIONAL UNION, *the motto.* [*See Webster's Illustrated Unabridged Dictionary, p* 1755.]

Christmas Gifts; or, What we do at our House.

[For four little girls.]

BY M. B. C. SLADE.

First Girl.—What do you do at your house, when Christmas eve is nigh?
Second Girl.—We stretch a line at the chimney-side,
And mother sees it is strongly tied;
Then, hang our stockings, and go to bed.
And just as soon as our prayer is said,
We wonder and guess, till asleep we fall,
What Santa Claus has for one and all.
Then, long before daylight, we haste to pull
From the line by the chimney our stockings full.
And that's what we do at our house.
What do you do at your house when Christmas eve is nigh?
Third Girl.—We have in the parlor a Christmas tree;
And each has his own little mystery
In hanging upon the branches green
His gifts for the others, by them unseen.
Then mother goes in, the candles to light,
And everything is so gay and bright,
That you ought to be there, our joy to see,
When we have our gifts from the Christmas tree;
And that's what we do at our house.
What do you do at your house when Christmas eve is nigh?
Fourth Girl.—We hear in the evening a rousing ring;
We hurry the door to open fling;
And, sure as you live, with his long white hair,
And his jolly red face, Santa Claus is there!
He opens his pack, and with laugh and shout,
We take the presents he tosses about.
Then he's off; but just after his visit is o'er,
Uncle John comes in at the other door!
And that's what we do at our house.
What do you do at your house when Christmas eve is nigh?
First Girl.—We, too, hang our stockings; but mother says,
One thing we must do—all Christmas days—
Just as sure as they come, just as long as we live;
Some gifts to the poor we must always give.
So a basket she fills, on Christmas eve,
And tells us just where our gifts to leave.
Would you know how the best time at Christmas is found?
Help Santa Claus carry his basket around;
For that's what we do at our house.

From "Holiday Concert," a book of Sunday-School Concert and Christmas and New-Year exercises by M. B. and M. B. C. Slade. Price 50 cents. Send to John E. Miller, Chicago, or M. B. C. Slade, Fall River, Mass.

The Little Fairies.

BY M. B. C. SLADE.

Do you think there are no fairies?
Do you think the Fairy Queen
On midsummer night nowhere is
In the moonlight to be seen?
Hear the story we are telling;
Ten with us are always dwelling;
Ere our song has ceased its swelling
You shall see them,—by-and-by.

In sweet summer when the air is
Full of fragrance of the flowers,
Then our busy little fairies
Seek the shady dells and bowers;
And they bring us pretty posies,
Lilies, violets, and roses;
Ere our fairy story closes
You shall see them,—by-and-by.

When the Autumn days of glory
Ripened fruits in clusters fling,
Then the fairies of our story
Grapes and apples to us bring!
And when soft, white snow is falling,
At the merry children's calling
They will join the gay snow-balling,—
You shall see them,—by-and-by.

That kind works of love and duty,
In the home, and in the school,
Is the only way of beauty,
Is our fairies' golden rule.
In whatever work their share is,
More and more we hope their care is
To be faithful little fairies,—
You shall see them,—by-and-by.

Softly sound our tuneful numbers,
For they now are drawing near,
Waking up from quiet slumbers
Soon our fairies shall appear.
Now each queen shall forward bring hers;
Not a single fairy lingers!
They are *just our ten white fingers!*
Don't you see them dancing by?

[At the closing couplet let all the little hands unclasp and all the fingers twist about, raised high above the head. Music for this song may be found in "National School Singer," published by A. S. Barnes & Co., New York. This is the latest song book for day schools, and the material is admirable in every respect.]

Enigmas, Charades, &c.

VI.—FRENCH ORNITHOLOGICAL ENIGMA.

It is composed of 28 letters:
1, 13, 18, 12, 2, 5, 23, 28, 4, 25, 28, 8, are best known at Thanksgiving.
24, 27, 16, once saved a city.
20, 12, 13, 18, 16, 9, 11, 2, soars high and sings sweetly.
7, 17, 24, 26, has one hundred and two eyes.
1, 16, 22, 21, 22, 24, 14, 15, 16, 6, 18, is a little bird,
19, 6, 10, 3, each of these has done to his 26, 27, 28.
My whole is a proverb the French have to show,
We patient must be with things little and slow. M. B. C. S.

VII.—WORD SQUARE.

The first to taste death.
A round stalk or stem.
A river in Germany.
Food longed for in the desert.

VIII.—LOST STATES AND TERRITORIES.

Is all the ore gone in the mine you delve?
The columbiad was used in eighteen hundred twelve.
The cut—ah, me! it smarts like flame.
Louis, I anagram your name.
Birds of the north carol in a dale.
Birds of the south carol in a vale.
Adel a war engaged in with Aden.
Said I, O wait for me, pretty maiden.
Noah, reached from the ark, an' sassafras picked he.
Will you go to the Calif, or Niagara to see?
I knew Yorkshire is in England, did you?
I knew Jersey is in the English channel, too.
Oh, doctor, ill I noise can bear.
Sailors miss our Indian summer air.
In Diana you see a goddess fair.
The Neva dashes a rushing race.
Put a comma in every proper place.
When storm-shaken tuck your pants in your boots.
Give Mary landaus for riding, her taste that suits.
Once I had a cot; ah, now I have none!
But oh! I ought never to live alone.
Two towns to connect I cut a railroad between.
His face was florid at morning when seen.
Thalaba made poet Southey's fame.
Rage or giant despair o'er came.
I shall do some washing to-night, she said.
Eternal snows cover Mont Blanc's head.
It exasperates me to hear that sound.
Mount Ida houses have galleries around.
Many a color a dolphin shows ere dead.
The common tanager is partly red.
I can teach you to make nice Indian bread.
Were the tastes of Penn sylvan, I asked of Ned.
Morn is dewy, O mingle in games she said.
Come, Missis, sip pigeon broth made at the fire.
Raphael's pictures of the virgin I always admire. M. B. C. S.

IX.—CHARADE.

My *first* is a sound your lips never must own.
My *second*—that sound is a donkey's tone.
My *third* you never must make your face,
My whole is a quiet and pleasant place
Where wisdom and wit you can always find,
If to open their caskets you feel inclined. M. B. C. S.

X.—ENIGMA.

My *first* and my *second*, when you understand 'em,
Appear like two donkeys when harnessed up, tandem.
My *third*, if you scan it intently, you'll see
That only a form of myself it will be.
My *fourth* and my *fifth*, you will soon understand,
Are the race and the people of every land.
My *whole* caused the death of my *fourth* and *fifth's* chief,
And my *fourth* and *fifth* mourned him with symbols of grief.
M. B. C. S.

XI.—NINETEEN SCRIPTURE CITIES.

1. A city of a king and priest who had no lineage.
2. A city where beloved John died of a great old age.
3. A city where Apollos dwelt, mighty and eloquent.
4. A city where, by Festus sent, a great apostle went.
5. A city where St. Paul abode and labored with his hands.
6. A city from which Abraham went to seek the promised land.
7. A city where St. Paul was born where he for refuge fled.
8. A city whereto Abraham came to weep for Sarah, dead.
9. A city near the wilderness where Jesus went away.
10. A wicked city of the plain destroyed in one dread day.
11. A city where more wine was found, when first supply had failed.
12. A city where St. Paul once touched when he from Coös sailed.
13. A city where Paul and Barnabas from persecution came.
14. A city where Lydia heard Paul the things of God proclaim.
15. A city from which Hiram came when he for Solomon wrought.
16. A city of the Chaldees whence Abraham first was brought.
17. A city with its suburbs to Merari's children given.
18. A city that once heard a song sung by the host of heaven.
19. A city to which St. John wrote, the second of the seven.

Now you must do, these names to find, if you will learn them well,
The thing that their initials found to you will plainly tell.
M. B. C. S.

XII.—CHARADE.

When in the condition my *first* doth imply,
We see and we think, we laugh and we cry;
Made of six letters, and syllables two,
It pertains to all animals, breathing like you.
My *next* is one syllable, of it we say
When things are exceedingly dead, such are they.
My *whole* is a man in whose name can be said
There was a conjunction of both quick and dead,
Though dead, he in history lives evermore,
Because of strange lands that he died to explore.

XIII.—DIAMOND PUZZLE.

Half a hundred.	A fleet of ships, and a sharpening tool.
Latin for nothing.	To pattern by.
Blacksmith's instrument.	Not very tight.
To intercede.	Conclusion.
Odd, or a part of steam-engine.	The beginning and end of ease.
A distinguished traveler.	

The middle letters read horizontally, and vertically give a great African explorer. The four sides, excluding common letters, show, first, what he has achieved; second, his enterprise; third, what he crossed to reach it; fourth, in what he long time lay.

Notes and Correspondence.

The Tableau Synoptique.

EARLSBURY PARK, NEAR ROYSTON, HERTFORDSHIRE, ENGLAND, Oct. 20th, 1875.

To the Editor of The New-England:

With reference to the notice you have kindly given of my "Tableau Synoptique," published, this year, by Messrs. Hachette & Co., No. 18 King William street, Strand, London, I request you to permit me to state that the utmost consideration for economy in the employment of arbitrary symbols, and of diacritical marks, has been always kept in view. Thus:

1. The use of Italics has been entirely dispensed with. 2. The mark of union (⌒) shows where vowels and consonants are combined in pronunciation. 3. The figures $^{1\,2\,3}$ serve to distinguish, respectively, thirteen of the vowels. 4. The figure ^{1} only is needed to distinguish the compound consonant (*consonne digraphe*) $\widehat{\text{th}}^{1}$ no. 35 from $\widehat{\text{th}}$ no. 34. 5. Finally, only 14 symbols (13 vowels, and 1 consonant), out of the total number of 46 symbols need to be thus distinguished, while the five vowels *most used* in all languages, as well as the consonants, with the one exception above-mentioned, can remain without diacritical marks.

I have the honor to be, sir, your obedient servant,

HENRY CLINTON.

An Explanation.

CHELMSFORD, MASS., Oct. 25th, 1875.

To the Editor of The New-England:

Some teachers wish to ask if notice of educational meetings cannot be given a week before they occur, rather than the week of occurrence? Reason for asking, we failed to attend the association at Bridgewater, because we depended upon the JOURNAL to give the time, and it was not received until after the meeting. *

[We always publish the programmes of institutes and associations weeks in advance of the time of meetings, provided we have them. The only exception to the rule is when the copy comes too late for publication. In order to insure publication in any particular issue, the article should be sent to us as early as Saturday of the previous week. Tuesday and Wednesday are publication days, and all matter received on Monday or Tuesday is liable to lie on the table for one week. We hope the officers of associations will favor us with the earliest copy of the programmes of their meetings, and with an early report of the proceedings, as our readers depend upon the JOURNAL to obtain the information, and this medium is worth more than an issue of 10,000 circulars. An early notice in our columns will give to wide-awake associations of teachers a good attendance. And a few extra copies sent for the benefit of teachers who call at our office will be paper, ink, and postage well expended. Send your notices early and often.—ED.]

Reform in Orthography.

To the Editor of The New-England:

At the State Teachers' Association of Pennsylvania, held at Wilkesbarre, August 10, 11, and 12, 1875, a resolution was offered by Professor Allen, for the appointment of a committee of five persons to confer with the committee of the Philological Association in regard to a revision of our orthography, and was adopted. The resolution is given as follows:

Resolved, That we hail with plezure the contemplated change in the method of spelling, and that we wil most hartily coöperate with and aid aul feasible plans for bringing about so desirable a result; also that a committee of five be appointed to confer with that raised by the filological convention for a like purpose, and that if deemed advisable, sed committee be instructed to memorialize the Legislature to aid the work by legal enactments.

The Pons Asinorum.

WHITINSVILLE, Oct. 30th, 1875.

To the Editor of The New-England:

I am much pleased with J. S. R.'s demonstration of the "Pons Asinorum" (so-called), in a recent JOURNAL, for it is the simplest I have ever seen; but why does he,—why do so many other teachers, call the proposition domonstrated, the "Pons Asinorum"? Our dictionaries tell us that the fifth proposition, book first, of Euclid is so-called, and Playfair's Euclid contains the following theorem of that proposition: "The angles at the base of an Isosceles triangle are equal to one another; and if the equal sides be produced, the angles upon the other side of the base shall be equal." Both cannot be, unless there are two *Pontes* Asinorum. I suppose that the error, started as truth, has been handed down from instructors to pupils for years, and is now accepted as a fact without any question. It is like the common error found in some of our works on the English language, that the word "*its*" is not found in our version of the Bible. The fact may be learned by any one who will turn to Lev. xxv, 5. The comparatively recent introduction of "its" into our language has undoubtedly given rise to this statement. E. E.

Sectarian Common Schools.

NEWPORT, R. I., Nov. 1875.

To the Editor of the New-England:

I agree with your correspondent, "Anti-Sectarian," that many of our public schools in New-England are still sectarian, in that they require pupils to be present at certain religious exercises, without reference to the wishes of their parents. There is one New-England State which should, however, be excepted. In the official "School Manual containing the School Laws of Rhode Island," it is expressly pointed out that "The constitution and laws of the State give no power to a school committee, nor is there any authority in the State, by which the reading of the Bible or praying in school, either at the opening or at the close, can be commanded and enforced;" (p. 257). "Statute law and school committees' regulations can enforce neither the use nor the disuse of such devotional exercises. School committees may recommend, but they can go no farther"; (p. 258.) And again, "If the committee prescribe or the teacher wishes to have the Bible read in school, it should not be forced upon any children whose parents have any objections whatever to its use;" (p. 198.) Accordingly the school regulations of Rhode Island laws usually stop at "recommending" the reading of the Bible in the schools; and I have never heard of an instance where this exercise was made compulsory on any child, after the parents had objected; nor do I believe that this would occur, so strong are the traditions of religious freedom in Rhode Island.

It is worth noticing that in Canada, where the Lord's Prayer forms a prescribed part of the opening exercises at every grammar school, and the ten commandments have to be taught to all the pupils, there is an express provision that "no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the head-master of the school." I had supposed that some such provision existed in Massachusetts, until I read the letter of "Anti-Sectarian."

RHODE ISLAND.

Singular or Plural?

ALBANY, N. Y., Oct. 27th, 1875.

To the Editor of the New-England:

In the interesting article entitled "Singular or Plural," in the JOURNAL of Oct. 23d, I think "the point is not well taken" in regard to the sentence: "The crown and glory of life is character." The principal subject is "character" — a noun singular. Such cases are provided for in most grammars by a rule which says: "The verb must agree with the substantive nearest it, or the one which is more naturally the subject of it. What do you think of the following sentence taken from Richard Grant White's article on "Heterophemy," in the *Galaxy* for November: "The discovery of that must be left to profounder investigators than I can hope ever to be"? As one person can never hope to be "investigators," would it not be better to say *a profounder investigator*, etc.?

The Vowel in Path, Ask, Calf, etc.

ANDOVER, MASS., Oct. 25th, 1875.

To the Editor of The New-England:

I think Professor Whitney quite correct in saying that leading orthoëpists now require a flattened sound of *a* in the words *calm, calf, pass, path, chance*, etc., mentioned in the last JOURNAL. Yet the sound should not be identical with *a* in *fat*. This is an error. Besides the sound of *a* is not the same in the entire list of words given. In *calm, calf*, and *halve*, it approximates very nearly to the *a* in *far*; but in *raft, after, chance, answer*, etc., it is scarcely distinguishable from *a* in *fat*. In still another class of these words the true medial sound is preserved, which is as far from *a* in *fat* as from *a* in *far*, in quantity, though allied to the *a* in *far* in quality; I allude to the words *alas, pass, path, aunt, daunt, chant*, etc.

D. P. L.

To the Editor of the New-England:

Seeing your request in the JOURNAL of Oct. 23d that readers should give their opinion as to the true sonnd of *a* in *pass, aunt, staff*, etc., I will state that the vowel scale of the Phonic Shorthand Chart lately prepared for use in the schools of New York city, the one used in Dr. Leigh's "Pronouncing Orthography," and that given as the basis of phonetic print in the "Journal of Phonography," all three agree in noting eight LONG vowel sounds heard in the words *feel, fail, fare, far, fur, fault, foe, fool*; eight SHORT, heard in *fill, fell, fat, fast, fun, fop, phonic* (or *whole* and the sound of first *o* in *propose*) *full*; and four COMPOUND vowel sounds, as in *fire, foil, foul, feud*..

The *a* sound in question is the short sound of the *a* in *far*; differing not in quality but in quantity. There is a short (quantity) sound of the vowel in *fault, call, corn*, which is heard in *gone, cost, offer*; it is certainly not identical with the *o* in *not, folly*, etc., yet it is not equal to that in *awl*. It is to be hoped that the important question you ask in another column of the same issue, "Should not this matter of pronunciation receive more complete and positive attention in the schoolroom"? will be affirmatively answered and acted on. Give teachers *a purely phonetic alphabet* wherewith to illustrate correct and incorrect pronunciation, and *the now almost impossible task will become not only practicable but pleasant.*

ELIZA B. BURNS.

A Card.

Miss Almira Seymour regrets exceedingly that her views on the important subject of elocution should have been so misapprehended as appears in the article by "A. E. W." in the last number of the JOURNAL OF EDUCATION. So soon as she can find an hour of leisure from professional engagements, she will ask space in the columns of the JOURNAL for a statement in detail of her opinion—the result of many years' experience.

Boston, November 3d, 1875.

— Mr. Thomas Carlyle, although 79 years of age, is said to shut himself up every evening to study.

STATE DEPARTMENTS.

New Hampshire.

KEENE.—The Keene (N. H.) Natural History Society met at the high-school room, Keene, on the evening of the 4th inst., President Wheelock in the chair. G. H. Gilbert read an interesting essay on *tourmalines*; which also formed the basis of some remarks by L. B. Fiske, principal of the high school, relative to a location of various kinds of tourmalines in Paris, Me. The donations of the evening, which were mentioned and described at some length by the president, consisted in part of some very nice specimens of white, pink, black, and green tourmalines,—Dr. F. S. Stratton, donor; a young alligator, a chameleon, and a star-nose mole, all well preserved in alcohol,—Mrs. F. A. Barker, donor; some Franklinite with felspar and oxide of zinc,—Prof. S. H. Brackett of St. Johnsbury, Vt., donor; some fossils and dog-tooth spar,—Rev. G. W. Brown, donor; a violet salamander in alcohol, B. F. Allen, donor; specimens of picrosmine, zoisite, and talc,—A. S. Wait, Esq., of Newport, donor. The president remarked on the growth of turtles' shells and fishes' bones, illustrated by specimens. Next meeting December 2.

D. W. GILBERT, *Secretary*.

Massachusetts.

LASELL SEMINARY.—Major H. C. Dane, of Boston, delivered the third lecture in the Seminary course, Wednesday evening, November 10, taking for a subject "Oddities of European Life." Lasell is enjoying a course of lectures of rare merit. Rev. George C. Lorimer, D.D., opened the course, taking for his subject "The Uneducated Poets of Scotland."

THE TEACHER'S INSTITUTE AT HAYDENVILLE.—The two-days' session of the Teachers' Institute at Haydenville closed successfully, Friday evening, November 12. One hundred and eight teachers and school officers registered their names. Sixteen towns were represented. The evening lectures were given by Mr. E. A. Hubbard, subject, Education as an Investment; by Prof. Walter Smith, subject, Technical Schools, and Art Culture; by Secretary Joseph White, subject, Good Government Conditioned upon the Education of the Whole People. The evening lectures were followed by select readings by Mrs. Walton. The day exercises consisted of Language Lessons and Grammar, and Arithmetical Analysis, by Mr. Hubbard; of Vocal Culture and Reading by Mrs. Walton; of the Analysis of the Mental Powers and a Course of Studies suited to their Development, by Professor Dickinson, and of Primary and Advanced Arithmetic, Geography, and a lecture on School Organization, by Mr. Walton, who had the general management of the institute.

The teachers present took an active part by questioning the lecturers. A feature of this series of institutes is a division into sections, making a choice of subjects somewhat optional with the members.

— The Boston school committee, at their last meeting, voted to adopt the Franklin First, Second, Third Intermediate, and Sixth Readers; the Fourth and Fifth had been previously adopted. The entire "Franklin Series" are thus adopted for the Boston schools.

Rhode Island.

MEETING OF STATE BOARD OF EDUCATION,—A special meeting of the board of education was held November 3. The special object of the meeting was to consider the subject of Rhode Island's participation in the "Centennial" in the department of Education. It was the unanimous opinion of the members present that the State should be represented; and that it ought to make a highly creditable exhibition. The outlines of a scheme, designed to serve as a basis of operation in the work of preparation, was submitted and accepted; and Rev. D. Leach, D.D., and Thomas B. Stockwell were appointed a committee to prepare a circular for immediate distribution throughout the State.

The library committee reported resolutions granting aid to the Jamestown Philomenian Library and the Narragansett Library Association, which were adopted.

The committee on evening schools reported applications received from thirteen different towns, and recommended appropriations in their favor to the amount of about $2,500.

WOONSOCKET.—The fall term of the high school, which closed November 5, has been, in spite of the interruption of the fire, and other obstacles, one of marked success. The percentage of attendance was 97.6 per cent. Out of 47 pupils 23 were not absent at all, and 21 were not tardy, during the term. A new laboratory has been fitted up and supplied with needed chemicals for the coming term's work. There is a genuine love of work, and a lively interest in all school affairs manifest in the pupils, and we congratulate the town upon the possession of such a school.

WESTERLY.—At the regular teaceer's meeting held last week, the first exercise was with a class in singing and spelling, conducted by Miss Hall, of the second primary room, Elm Street School. Subsequently essays were read by Mrs. J. M. E. Drake and Miss

Clark. The former was upon "Politeness in the School-Room," the latter on "Promises Unfulfilled." Both papers were eminently practical in their nature, and the points presented were such as to commend themselves to every earnest teacher.

CUMBERLAND.—The schools at Valley Falls closed on November 5, for a week's vacation. The two departments are under the care of Mr. J. A. Keach, for the grammar, and Miss A. Allen, assisted by Miss Dora A. Bucklin, for the primary. The percentage of attendance was 95 for the former and 91 for the latter. Eighteen pupils in the grammar, and 28 in the primary department have been perfect in attendance.

MIDDLETOWN.—An exhibition was given at the school-house in district No. 3, the Wyeth School, on Friday evening, the 5th inst., by Miss Mary E. Hammond and the pupils who have been under her charge the past summer. The affair was highly creditable to all concerned. At the close of the exhibition a copy of Webster's Unabridged Dictionary was presented to the teacher by the pupils as a token of their love and esteem.

Connecticut.

HARTFORD.—The school visitor's report for Hartford gives a carefully prepared summary of facts pertaining to the schools of that town. The enumeration of January, 1875, shows a falling off of 302 in the number of children. Of the whole number (9,332) 6,636 were registered in the several district schools, 157 are reported as in private schools, beside 1,520 in Roman Catholic schools. The High School contains 178 of those enumerated, and a much larger number who were either above the age of enumeration, or non-resident. Five hundred and eighty-seven were enrolled in the two evening schools, about three-fourths of whom were over 16 years of age.

The report speaks in high terms of Mr. Chauncey Harris, for more than thirty years principal of the South School, who passed away within the last school year. So long had he been among us, so wise, judicious, and practical were all his opinions and management, that he had become a very high, if not the highest authority in his specialty. As a teacher and head of a school, he was a model man. His manners and address were engaging; his words were words of wisdom; and the tones of his voice and his looks equally evinced the kindness of his heart. His acquirements were ample and varied, and in imparting knowledge he knew how to fix and retain the attention of his pupils, so as to secure the happiest results, both as to the amount and the character of "his instruction; while none who visited his school could fail to see how well he understood the almost divine art of government, securing at once the hearty obedience, respect, and esteem of all under his charge. Long will his name be held in honor and affectionate remembrance, and the good he has done will survive through many coming generations."

The entire cost of the public schools, including the high school, was $187,269, of which sum $102,028 was paid for teachers' wages. All but one of the ten districts levied a district tax, the aggregate of such tax being $102,022.

The high school received $15,000 a year from the town treasury, the remainder of its expenses being paid from the income of the old "Hopkins Grammar School" fund (dating from 1660), and the tuition of non-resident scholars. A large number of such scholars attend regularly from towns on every side. The number of new pupils admitted in the year was 227; the number dismissed, 140; the whole number enrolled, 541, a great increase upon any former year. The spacious school-rooms of the new high-school building are already more than full. The deservedly high reputation of the school thus occasions a temporary inconvenience. The number of graduates the last year was 45, of whom 19 were young gentlemen and 26 young ladies.

The "district system" is tenaciously retained in Hartford. On this subject the report says: "In some respects a consolidated school system would operate here more efficiently than that which now exists, and our outlying or suburban districts would undoubtedly be quickened and improved thereby. But the state of our schools generally is such,—so fully alive to their interests are our citizens,—that more can hardly be asked than to maintain in full force and efficiency our present organization. The not unfrequent meetings of our citizens for district educational purposes should be encouraged and maintained. A sense of personal responsibility should ever accompany the citizen on these occasions; and to lessen his weight by taking from him, even measurably, their control, and placing it in a central board beyond the reach of his direct influence, would, we fear, impair his present interest, in at least an equal, and probably in a greater proportion. It cannot be denied, moreover, that at the present time the affairs of most of our school districts are most faithfully, energetically, and in the main wisely conducted by their respective committees, and at a nominal cost; all the time subject to the supervision and active control of those most interested,—the people who support and patronize them. Here for the present we may safely permit them to remain."

— The world is governed by three things: Wisdom, Authority, and Appearances. Wisdom is for thoughtful people, authority for rough people, and appearances for the great mass of superficial people, who can look only at the outside."

Colleges.

HARVARD.—The match game of foot-ball between Harvard and Yale, played at New Haven on Saturday last, resulted in an easy victory for Harvard. The game was the first one of the kind ever played between the two universities. . . . The candidates for the University crew are being thoroughly coached and exercised by Mr. Loring, '69. The men run four miles three evenings in the week, and will soon run six. They will practice on the river until the ice closes the channel. As at present made up the crew consists of the following members: Loring, '78, captain and stroke; Bancroft '78, Jacobs '79, Warden '78, James (L. S. S.), Lemoyne '78, bow; Hastings '76, and Irving (L. S. S.) substitutes. . . . A rifle club, composed of undergraduates, will be formed this winter and target practice begun early in the spring, a range having been secured near the college. . . . The nine begin exercising in the gymnasium next week, and will continue through the winter. A new uniform will be used in the spring, bearing an embroidered "Harvard" on the breast of the shirts instead of the former "H."

BOWDOIN. — *Class Officers.* — Seniors: Marshal, W. Alden; president, A. Sanford; orator, C. S. Andrews; poet, ———; historian, W. G. Waitt; prophet, J. A. Morrill; chaplain, C. H. Clark; odist, J. H. White; parting address, C. T. Hawes; committee of arrangements—A. T. Parker, J. G. Libby, C. G. Burnham; committee on music—W. H. G. Rowe, H. E. Hall, G. T. Prince; committee on pictures—G. Parsons, E. B. Newcomb, O. C. Evans. *Juniors:* President, J. A. Roberts; vice-president, G. W. Tillson; secretary, P. G. Brown; treasurer, C. E. Knight; chaplain, J. E. Chapman; orator, C. W. Morrill; poet, C. A. Perry; marshal, H. D. Wiggin; committee of arrangements—R. E. Peary, A. J. Bolster, P. H. Ingalls. *Sophomores:* President, C. M. Jacobs; secretary and treasurer, J. W. Thing; committee of arrangements—B. Potter, T. M. Pray, S. E. Smith. *Freshmen:* President, Tarbox; vice-president, Fifield; secretary, Smith; treasurer, Kimball; historian, Brown; prophet, Henderson; poet, Johnson; toast master, Beane; committee of arrangements—Byron, Ring, Dinsmore; committee on odes, H. E. Bourne, Hastings, Castner.

TUFTS.—The second foot-ball eleven, H. D. Nash '77, captain, played the first eleven of Bates College at Lewiston, Me., on the 6th inst. Tufts victorious. . . . The Dartmouth students have declined to accept the challenge of our foot-ball club to play this fall. . . . The fall meeting of the Athletic Associations took place last Wednesday. . . . Mr. George T. Knight '72 (Div. School '75), has been elected assistant professor of Rhetoric and Church History in the Divinity School, and has entered upon his duties. . . . The seniors have elected Mr. W. Loring Clarke, 352 Washington street, Boston, for class photographer. . . . It is reported that the faculty have voted to abolish winter vacation after this year, and to open the fall term two weeks later, thus including the whole academical year in one term.

INTERCOLLEGIATE LITERARY ASSOCIATION.—The second annual contest in Oratory will be held at the Academy of Music, New York city, on January 4th, 1876, at 8.00 p. m.; the competitive examination in Mathematics, at the New York University, corner of University Place and Waverly Place, New York city, on the Wednesday following Thanksgiving Day,—examinations to commence at 10.00 a. m.; the competitive examination in Greek, at the New-York University, corner of University Place and Waverly Place, New-York city, on the Wednesday following Thanksgiving Day,—examination to commence at 10.00 a. m. The competing students in Mathematics and Greek will be received at the New-York University, on the day of the examination, by a committee appointed for that purpose.

The various judges and examiners are William Cullen Bryant, Whitelaw Reid, George William Curtis; Thos. Wentworth Higginson, James T. Fields, Richard Grant White; C. H. Davis, Simon Newcomb, P. S. Mirchie; T. W. Chambers, C. T. Lewis, Wm. R. Dimmock.

Prizes.—A prize of $200.00 is offered by the association for the best essay on each of the given subjects. Honorary mention will also be made in each case of the second best essay. The association offers $300.00 as a first prize, and $200.00 as a second prize, in both Greek and Mathematics. The association offers $200.00 as a first prize, and $150.00 as a second prize, in Oratory. At the close of the contest in Oratory, the examiners in Essays, Mathematics. and Greek, will announce their respective decisions.

— Prof. George S. Morris, of the University of Michigan, who translated Ueberweg's "History of Philosophy," is writing an original work with the same title, which will be published by Scribner, Armstrong & Co. It will have an introduction by President Porter, of Yale. Professor Morris is still a young man, having graduated at Dartmouth, in 1861.

— The arrangements made with Professor Roth, by Professor Whitney, of Yale College, during his recent visit to Europe for their new edition of the "Athavarveda," are complete. They have a mass of most valuable fresh material for it, and hope soon to be in possession of a manuscript far older than the best of those yet in their hands, much superior as that is to any before known.

An Interesting Document.

[We publish below a rare and curious document. It is the will of Washington's mother, as written by herself, and recorded in the clerk's office of Spottsylvania county, Va. In 1866 the original was in the possession of Mr. J. Chew, of Fredericksburg.]

In the name of God, Amen: I, Mary Washington, of Fredericksburg, in the county of Spottsylvania, being in good health, but calling to mind the uncertainty of this life, and willing to dispose of what remains of my worldly estate, do make and publish this, my last will, recommending my soul into the hands of my Creator, hoping for a remission of all my sins, through the merits and mediations of Jesus Christ, the Saviour of mankind, I dispose of all my worldly estate as follows:

Imprimis.—I give to my son, General George Washington, all my lands on Accokeek Run, in the county of Stafford, and also my negro boy George, to him and his heirs forever; also my best bed, bedstead, and Virginia cloth curtains (the same that stands in my best room), my quilted blue and white quilt, and best dressing-glass.

Item.—I give and devise to my son, Charles Washington, my negro man Tom, to him and his assigns forever.

Item.—I give and devise to my daughter, Betty Lewis, my phæton and bay horse.

Item.—I give and devise to my daughter-in-law, Hannah Washington, my purple cloak lined with shag.

Item.—I give and devise to my grandson, Corbin Washington, my negro wench, old Bet, my riding-chair, and two black horses, to him and his assigns forever.

Item.—I give and devise to my grandson, Fielding Lewis, my negro man Frederick, to him and his assigns forever; also, eight silver table-spoons; half my crockery ware, and the blue and white china, walnut bookcase, oval table, one bed, one bed-spread, one pair of sheets, one pair of blankets, one white counterpane, two table-cloths, six red-leather chairs, half of my pewter, and one-half my iron kitchen-furniture.

Item.—I give and devise to my grandson, Lawrence Lewis, my negro wench, Lydia, to him and his assigns forever.

Item.—I give and devise to my granddaughter, Betty Carter, my negro woman Little Bet, and her future increase, to her and her assigns forever; also, my largest looking-glass, my walnut writing-desk with drawers, a square dining-table, one bed, bedstead, bolsters, one pillow, one blanket and pair of sheets, white Virginia cloth counterpane and purple curtains, my red and white tea-china, teaspoons, and the other half of pewter, crockery ware, and the remainder of my kitchen furniture.

Item.—I give to my grandson, George Washington, my next best dressing-glass, one bedstead, bed, bolster, one pillow, one pair of sheets, one blanket and counterpane.

Item.—I devise all my wearing apparel to be divided among my granddaughters, Betty Carter, Fanny Ball, and Milly Washington; but should my daughter Betty Lewis fancy any one, two, or three articles thereof, she is to have them before a division thereof.

Lastly.—I nominate and appoint my said son, George Washington, executor of this my will; and as I owe few or no debts, I direct my executor to give no security, nor to appraise my estate, but desire the same may be allotted to my devises with as little trouble and delay as may be, desiring their acceptance thereof as all the token I now have to give them.

In witness whereof I have hereunto set my hand and seal, this twentieth day of May, seventeen hundred and eighty-eight. MARY WASHINGTON.

{ SEAL. } Signed, sealed, and published in our presence, and signed by us in the presence of the said Mary Washington, at her desire.

Witnesses: JAMES MERCER,
JOSEPH WALKER,
JOHN FERNEY HOUGH.

— The world is God's journal wherein he writes his thoughts, and traces his tastes. The world overflows with beauty. Beauty should no more be called trivial, since it is the thought of God. Through beauty things become useful. It is a religious duty for a man, so far as he honestly can, to surround his children with creations of taste and beauty, that their finer instincts may be cultured and gratified. The love of beauty is the gift of God, and it is born in the heart of every child. —*Beecher.*

New Publications.

THE SATIRES OF A. PERSIUS FLACCUS. Edited by Basil L. Gildersleeve, Ph.D., LL.D., professor of Greek in the University of Virginia. New York: Harper & Brothers.

The deservedly high reputation of Prof. Gildersleeve as a thorough classical scholar gives assurance in advance that whatever he undertakes in the way of editing and annotating a classic author, will be well done. An examination of this edition of Persius more than satisfies our expectations. It is admirable throughout. The somewhat lengthy introduction (37 pp.) is a fine piece of literary criticism, from which we would not spare a single page. The arguments and notes to the several satires merit almost unqualified praise. Strange to say, too, the book has an index, a most important adjunct to the study of a classic author, but which, alas! we generally look for in vain. To make the study of a difficult author, if not too easy, at least a pleasant and delightful task, is to do a great service to the cause of classical scholarship. This Prof. Gildersleeve has done, and we cordially commend the volume to the favorable attention of all whom it may concern.

AN ELEMENTARY MANUAL OF LATIN PROSE COMPOSITION; with a full English-Latin Vocabulary. By S. R. Winchell, A.M. Philadelphia: J. H. Butler & Co.

This work does not differ essentially from many others of its kind. The sentences for translation are nearly all taken from Caesar and Cicero, and appear to be very well selected. A good deal of attention is paid to synonyms—that is, a great many lists of synonyms are given, the study of which cannot but be beneficial. The grammatical principles which it is necessary for the pupil to know and apply are given in full, thus saving him the time and trouble of constantly referring to his grammar. Here a greater number of illustrative quotations would be an improvement. This need of classic models is recognized by the author. He says in the preface: "The object has been to make the student acquainted with the language used by the classic authors which he is reading, and not to teach him to put into classical Latin such unclassical expressions as 'The farmer shows the way to his daughter'; 'The boy swims easily to the small island.'" Certainly, the author does not need to be reminded that a sentence as it stands in the English is no guide to the kind of Latin it may be put into. What the student needs is to have the classic model for such a sentence distinctly before him. If he has read and re-read Caesar and Cicero enough, the model may at once occur to him; but to give in one lesson sentences taken from two or three books of Caesar, and from two three orations and the Cato Major of Cicero, and expect him to recall the particular mode of expression for each, is to expect too much of him. If he knows his authors well enough to do that, he is able to do something better in Latin composition than simply putting together short sentences. To make composition auxiliary to the study of Caesar and Cicero, it should be carried on side by side with that study, with sentences made up from the text that has just been read.

There is a formidable array of vocabularies (Latin-English), and the author recommends that the student be required to learn everything contained in them. To do this would require a vast expenditure of labor and a great strain upon the memory. To be sure, the possession of an extensive vocabulary is important to the student; but to acquire it by main force, as it were, in lists of disconnected words, seems to us to be just the opposite of the right way. The author's recommendation, however, might be disregarded to any desirable extent, if these vocabularies were all united into one, or if the English-Latin vocabulary gave suitable references to them. This English-Latin vocabulary is poor and meager to the last degree. It is intended merely "to aid the student in writing the exercises." But if he has committed to memory the other vocabularies, it will be of little use to him; if not, it will be very misleading. The only word given for 'pray' is *tandem*; for 'your,' *tuus*; for 'sad,' *miser*; for 'either,' *aut*, and so on. The index to synonyms is a very useful addition, only it must be said that none of the words just mentioned can be found in it.

Notwithstanding these strictures, we find many things to admire in the book, and we have no doubt that many teachers will find it to be just what they have long been looking for.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES. Designed for the instruction of American youth in the Duties, Obligations, and Rights of Citizenship. By Israel Ward Andrews, D.D., LL.D., President of Marietta College. Cincinnati: Wilson, Hinkle & Co.

This book of some 370 pages commends itself at sight to the thoughtful reader: first, in view of the importance of the subject to public weal, and secondly, in view of the high position occupied by its author. In a country like ours, where the people are the sovereign, and where the permanency of the government depends upon public intelligence, nothing is of more importance than a practical knowledge of the Constitution and laws under which we live. And yet, how little is known by the masses of American citizens on this subject. Hence, we say the man who writes an acceptable book "for the instruction of American youth in the duties, obligations, and rights of citizenship," is a public benefactor. And the book before us is from the pen of the scholarly and able Dr. Andrews, President of Marietta College. Hence we are assured, to begin with, that the work is systematic, exhaustive, and reliable. And, on examination, we find it eminently so.

The eight chapters in the book discuss the following subjects in their order: Civil Government; the Colonial Government; the Articles of Confederation; the Constitution of the United States; the Ratification of the Constitution by the several States; the Admission of new States; Practical Operation of the Constitution; the State Governments. All these topics are treated in an able and perspicuous manner. And we are told in the preface that "in nearly every instance the statements touching the legislation or other action of the government, have been taken from official publications."

The book is not only well adapted to the school-room, as a text-book, but also to the family, for general reading, consultation, and reference. If its merits are appreciated, it cannot fail to come into general use.

A BRIEF HISTORY OF FRANCE. One-term History. New York: A. S. Barnes & Co. H. M. Cable, agent, Boston.

Every American boy and girl should know something of French history; and when this study is taught intelligently in our schools, there will be time time for American, English, French, German, Grecian, and Roman histories in all our Grammar school courses of study. The life of historical study is killed when the effort is made to commit to memory its dry details of facts, names, and dates. Its life is preserved when the pupil is introduced to its characters as to living men and women, and to the events as to the actual, every day occurrences of life. We wish we could influence teachers to look more after spirit rather than form in study—more after the generation of thought than the crowding of the memory. When history is thus taught, volumes will take the place of chapters, and one-term histories will not be myths, but practical facts in the school-room.

The volume before us is a charming compend of French history, and its introduction into our schools will arouse a new interest in pupils in historical study of that polite, brave, witty, frivolous, and generous people. If it is true that a person must know the French and Latin languages to understand his own English tongue, no less true is it that he should know French history, which contains within itself, as Mr. Guizot well says, the genius and inspiration of universal thought and history. Barnes' one-term history will supply a great want for a good text-book in the teaching of French history.

THE MASQUE OF PANDORA, AND OTHER POEMS. By Henry WADSWORTH LONGFELLOW. Boston: J. R. Osgood & Co.

Hephestus moulds the beautiful Pandora, possessing all gifts:

"The gift of song,
The gift of eloquence, the gift of beauty,
The fascination and the nameless charm
That shall lead all men captive."

The three Graces honor the new creation with their chorus; Hermes is commissioned by Zeus to lead the maiden to Prometheus, to persuade him to marry her. On Mount Caucasus he forebodes evil by the auguries, and refuses to wed Pandora, declaring that he has within himself all that his heart desires, and that the fascinations of the maiden have no charms for him like his own thoughts, designs, and labors.

The chorus of the Fates chant the failure in the mission of Hermes to Prometheus, and the messenger is sent to the house of Epimetheus, on the same errand as his brother deity. Eros prepares the way for a most welcome reception, and Epimetheus declares that he has been waiting long for the young goddess, whom he has always known, but just now found. The enchantments of the palace, the gardens, the groves, the songs of birds, fill Pandora with delight in new home. All treasures are committed to her care and ownership, save one mysterious oaken chest, carven with figures and embossed with gold. Within it sleeps the secret of the gods, and the oracle forbids from mortal eyes till they see fit to make the revelation.

Choruses of birds, of reeds, of Dryads, of Oreades, voices of the waters, of the winds, of the forests charm the senses as the happy pair enjoy the delights of garden, parlor, and grove. Pandora, more human than divine, alone rejoices in her new gifts, and exclaims:

"No mansion of Olympus framed to be
The habitation of the Immortal Gods,
Can be more beautiful. And this is mine,
And more than this, the love wherewith he crowns me.
As if impelled by powers invisible
And irresistible, my steps return
Unto this spacious hall. All corridors
And passages lead hitherto, and all doors
But open into it. Yon mysterious chest
Attracts and fascinates me. Would I knew
What there lies hidden. But the oracle
Forbids. Ah me! The secret there is safe."

She throws herself upon a couch and falls asleep. A chorus of Dreams from the Ivory Gate come to fan the flame of her insane desire to know the secret of the Gods, and on awakening she hears a voice saying:

"Do not delay,
Do not delay; the golden moments fly!
The oracle hath forbidden; yet not thee
Doth it forbid, but Epimetheus only."

With the promise and desire of knowing good and evil like the Gods, she approaches the chest, lifts the lid. A dense mist fills the room, and Pandora falls senseless to the floor, while a chorus of Dreams from the Gate of Horn declare that diseases, sorrows, pains, and pestilence are now let loose upon the earth to afflict and vex mankind—

"Only Hope remains behind."

A storm sweeps over the garden, and its beauty is soon changed to desolation, while Epimetheus seeks Pandora to learn the cause of this fearful havoc, and learns how wrath and ruin have been brought on his house. Epimetheus with manly magnanimity, says:

"Mine is the fault, not thine. On me shall fall
The vengeance of the Gods, for I betrayed
Their secret when, in evil hour, I said
It was a secret; when, in evil hour,
I left thee here alone to this temptation."

Both penitently implore pardon, pledge each other

"To build a new life on a ruined life,
To make the future fairer than the past;

And declare that

"Only through suffering are we reconciled
To the Immortal Gods, and to ourselves."

This is the story, told with true poetic spirit, in the purest language, and clothed in choicest thoughts. It is the fruit of culture, and worthy the best years of our noblest American poet. The volume contains "Morituri Salutamus," which we gave our readers last June; "The Hanging of the Crane," "Amalfi," and a book of sonnets. The choicest of these, and in some respects the best, production of the poet's life, maybe, is "Three Friends of Mine," published in the JOURNAL of Nov. 10. The three friends here referred to are President Felton, Agassiz, and Sumner. Such books will soon be found and read by all who love the best thoughts of the noblest minds.

— Joaquin Miller's new poem, entitled "The Ship in the Desert," is published by Roberts Bros., Boston. The author's erratic genius is well manifested in this work, but we do not find much true poetry to enjoy. He says in his preface that the world, like a spoiled child, demands a tale, but we have looked in vain from preface to finis for the substance which the world is so lustily crying after. If the story alone was the world's need, a few paragraphs would have told of the frontiersman and his daughter, and the mirage of the desert. If true poetic sentiment was needed, the world could have found it without the infinite amount of poor prose mingled with it. It may be that a long life in the East unfits us to enjoy the poet and the poetry of the West, but we are quite sure that the true 'stranger' questioner will enquire "What is that?" over this latest product of a brain fertile in comely nothings. Will not some artist translate into a real picture fair Ina, whom he loved for her eyes, her "brow's soft frown," and for her mouth:

"Her mouth
Has roses gathered from the South,
The warm south side of Paradise,
And breathed upon and handed down,
By angels on a stair of stars."

— J. R. Osgood & Co., Boston, publish for the holidays a beautiful edition of Whittier's "Mabel Martin." This sweet harvest idyl will be more highly valued for its charming illustrations, which have been furnished by such artists as May A. Hallock, John J. Harley, A. R. Ward, and T. Moran, under the supervision of A. V. S. Anthony. There are no less than fifty-eight of these fine art studies, and the whole is done on heavy tinted paper, making it just such a book as good taste and good sense will lead book-lovers to select as a holiday gift.

— Osgood & Co. publish a new illustrated library edition of Hawthorne's Works, in nine volumes. Price $2. "The House of the Seven Gables" is the last issue, with good clear type, on tinted paper, and in pretty, flexible covers. The edition will be popular, and have a large sale.

— A. S. Barnes & Co. publish the "Independent Primary Reader," by J. Madison Watson. It combines the essentials of a primer and a first reader, including object-lessons, and affords like advantage for use with the alphabetic or phonetic methods, or the word or sentence systems. It is a model in plan, style, typography, and illustrations. Price 28 cents.

— Roberts Brothers publish Louisa M. Alcott's "Eight Cousins; or, The Aunt-Hill." Price $1.50. Miss Alcott has endeared herself to her many admirers anew by this fresh, bright, sparkling story, full of wit, wisdom, and instruction. Uncle Alec. will hereafter be the teacher and friend of more than one circle of boys and girls, and many a Rose will bloom the brighter for Miss Alcott's new style of garden culture. The book is a story, a sermon, and a lesson, taught with charming grace, and with unfaltering interest for all readers.

— H. O. Houghton & Co. publish a new life-size portrait of the poet Longfellow. The artist is Mr. J. E. Baker, who has already won reputation by his previous work of this class, and it is not only a remarkable likeness, but a picture of unusual artistic excellence, having all the softness and finish of the finest crayon drawing. This portrait can be had only by subscribers to the *Atlantic Monthly*, to whom it will be sent, with the magazine for 1876, for $5.00. The subscription price alone is $4.00, and every subscriber will prize the picture far above the amount of money required for portrait and magazine together. The friends of the *Atlantic* will thank the publishers for their generous offer.

— Volume 16 of "Little Classics" contains brief biographical sketches of the authors whose writings have appeared in the series. It is a needed companion to the other volumes, and will add to their value as a key to the lives of the writers of this charming series, in which may be found the choicest things in English literature. Price $1.00. J. R. Osgood & Co.; Boston.

LECTURES.—Probably most of our readers last week glanced over the fine list of lectures by Jas. T. Fields which was given on our last page. We know of no series more appropriate and instructive for an educational institution to secure than these twelve of Mr. Fields. Mr. F. is a man of wide and generous culture, and a very instructive and entertaining lecturer.

Prof. Wm. E. Griffis, for three years professor in the Imperial College at Tokio (Yedo), Japan, has three very important lectures on Japan and Japanese life. Prof. Griffis's address is No. 9 University place, New York. His terms are moderate for a man of so fine a reputation. The following are the title and outlines of what he treats of:—*Inside Japan:* Fun, Fact, and Fancy about the Japanese and their country—Personal Adventures in Japan—Japanese Poetry, Proverbs, Literature. Household Superstitions; The Lecture closes with a Summary of the Reforms of the last five years. *Street Life in Japan:* Out-door Life—Sketches of the Trades and Professions—Street Characters, Shop Signs, and Amusements of the People; The Lecture closes with a description of the ludicrous, but often successful, attempts to adopt our civilization in Japan. *Social Life of the Japanese:* The In-door Home Life of the People—Family Government, Social Customs, and Hospitalities, as gathered from the Lecturer's Observations as a Guest, Friend, Visitor, or Inquisitive Looker on, and from the Books of Etiquette, General Literature, Dramatic Representations, and the Interrogation of all classes of Society, from the Emperor's Palace to the Beggar's Hut.

Geo. T. Angell, President of Mass. Society P. C. A., lectured last week on the "Relations of Men to Animals:" Sunday evening, before the faculty and students of Harvard University; Tuesday evening, before the Young People's Association of Concord, N. H.; Thursday evening, in the "Lecture" course at Billerica; and Saturday afternoon, before the State Normal School of Rhode Island. Mr. Angell gives his time to this work, and in most cases pays his own expenses.

Good Words

FOR THE NEW-ENGLAND.

I desire to express my hearty commendation of the NEW-ENGLAND JOURNAL OF EDUCATION. It is, in my opinion, a grand success. I have long been disgusted with the trashy and ephemeral character of a large proportion of our educational periodicals. It is highly gratifying that we now have a journal that commands the respect of broad and cultured minds. It is decidedly refreshing to see the vital topics of education discussed in a truly philosophical manner; to feel that the writer of an educational article is a person who really appreciates the facts that he treats upon, and has the depth of mind to perceive and reason from the underlying principles of culture. I am fully convinced that only so long as you keep the literary standard of the JOURNAL in its present high position will its success be guaranteed. I think all educators are sick of twaddle, and any journal that admits only the soundest articles to its columns will be heartily indorsed by them. I have carefully preserved all the JOURNALS thus far published, and shall have them bound as soon as the year closes. It will afford me the greatest pleasure to say or do anything I can to bring the JOURNAL before the people, for I think it is an educator in itself.

REV. MARTIN E. CADY, A.M.,
Prin. Troy Conf. Acad., Poultney, Vt.

I have taken the N. E. JOURNAL OF EDUCATION from its first issue. I am very much pleased with it, and think it the best paper of its class that I have ever seen. Setting aside the educational intelligence from the different States, which is interesting to every one, the contributions are to the point and of every-day benefit to teachers. It is just what every teacher should have. Not only should he take it, but he should stand by it as the organ of his profession, and gives it his full sympathy. I would recommend it as a paper of interest to the general reader, not in the teacher's ranks.

C. E. BLAKE,
Prin. Boynton School, Eastport, Me.

I cannot forbear thanking you for myself and associate teachers for the liberal attitude of your paper towards women teachers. Its just position, the ability with which it is conducted, and its uncompromising hostility to sectarian schools, commend it to every intelligent person interested in the cause of education.

ISABEL M. KELREN,
438 Fourth street, So. Boston.

After reading the JOURNAL for some months, I am constrained to acknowledge it the ablest journal of the kind I ever met. It must do good, and will be acceptable to teachers.

JAS. S. KENNEDY,
Weaverville, Buncombe Co., N. C.

I like the JOURNAL much;—would not be without it for four times the price of subscription.

A. P. RICHARDSON,
Prin. High School, Bridgton, Me.

I cannot afford to lose a single paper. I had rather lose a meal a day than be without the JOURNAL.

WM. V. SLOCUM,
Prin. Pub. Schools, Phenix, R. I.

The last of number of the JOURNAL was one of the most interesting I have read. I like each number better than the one preceding.

GEO. E. DEXTER,
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BARNES.

November Publications.

The International Review. *November Number.*—Articles: The Excavation of Olympia, by Prof. ERNST CURTIUS, of Berlin University; H. W. Longfellow and his Writings; Ernst Curtius, Muller, and Mommsen; Centennial of Michel Angelo; General Sherman and his Memoirs; The New-York Stock Exchange; &c. Subscription $5.00; November number free to subscribers for 1876.

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ANNOUNCEMENTS.

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The Schoolmaster of Alsace.

(Imitated from the French.)

BY C. H. GATES.

'Twas in a school of old Alsace,
Where boys and girls, a little class,
The sunbeams glistening as they pass,
Were standing up to read;
The children's voice is hushed and low,
The aged teacher has told them so,
In words which deep emotion show:
Speak softly, my little class,
Let the German patrol pass,
For the children of Alsace
In French now dare not read!

While thus he spoke of his country dear,
His eyes were wet with many a tear,
And yet Hope conquered every fear,
As he taught their duty and need:
At night, when in prayer you raise the hand,
Speak in the tongue of your own dear land,
Your fathers' tongue, that gallant band
Whose blood has stained our every strand:
While the German patrol pass,
Speak softly, my little class;
For the children of Alsace
In French now dare not read!

Children whom war has sadly tried,
Mindful of those who bled and died,
Let the new frontier be cast aside
From your hearts that still must bleed;
With eyes that fondly turn to Home,
Grow strong; the hour must surely come
When your fatherland, now crushed and dumb,
Will call you back to your cherished home:
While the German patrol pass,
Speak softly, my little class,
But the children of Alsace
In French once more shall read!

The Teacher an Educator.

BY ALBERT G. BOYDEN, A.M., BRIDGEWATER, MASS.

[Read before the American Institute of Instruction at Providence, July 9th.]

RELATION OF THE TEACHER TO THE SCHOOL.

The subject upon which I wish to speak to-day has reference to the aims of education. Our schools are justly regarded as exerting a decisive influence upon the character of the children who attend them. The nature of the child is such that what the school does, or fails to do, for him must tell upon the entire future of his being. Our children are our most sacred treasures. The school has a vital connection with our dearest interests and our highest hopes. What shall be the character of our schools, is therefore a question of the first importance.

Many conditions are requisite for a good school, but when we come to the working point, to the quality of its influence, the school is the man or woman at the head of it. He or she "is the living epistle known and read" by all the pupils. One has truthfully said it is better for the child to have a log hut for a schoolhouse and a pine slab for a seat, with President Mark Hopkins for his teacher, than to have the most palatial schoolhouse ever built and all its appliances, with an incompetent person for a teacher. It is personal influence that leads the pupil. It is the character of his leader that stamps itself upon the plastic mind of the child. The teacher is the school, but whether he shall lead his pupils to a true life, or rob them of their birthright, depends upon his *aim*, the ultimate object for which he works. The end for which he lives determines his character as a man, the object for which he works as a teacher determines the character of the school.

DIVERSITY OF VIEWS ON EDUCATIONAL TOPICS.

Many questions concerning schools are being discussed. What shall be the course of study? What branches shall be taught, in what order, to what extent, with what appliances, and what is the best method of teaching them? To what extent shall text-books be used, and how shall they be used? How shall the school be graded? By whom and how shall examinations and promotions be made? What is the best mode of supervision for the schools? These and many other questions claim attention. They are very important questions, and demand all the wisdom that can be brought to their solution. There never was a more general interest in such discussions than at the present time. This fact is encouraging, because it shows that the present condition of things is not satisfactory, that something better is sought. It is equally true that there never was a greater diversity of views upon educational topics than at present. This fact is not so encouraging, because some things ought to have been settled long ago. There ought to be sound *principles* of education upon which all are agreed, to give unity, a definite aim, and a system in our educational work.

Go to the teachers of New England, take the whole range from the teacher of the smallest country school to the president of the university, and put these two questions: first, What is the ultimate object for which you are working, toward which all your plans and action tend? second, What principles of education guide your efforts to secure this object? How many of these teachers will be found to have this object distinctly and steadily before the mind? How many will be able to state the principles which guide their action? I do not mean to imply that teachers work without any thought of the end to which they are educating their pupils, without any regard to the principles of education; but I mean to say that the thought is so much given to means and methods that the end toward which the work is tending is not kept prominently in view as it should be. The course of study, the methods of teaching, the use of appliances, the examination and supervision of schools, are only means, not the end. The effect upon the character of the pupil caused by the employment of these means is decided by the *aim* which directs their use.

THE ULTIMATE AIM OF THE SCHOOL.

The question paramount to all others is, What shall be the ultimate aim of the school; to what end shall all the plans and efforts of the teacher be directed? This question can be answered intelligently only by the study of the nature of man. What is the child, and what is he capable of becoming? this must decide the aim of his education. "Man is the crowning work of God on earth," both in body and mind. His body is the most perfect of all organisms. All the physical and vital forces of the universe are acting in it. The action of these forces in man links him so closely to every part of the material world that he feels all its pulsations in his own organism. The marvellous connection of his mind with the physical world through his senses is more mysterious than the creation of a universe. This perfection of his body gives him power to enter into sympathy with all nature, which the infinite wisdom of the Creator has so wonderfully adapted to minister to his enjoyment and well-being. He is a child of nature. Man enters upon life one of the most helpless of all creatures, entirely dependent for what he shall have, and what he shall become, upon the power, care, and guidance of others. He is born into society, and while he must stand or fall as an individual, he is placed in such a relation to his fellows that he cannot grow as a man out of society. "It is there alone his faculties, expanded in full vigor, shine out; there only reach their proper use." He is the child of man as well as the child of nature. The highest fact of his nature is that he is endowed with that rational, moral, and spiritual life which allies him to the Infinite mind, and gives him the power, when he has gained command of himself, to comprehend and control all that is below him. His mind "is made in the image and after the likeness of God." He is a personal being, self-active, putting forth energy, encircling the globe in his thought and action, studying its structure and the history of that structure in the stony pages of its crust, and ranging through the starry realms of space with his extended vision. He reads the phenomena and laws of his own and other minds, and holds communion with the Father of his spirit. He is at once the child of nature, the child of man, and the child of God, "heir of all things, having the promise of the life that now is and of that which is to come." If he seeks the highest good and chooses to be a co-worker with God, he may grow to the stature of perfect manhood. If he chooses to follow the bent of selfish inclinations, he may go down to destruction. He may be wise or he may be foolish. He may become an angel or a fiend. His choice determines his character, and his education decides what his generic choice or purpose in life shall be.

To see more definitely what the aim of education should be, we need to notice the different powers of the mind and the conditions of their activity. The mind can know. It knows the objects in the world of matter and in the world of mind. The mind can feel, and its feeling is produced by its knowledge. The mind can choose, and the choosing is occasioned by feeling. The mind has three different modes of acting, — knowing, feeling, and choosing. We feel because we know, and we choose because of knowledge and feeling.

The mind knowing is intellect. Intellect has different modes of acting, and these distinct modes of acting are called faculties. The intellect may act in gaining a knowledge, through the senses, of external objects,—it is then called the perceptive faculty. The intellect reproduces and recognizes past mental states,—it is then called memory. It combines thoughts of parts of different wholes to form the thought of a new whole unlike any perceived,—it is then called imagination. The intellect may form ideas consisting of the qualities common to all the objects of a kind,—it is then called the power of generalization. It may judge of the relations of classes of objects to find the truths concerning them,—it is then called judgment, or reasoning.

The intellectual faculties hold the relation of dependence upon one another. The first activity of the mind is in perceiving the qualities of external objects. It perceives these qualities through the different senses, and associates them with one substance, thus forming the complex idea of an individual object. This idea includes only those qualities which the mind has perceived in the object. All ideas of external objects come to the mind through the senses. The idea can be gained only when the external object is present to the mind, and should be immediately expressed by the appropriate term. The idea is soon lost if not embodied in a word, indeed it is not distinctly formed till it is expressed.

The memory reproduces and recognizes the ideas gained by the perceptive faculty; hence the first activity of the memory depends on the previous action of the perceptive faculty.

The imagination combines thoughts of parts of different objects which have been perceived, and which memory holds in mind to form its ideal object; hence the activity of the imagination depends upon the activity of the perceptive faculty and the memory.

The power of generalization in forming the idea which consists of the qualities common to all the objects of a kind, must use the qualities which the mind has perceived and remembered. The activity of the power of generalization then depends upon the activity of the perceptive faculty and memory.

The ideas of classes of objects must be known and remembered, that the reasoning power may judge of their relations; hence the activity of the reasoning power depends on the activity of all the other intellectual faculties.

The mind is one, not divided, but having distinct modes of activity. Skill in the use of any faculty is acquired only by the right use of that faculty. The right action of one power, will not give strength to another power that is not used. The activity of each faculty should be guided by its relation to the other faculties. All the intellectual faculties are more or less active in the child. His imagination begins to form ideal objects as soon as he has the perceptions for them; he begins to generalize as soon as he has the facts about individual objects, and he raises questions about the causes of things, which the ablest philosophers cannot answer. As fast as the perceptive faculty furnishes material which the imagination and power of generalization can use, these powers should be called to use it, so that all the faculties shall be cultivated according to their relative activity.

The perceptive faculty predominates in activity in the child. He finds special delight in the use of his senses. Everything about him is new, and he must know something about it. He is so eager to know that, like the butterfly flitting from flower to flower, he goes rapidly from one new thing to another without stopping to examine anything closely. It is at this time when the child finds such keen delight in using his senses, that his mind should be trained to use each sense in noticing with closest attention the objects about him, to form the habit of observing every object that comes before him. Habits of observation formed later in life, can never be as strong and serviceable as those begun in early childhood. The perceptive faculty must always take the lead of the other intellectual powers; all the products of the imagination, and of the reflective power, are conditioned upon its development.

The mind feeling is the sensibility, or the power by which we enjoy or suffer. The intellect and the sensibility act together. The different forms of sensibility are the appetites, desires, and affections. The appetites, as defined by Dr. Hopkins, are those cravings of the animal nature which have for their object the well-being of the body, and the continuance of the race. They originate in the body, are periodical, and have a physical limit.

"The desires are the cravings for those things that are necessary for the upbuilding of a perfect mind. They have the same relation to the well-being of the mind that the appetites have to that of the body." The specific desires are the desire of continued existence, of property, of knowledge, of power, of esteem. The general desires are the desire of good, of liberty, of society. The desires have reference to the good of the individual. They may become selfish, or they may be benevolent. They have no limit in themselves, but grow by being indulged, and are to be controlled.

The affections are that form of the sensibility which brings us into relation to others, and have for their object the well-being of others. They lead to the doing of good to others; or to the infliction of evil upon others, "for the well-being of the individual or of the community of which the individual is a part."

The objects of the appetites, desires, and affections, afford enjoyment. Every object which affords enjoyment is regarded a good, and the enjoyment which the object gives is also considered a good. These different forms of good are motives to choice and action. "Without the sensibility there is no motive."

The mind choosing is the will. Again, taking the definition of Dr. Hopkins, "the will is that constituent of man's being by which he is capable of free action, knowing himself to be thus capable." "There are two essential elements in the will: the power of choice, and the power of volition, or the power to carry out the choice in action. The volition is always according to the choice; the choice is free." As we have shown the products of the sensibility are the objects of choice, and generally two different forms of good, "one higher in kind and more valuable than the other," are presented, and the sense of obligation always affirms that we should choose the higher good. This sense of obligation is the moral element of our nature. The choice is made in view of the object, and of the sense of obligation. The good presented is a motive to choice, and the sense of obligation is another motive. If the sense of obligation be followed, the highest good will be chosen. "The choice then is the fundamental, voluntary, moral part of the will." Since the action is always according to choice, the choice determines the character, for character is what one is as the result of his own free choice and action. The will implies both the sensibility and the intellect. "Man is intellect, sensibility, and will combined."

Every child has these powers of which we have spoken, in the measure which God has given him. He starts in life with everything to learn. He has a body upon the health of which the activity and growth of the mind is conditioned. He has intellectual powers by which he can acquire knowledge; sensibilities by which he can enjoy or suffer, and he is inclined to follow his natural appetites, desires, and affections, whether they lead him to right or wrong actions. He has a will, a moral nature by which he can choose what objects he will pursue, and can carry out his choice in action. Before him is the world of matter, and the world of mind, with an infinity of objects in each, in which he is to live, grow, form his character, and prepare for an endless future. Left to himself, he will never attain the end for which he was created. What then does he need to have done for him? His education must decide what manner of child he shall become. To be a man, all his powers must be called into exercise, and all must be trained to habits of right activity. He needs this training to give him the *ability* to make the best use of all his powers; and he further needs this training of the moral and spiritual part of his nature, to give him the *inclination* to make the best use of all his powers.

We learn then from the study of the nature of man, that the ultimate aim of education should be, *to give the child the ability and the inclination to make the best use of all his powers, both of body and mind.* When he has gained this command of himself, he is ready to go forth as a man among his fellows, to choose his vocation, to carry on in himself the work of self-education, and to become a power for good, in serving God and his fellow-men.

This training should begin with the life of the child, and should be persistently followed till he is established in the way he should go. It must begin in the home. The family is primarily responsible for the education of the child. The school is the supplement of the family. Its work is to carry forward the training that is well done in the family, to supply as far as possible the deficiency when there is neglect in the home. The end of education is one in the family and in the school; the child is the same in each.

The distinctive features of this view of the aim of education are first, that the child is to be regarded as a *rational being*, who needs to know himself, to know his relations to the external world, to his fellow-men, and to his Maker; whose whole nature is to be cultivated; whose powers are all to be developed into a vigorous life; each power to be cultivated, not independently, but in the relation of its dependence upon the other powers. He is to get ideas by his own personal observation; express the ideas in proper language; associate them by the relations existing between the objects of thought, and between these objects and his own mind that they may be remembered; and the ideas thus gained are to be used by the imagination and the reflective powers. His sensibilities are to be called into normal activity, and the right purpose is to be formed; right habits of observation, of thought, of action are to be established.

Second, that the child is a *growing* rational being, his body and mind subject to the same law of growth. Each must have food, each must digest and assimilate the food taken, and each must be developed by judicious, vigorous exercise. Time is required for the assimilation of the food taken, and for the training of the powers, hence the growth of the powers must be slow. He cannot travel by steam, but has to work his passage all the way. The growth of the powers must be continuous, the training must be carried steadily forward till the child become an independent worker having full command of himself.

Third, that the child is a *self-active* being, a free, personal cause. He must observe, remember, imagine, and think, for himself. He must form his own purpose, and carry out that purpose by his own will-force. No other can perform these acts for him any more than he can eat for him. Nothing should be done for the child which he can properly do himself. It is by well-directed self-activity that he is to grow. "He naturally delights in activity, and his desire for activity grows with his growing powers."

If this be the true aim of education, then all our training ought to be guided by the laws which control the growth of the man, all our courses of study ought to be arranged according to the order of mental development, and all our methods of teaching should grow out of these principles of education derived from the study of the nature of man. We can never have any true *system* of education till it rests on this foundation. The most important of all studies for every superintendent of schools and for every teacher is the study of man, that we may come to a better knowledge of the laws which govern the growth of the man, and have *some principles* of education to guide us in our school work, so that our children may be delivered from the routine work of cramming text-books, and be led to use their powers in a *rational* way.

In some of our large cities and towns, whose schools are regarded by the smaller towns as a model for their imitation, the plan of procedure is to lay out the work for all the teachers by the month; each teacher is required to take his class over a specified number of pages in the text-book during the month; written examinations are had upon what is contained in those pages of the text-book, and the per cent. of correct answers obtained by each pupil is carefully recorded. The suc-

cess of the teacher, and the standing of each pupil in his class, and his promotion to the higher class, are all measured by the per cent. obtained in these examinations. The *end* of school work under this plan, with both teacher and pupil, is a high per cent. And what is accomplished under this plan? The teacher is hampered, his individuality destroyed, and his work becomes drudgery. In the subjects studied the pupil gets nothing but empty words. No good habits of observation and thought are formed, and the moral nature of the child is perverted.

Pratical tests applied to the pupils will verify these statements. It seems as if the words of Horace Mann were being verified in these schools, when he says, "Some people think man is only a machine, and that the only difference between a man and a mill is, that one is carried by blood and the other by water." This ranking of scholars, like stocks in the money market, by the rate per cent at which they can cram the words of the text-books into their minds, is practiced in all grades of schools. Its influence is destructive to all true mental training.

WHAT THE TEACHER AS AN EDUCATOR SHOULD KNOW.

The teacher is and must be an educator,—and education is the training of the man as an organic whole. Every teacher should know those things in man which are common to all men. He should also know those things in which one man differs from another man; especially should he know his pupils in this way, for no two pupils are alike, nor can any two bear precisely the same treatment. The idea of a school presupposes that that the teacher is to train *individuals in classes*, he must know what is common to his pupils and in what they differ, that his training may be both comprehensive and practical.

Every teacher should have the most thorough knowledge possible of the subject he attempts to teach. He should know the *whole* subject, that he may select what his pupils need and what they can understand, that he may teach each part of the subject in its proper relation to every other part. The teaching in each grade of school ought to prepare the pupil for that which is to come in the next grade above, from the primary school on to the end of his school course. There can be no systematic *growth* of the child without this condition. The prevalent idea that any one can teach a common school is destructive of all true work in education. The teacher of the primary school has the highest grade of educational work to do. She touches the springs of life and character, and she, of all others, should know what she is doing.

Every teacher should have a clear and definite knowledge of the principles of education already indicated to guide his training and to determine his methods of teaching.

WHAT THE TEACHER SHOULD BE AS A MAN.

I have spoken of the teacher's relation to the school, of the diversity of views on educational topics, of what the ultimate aim of education should be, and of what the teacher as an educator should know.

One other point which the limits of this paper will allow me to notice but briefly I wish to consider in closing, and that is what the teacher should be as a man to be a true educator. The teacher should be a person of quick perception, of good judgment, of broad, deep, tender sympathies, that he come directly to the hearts of his pupils, with a strong will, and a sacred regard for truth and duty. He should be a whole-souled man, full of wisdom, full of energy, full of faith. He should be cheerful, hopeful, self-possessed, enthusiastic, decided. It is the spirit, the temper, the life of the teacher which impresses the child, and these unconsciously find expression in the teacher's face, in the tones of his voice, in his manners. Some one has said, "A beautiful form is better than a beautiful face, but a beautiful behavior is better than a beautiful form." "What a man is tells for vastly more than what he says." And what he is "is the treasure which a life has gathered." The personal influence of the teacher is the most powerful means of moulding the character of the child. Another has said, "Of this, at least, we may be sure, the fixed and everlasting principles of character cannot be put aside, nor bribed, nor held in suspense, either to accommodate our moral indolence, or to atone for our neglect. What we are daily sowing in self-discipline, we shall reap in the failure or success of our work. We are watched, we are studied, we are searched through and through, by those we undertake to lead—not in a jealous or malignant criticism, but in earnest good faith. A manhood that is manly, a womanhood that is womanly —these are not such ugly sights that young hearts should turn away from them or disown their fascination."

The Place of Woman in our Public Schools.

BY MRS. EDNA CHENEY.

[Concluded from last week.]

But will the supply be adequate to the demand? A new social experiment always has a great advantage, because it draws out the most able and devoted spirits to work in it. I do not know the character of the women who have entered into this field of labor elsewhere, but I do know that in Boston we have got the very flower of her life and thought, and that it would be very hard to find any who would surpass them either in moral or intellectual qualifications. But we can not count such by hundreds any where. I wish, therefore, most earnestly to call upon women to prepare themselves for this duty, by making themselves thoroughly acquainted with the school system in its general aspects, and also with the special questions in regard to which public opinion is still divided. Some of the questions are of great importance to women, and women have peculiar qualifications for treating them. In addition to the religious, moral and sanitary questions, to which I have already referred, are two on which public opinion is still unformed, and which it seems to me the "mothers" should have a voice in deciding. The first is the question of corporal punishment in schools. A great diversity of opinion appears on this point. While Michigan reports that the schools have derived great advantage from its abolition, the New York Superintendent reports a class of pupils who can not be disciplined without it, and that the schools are suffering in consequence of its prohibition. On the other hand the Superintendent in Rochester reports a growing feeling against it. Can human nature be different in these different localities, or have Michigan teachers learned some secret or moral discipline unsuspected, as yet, in New York? Certainly, this is a question which comes home to every mother who must ask herself what powers she ought to delegate to another, and as there is clearly much to be said on both sides, she ought to prepare herself by examination and reasoning, and not merely by feeling, to meet a question so important. At least in every girl's school the mother sex should judge how far delicacy and self-respect are liable to injury from the use or probable abuse of punishment, and what more beneficial methods of discipline should be substituted for it. But one sex is no more able than the other to judge wisely without knowledge, and a hasty and ill-considered interference on this point is likely to produce reactions which will do more harm than good.

The other very important question which is now dividing opinion among the friends of education is that of the relation of school life to the home life, or the life of work for self-support. While some claim that the school should be directly responsible for the child's future, and not feel that its function is fulfilled unless the pupil is sent into the world with a special fitness for special industrial work, by which a future maintenance is insured, others maintain that the province of the teacher is only to develop the intellectual powers and so provide the motive force which can be afterwards turned in any direction. How much these two extreme views can be united in the brief time and with the economical expenditure allotted to the public school course is the great problem of the educator. On this point the thought and interest of women who are accustomed to forecast their children's future even from the cradles, is especially needed. The mother always has an ideal of her boy, and is never satisfied that he should be a mere mechanical drudge, but strives night and day that he may have "a liberal education," so that she is likely to value, perhaps to over value intellectual culture. But she will, if she has known the hard experience of life herself, also desire for her girls as well as boys a training which will not leave them at the mercy of fortune, but fit them to provide for themselves. And yet the single form in which the problem of education for girls—that of teaching or sewing—is usually presented is so narrow and poor, that it seems a waste to sacrifice to it any of the small opportunity for mental culture. Here we touch again the great problem of women's work, on which so much has been said, and on the whole so very ill said, that it is quite necessary for every woman having the welfare of her sex or country at heart, to give it her earnest consideration. What is needed, is not passionate appeals or sentimental tears, but a thorough knowledge of the condition of work-women as it really is, of the causes that produce it and the means of cure. It is idle to tell of the low wages of slop-work, while to thousands of women it is the only resource, and they are unable to do anything better. They see in it a refuge from starvation, not a hindrance to better prices.

The public school system also bears upon this question of labor in another way. By the fitness of women for teaching and the great demand for teachers, a blow is struck at the long established fallacy that women should not be paid as much as men for the same work, and already in ten States or Territories of the Union the monthly salary of female teachers is reported as the same as that of men, while it is less in only sixteen or seventeen, according to the reports. Many States have not reported on this point. It is in the oldest States that the greatest inequality still exists, and in Massachusetts it is the greatest, the average of men's salaries being $93.65 per month, that of the women only $34.14. We must remember, however, that in Massachusetts the number of male teachers is very small, and that they are generally Principals of large schools.

But the influence of women can be brought to bear upon this point also, to open the career of advancement to those women who devote their lives to education. No demand for increased pay will accomplish this, only a steady recognition of fitness for higher positions and greater amount of work.

I have thus hastily sketched the main points which present themselves in calling upon the women of the United States to take into their hands, in friendly co-operation with men, the public school system as a work which eminently belongs to them, as component parts of the social and industrial Commonwealth, and as we trust future members of the political direction of the country. It remains to suggest briefly how women can carry on this work, and I am tempted to say that all is comprised in one brief precept,—"Make yourselves thoroughly acquainted with the subject." I believe that I have read and heard more entirely ignorant and baseless criticism on the public schools than on any subject whatever, and that is saying a great deal. Do not consider that you are competent to express any opinion on the important questions I have suggested without personal knowledge of the schools.

I wish that every woman's club in the country,—and where these do not exist they should be formed for the purpose,—would take the matter in hand. Read the reports of school officers—of your own town, county, or State, and of every other, and of the earnest and able head of the National Bureau, General Eaton. These will be gladly furnished to you, free of expense. Make

provision for visiting the schools of your own town and others, as you have opportunity, and let the reports of visitors be the text for full and free discussion. Do not hasten to take sides upon vexed questions, or to urge new measures. The good teachers and officers of schools will at once feel cheered and encouraged by your interest; the bad may shrink from your inspection, but you will soon find a gradual increase of life and interest in the schools, as the grass grows when the sun shines and the rain falls upon it.

I have known more than one country town whose whole people were elevated and improved to a high standard by the interest one clergyman took in the public schools. I believe that if a small body of intelligent, educated, earnest women would devote their energies to the improvement of the schools in every town, they would do more for the moral, intellectual, and industrial improvement of the country than any other agency I can imagine.

Rainy Days.

BY W. W. BAILEY.

A rainy day is not without its pleasures. The student especially may find much to amuse him in inclement weather, when the rain is beating on the windows, and the rush of the torrent is heard in the street. Happy is the man who can draw up at such a time beside a warm fire of wood or anthracite, and while experiencing the creature comfort of warmth, regale the mind with a good book. The volume itself must be just the one for the day—cheery, quiet, comforting. We have found "Elia" the perfection of a fireside companion; the very cat beside us purrs with at faction as we read him.

Wet weather is the time, too, to reperuse old letters. What can be a sadder joy than this? Maybe the writers have fought the battle and laid down in peace; maybe they are far away beyond the ken of correspondence; sadder yet, they may have outlived our friendship. The very perfume haunting the yellow bundles, breathes of by-gone days. We catch ourselves in many a furtive sigh. Let us close the drawer; it is better not to dwell too long upon the memories of the past. Still the impatient rain-drops patter on the panes; little torrents gush forth from spouts and eaves; the passengers are blown hither and thither by the tempest. Yonder flaunts the red danger signal, as if we did not know there was a storm! We draw forth our herbarium and turn over its pages. There is no greater delight than this; it compensates for all the trouble taken in collecting, preserving, and classifying the plants. There is a smell of the summer woods about them. Each specimen recalls to us the place where it was collected, and maybe the friend who shared our pleasure. Is it the charming *Calypso?* we met her first in the New Brunswick forests, and gave the botanists' leap of joy. Is it *Polygala luten?* we found it in the pine-barrens of New Jersey, guarded by musquito hosts. Here is the pretty *Mitella*, which we plucked from amidst the damp ferns of the Cro' Nest ravine—home of the "Culprit Fay."

Independent of their æsthetic enjoyment, a herbarium is always instructive. One cannot fail to gain some new idea of nature's harmony in examining any classified collection of natural objects. It is an epitome, as it were, of what creation offers. In very rainy weather it is not practicable to use the microscope, but we can mount and arrange our slides.

We have merely mentioned the special line into which we ourselves would run for amusement while the skies are weeping. Each one will seek his own department of language, literature, or science. We cannot prescribe for the amusements of others; instinctive predilection must guide each individual.

We have been supposing that our readers have hours of idleness; but even conjecturing that they are busy, they may find a rainy day delightful. What would the sunshine be without the clouds? how much of joy would this life afford were it not tempered by its corresponding sorrow?

The Spelling Reform.

Nearly all agree that the cause of education would be greatly advanced if the present mode of spelling could be superseded by an improved orthography, in which the same character should always represent the same sound. Some advocate adding a sufficient number of letters to our alphabet to afford one letter for each elementary sound; while others would use the same letters that we have at present, but with diacritical marks added, such as are used in pronouncing-dictionaries to designate which of its several sounds a letter is meant to represent. There is still another class who would dispense with the common English alphabet altogether, and adopt a different one in its stead.

During the past seven years my attention has been almost constantly drawn to the inconsistencies and absurdities of English orthography, and I have been led, from motives connected strictly with the profession I am engaged in, to study Phonetics, and to apply the results of my study to most practical uses. I had been from early childhood acquainted with my uncle, Enoch Whipple, who was born deaf, and who had been almost miraculously taught to talk, and to read the lips by the persevering efforts of his father, Jonathan Whipple; and as I grew towards manhood, and reasoned that what had been done for him could be done for any intelligent deaf mute, if suitable instruction were afforded, the desire to benefit that class of our unfortunate fellow-creatures took complete possession of me, and I commenced teaching the deaf, not the sign language, but articulation and lip-reading.

At first my practice was to commence with the alphabet and teach the powers of the letters. This I did by pointing to the letter, and then making the corresponding sound, letting the pupil see the motion and positions of my organs of speech, and often feeling the throat to distinguish between the vocals and aspirates. Some of the sounds I found it difficult to teach to my pupils. Such sounds as are formed with the mouth nearly or quite closed, and those that are produced in the back part of the mouth, being the hardest for the pupil to understand. So I was often compelled to draw on the board a diagram of the organs of speech, showing them in the position that I wished the pupil to imitate. I found that I could frequently convey a much clearer idea of the sound I wanted to teach, by means of a diagram, than I could by the mouth itself; for in using the mouth, the operations of the organs of speech are, in a measure, hidden by the exterior portions of the face. After I had gone on for several years in that way, and had become quite expert in illustrating the action of the organs of speech, I succeeded at last in reducing my diagrams to a system, and so formed an alphabet which is not only perfectly phonetic, but which bears the same relation to speech that notes bear to music. The notes on the staff correspond to certain keys of the organ or piano, which, when struck, give forth the sounds that were intended to be produced. So each letter of my Natural Alphabet is pictorial of the organs of speech placed in a certain position; and when in that position, if any sound is produced, it must of necessity be the sound required. In teaching the letters of the common alphabet to a little child, there is no process by which they can be impressed on the memory but by constant repetition. They bear no resemblance to the sounds they are made to denote, and the process of learning them is an act of sheer memory on the part of the pupil. But if the Natural Alphabet were to be taught, each letter would have a meaning of its own. It would interest the child by showing him, not only what sound it stood for, but also how to shape his mouth to make the sound. It would stimulate him to make an effort, and he could proceed in a day or two to put his knowledge to practical use in reading easy words and sentences. To the foreigner it affords an easy and certain method of learning to speak English, and an equally easy means whereby English speaking people can learn foreign languages.

The Natural Alphabet is, as it were, the mouth transferred to paper; and a page written or printed in that style, may be said almost literally to "speak."

ZERAH C. WHIPPLE.

Mystic River, Conn., Oct. 23, 1875.

MATHEMATICS.

Problems.

PROBLEM LVII.—What is the value of $\frac{\{2^n \mid n\}^2}{\mid 2n+1}$ when n is infinite?

[The notation $\mid n$ signifies the continued product of the numbers in the natural series from 1 to n inclusive.] ASHER B. EVANS.

PROBLEM LVIII.—If at the moment a column of 25 miles in length commences to march, a courier starts from the rear for the front, delivers his message there, and returns, meeting the rear just as it reaches the place of the original front: how far does the courier travel? J. S. R.

PROBLEM LIX.—The top of a ladder standing on a plane is 27 feet high; but if it be turned through 90°, it will be 36 feet high. How long is the ladder? J. S. R.

Solutions.

PROBLEM XLV.—Simplify $\sqrt{-1}\tan(-\sqrt{-1}\log_e 2)$.

Put $\sqrt{-1}=i$. De Moivre's formula gives $i\tan x=\frac{e^{ix}-e^{-ix}}{e^{ix}+e^{-ix}}$

Making $x=-i\log_e 2$ we have—

$$i\tan x=\frac{e^{\log 2}-e^{-\log 2}}{e^{\log 2}+e^{-\log 2}}=\frac{2-\frac{1}{2}}{2+\frac{1}{2}}=\frac{3}{5}$$

G. B. V.

PROBLEM LI.—Let the centers of the circles be connected. The opposite sides of the quadrilateral thus formed are parallel and respectively perpendicular to the common chords. Hence the opposite chords are parallel. J. S. R.

[Solutions also from E. H. C. and Asher B. Evans.]

PROBLEM XXXVIII.—Let CTD be the required curve rolling on the line ON, APB the conic section described by the pole P. Take ON for the axis of x, and put $OM=x$, $PM=y$; then, by giving suitable values to c, m, n, e, the equation of the conic section may be represented by $y^2+cx^2+2mx+2ny+e=0$ . . . (1).

The straight line PT joining the pole P, with the point of contact T, will be a radius vector of the rolling curve, but a normal of the conic section.

$$\text{Hence, } r=y\left\{1+1\left(\frac{dy}{dx}\right)^2\right\}^{\frac{1}{2}} \quad \ldots (2).$$

Again: PM is the perpendicular let fall from the pole P upon the tangent OTN of the rolling curve, but the ordinate of the conic section.

$$\text{Hence, } \frac{r^2d\theta}{\sqrt{dr^2+r^2d\theta^2}}=y \quad \ldots (3).$$

From the differential of (1) we find

$$\frac{dy}{dx}=-\left(\frac{cx+m}{y+n}\right) \quad \ldots (4).$$

Eliminating $\frac{dy}{dx}$, x, y by means of equations (1—4), we find the differential equation of the required curve. ASHER B. EVANS.

PROBLEM XXXII.—Taking the axis of the well as the axis of z, and a perpendicular to the axes of the log and well as the axis of x, and denoting the radii of the well and log, and the distance of their axes, by a, b, and c, we have for the equation of the well and log: $x^2+y^2=a^2$ . . . . (1); and $x^2+z^2=2cx+b^2-c^2$ . . . . (2).

The volume of that part of the log removed being V, we have, since z and y are given from (2) and (1) in terms of x,

$$\tfrac{1}{4}V=\iiint dx\,dy\,dz=\int\sqrt{2cx-x^2+b^2-c^2}\,dx\,dy$$
$$=\int_{c-b}^{c+b}\sqrt{a^2-x^2}\,\sqrt{2cx-x^2+b^2-c^2}\,dx \quad \ldots (3).$$

$$\text{Hence, } V=4\int_{c-b}^{c+b}\sqrt{a^2+x^2}\,\sqrt{2cx-x^2+b^2-c^2}\,dx \quad \ldots (4).$$

The integral of (4) may be effected by the aid of series. When the axes of the well and log intersect, $c=0$, and (4) becomes—

$$V=4\int_{-b}^{b}\sqrt{a^2-x^2}\,\sqrt{b^2-x^2}\,dx=8\int_{0}^{b}\sqrt{a^2-x^2}\,\sqrt{b^2-x^2}\,dx=5{,}389 \text{ cu. in.}$$

(when $a=24$ and $b=6$). ASHER B. EVANS.

PROBLEM L.—Integrate $y=\int\frac{-dx}{x^3-1}$.

Since $x^3-1=(x-1)(x^2+x+1)$ and $(x^2+x+1)=(x+\frac{1}{2}+\frac{1}{2}\sqrt{-3})(x+\frac{1}{2}-\frac{1}{2}\sqrt{-3})$, we may write

$\frac{-1}{x^3-1}=\frac{A}{x-1}+\frac{Bx+C}{x^2+x+1}$; whence $-1=Ax^2+Ax+A+Bx^2+Cx-Bx-C$, and $\therefore A+B=0$, $A+C-B=0$, $1=A-C$; or, $A=\frac{1}{3}$, $B=\frac{1}{3}$, $C=\frac{2}{3}$. Hence,

$$y=\tfrac{1}{3}\int\frac{dx}{x-1}+\int\frac{(\frac{1}{3}x+\frac{2}{3})dx}{x^2+x+1}=-\tfrac{1}{3}\log(x-1)+\tfrac{1}{6}\int\frac{(2x+4)dx}{x^2+x+1}$$
$$=-\tfrac{1}{3}\log(x-1)+\tfrac{1}{6}\log(x^2+x+1)+\tfrac{1}{3}\int\frac{dx}{x^2+x+1}$$
$$=-\tfrac{1}{3}\log(x-1)+\tfrac{1}{6}\log(x^2+x+1)+\frac{1}{\sqrt{3}}\tan^{-1}\left(\frac{2x+1}{\sqrt{3}}\right)+c.$$
$$=\tfrac{1}{6}\log\left\{\frac{x^2+x+1}{x^2-2x+1}\right\}+\frac{1}{\sqrt{3}}\tan^{-1}\left(\frac{2x+1}{\sqrt{3}}\right)+c.$$

ASHER B. EVANS.

[Solution also from F. A. S.]

— J. S. R. gives a large number of definitions from different arithmetics for *simple and compound numbers*, and offers the following as an improvement on them all, with the request that some one will improve on his own:

1. "*A simple number* is a number expressed in units of one or more orders, according to the scale of 10."

2. "*A compound number* is a number expressed by two or more simple concrete numbers, according to its appropriate scale."

We will suggest the following, and hope to hear from others:

1. *A simple number* is expressed in terms of a single unit.

2. *A compound number* is expressed in terms of different units of like kind.

We do not consider the tens, hundreds, etc., of simple numbers as different units. The number 325 means 325 units of some one name, while 10 ft. 3 in. is expressed in two different units of length. Neither is it necessary that a simple number should use the scale of 10. The number 3 gross 5 dozen and 6 is a number using the scale of 12, but is as really a simple number as its equal 498. Nor is it necessary that a simple number should be on any one scale, as 3 score 2 dozen and 5. We need not say in defining a compound number that it is concrete, for by the nature of the case, as *different* units are employed, it must be concrete. There can be no difference in abstract units. It must be observed that the units of a compound number differ in magnitude and not in kind. Different *kinds* of units, as linear, superficial, etc., cannot be used in the same number.—[ED.

— I do not consider the published solution to the XXVII. correct. It is a very difficult problem, and merits a careful and more extended discussion.

In proposing the XXXIII. I intended the question as a very difficult question in *elementary* geometry. Chauvenet has it as exercise 85th in his excellent treatise on Elementary Geometry. The solution to this problem is obtained in the JOURNAL by analytical geometry, and when completed gives an equation of the sixth degree. I have never found a mathematician who had solved the XXXIII. by elementary geometry, although scores of good mathematicians have tried it. I sent the question to the *Educational Times*, published in London, Eng., and have waited patiently several years for a solution, but none has yet come. This same question is proposed (in a form pretty well disguised) in *The Analyst* for September, by Professor Clark. ASHER B. EVANS.

— The answer to B. F. B.'s problem in JOURNAL of Sept. 25 is about 2 1-6th centuries. The births may be arranged by generations of 22 years each, in series of 11 terms each, each term embracing the birth of 2 years. Each series (except the first), is formed from the preceding, commencing with the last term of that series increased by the first term; and the succeeding terms are formed by adding, in succession, the corresponding terms of that preceding series. The sum of nine of these series, and nine and a fraction terms of the tenth series, will give the 400,000,000 as required, taking betweeen 216 and 217 years, or about 2 1-6 centuries as above said. J. S. R.

— W. K. D. should have had credit for a solution of the second of Dr. Collins' problems, similar to those published.—[ED.

Paradox,

BY G. SHAW, KEMBLE, ONT., CANADA.

Suppose $a=b$. Multiply both sides of this equation by b, and we have $ab=b^2$. Subtract a^2 from each side of this equation, and we have $ab-a^2=b^2-a^2$ .... (1). By factorizing (1), we have $(b-a)a=(b-a)(b+a)$. Divide this equation by $b-a$, and we have $a=b+a$; or, because $b=a$, $a=a+a=2a$. Dividing by a, we have $1=2$.

[The fallacy in the above obviously consists in considering a and b as *like* and *unlike* at the same time. For, in the first member of (1), because $a=b$, we have a zero factor, $b-a=0$; and in the second member we have the same zero factor, $b-a$. Now, when a and b are unlike, the only two of b^2-a^2 are $a-b$ and $a+b$, neither of which can be zero; but when $b=a$, then $b^2-a^2=a^2-a^2$, the only two factors of which are $a-a$ and a; the first of these two factors, $a-a$, being zero, the other factor, a, may be repeated as often as we please without changing the value of the product.]—ED. J. E. HENDRICKS, A.M., *in Analyst for September.*

AN ALGEBRAICAL PUZZLE.

Let the letter x stand for 2. Then we have $x=2$. Multiplying by x, $x^2=2x$; subtracting 4 from each member, $x^2-4=2x-4$; factorizing, $(x+2)(x-2)=2(x-2)$; dividing by $x-2$, $x+2=2$; substituting 2 for x, $2+2=2$; or, $4=2$.

[Now, as this result is absurd, there must be some error in the operation. Yet it seems to have been conducted strictly according to algebraic principles. Hence the puzzle.

The mystification may be easily cleared up. The false step is in the division by $x-2$. Since x is equal to 2, $x-2$ is equal to 0; that is it has *no value*. Now if we multiply *nothing* by any number whatever, the result is always nothing. We may have $6\times0=5\times0$; but we cannot divide by 0 and obtain $6=5$. The equation $(x+2)(x-2)=2(x-2)$ means $(x+2)\times0=2\times0$. This is true; but we cannot divide by 0 and obtain $x+2=2$.]—*From last page of Wilson's Elementary Algebra.*

Foreign Notes.

[From our Special Correspondent.]

SAVINGS BANKS IN SCHOOLS.—In the autumn of 1866 M. Laurent, professor of Civil Law in the University of Ghent, Belgium, proposed to some of the teachers of the public schools of that city the establishment of savings banks in the schools, with a view of promoting among the children, and more particularly those of the poorer class, habits of economy that would be likely to improve their position in after life. Some objections were raised but successfully combatted, and it was resolved soon after to make the trial, and in 1869 two of the communal schools were furnished with the necessary material by the city council. The result has been eminently successful; and at the present day, of the 15,000 scholars who frequent the public schools of that city, more than 13,000 who commenced by their savings-bank at the school, have succeeded in getting to themselves accounts open at the saving banks of the State, with the very respectable sum of 463,064 francs, nearly $90,000 at their credit, all or mostly all collected by penny contributions at school. At the commencement of this enterprise it was viewed with an evil eye by many of the parents of the children; but the young people soon converted their elders; and it is considered one of the most gratifying consequences of this movement that not only the young are encouraged in forming habits of frugality and economy, but the parents and relatives of the children are induced to become depositors at the savings bank, instead of spending, as before, all that they earned, without thought for the future. In the city of Ghent, itself, the progress in this respect has been remarkable, the number of depositors in the year 1873 increased 22 per cent., there being 14,000 depositors out of a population of 120,000, while the whole of Belgium, with a population of five millions, counted only 100,000 depositors. It is remarked among the children that the girls are more disposed than the boys to avail themselves of the opportunity offered by the school savings banks, just as among the adult depositors the women exceed the men in number. It is understood, of course, that the co-operation of the teachers is needed to make this plan successful, and in Belgium it has been cheerfully given, and with the happiest results. The importance of this movement in Belgium induced the governments of England and France to send over commissioners to study its workings; and Mr. J. C. Fitch from the former country, and M. de Malarce from France, have published interesting reports thereon; the result has been the establishment of penny banks in England, while an effort is now making to introduce the school-savings banks into the public-school systems of Italy and of France.

GEOGRAPHICAL CONGRESS AT PARIS. — Among the curious things to be seen in the French portion of the above were the following interesting articles: A map of the forest of Fontainebleau made in the eighteenth century; an old plan of the Abbaye de St. Geneviève of 1620; a map of the Isle of France, made by Bernardin de Saint Pierre; a Chinese map of the sources of the Ganges, drawn upon the memoranda of the lamas of the country. A whole hall was devoted to the labors of the commission of the Gauls which has published the map of the monuments of the age of stone, and that of the Gauls under the proconsulate of Caesar and the Merovingian epoch. In other halls were found interesting monuments relative to Judea; the military monuments of the Crusades; the results of M. Grandier's journey to Madagascar and those of a missionary in China and Thibet. There was also a complete and curious collection of manuscripts and printed work in Turkish, Persian, Chinese, and Japanese, besides maps published in those countries.

EDUCATION IN MONTENEGRO.—A German traveler, M. Gustav Rasch, who has lately visited the country of the Montenegrians (1874), gives this account. "During his fourteen years' reign the Prince, Nicholas, has become the civilizer of his people. When he came to the throne there was but three or four schools; in 1872 the number had increased to 27, and in 1874 there were in Cetinie 37 primary and normal schools, in all of which instruction is gratuitous, and the school materials were furnished by the State. Prizes and scholarships were established, and the teachers receive respectable pay, with houses and fuel free, besides the guarantee of retiring pensions." To procure proper teachers, there have been established in the capital a normal school for males and a high school for females, which compare favorably with similar establishments in Europe. The best scholars of the primary schools pass to the normal schools, where in addition to instruction they receive board, lodging, and washing. M. Rasch thus describes the normal school of Cetinie:

The scholars then numbered 38. The school occupied the former palace of the prince. Three large halls served as dining-room and dormitories. Near to each bed was a chest; and above each bed the arms of the pupil—a breech-loading gun, a yatagan, and a pair of revolvers. The instruction given is not merely pedagogic but military; the morning is taken up with lessons in logic, history, religion, natural science, mathematics, languages, pedagogy, geography; the afternoon is devoted to study, writing of exercises, bodily exercise and recreation, and on Sunday they attend to the use of arms and military exercises. The struggle against the Turks is for the present the important element of life in Montenegro. From the period of their entrance the pupils become the *protegés* of the State, which provides in the most liberal way for their support until they definitely enter upon their duties as teachers.

THE DEPTHS OF THE SEA.—The progress that has been made in the branch of deep-sea soundings may be estimated when one remembers that a few years ago it was barely possible to reach the depth of a mile or a little more, while in the recent scientific cruise of the British ship Challenger, along the coasts of New Guinea, the enormous depth was obtained of 4,450 fathoms, about 26,700 feet, or about the heighth of the loftiest summits of the Himalayas. The lead that sunk the cord weighed 4 cwt; and to avoid the danger of breaking the rope by raising so great a weight through such a mass of superimposed water, the weight is by a mechanical process disengaged and allowed to remain below. The hollow rod came up full of mud from the depths below; but the two thermometers that had been sent down were both smashed by the enormous pressure of the water. At a previous attempt where 4,545 fathoms were sounded, without, however, reaching bottom, the temperature at that depth was found to be 35½ degrees Fahrenheit.

A FRENCH ARCHBISHOP OF THE SEVENTEENTH CENTURY.—The Archbishop of Rheims, says Madame de Sevigne, was returning at great speed from St. Germain; it was in fact like a whirlwind. He thought himself a great lord, but his servants thought so still more. They were passing through Nanterre, and met a man on horse-back. The poor man tries to get out of the way, but the horse is obstinate, and at last the carriage and six horses overthrow the poor horseman and his steed and go over him so completely that the carriage is upset. Immediately the man and his horse, instead of waiting for worse treatment, pick themselves up miraculously and take to their heels, while the servants and the archbishop himself pursue, with cries of "Stop the rogue! give him a hundred blows!" The archbishop, relating this, said: "If I had caught the scoundrel, I would have broken his bones and cut off his ears."

— The *Manuel Général de Paris* gives a short summary of the life and services of M. I. B. F. Marbeau, who died on the 11th of October last. M. Marbeau, known as a lawyer and economist, and as the author of several works upon such subjects, is better known as the founder of what in French are called Crêches; not so much schools as asylums or refuges for the children of the laboring poor. He had observed the inconvenience to which the very poor were subjected who had to go out to earn their living and did not know what to do with their infants at home; and principally by his active exertions the first Crêche was opened on the 14th of Nov., 1844, at Chaillot, in France, where shelter and suitable food were given during the working hours of the day to children of less than two years of age, whose parents were obliged to labor away from their homes. These children were, in addition, washed, combed, nursed, and put in separate cradles, for which 20 centimes, or four cents per diem, were paid for one child and thirty centimes for two. In 1845 M. Marbeau published his book of Crêches, which received from the French Academy the Montyon prize of 3,000 francs; and in 1856 the existing establishments were declared of public utility, and placed under the administration and surveillance of the State. M. Marbeau, during the reign of Louis Philippe, received the cross of Chevalier of the Legion of Honor, and was made officer of the same honorable order by the Emperor Napoleon III.

— In the Church of the Invalides at Paris the great curtain and iron railing which separated the church from the mausoleum of Napoleon, are to be replaced by a glass screen in an immense frame of gilded bronze, resting on a bed of gray and red marble, which it is supposed will much improve the grandeur of the building. The bordering of the screen is in glass mosaic, but the screen itself of plain glass, but of remarkable polish and transparency.

— The Sydney *Herald*, speaking of the plague that recently desolated Fiji, states, on the authority of a letter from a resident, that 40,000 Fijians died in four months; and that the native population is now only about one-third of what it was twenty-five years ago. While some in their distress fell back on their former superstitions, the greater number bore the calamity with fortitude, and died under the influences of Christianity.

— The New-York *Evening Post* states that an apparatus for washing smoke and thus depriving it of its character of a nuisance is in operation at a factory at Ménilmontant, Paris. A fine shower of water, in the direction of the smoke, with five times the velocity, is projected into the chimney where it mixes with the smoke, taking up the soluble gases and precipitating the impurities carried up with the smoke by the draught. The foul water is discharged into a cistern, and produces a fine black paint.

— A Frenchman named Patrian styles himself "contractor for public lighting," and keeps a supply of oxygen in metallic reservoirs, which he sells as wanted, for lighting of places of amusement, for inhalation, ventilation, and air-baths, etc.

— At Mortsoures, France, an astronomical school has been lately opened under the authority of the Bureau des Longitudes, the pupils of which are to be lieutenants in the French navy, and the course of study is to extend six months.

— A Syrian convert to Christianity, as the story goes, was urged by his employer to work on Sunday, but he declined. "But," said the master, "does not your Bible say, that if a man has an ox or and ass that falls into a pit on the Sabbath day he may pull him out?" "Yes," answered Hayop, "but if the ass has a habit of falling into the same pit every Sabbath day, then the man should either fill up the pit or sell that ass." The story has a swivel "moral" which will fit a great many disputed points in these days.

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Boston, Mass., Nov. 27, 1875.

SPECIAL NOTICE
TO THE SUBSCRIBERS TO THE
New-England Journal of Education.

We will send our Journal from this date to Jan. 1, 1876, for FIFTY CENTS, *to any name which shall be sent to us by any one of our present subscribers.* We make this generous offer, in order that our readers may have a favorable opportunity to introduce the JOURNAL to their friends. Every subscriber may thus aid his friend, and the "New-England Journal of Education."

THE Massachusetts Teachers' Association will meet in Boston at the Girls' High and Normal School-house, on Tuesday, Wednesday, and Thursday, Dec. 28, 29, and 30, 1875. There will be an address Tuesday evening, general sessions Wednesday, A. M, and Thursday, A. M. High, Grammar, and Primary School Sections, Wednesday, P. M., and a lecture Wednesday evening. The programme prepared under the direction of the Committee of Arrangements, with President Marble at its head, will be published next week.

A Teachers' Institute will be held at Belchertown, Mass., on Wednesday, Thursday, and Friday, December 1st, 2d, and 3d.

HENRY WILSON, of Massachusetts, Vice-President of the United States, died at the Capitol at Washington, D. C., on Monday, November 22d, aged 63 years. This is the brief record of one of America's most distinguished sons, and statesmen. Born and spending his youth in abject poverty, and rising to a station so illustrious, and leading a life so grandly heroic, he illustrates most perfectly the genius of our institutions, and the possibilities of American citizenship; self-educated in every sense he was the advocate of universal education. Emancipated from the conditions of obscurity and degradation, he became the friend of the oppressed and the standard-bearer of human freedom. Born to a life of toil, he proved its true dignity by a life consecrated to labor and sacrifice for mankind. Whatever station he occupied, from the cobbler's bench at Natick to the vice-president's chair at Washington, he adorned with honor, honesty, patient industry, and patriotic devotion to duty. The poor, the enslaved, the weak, the struggling millions of his race, will bless God for the life and the labors of the poor farmer-boy, the apprentice, the teacher, the legislator, the author, the statesman, the philanthropist, the Christian, the man!

COLLEGE STUDENTS are usually the most law-loving and law-obeying citizens, and the college precincts of New-England are the best governed of any portion of her territory. Bating the occasional class hazing or midnight frolic, there is a seriousness of deportment, and a manly attention to business among students such as should always characterize those who are enjoying the peculiar advantages of liberal culture. But crazy-heads will enter college, and those who would alone and untempted scorn to break social or civil law, are sometimes led astray by the associations and influences of a college community, under the leadership of some bolder and more reckless nature. The wisdom, discretion, and firmness of college faculties in dealing with outbreaks of a trivial and temporary character, and their control over students in *loco parentis*, have usually served as a check to shield students from the arm and action of the civil law, and there has somehow a public opinion been established in college communities that the student is solely amenable to college laws, and there has also grown up the "code of honor" among students of mutual protection and support, oftentimes in opposition to the best good of the college. A firm discipline in the college will, however, banish rebellious spirits, and protect the good name and honor of the students and the institution. The recent outbreak at Dartmouth College is one of those unusual disturbances which shows the relation of students to the civil law, and serves to remind them that they are amenable to authority superior to that of the college, the same as ordinary citizens. The action of the college faculty is so fully in accord with our own opinions with reference to such riotous proceedings and the relations of students to the general public, that we present it to our readers:

"*Whereas*, Some of our students have recently been engaged in certain riotous proceedings, of a very censurable and disgraceful character, on account of which — as the faculty were about to deal with them in what was deemed an appropriate and effective way — ten of the alleged offenders were indicted by the Grand Jury, and are now awaiting their trial; therefore, *voted:*

1. That the cases of the persons so indicted be held in abeyance till the conclusion of the case in the Civil Court.

2. That we take this occasion to re-affirm, what we deem it important that our students should ever remember, that they are as truly and fully subject to the laws of the land as any other dwellers therein; that if they violate those laws, they are liable to the penalties prescribed — especially to punishment by the civil arm for any outrage upon the persons or property of others; and that it is the right of any one injured by them — as it would be their right in like circumstances—to seek protection and vindication by the civil power. The impression must never be allowed that the laws of the State are null and void within our college precincts. Nor will Dartmouth College ever take — as it never has taken — the attitude of opposition to the course of public justice. Such an attitude would ill befit an institution whose object it is to train men for the great duties of citizenship.

3. That while we deplore the outrages which have been committed by some of our students, and which are wholly without excuse, we are gratified by the assurance — contrary to reports industriously circulated — that the majority of them condemn all such outrages, and are decidedly in favor of law and order.

4. That several members of college not indicted by the Civil Court, but known to us to have participated, more or less, in the series of riotous acts, be punished, as their cases may require, by separation or suspension."

We are informed that the reports in regard to the number of the students implicated in the trouble, were exaggerated, and that only 62 out of 479 took part in the riot; and with the exception of this outbreak, the present term has been one of the most orderly. If all college faculties and students understood and acted on the principles set forth by President Smith and his associates in the government of Dartmouth, we should have less of lawlessness than at present exists.

BOSTON has a golden opportunity to reform her school system, if reform and improvement are possible. In place of an unwieldy school board of upwards of one hundred and twenty members, the city will soon elect a school committee of twenty-four members, corresponding in number to the wards of the city. In the constitution of the new board there is great danger that the Darwinian theory of the survival of the fittest, will not prevail, for all who are familiar with ward and local politics in this goodly city, know too well how the small politicians control the nominations of the highest and lowest officials, and that the exceedingly honorable offices of education are not free from the contaminating influences of political vultures. That the city has a host of able men and women who would honor the position, and would give dignity, energy, and efficiency to school supervision, no one doubts, but many will wait with anxiety the results of caucuses, personal and political wire-pulling, and the inevitable manipulations of election day.

If the voice of the people is expressed as it should be at the next election, it will certainly return to the new School-board at least a majority of its members from the most serviceable members of the old Board. These we need not mention, but thirteen names can easily be selected, whose past services and experience entitle them to places on the new board. Such men will bring to their positions a full acquaintance with the wants of the schools, and an intelligent knowledge of the workings of the system as it is now constituted. Such men will be conservative in their course with reference to changes which might be proposed and attempted by novices in school management and legislation. Wisdom too will suggest that women have a prominent place in the new school-committee. The present representatives of the ladies have done faithful service in the schools, and their studies, observations, and practical counsels in school affairs in this city, have added to the success of teachers' and scholars' work.

It is too late to argue the justice of the case in Boston, and quite unnecessary, and we hope that a delegation of intelligent Boston women will ever have a hand and a voice in the control of her school interests in the future. Let the womanly proportion be what it may, it will not be too large to subserve the interests and progress of public education. The leading business men of the city should be ably represented in the new board, in order to give character to the financial management of the schools. It is often claimed, and with some degree of justice, too, that many professional men are apt to forget, or to neglect the practical things in educational affairs. Shrewd and successful business men will certainly be valuable advisers, and much needed ones, in determining questions of finance and in helping to fix the golden mean of the direction of educational forces. A sprinkling of professional men will also be needed; and, above all, practical schoolmasters and schoolmistresses should have a place in the ideal if not the actual body which is to bring to our schools the measure of unity, vitality, and healthy progress they have never before possessed.

Genius + Labor = Success.

All best gifts are marked "not transferable." What has most delighted you cannot be reported, and it may even be doubted if the noblest lessons ever learned were of a kind that anybody could teach. Reading and writing may not, strictly speaking, come by nature, as everybody supposed, but the things did so come that are most worthy to be written and read. A divine intuition, full of world's mastery and the unpublished law, lies in the soul of genius: like Moses in the Nile flags and lotus-beds, waiting for the watchful, working patient nurse, education, to bring it up and arm it with opportunity and power. It is evolution; but evolution with a hand at the reel, unwinding the secret clew, lest it tangle into utter confusion and loss, as great gifts are apt to do without little gifts to look out for them. You wear your pearls with no thread when you trust to genius, unguarded by common sense, or rely on the inspirations of your nature without the sturdy laborious coöperation of your nurture. If they are not cast before swine with a prodigal recklessness, they will be likely to become scattered to the dogs through a foolish improvidence.

Hard study is a drudgery which the brilliant, lazy kind find it convenient to shirk, conscious that no train-

ing could give what they possess. But the more of that divine, unteachable gift there is within them, the greater should be the sweat of labor to put it in iron harness for noble use. Much thought, money, and muscle have mechanisms put into the problem of making the direct rush of steam drive machinery as water does, so converting its lightning speed into substantial force. But the fleet thing wants momentum; it has no weight of dead matter to give power over resisting substances, and men must be content to go back to the old way, put an iron jacket on the subtle element, to compress the throbs of its fiery heart, and give them efficiency in the world of use. Any stray comet in the heavens might have taught them the futility of the now abandoned attempt; plunging headlong into the sun, thousands of miles in a minute, it has not the force to brush one glittering dew-drop from the invisible gossamer on which great Jupiter has threaded his satellites.

Genius, Inspiration, Intuition, splendid, luminous, swift things that they are, they cannot dispense with the solid, drudging muscle, the bone and sinew of work-day common sense. Meteoric they may be, as gases lying round loose, but as stars in the firmament of life, or engines of human progress, they must submit to the law of mechanical equivalents,—so much combustion for so much light, so much outgo of force for so much income of result.

The most successful men of genius are just the men of clear, patient, diligent, plain common sense, who do not disdain to labor for their laurels as for their bread, who plant their feet firmly on this earth while their heads seem lost among the stars.

One of the one-eyed who play king to the blind, argues that Shakespeare *could* not have written the plays that bear his name, because he was content to live in Strafford, lend money to buy and sell with his neighbors! Let this critic open both his eyes and he will see that only a man level to all human interests and human sympathies, could have produced those wonderful works, which seem to every man, of whatever condition and trade, the work of a fellow-craftsman.

The variety that supposes common labors, and humble relations with men, are unworthy of great natures, makes daily shipwreck of very respectable talents that start out for the sublime Teneriffe of genius, and get lost in the fogs of isolation. It is true you see only here and there a commanding peak among the mountains of earth, but look at their bases and you will find they touch knees with all the brotherhood of little hills, and have only become vast by the more strenuous upheaval of the same substratum of primeval granite that upholds the cotter's garden-patch.

A perfect work of Art like the Venus de Medici, seems as eternal hitherto as it promises to be hereafter. And yet every line and contour is the product of careful, unwearying toil, where the hand wrought as laboriously as the wall-builder's breaking stone by the roadside.

Observing the perfect poise of a gigantic steam engine, silent and polished in its own quiet nook, yet driving a thousand clamoring, clattering, buzzing machines, for a hundred noisy industries, you are apt to lose the sense of its power in the exquisite *repose* of its action. The mind that produced it impressed the unthinking in the same way. The long, hard labor of brain and hand, with the tossings of sleepless nights, and the clang of a hundred anvils, are things we are liable to forget as we look into that clear, gray eye, that has tracked one of the sweetest powers of nature, from Watt's rattling teakettle to Corliss's last steam giant feeding a city with a river.

Nothing but a broad foundation in the common elements of our humanity can give poise and permanence to the exceptional natures that tower above us. Let a man beware of his genius, and keep well set on his two feet. Reason and common-sense move on by the normal processes of mental locomotion, thought, and industry; and then if the wings of inspiration come to his help over unbridged chasms, they will be fresh for the service; and the lover of glory will get full as much astonishment out of beholders as if he had kept in the clouds, and had his meals passed up to him in a balloon. Milton could play the pedagogue as well as write "Paradise Lost"; Bob Burns knew a plough-handle as intimately as he did the pen; and one Ben Franklin, after lassoing the lightning, could tell you how to make a good penny. But more than this, the very genius itself has wrought its master-pieces by patient, laborious attention to little details; and it is only by incessant toil that the thing done seems so easy to do. It takes longer to file and polish out the hammer-strokes than to forge your great work at white heat; and yet every motion of that most wearying task goes to obliterate the records of hardship, till one might say, you have scarcely succeeded in doing a grand thing till you have made it seem easy enough for anybody. But the man who is tempted to do it will know, and every one able to do it will know, and the glory of such success will come from intelligent admirers.

If a man have that ancient lop-eared hack, Mediocrity —"that a woman can drive!"—he may be indifferent to the reins, and take a nap as he goes; but if he have harnessed that winged hypogriff shod with lightning, which we call Genius, Inspiration, *Daimon*, he shall have him well in hand, work and watch, and bide no foolln,—or share the fate of Phaeton.

CENTENNIAL DEPARTMENT.

GENERAL ARRANGEMENTS FOR THE EXHIBITION AT PHILADELPHIA.

The Act of Congress which provided for "celebrating the one hundredth Anniversary of American Independence by holding an International Exhibition of Arts, Manufactures, and Products of the Soil and Mine," authorized the creation of the United States Centennial Commission, and entrusted to it the management of the exhibition. This body is composed of two commissioners from each State and territory, nominated by the respective governors and commissioned by the President of the United United States. The enterprise, therefore, is distinctly a national one, and not, as has sometimes been stated, the work of a private corporation. The exhibition will be opened on May 10th, 1876, and remain open every day, except Sunday, until November 10th. There will be a fixed price of 50 cents for admission to all the buildings and grounds.

The Centennial grounds are situated on the western bank of the Schuylkill river, and within Fairmount Park, the largest public park in proximity to a great city in the world, and one of the most beautiful in the country. The park contains 3,160 acres, 450 of which have been enclosed for the exhibition. Besides this tract, there will be large yards near by for the exhibition of stock, and a farm of 42 acres has already been suitably planted for the tests of ploughs, mowers, reapers, and other agricultural machinery. The exhibition buildings are approached by eight lines of street cars, which connect with all the other lines in the city, and by the Pennsylvania and Reading railroads, over the tracks of which trains will also run from the North Pennsylvania and Philadelphia, Wilmington, and Baltimore railroads. Thus the exhibition is in immediate connection with the entire railroad system of the country, and any one within 90 miles of Philadelphia can visit it at no greater cost than that of carriage-hire at the Paris or Vienna exhibition. The articles to be exhibited have been classified in seven departments, which, for the most part, will be located in appropriate buildings, whose several areas are as follows:

Department.	*Buildings.*	*Acres covered.*
1. Mining and Metallurgy, 2. Manufactures, 3. Education and Science,	Main Building,	21.47
4. Art,	Art Gallery	1.5
5. Machinery,	Machinery Building,	14.
6. Agriculture,	Agricultural Building,	10.
7. Horticulture,	Horticultural Building,	1.5
Total,	. . . . .	48.47

This provides nearly ten more acres for exhibiting space than there were at Vienna, the largest international exhibition yet held. Yet the applications of exhibitors have been so numerous as to exhaust the space, and many important classes of objects must be provided for in special buildings. An important special exhibition will be made by the United States government, and is being prepared under the supervision of a board of officers representing the several executive departments of the government. A fine building of 4½ acres is provided for the purpose, space in which will be occupied by the War, Treasury, Navy, Interior, Post-Office, and Agricultural Departments, and the Smithsonian Institution. The Woman's Centennial Executive Committee have raised $30,000 for the erection of a pavilion in which to exhibit every kind of women's work. To this collection women of all nations are expected to contribute.

The list of special buildings is constantly increasing, and present indications are that their total number will be from 200 to 250. Most of the important foreign nations — England, Germany, Austria, France, Sweden, Egypt, Japan, and others, — are putting up one or more structures each, for exhibiting purposes, or for the use of the commissioners, exhibitors, and visitors. Offices and headquarters of this kind, usually of considerable architectural beauty, are provided by the States of Pennsylvania, Ohio, Indiana, Illinois, Michigan, New Jersey, New York, Connecticut, Massachusetts, New Hampshire, Missouri, Kansas, Virginia, West Virginia, Nevada, Wisconsin, Iowa, and Delaware, and it is likely that others will follow the example.

A number of Trade and Industrial Associations, which require large amounts of space, will be provided for in special buildings. Among these are the photographers, the carriage builders, the glass makers, the cracker bakers, the boot and shoe manufacturers, beside quite a number of individual exhibitors. The great demand for space will probably render this course necessary to a considerable extent, especially for exhibitors who have been tardy in making their applications. In the main exhibition building, for example, 333,300 square feet of space had been applied for by the beginning of October by American exhibitors only; whereas, the aggregate space which it has been possible to reserve for the United States Department is only 160,000 square feet, about one-third of which will be consumed by passage ways.

The Machinery Building, like the others, is already fully covered by applications. There are about 1,000 American, exhibitors in this department, 150 English, and 150 from other European countries — which is about 250 more than entered the Vienna Machinery Exhibition. Extra provision is being made for annexes to accommodate the hydraulic machinery, the steam hammers, forges, hoisting engines, boilers, plumbers, carpenters, etc.

Power in the Machinery Hall will be chiefly supplied by a pair of monster Corliss engines. Each cylinder is 40 inches in diameter, with a stroke of 10 feet; the fly-wheel is 31 feet in diameter, and weighs 55 tons; the horse power is 1,400; and the number of boilers is 20. This engine drives about a mile of shafting.

For the Art Exhibition the most eminent American artists are understood to be at work, and it may be confidently stated that, especially in the department of landscape painting, the United States will present a finer display than the public has been led to expect. Quite aside from the contributions of American artists, applications from abroad call for more than four times the exhibiting space afforded by the great Memorial Hall. Provision for the surplus will be made in temporary fire-proof buildings, though all exhibiting nations will be represented in the central Art Gallery.

The Secretary of the Navy has arranged that a United States war vessel shall call next spring, at convenient European ports, to collect and transport hither to the exhibition the works of American artists resident in Europe. Among the ports thus far designated, are Southampton for England, Havre for France, Bremen for Germany, and Leghorn for Italy, to which, if desirable, others may be added.

Mr. Bell, the eminent English sculptor, who designed the groups for the plinth for the great Albert Memorial in Hyde Park, London, is reproducing in terra cotta, at the celebrated works in Lambeth, the one which symbolizes America. The figures in this group are colossal, covering a ground space of 15 feet square. It will probably be placed in the great central gallery, opposite the principal entrance.

The Art Exhibition will include, in addition to the works of contemporary artists, representative productions of the past century of American art—those, for instance, of Stuart, Copley, Trumbull, West, Alston, Sully, Neagle, Elliot, Kensett, Cole. These, as well as the works offered by living artists, will be passed upon by the Committee of Selection, who will visit for the purpose, New York, Boston, Chicago, and other leading cities, in order to prevent the needless transportation to Philadelphia of works of art not up to the standard of admission.

A large number of orders and fraternities have signified their intention to hold gatherings at Philadelphia during the period of the exhibition. Among those which may now be enumerated are the Grand Lodge of Pennsylvania, Independent Order of Odd Fellows; the Grand Encampment, Independent Order of Odd Fellows; Grand Lodge, United States, Independent Order of Odd Fellows; Grand Commandery Knights Templar; Grand Army of the Republic; Presbyterian Synod; Caledonian Club; Portland Mechanic Blues; Welsh National Eistedfodd; Patriotic Order Sons of America; California Zouaves of San Francisco; an International Regatta; the Life Insurance Companies; National Board of Underwriters; State Agricultural Society; Second Infantry, N. G., of California; Philadelphia Conference, Methodist Episcopal Church; Cincinnati Society; California Pioneer Society; American Dental Convention; Catholic Total Abstinence Union of America; Independent Order of B'nai Berith; National Alumni Association; Salesmen's Association; Fifth Maryland Regiment; American Pomological Society; Malster's Association of the United States; Army of the Cumberland; Humboldt Monument Association; Christopher Columbus Monument Association; Board of Trade Convention; International Typographical Congress; Rifle Association of the United States; Centennial Legion; Philadelphia County Medical Society; International Medical Congress; Old Volunteer Fire Department of Philadelphia.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

Declamation from Lamartine.

Two hundred and nine Lyonese prisoners were awaiting sentence in the gloomy prison of Saone. The sound of the cannon which had slaughtered their fellow-countrymen, had penetrated the dungeons of these captives. They prepared for death, and passed the night in the temper of that youth which sings its own death-song. At ten o'clock in the morning, a battalion drew up before the gate of the prison and allowed the two hundred and nine citizens to pass out. As they issued forth the jailor counted them with his finger. They were fastened two and two; and the long file, in which each recognized a friend or neighbor, a son, a brother, a parent, advanced with firm step toward the Hotel de Ville. Five judges in the costume and paraphernalia of their functions appeared in the balcony, made out a list of names, pretended to deliberate, then pronounced a general verdict. The column advanced to the Pont Morand. On reaching the bridge, the officer in command counted the prisoners to assure himself that no one escaped on the way. Instead of two hundred and nine, there were two hundred and ten. This was more than the due number of victims. Who was the innocent man? Who, the guilty? Who wou bc legally put to death? Who would be assassinated without judgment? The solution of this question would have required a new examination. The examination would have adjourned the death of the two hundred and nine. The people were there. Death was waiting, judgment a name, hypocrisy supreme. "What consequence," shouted the commander of the guard, "is one more. One too many, is far better than one too few. Let it be concluded." The column moved on. The extra victim, the unfortunate who had been jostled into the crowd by mistake, was an old man who only the day before had been liberated from the Bastile. He was condemned during the reign of Louis XV. for some fancied crime, and for forty-seven years had languished between four thick and cold stone-walls. A recent investigation had established his innocence and procured his release. He had been a soldier in his youth; and, even yet, his manly bearing bespoke the true son of France. Stopping in the ranks, he implored his captors to correct their mistake. With his one free hand he pointed to his scarred face, his locks thinned and whitened by long and dreary years of confinement. With a rude but resistless eloquence, he pleaded that they might give him back his new-found freedom. But vain was his appeal. The command, "Forward! to the Place de Revolution!" fell upon his ear like a death knell. "We have revived," wrote Collat D'Herbois to the convention, "the progress of republican justice. It is swift and terrible as the people's will. It should strike like thunder and leave but ashes." The Revolution had found its Attila!

Our Folks.

BY ETHEL LYNN.

"Hi! Harry Holly! halt, and tell
A fellow just a thing or two;
You've had a furlough, been to see
How all the folks in Jersey do.
It's months ago since I was there,—
I and a bullet from Fair Oaks.
When you were home—old comrade, say,
Did you see any of our folks?

"You did? Shake hands,—O, aint I glad!
For if I do look grim and rough
I've got some feeling—
People think
A soldier's heart is mighty tough;
But, Harry, when the bullets fly,
And hot saltpetre flames and smokes,
While whole battalions lie afield,
One's apt to think about his folks.

"And so you saw them: when and where?
The old man—is he hearty yet?
And mother—does she fade at all?
Or does she seem to pine and fret
For me? And Sis—has she grown tall?
And did you see her friend—you know
That Annie Moss?
(How this pipe chokes!)
Where did you see her—tell me, Hal,
A lot of news about our folks.

"You saw them in the church, you say;
It's likely, for they're always there.
Not Sunday? No? A funeral? Who?
Who, Harry? How you shake and stare!
All well, you say, and all were out.
What ails you, Hal? Is this a hoax?
Why don't you tell me, like a man,
What is the matter with our folks?

"I said all well, old comrade, true;
I say all well, for He knows best
Who takes the young ones in His arms,
Before the sun goes to the West.
The ax-man Death deals right and left,
And flowers fall as well as oaks;
And so—Fair Annie blooms no more,
And that's the matter with your folks.

"See, this long curl was kept for you,
And this white flower from her breast;
And here—your sister Bessie wrote
A letter, telling all the rest.
Bear up, old friend."
Nobody speaks,
Only the old camp-raven croaks,
And soldiers whisper,
"Boys, be still;
There's some bad news from Granger's folks."

He turns his back—the only foe
That ever saw it—on this grief,
And, as men will, keeps down the tears
Kind Nature sends to woe's relief.
Then answers he,
"Ah, Hal, I'll try;
But in my throat there's something chokes,
Because, you see, I've thought so long
To count her in among our folks.

I s'pose she must be happy now,
But still I will keep thinking, too,
I might have kept all trouble off,
By being tender, kind, and true,
But maybe not.
She's safe up there,
And when the Hand deals other strokes,
She'll stand by Heaven's gate, I know,
And wait to welcome in our folks."

Only a Quotation, or the Senator Entangled.

[Reading and Colloquy.]

BY JAMES DE MILLE.

Reader.—Our Senator was a man who, by mere force of character, apart from the adventitious aids of culture and refinement, had attained wealth and position. He found it agreeable, as so many other Americans have done, to take a trip abroad. He chanced to be in Florence during the recent struggle for Italian independence. While there he met a remarkably brilliant woman, the acknowledged leader of the liberal party of Florentine society, generally known as *La Cica*. She did not speak the best English in the world; yet that could not account for all the singular remarks that she made. Still less could it account for the tender interest of her manner. She had remarkably bright eyes. Why wandered those eyes so often to his, and why did they beam with such devotion,—beaming for a moment, only to fall in sweet innocent confusion? *La Cica* had the most fascinating manners, yet they were often perplexing to the Senator's soul.

"'The Countess,' he thought, 'is a most remarkably fine woman, but she does use her eyes uncommon, and I do wish she wouldn't be quite so demonstrative.'"

At last the Senator came to this conclusion: *La Cica* was desperately in love with him. She appeared to be a widow. Now, if the poor *Cica* was hopelessly in love, it must be stopped at once. For he was a married man, and his good lady yet lived, with a very large family, most of the members of which had grown up. *La Cica* ought to know this. She ought, indeed. But let the knowledge be given delicately, not abruptly. On the following evening they walked on the balcony of *La Cica's* noble residence. She was sentimental, devoted, charming. The conversation of a fascinating woman does not look so well when reported as it is when uttered. Her power is in her tone, her glance, her manner. Who can catch the evanescent beauty of her expression, or the deep tenderness of her well-modulated voice? Who, indeed? Therefore I give place to

LA CICA AND THE SENATOR.

(*Enter La Cica and the Senator. The Reader retires.*)

La Cica.—Does ze scene please you, my Senator?

Senator.—Very much indeed, marm.

La C.—Youar countrymen haf tol me zey would like to stay here alloway.

Sen.—It is a beautiful place.

La C.—Did you aiver see any thin more loafely? (*Looking him full in the face.*)

Sen. (*Earnestly.*)—Never!

La C. (*Sighing sentimentally.*)—Helas! My Senator, that it is not pairmitted to moartals to sociate as zey would loike!

Sen. (*Aside.*)—*Your* Senator! how fond, how tender,—poor thing! poor thing! (*To La Cica.*)—I wish that Italy was nearer to the States.

La C.—How I admire youar style of mind, so differente from ze Italians. You are so good—so nobile. Yet would I loike to see moar of ze poetic in you.

Sen. (*Desperately.*)—I always loved poetry, marm.

La C.—Ah! Ah! good—nais—eccelente. I am plees at zat. You would loafe it more eef you knew Italiano. Your langua ees not sufficiente musicale for poatry.

Sen.—It is not so soft a language as the *I*-talian.

La C.—Ah—no—not so soft. Very well. And what theenks you of ze Italiano?

Sen.—The sweetest language I ever heard in all my born days.

La C.—Ah, now—you hev not heard much of ze Italiano, my Senator.

Sen. (*Politely.*)—I have heard *you* speak often.

La C. (*Playfully tapping his arm with her little fan.*)—Ah, you compliment! I sot you was aboove flattera. What Ingalis poet do you loafe the best?

Sen. (*Hesitating.*)—Poet? English poet? Oh, why marm, I think Watts is about the best of the lot.

La C.—Watt? Was he a poet? I did not know zat. He who invented ze stim-injaine? And yet if he was a poet, it is naturale zat you loafe him best.

Sen.—Steam-engine? Oh, no! This one was a minister.

La C.—A meeneestaire? Ah! an abbe? I know him not. Yet I haf read mos of youar poets.

Sen.—He made up hymns, marm, and psalms — for instance: "Watts' Divi ne Hymns and Spiritual Songs."

La C.—Songs? Spirituelle? Ah, I mus at once procuaire ze works of Watt, which was favorit poet of my Senator.

Sen. — A lady of such intelligence as you, would like the poet Watts. He is the best known, by far, of all our poets.

La C. — What! better zan Sakespeare, Milton, Bairon? You mooch surpass me!

Sen.—Better known and better loved than the whole lot! Why, his poetry is known by heart through all England and America.

La C.—Merciful heaven! What you tell me! ees eet posibl! An yet he is not known here efen by name. It would please me, mooch, my Senator, to haire you make one quotatione. Know you Watt? Tell me some words of his which I may remembaire.

Sen. (*Evasively.*)—I have a shocking bad memory, marm.

La C. — Bad memora! Oh, but you remember something, zis mos beautiful charm nait; you haf a nobile soul—you must be affecta by by—ze ideal. Make for me one quotation. (*Resting her hand on his arm and looking up imploringly in his face.*)

Sen. (*Perplexed but fascinated.*)—You will not let me refuse you anything.

La C.—Aha! you air vera willin to refuse. It is difficult for me to excitaire youar regards. You are filled with the grands ideas. But come! Will you spik for me som from your favorit Watt?

Sen.—Well, if you wish it so much.

La C.—Ah, I do wish it so mooch!

Sen.—Ehem!

La C.—Begin. Behold me. (*Looking up in his face.*) I listen. I hear everysin, and will remember it forava.

Sen. (*Reciting a line that had been running in his head all day.*) "My willing soul would stay."

La C.—Stop one moment. I weesh to learn it from you: "My willina sol wooda sta."

Sen.—"In such a frame as this;"

La C. — "Een socha framas zees." Wait, — "Ma willina sol wooda sta in socha framas zees." Ah! appropriat! But could I hope you were true to zose lines, my senator! Well?

Sen.—"And sit and sing herself away."

La C.—"Ansit ansin hassaf awai."

Sen. (*Pausing.*)—I—Ehem! I forget!

La C.—Forget? Impossible!

Sen. (*Stoutly.*)—I do, really.

La C. — Ah, now! Forget? I see by your face you desave. Say on! Have you fear? Ah, cruel!

Sen. (*Desperately.*)—"To everlasting bliss"—there!

La C.—To affarlastin blees thar!" Stop! I repeat it all: "My willina sol wooda sta in socha framas zees, ansit ansin hassaf awai to affarlastin blees thar!" Am I right?

Sen. (*Meekly.*)—Yes.

La C.—I knew you were a poetic sola. You air honesto — true —you cannot desave. When you spik I can beliv you. Ah, my Senator! so you can spik zis poetry at sooch a time! I nefare knew befoare you are so impassione! An you air so artaful! You bring ze conversazione to beauty—to poatry—to ze poet Watt, so you may spik verses most impassione! Ah, what do you mean! Santissima madre! How I wish you spik Italiano!

Sen. (*Aside, while La Cica walks to the other side of stage.*) — How that poor thing loves me! Law bless it! She can't help it—can't help it no how. She is a goner; and what *can* I do! I'll have to leave Florence! What upon earth am I to do or say! What an old fool I must be! What business had I to go and quote poetry to widows!

La C. (*Returning and looking up in his face very tenderly.*)—What ails my Senator?

Sen. (*Desperately.*—Why, the fact is, marm, I feel sad—at leaving Florence; I must go shortly. My wife has written summoning me home. The children are all down with the measles!

La C. (*Leaning on his arm and looking up reproachfully.*)—But, my Senator, did you not say you wooda seeng yourself awai to affarlastin blees?

Sen.—Oh, marm, that was a quotation—*only a quotation!*

Physical Education.

GOODYEAR'S POCKET GYMNASIUM.

"*Orient yourself!*" was a golden precept of the past, and is yet in use by a few of the transatlantic nations. It means a knowledge of one's resources; it implies power through wisdom; excellence by culture. It embodied all of strength, whether of body, mind, or spirit. The ideal was *the perfect man.* The Orient, or East, was the cardinal point from which to learn one's direction, to derive wisdom.

With us of a newer world and later day, the talismanio is "*Westward!*" meaning in its turn limitless wealth, extent, numbers.

Fig. 1.

Then it was body, brain; now it is domain, figures. Civilization advances with giant strides over our young republic, and, like a mighty magician, leaves along her pathway the towering mart of trade, the costly church, the stately school-house, the palatial mansion; and men's heart's gladden with these multiplying signs of greatness. We invite the Old World to look at our growth, and it stands amazed and wonder-stricken at the sight. But let us reflect a moment. The pioneers of all this were men of brawny chest and muscle. They kept that primitive strength and robust health as

Fig. 2.

they toiled to build them houses and cultivate the soil. But as with their posterity the precious stores are disclosed, and wealth increases, the necessity of the more general manual labor diminishes, and luxury and its hand-maiden, enervation, follow. From this cessation of labor and the consequent lack of muscular energy comes ill-health, disease and death. The great mass of the non-laboring portion—the sedentary—soon show the effects arising from over-brain work, in their eagerness to be "*rich*"; and heretofore we have excited the ridicule of those nations who play more

Fig. 3.

and live longer. It is, however, one of the enconraging omens of the times, and augurs well for our future, that we are seriously turning our attention to exercise and recreation. In the larger cities, and in many of our best colleges, we have gymnasiums; college boat-clubs and the like are the outgrowth. Besides, we have many systems of "light" and "free" gymnastics, in which both sexes take active interest. Among the latter class has come one which seems to be really the best contrivance yet invented It is the "*Goodyear's Pocket Gymnasium.*" It possesses all the good qualities of the others, besides having one remarkable advantage over all. It is not only cumulative and diffusive, but also reflex,

Fig. 4.

owing to its elastic properties. It is action and reaction at the same time, and consequently more harmonious in action with the muscles; for they themselves are elastic. It has also a vibratory character, and while in tension imparts this to the entire body.

Professor Frobrisher, a leading elocutionist of New York, author

Fig. 8.

of "Voice and Action," has incorporated this into his system of vocal and physical culture, and besides introducing it with most gratifying results into several colleges and seminaries. He has prepared a work to use with it. The principle has been adopted, several years past, by the boards of education in the same city and

Fig. 5.

others adjacent, in a less acceptable form. It is used in the New York Normal College, and the City College, and also in the pubiic schools. This improved appliance, however, is fast gaining the preference. Why cannot our eastern boards of education test the

Fig. 6.

qualities of this simple, inexpensive means of preserving the health of our children, and place it in our schools? The people ought certainly to hail with delight so easy a method of improving the physical condition of the rising generation. It is designed to take the place of Indian clubs, dumb-bells, wards, rings, and similar apparatus, and yet so small of compass as not to occupy a

Fig. 7.

larger space in the pocket than a handkerchief or a pair of gloves. It consists of a rubber tube with a cord running in a coil through its length, and securely fastened to small handles of wood inserted at either end. It is graded in seven sizes, to be used either by the feeblest child or the strongest athlete. It can be used in so many innu-

Fig. 9.

merable movements that every muscle in the entire body can be excised to its fullest extent. The inventors have certainly produced the all-in-all for the purpose it is designed. We give only a few illustrations. Fig. 1 is a young miss with the smallest size; Fig. 2 is a larger girl with a stronger tube and a different movement;

Fig. 10.

Fig. 3 is an advance upon it; Fig. 4 a more earnest movement; Figs. 5 and 6, perhaps the largest sized tube and much more irksome effort; Fig. 7 is but one of innumerable movements by two persons; Fig. 8 is the rowing exercise, and shows the use of two tubes with hooks and eyes; Fig. 9 is an athlete in a strong, determined backward exercise; Fig. 10 is one of the movements equivalent to the use of the "Health Lift." We give the price list of all the sizes in our advertising columns.

—"Of the persons born and educated in our cities within the last thirty or forty years, but a small proportion can be said with truth to possess a sound mind in a sound body. We have but to open our eyes to see physical imperfection and degeneracy all around us. Under the present conditions of city life, at home and at school a child stands a poor chance to enter upon the career of life having a good physical system, a body healthy, strong, well-formed and of good size." . . . "The principal remedy which I would suggest is the introduction, into all grades of our schools, of a thorough system of physical training as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises, in which every pupil should be required to participate. The exercises which I would recommend can be practiced without costly apparatus, and without a room set apart for the purpose; they contain all that either sex needs for the perfect development of the body, and are adapted to mixed schools, so that both sexes can perform them together."—*John D. Philbrick.*

STATE DEPARTMENTS.

Maine.

Our Common-School System—A Correction.

[From the Boston Globe.]

Sir: In your issue, Saturday morning, October 23d, under editorial heading, the following expression appears:

"The most noteworthy feature of the proceedings was the advocacy by Mr. Warren Johnson of a national system, *in place* of that resting on the authority and action of different State governments. He believed that the national governments should assume the *control* and order the plan of education in every State, the local authorities acting as agents in its execution."

The italics are mine. They indicate points which I do *not* advocate as expressed in the foregoing. What I do advocate is simply this: that the voice of the National Government should be heard; first, in *ordering* every State to establish and maintain a free school system of such quality and grade as shall meet the necessities of common citizenship; of this *quality* and *grade* the nation, whose existence depends on intelligent citizens, shall be the judge. The national government, therefore, should fix the minimum standard for such a school system. By this *ordering* no State would be without a school system, as some have been; or could abolish for any length of time, as some have done; or could have an inoperative system or mere form, as some now do.

Second—By *aiding* with special appropriations or permanent school funds. For instance, the national government might aid by funding proceeds from sales of lands, holding the funds in trust for the States, paying interest to such as have established the required system, and withholding from recusant States.

Third—By *maintaining* a department of education to ascertain by authorized means whether the educational will of the nation has been properly carried out, the national moneys faithfully expended, and to serve as a common medium of school information between the several States.

You will, therefore, see that I do not propose to displace the present State machinery or control of schools, but to add thereto national request and aid; preventing any local or State cessation in school work, and thus securing the education of our youth in every State, town, and district. The same freedom to do and to care for public schools would remain to the States as now; but all would have to do *something*.

I beg you to present to your readers the following synopsis of my remarks before the association, that they may judge for themselves:

ELEMENTS ESSENTIAL TO OUR FREE SCHOOL SYSTEM.

1. Authority.—Nation supreme, ordering free public-school system in every State, and fixing the minimum grade of same. State—chief agent of nation, establishing, maintaining, and controlling schools. Town—inferior, co-operative with the State, and enlarging school facilities.

2. Revenue.—National and State school funds. Equitable tax on entire valuation of State. Auxiliary tax on property in several towns. (These two taxes for teachers' wages.) Tax on property of towns to build school-houses, and in general to furnish all school facilities necessary. Co-operative aid from school funds and special taxation.

3. Instruction.—Prescribed studies. Qualifications of teachers. Graded schools. Free high schools. Normal schools. Institutes. Associated free education to both sexes, from the primary school through the several school grades to State university and college.

4. Inspection.—National department of education. State superintendent of public instruction. County or district inspection. Town supervision.

5. Obligatory Education.—Compulsory attendance of all youth between the ages of eight and sixteen at school (public or private) at least twelve weeks in the year.

Yours very respectfully, WARREN JOHNSON.

Augusta, Me., October 25th.

New Hampshire.

IN taking charge of this department, the present editor would thank his fellow-teachers for the honor conferred. He accepts the position on *this* condition,—that he be considered compiler rather than originator. Teachers will see, then, that the success of this column will depend largely upon them. They may well be proud of the manner in which it has been managed by Professor Vose. Let not the standard be lowered, but, if possible, raised still higher. Any school items will be gratefully received.

NASHUA. — The discussion of educational matters at the Board of Trade rooms has been found very interesting and profitable. Larger audiences have been in attendance than at any other meetings of the board for a long time. At the first meeting Henry B. Atherton, Esq., read a paper on Kindergarten Work. Superintendent Goodale thought that primary instruction receives less attention than it should. Rev. Mr. Wetherbee said Greek and Latin occupy too prominent a place in our schools. W. W. Bailey thought otherwise, as the languages offered very valuable discipline. Mr. Wetherbee thought that just as good discipline could be derived from the modern languages and sciences. These meetings have stirred up a decided interest in educational matters, and Nashua has thus led off in a work that other places will do well to copy.

We notice that Mr. Atherton is giving his lecture on The Kindergarten in other places. He has made the subject a study for many years, both in this country and in Germany. By his efforts the Nashua kindergarten has been established, — the only one in the State. He is thoroughly acquainted with his subject, and we most heartily commend him to lecture committees and others. No more profitable or suggestive subject can be brought before any community.

— Gilmanton Academy dates back to 1794, and numbers among its graduates many of the most prominent men in the country. The good attendance has been very encouraging. With increased facilities in every direction, the old institution seems to be starting on a new career of usefulness. Mr. W. C. Deering, the new president, is deservedly popular.

— The Dover grammar and primary schools are to have but four hours of school daily hereafter — the afternoon session from two o'clock to four. Mason's Intermediate Music Reader has been adopted in the grammar schools. Vacation of two weeks from Nov. 19th.

— Professor Ladd, of the Normal School, lately had a present of an elegant Turkish stuffed chair, from the teachers and students of the school. That's too bad, brother Ladd; here the rest of us poor teachers not only have no stuffed chairs, but no time to sit in them if we had. Judging, however, from the great improvements in the school, large increase of library, apparatus, cabinets, etc., lately made, the professor is not likely to have the gout in that chair just at present.

— Col. John B. Clarke, of the *Mirror*, offers $40 in prizes for the best readers and speakers in the Manchester high and grammar schools.

— The evening schools in Nashua have just commenced, with a large attendance at the Belvidere schoolhouse and forty pupils at the West Pearl street; certainly a good beginning.

— Hopkinton is not to be outdone. Already there have been two meetings of the citizens; committees have been chosen and plans laid for representing its educational interests at the Centennial. C. C. Lord, superintendent of schools, is much engaged in the work. Let other towns follow the example of Hopkinton.

— The Pennacook Normal Academy, Fisherville, opened its winter term Wednesday, Nov. 10th, with a very full attendance—much larger that any preceding term. A. B. Crosby recently lectured before the students; subject — "Birds." This institution has a weekly course of lectures running through the year. Rev. A. C. Hardy is principal.

— Prof. William E. Pulsifer, principal of Lebanon Academy, has resigned.

— At the examination of the high school at Hancock, recently held, the exercises were creditable to both teachers and scholars. Mr. Messer, the principal, has given universal satisfaction.

— A new school building in Franklin is completed, and will be ready for the winter term. It is 65 by 90 feet, with a tower at each end 19 by 36 feet, two stories and mansard roof. It cost over $30,000, and is a very fine building. The whole number of pupils in town is 575.

— Ground for the new Hobbs schoolhouse at North Hampton has been broken. The hall above is to contain dining, kitchen, cook, sink, pantry, and ladies' and gents' dressing rooms. The building will, according to contract, be completed in season for dedication January 1st, 1876.

— At the examination at the close of the district school at Hillsborough Bridge, a little Swede girl, only 6 years old, and with only five months' training in our language, recited a declamation exceedingly well.

— Acworth is agitating the question of establishing a high school.

— Hon. George G. Fogg, of Concord, has given $5,000 to the Bates College fund.

— The new schoolhouse in West Swanzey is completed. It is an ornament and credit to the village.

Vermont.

— The Teachers' Institute for Rutland county was held at Pittsford, Nov. 5 and 6; for Franklin county at Fairfax, Nov. 9 and 10; and for Chittenden county at Burlington, Nov. 12 and 13. Evening addresses were delivered by Superintendent Conant, President Hulbert of Middlebury College, and Hon. Henry Clark, of Rutland.

— The board of school commissioners of Burlington have voted to open an ungraded school, to continue it so long as the number in attendance should warrant the expense.

— The catalogue of the Vermont Methodist Seminary is in preparation, and will be ready within a week. It makes a prosperous showing for the institution, and offers excellent inducements to students. Number of students the present term, 110.

— The catalogue of Goddard Seminary will soon be ready. It shows the list of students this term to be 68. The seminary is pleasantly situated in Barre, and is in every respect a worthy one. Henry Priest, A.B., principal.

— One hundred and eleven students attend the present term at Peacham Academy. Everything about the institution is adapted to thorough work. Charles A. Bunker, A.M., principal.

— The annual meeting of the alumni of the State Normal School, at Johnson, will take place at Normal Hall, Friday afternoon and evening, Nov. 26. The order of exercises is as follows: 1. Music; 2. Essay, by Miss May Wheelock; 3. Chronicles, by Miss May Butts; 4. Music; 5. Address, by Hon. P. K. Gleed; 6. Music; 7. Poem, by Mrs. A. W. Ames; 8. Speeches. A full attendance and enjoyable occasion is anticipated.

— At the recent commencement of the medical department of Dartmouth College, the following named gentlemen from Vermont were among the graduates: Arthur Herbert Kimball, A.B., William George Kimball, Mortimor Lewis Sleeper.

— The Rev. Dr. Wm. Arthur, who died at Newtonville, N. Y., on Wednesday last, was formerly principal of the Bennington (Vermont) Academy, and afterwards studied law in the office of Governor Van Ness. He subsequently entered the Baptist ministry, and was settled at different times at Hinesburg and Williston. Dr. Arthur was the father of Gen. Chester A. Arthur, collector of the port of New York.

— Prof. Edwin Hall, of Auburn Theological Seminary, whose prostration by paralysis was recently reported, was a graduate of Middlebury College of the class of 1826.

— A ten-year-old boy in South Cornwall has, during the past summer, attended school regularly, taken care of a large garden, earned by working for neighbors $5.85, cut three cords of soft wood, and milked one cow night and morning.

— The young ladies of Christ Church School, Fairfax, gave a literary and musical reception at the close of the fall term, Thursday evening, the 11th inst., which was very creditable to them, and to the school of which they are members. Christ Church School has been established for over six years, and is under the rectorship of Rev. Dr. Swett. The winter term commenced on the 17th inst.

— C. W. Gates, of Franklin, closed a large and successful select school at So. Franklin with a public examination, Nov. 12th.

— We regret to learn of the death of Mrs. White, the wife of Rev. L. White, principal of the Vermont Methodist Seminary. She was greatly beloved by all who knew her, and will be especially missed by the students of the seminary.

— The village school at Johnson, opened Monday, 15th inst., with about 60 scholars. The upper department is taught by Mr. Rand, of Morrisville, and the lower by Emily Belding, of Johnson.

— Principal Bartley, of the Burlington High School, writes us that the Chittenden County Teachers' Institute, held at that city, Nov. 12 and 13, was well attended, not only by the teachers of the public schools, but also by the faculty of the Vermont University and the citizens of Burlington. Supt. Conant was assisted by Principals Ward of Bellows Falls, and Dana of Rutland, Prof. Perkins of University of Vermont, President Hulburt of Middlebury, and Mr. Bartley.

Massachusetts.

BOSTON. — At a meeting of the Lawrence district committee, Boston, the 6th inst., out of seventy applicants, Prof. W. E. C. Rich, of New Hampton Institute, N. H., was unanimously elected to fill the vacancy in the ushership of the Lawrence School, so successfully and satisfactorily filled for the past four years by Henry L. Clapp, recently taansferred to the Lincoln School. Mr. Rich is a graduate of Bates College, Lewiston, Me., class of 1870. He is a scholar of ability and culture, and for the past ten years has been an eminently successful teacher in the common and higher grades of schools in Maine and New Hampshire. We welcome him to his new field of labor, rejoicing in the high position already attained by the public schools of Boston, and hopeful of new and greater achievements in the future, entrusted as they are to so strong a corps of teachers, whose strength is augmented not only by new accessions, but by strong and continuous internal growth.

Rhode Island.

PROVIDENCE.—The fall term of the public schools closed on Friday, the 19th inst. The regular examination took place as follows: The High School on Wednesday, the primary and intermediate schools on Thursday, and the grammar schools on Friday.

Meeting of the School Committee.—The regular meeting of the school committee was held in the High-School building on the evening of the 19th inst., Mr. President Rugg in the chair. The superintendent, Rev. Mr. Leach, presented his report. The main portion of the report is devoted to a discussion of the qualifications of the *true teacher*. The subject is very fully treated, and contains much of practical value to every teacher and parent. We shall hope to call attention to it again, by its publication either in this column or elsewhere in the JOURNAL.

In regard to the present condition of the schools, the superintendent says that the character of our schools is unchanged; with a few exceptions, they are in a prosperous condition. "This, I think, will be apparent to all who examine carefully and without prejudice into their true character. They will not suffer in comparison with others of similar grades, either public or private, elsewhere. Let the examination and test be made. The whole number of pupils registered the past term is 11,713; 600 more than were registered the corresponding term last year. Of this number, 439 have been received into the high school, 3,286 into eleven grammar schools, 2,725 into thirty-one intermediate, and 5,263 into thirty-six primary schools."

The reports of the committees appointed to examine the several schools were submitted verbally, the general tone of said reports as to the condition of the schools being "very satisfactory." As an evidence of the general interest of the members of the school committee in their work, it may be stated that of the thirty-five assigned to visit the primary schools, all but three attended to their duties, or sent substitutes; of the thirty assigned to the intermediate schools, all but six; of the seventy assigned to visit the grammar schools, all but fourteen; and all the classes of the high school were visited. After some discussion a resolution was passed, that from November 1st until the end of the winter term, the afternoon session of the grammar, intermediate, and primary schools shall begin at half-past one and end at four o'clock, the usual recess being given.

A communication from the board of education, asking that some action be taken by the committee in regard to rendering aid to the Centennial Exhibition, was received and referred to the executive committee.

The committee on qualifications submitted a report of appointments, since the last quarterly meeting of the committee.

East Providence.—The autumn term of the Union Grammar School in this town closed on Friday, November 12th. A large number of visitors were in attendance in the afternoon. Recitations were heard in the common English branches, Geometry, Algebra, and Latin. Declamations, compositions, and select reading, interspersed with singing, held the close attention of the audience until a late hour. Pertinent remarks were make by Rev. H. E. Johnson and Mr. William P. Bradley. Twenty-four names were inscribed on the "roll of honor." A literary society has been formed in this place during the term, the influence of which has been felt for good in the school. Mr. M. L. Esten and Miss H. M. Ellison have been engaged as teachers again for next term.

New Shoreham.—A high school is to be commenced in this town, November 29th, by Arthur W. Brown, of Portsmouth. Mr. Brown is a teacher of much experience and uniform success. The citizens of the place are highly pleased with the prospect of increased educational facilities for their children, and have pledged themselves to sustain the enterprise. The school year will be forty weeks, divided into four terms. The project is one that is worthy of success, and we sincerely hope the effort to provide advanced school facilities on the island will be successful, and that a permanent school may be established.

— Miss Rosa H. Tinkler, who was noticed in a former issue as receiving a prize for spelling at the late institute at Hopkinton, is a graduate of the Rhode Island Normal School.

— The lecture of George T. Angell, Esq., president of the Massachusetts Society for the Prevention of Cruelty to Animals, was very interesting, able, and persuasive. The lecture was given in the hall of the Normal School to an earnestly attentive audience. We expect that Mr. Angell will be requested to repeat his lecture in our city.

Connecticut.

Early Efforts to Establish a College at New Haven.

The question may have arisen in some minds, "Why was it that there was so much longer delay in establishing a college in Connecticut than in Massachusetts?"

Harvard College was founded in 1636, only six years after Boston was settled, and less than sixteen years after the Pilgrims landed at Plymouth Rock. But the Connecticut colony had been in existence sixty-five years, and the New-Haven colony sixty-two years, before the founding of the "Collegiate School" which became Yale College.

This long delay resulted not from any lack of the appreciation of college education among the original "planters" of those colonies, but principally from their desire to aid the colony at "The Bay" in maintaining the infant college already established there; which, it was felt, required the united efforts of the four confederated colonies (Plymouth, Massachusetts, Connecticut, and New Haven), for its efficient support. For several years, beginning in 1644, contributions of "college corn" were made in most of the "plantations," of the two southern colonies," in aid of the students at Cambridge. New Haven sent forty bushels of wheat as one year's contribution. The "General Court" of the Connecticut colony, in 1653, appropriated £20 out of the colonial treasury for a fellowship in Harvard College.

But the first settler at New Haven intended, from the outset, to establish a college there. The New-Haven colony, or "jurisdiction," which retained its separate government till 1665, comprised the towns or "plantations," of New Haven, Milford, Guilford, Branford, and Stamford on the main land, and Southold on Long Island; or omitting the town last named, it consisted of the seacoast towns of what is now New-Haven county, and the southwest corner of Fairfield county.

The settlement of New Haven was begun in April, 1638. At a town meeting held March 23d, 1647 (*i. e.* 1648, N. S.), the citizens directed a committee appointed to dispose of vacant lots, "to consider and reserve what lot they shall see meet and most commodious for a college, which they desire may be set up so soon as their ability will reach thereunto."

About the same time Mr. Stephen Goodyear offered to give his own house for the use of the proposed college. The subject was also brought before the General Court for the jurisdiction. The records of the colony for that period were lost more than a century ago, but the records of Guilford, under date of June 28th, 1652, contain a vote of that town to the effect that "the matter about a college is thought to be too great a charge for us of this jurisdiction to undergo alone. . . . but if Connecticut do join, the planters are generally willing to bear their just proposition for erecting and maintaining a college there. Moreover, they desire thanks to Mr. Goodyear for his proffer to the setting forward of such a work."

The record of a town meeting held at New Haven, May 22d, 1654, states that "the town was informed that there is some motion again on foot concerning the setting up of a college here at New Haven, . . . but now it is only propounded to know the town's mind, and whether they are willing to further the work by bearing a meet proportion of charge, if the jurisdiction, upon the proposal thereof, shall see cause to carry it on. No man objected, but all seemed willing, provided that the pay which they can raise here will do it."

One year later, May 21st, 1655, "the governor [Theophilus Eaton] acquainted the town that there hath formerly been mention made about setting up a college at New Haven; now again it is revived, and in some respects this seems to be a season, some disturbance being at present at the Bay, and it is now intended to be propounded to the General Court. Therefore this town may declare what they will do by way of encouragement for the same, and it would be well if they herein give a good example to the other towns of this jurisdiction, being free in so good a work. Mr. Davenport [Rev. John Davenport] and Mr. Hook [Rev. William Hook] were both present on this occasion, and spoke much to encourage the work," and a committee was appointed "to go to the several planters in the town, and take from them what they will freely give for this work." The amount thus raised was over £300, as appears from later records.

"At a General Court held at New Haven for the jurisdiction, the 30th of May, 1655," "the governor remembered the Court of some purpose which have formerly been to set up a college at New Haven, and informed them that now again the matter is revived; and that the deputies might be prepared to speak to it, letters were sent to the plantations, to inform them that it would now be propounded; he acquainted them also that New Haven have, in a free way of contribution, raised above £300 to encourage the work, and now desired to know what the other towns will do. The magistrate and deputies from Milford declared that if the work might be comfortably carried on, their town would give £100; but those from the other towns seemed not prepared as not having taken a right course, and therefore desired further time to speak with their towns again, and take the same course New Haven have done, and they will then return answer; and for a committee to receive these accounts, and upon receipt of them to consider whether it be meet to carry on the work, and how, and whatever considerations and conclusions may be meet for the furtherance of it, they agree that each town choose some whom they will entrust therein and send them to New Haven, upon Tuesday come fortnight, which will be the 19th of June, to meet in the afternoon, by whom also they promise to send the account, what their several towns will raise for the work; the major part of which committee meeting, and the major part of them that meet agreeing, what shall be done in this business."

At a General Court (*i. e.*, town meeting), held at New Haven, July 4th, 1655, "the governor informed the court that this meeting had not been called but for the furtherance of the college work, a business of much concernment for the good of posterity, and there hath been a comfortable experience had of the readiness of this town to further the same. The other towns in this jurisdiction have also contributed to it, and among them have raised a sum of about £240, which the committee have considered, and think that will buy a house and get it in repair and fit it for that employment. Now there wants a yearly annuity of £50 a year, that may be for the president and some other small accessories, if it will reach it. Therefore if this town thinks fit they may keep back the sum given in, and pay a fifth part of it yearly, or if the town will, they may order to pay £60 yearly out of the town treasury; but if any man or men dislike this way, they may pay in the sums promised, and not be rated toward that, as other men; and the sums so given in, with what else may be added, beside what is already promised, may be improved to make up what it shall fall short of £60 by reason of some men's withdrawing from that way of rating. These things were considered and much debated upon, and those who will withdraw from this way of rating are desired now to express themselves, and any other who are not here may have the same liberty if within eight days they give in their names to tho secretary, otherwise to stand to the rate as others do, and with the provisions before mentioned. All present of the whole town in this case voted. [The men whose names are in the margin (there are eight names "in ye margin") excepted as before] that £60 a year shall be paid to the use of the college to be set up in this town, out of the town treasury. And the marshall was now ordered to give the farmers notice of this agreement, that they may also declare themselves either to pay toward the £60 in the way of rating, or to pay in their proportions presently, and this within the time limited."

This plan did not prove successful. Governor Eaton, its most earnest advocate, died in January, 1658, leaving by his will certain books and other property "for the use of a college." The carrying out of his project was reserved for a later generation.

Colleges.

Tufts College.—The senior class has determined to institute the observance of class-day next spring, and at a meeting recently held made the initiatory arrangements. The literary assignments are as follows: Oration at chapel, W. P. Beckwith; poem, B. L. Dwinell; chronicles, C. B. Leonard; prophesies, E. C. Hadle; address at class-tree, H. H. Eddy; ode, A. B. Fletcher. L. W. Aldrich was chosen marshal. The occasion will also be celebrated with a ball in the evening. The class hope to make the occasion one of interest and pleasure to their friends. . . . It is reported that the Thanksgiving vacation is to be shortened three days, and an additional day given at Christmas. This, if so, will not be favorably received by the students. The effect must be that those students residing near the college can visit home on both occasions, while those living at a distance cannot do so at either. . . . The fire-alarm telegraph of the city of Somerville has been extended to College Hill recently. . . . The catalogues are expected this week. . . . It is understood that no examinations will be held at the end of the present term.

Yale College.—The foot-ball match played between Harvard and Yale the 13th resulted in a victory for Harvard, she winning — goals to Yale nothing. It is but fair to state that the rules of the game were quite new to Yale, being as different as possible from their usual game. . . . Wednesday, 17th, a single scull race took place between Bainbridge, of New York, and Julian Kennedy, of the Scientific School. The water being rough, the time made was not extraordinary. Kennedy's time was 14.57, beating Bainbridge by about 40 seconds. . . . Just before this race, I. A. Vernon, of the Scientific School, who was beaten by Livingston, '78, Academic, in the fall regatta was beaten by Livingston a second time,—Livingston coming in a minute and a half ahead.

Amherst College. — Professor Snell has recovered from his illness, and resumed his lectures last Saturday. . . . The seniors and juniors played a game of foot-ball for the championship on the 20th inst. Darkness prevented the finishing of the game, and as each class had won three goals the judges declared the game drawn. . . . Professor Emerson and famliy have returned to Amherst, and are now settled in their own house. . . . The *Olio* was issued last Monday. It contains some valuable statistics. . . . The seniors have finished their philosophical studies with Professor Seelye. . . . Dr. J. G. Holland gave a very entertaining lecture on "Hobby Riding," in College Hall, last week.

Colby Univ.—The class of '75 have been occupied during the fall as follows: Cornish, high school, Peterboro', N. H.; Colcord, high school, Cornville; Cox and the Read brothers at Newton Theological Institution; Goldthwait, high school, Foxcroft; Tilden, principal Black River Academy, Vt.; G. W. Hall, assistant editor *Derigo Rural*, Bangor; C. F. Hall, nursery agency; Smiley, high school, Millbridge; Howard, studying medicine at Lowell, Mass.; Merriam, teacher of penmanship public schools of Lawrence, Mass.; Tilton, assistant at Peddie Institute, Hightstown, N. J.; Hudson, studying law at Guilford; Miss Lowe, at home. . . . The burning of the gymnasium recently is regarded as the work of some incendiary from the town boys, who have been ejected from the premises during the term. The town authorities offer a reward of $300 for the conviction of the incendiary. . . . A special meeting of the board of trustees is called for Nov. 30th, to consider the expediency of rebuilding the gymnasium and completing the renovation of the south college building during the present year, and also of granting university prizes for excellent college work, which shall be equal to the amount of the regular bills for tuition and room-rent. . . . Professor Warren, the new appointment to the chair of Mathematics, has won the confidence and esteem of all, and shown himself emphatically the man for the place. . . . Instructors Wilson and Crosby have infused a good degree of gymnastic and military enthusiasm into the athletic students, whose exercises had been previously of the intermittent order. Daily practice is now had in the "Armory" in South College. . . . The term closes at Thanksgiving, and the majority of the students will be occupied in teaching during December and January.

Dartmouth.—Hanover now rejoices in street lamps. . . . C. C. Cochran, '75, has gone to California to engage in teaching. . . . Robert Collyer, on "Salt," drew the largest house of the season. . . . Owing to illness John G. Saxe is unable to fulfill his lecture appointment. An able substitute will be procured as soon as possible. . . . McClary Bros. are to open a new book store in Whitcomb's block, December 1st. . . . Thanksgiving recess from Nov. 23d to Dec. 1st. Most of the students take advantage of the opportunity and go home. . . . Twenty seniors take German this winter. . . . The address at the recent Medical commencement was delivered by George A. Crosby, M.D., of Manchester. The graduates were fifteen in number. The prize of $25.00 for passing the best examinations, was awarded to P. L. Sanborn, West Unity, N. H. The prize for surgery—"Gross' Surgery" in two volumes—was awarded to Arthur H. Kimball, A.B., '73, Barre, Vt.

New Publications.

Mr. Forbriger's Drawing Tablets.

Two weeks ago we published a communication from Mr. Dwight Benton, who takes exception to the brief review we had previously published of Mr. Forbriger's Drawing Tablets. It may not be amiss to add a few words, touching upon general principles, in reply.

According to Mr. Forbriger's plan the pupil is not to see a copy until he is ready to draw it. Novelty and surprise thus secured are expected to make the pupil eager to draw, and successful in execution. If we may believe Mr. Benton, this is one of the "chief merits of Mr. Forbriger's system," is "based upon a thorough knowledge of human nature," is "applicable alike to the child and the person of more mature years." From all which we dissent. This spring-toy feature, instead of being one of the "chief merits," is one of the chief defects of Mr. Forbriger's system. Instead of being "based upon a thorough knowlege of human nature," it only takes note of a single characteristic of human nature, and that far from the most important in its educational bearings.

If a whole course of public instruction in Drawing is to be based upon any single characteristic of human nature, the preference should not be given to that characteristic which is especially pleased by spring-toys that pop suddenly into view. In our judgment no course of instruction which rigidly adheres to any *one* method throughout, however good the method may be, can produce satisfactory results. So, on general principles, we can have but little faith in the feature which, we are told, constitutes one of the "chief merits" of Mr. Forbriger's system.

Mr. Benton misapprehends us in supposing that by *method* we meant *system*, and so would have teachers "endeavor to follow a dozen different systems, with a view to meet all the individual and exceptional cases which may come under their guidance." On the other hand we believe that one complete and logically arranged system of Drawing should be prescribed by the rightful authorities of the town or city, and that the teachers should be required to conform their instruction to this system. But this system should embrace sundry methods corresponding to the different things to be taught and to the different characteristics of human nature. To no one of the different methods should all the others be made slavishly subordinate. In Mr. Forbriger's Drawing Tablets everything must conform to the spring-toy enterprise principle. To that we object.

But granting, as we do, that novelty, if the effort to secure it is not carried to excess, is of some value in teaching Drawing, and especially in the case of children under eight or nine years of age, still we claim it can be better secured by the use of cards than by the use of Mr. Forbriger's Tablets. Even when drawing-books are used the pupil gets but a short look ahead; and teachers have sometimes abbreviated this by pasting the edges of the books together, as the edges of the sheets forming Mr. Forbriger's Tablets are pasted together. We have known teachers to confine, by means of rubber bands, the advance pages of the geography that the children might be kept from looking at the pictures before they came to them in the regular course. But all this we never regarded as the height of pedagogical wisdom.

As a rule children love to read the same story again and again, provided it is a good one. Try the boys with Jack the Giant Killer, or with the story of Joseph and his Brethren. So they love to look at the same picture again and again, even at a simple drawing, provided it possesses genuine merit. Mr. Forbriger's jack-in-the-box plan ignores this characteristic of childish nature. It also ignores the fact that the older pupils are usually anxious to look ahead and see the goal they are to attain in Drawing, if they do the prescribed work. A view of the distant goal gives zest to present endeavor.

We expressed the opinion that the pupil should have his taste developed by frequent views of beautiful drawings which are beyond his capacity to execute. On the other hand, Mr. Benton, the interpreter of Mr. Forbriger's plan, says that such drawings should be "carefully withheld until his powers of comprehension and execution are equal to the task to be accomplished;" and that "a perception which is educated too far beyond the actual ability to realize is destructive of the needed interest and enthusiasm in the work immediately in progress."

Now we hold that it is not possible to develop the taste of pupils in the public schools to such an extent as to retard their acquisition of manual skill in drawing. On the other hand, we know that the execution of the hand can never be better than the perception of the mind. We are well aware, indeed, that children six or eight years old are apt to be delighted with their first rude drawings, and simply because their taste has not been sufficiently developed to recognize the great defects in the drawings. We are also well aware that pupils twelve or fifteen years old, who have had their taste developed by observation, but have had no corresponding exercise in manual execution, are as apt to be chagrined at their first attempts in drawing, just as they are apt, under similar circumstances, to be chagrined at their first attempts in declamation and composition. They recognize the great defects in their drawings. But suppose they did not; would then the prospect for improvement be as good, even though they might be much better pleased with their work? Assuredly not. Of two pupils, one capable of recognizing grave defects in drawing, the other not, where is the teacher who would not prefer to instruct the former?

Self-satisfaction is one of the greatest obstacles to improvement. The Greek sculptors were so well aware of the imperfections of their work, though it has never been surpassed, that they were wont to regard nothing as finished. Hence the inscription placed on a Greek statue was not, for example, "Praxiteles *made* this," but "Praxiteles *was making* this." The sugar coated teaching that develops the self-satisfaction of the learner, by keeping him ignorant of what he does not know, is not greatly to be commended. Good teaching makes the learner equally certain of what he knows and of what he does not know; and the latter, negative, knowledge, which is often, yet wrongly, called ignorance, the wise teacher employs to increase the former, positive, knowledge, of his pupils.

We hold, therefore, that the teacher of Drawing should aim to develop the artistic perception, the artistic taste, of his pupils just as rapidly as possible, whether or not manual skill is as rapidly acquired. The literary taste is cultivated by reading the best models of style. Even children are profited by reading such of these models as are adapted to their years—not Plato and Milton, but Homer and Goldsmith, for instance. One's judgment of oratorical efforts can be perfected only by listening to the best speakers. It is by mingling with well bred people that we best acquire refinement of manners. Indeed, whatever involves æsthetic taste must have the best of models for its successful cultivation—not at any particular period of the learner's progress, but at all times. Hence for the pupil in the public school, not only should the drawing-copy upon which he is at work be beautiful, but he should have access to many other beautiful copies that he may look at them often and compare one with another. Then his school-room should be decorated with objects of genuine artistic merit—pictures and casts—with a preference, of course, for those specially adapted to his age. Finally, he should have free access to museums of art, such as they have so abundantly provided in Europe for the art education of the people, where, instead of striving to keep taste on a level with ability to execute, they are ever striving to raise the taste of both the student and the people to the highest pitch.

As we should labor to provide the pupil in the public schools with beautiful drawing-copies, to place before his eyes objects that will improve his taste; so we should equally labor to keep from him all that is ugly, all that will tend to vitiate his taste. Of a large part of Mr. Forbriger's drawing-copies, it may be said that they are so ugly that the less the pupil sees of them the better for his taste. Mr. Forbriger has been the superintendent of Drawing in the public schools of Cincinnati for a number of years. The character of the work done in these schools was displayed at the World's Fair, held at Vienna in 1873. Prof. Joseph Langl, of Vienna, made the official Austrian report on Art Education as illustrated at the Fair. He says:

"The common schools of Cincinnati exhibit the work of their scholars in truly magnificent bindings, one subject having been drawn by the whole class, so that the same volume frequently showed the same figure fifty or sixty times. The drawings consisted mostly of small geometrical figures, stars, etc., executed tolerably evenly, and there was at least a certain principle in them. Among the work of the Teachers' Normal and High Schools, on the contrary, sins against everything like good taste were to be met with, that made one's hair stand on end."

It would not be easy to find a more competent judge of Drawing than Professor Langl, and we regret that he could give no better account of the work done in Cincinnati.

In conclusion we will say that all the inspection which Drawing requires can be best secured when books are used, and there is an occasional test examination. The superintendent does not need to inspect each drawing executed by each pupil, any more than the superintendent needs to inspect each problem in arithmetic executed by each pupil. Though Mr. Forbriger and Mr. Benton appear to think otherwise, yet in our judgment, so much inspection is simply intolerable—is justified by no compensating good.

THE REPORT OF THE U. S. COMMISSIONER OF EDUCATION is the most complete and comprehensive document issued from that office. It is the result of a vast amount of labor and research, and shows that Commissioner Eaton and his associates are busily at work in the legitimate business of a great central educational bureau. The contents show that General Eaton has a special talent in gathering up the results of the several State systems, and in giving to Congress and to the people an elaborate statement of the condition of primary and secondary instruction in the United States. This compend is of immense value in collecting in one the various reports of States and separate institutions, and thus exhibiting the general working and advancement of our school forces. Every State officer and every educator in the country is thus made acquainted in the most compact form with the experience and results of his co-workers in all parts of the land. This broad survey of the educational field enables the commissioner to give to the people, in his discussions of educational questions, such instructions, suggestions, and recommendations as appear most necessary to the greater success of the whole work. These separate methods and systems compared, scrutinized, and weighed in their results, give, when understood, the science of education; and the more thorough and exhaustive the examination, the more clearly will appear the excellences and the defects in the educational systems. Such knowledge is absolutely necessary to a full understanding of the merits and failures of existing plans and institutions, and intelligent discussion takes the place of blind and ignorant criticism, after such information becomes widely disseminated.

The sources of material used in the report are: (1) All educational informatian printed by authority, either in the form of reports or catalogues or educational journals; (2) the returns made directly to the Bureau by State or city educational officials, or by the principals of schools, colleges, etc., on the blanks furnished, from which the statistical tables are made; (3) other communications made directly to the Bureau by teachers and officers of systems or institutions of education.

All the States and Territories are able now to report their school population, and the increase for the year is 416,125. This increase becomes apparent only in those States which annually enumerate a school population, and not those which unfortunately use for each decade the returns of the United States census. It is gratifying to observe the growing determination of each State to take an annual census of the school population.

The Commissioner presents a statement showing the expenditure *per capita* of school enumeration and the expenditure *per capita* of pupils enrolled in public schools in the different States and Territories for 1874. Massachusetts heads the list with an expenditure *per capita* of school enumeration of $14.70; of pupils enrolled in the public schools of $14.48.

The Report shows the efforts that have been made to establish a basis for just comparison. The Commissioner, referring to his last report, indicates how this can be secured on a few of the essential points, while each locality, State, or city, and each institution, preserves, in the highest degree, its individuality or specialties. If each State furnished by accurate census the number and average attendance of children between 6 and 16 (the usual limit of school age), most valuable comparative lessons could be drawn. Ohio provides by law for such an enumeration, and in the last report of the school commissioner the number of school population, 6 to 21, was given as 985,947, while the number between 6 and 16 was 737,272, being about 75 per cent of the legal school population.

The legal school age in the several States and Territories is: In Connecticut and Utah, 4–16; Oregon and Wisconsin, 4–20; Maine, New Hampshire, Montana, and Washington, 4–21; Massachusetts and Rhode Island, 5–15; California, 5–17; New Jersey, 5–18; Michigan, Vermont, and Wyoming, 5–20; Alabama, Arkansas, Delaware, Iowa, Kansas, Minnesota, Mississippi, Missouri, Nebraska, New York, Virginia, Colorado, Dakota, and Idaho, 5–21; South Carolina and Indian Territory, 6–16; District of Columbia, 6–17; Georgia, Nevada, Tennessee, and Texas, 6–18; Kentucky, 6–20; Florida, Illinois, Indiana, Louisiana, Maryland, North Carolina, Ohio, Pennsylvania, West Virginia, and Arizona, 6–21. The attention of persons desiring to compare the public school systems is especially invited to this point of difference.

A CLASS-BOOK OF CHEMISTRY, on the basis of the New System. By Edward L. Youmans, M.D., author of the "Hand-book of Household Science." Rewritten and revised, with many new illustrations. New York: D. Appleton & Co., 549 and 551 Broadway; 1875.

The class-book of Chemistry, published in 1852, rewritten and revised in 1863, is now re-revised on the basis of the new system, and offered as a text-book for persons who would learn Chemistry. This "Class-book of Chemistry" is now commended to the special notice of teachers and parents, school committees and superintendents; also to private students conning this important department of useful knowledge.

ELEMENTS OF THE INFINITESIMAL CALCULUS; with Numerous Applications to Analysis and Geometry. By James G. Clark, A.M., Professor in William-Jewell College. Cincinnati: Wilson, Hinkle & Co.

This constitutes one of Ray's Series of Mathematics, and gives evidence of being worthy of a place among those most excellent works. Sufficient ground is covered for the use of college classes, while it is so arranged that by the omission of certain chapters a shorter course can be taken. The subjects are clearly and accurately treated, and all seems to be done that can be by a text-book to remove the difficulties that meet the student at the beginning of the Infinitesimal Analysis. The method of limits has been adopted by the author as based on a sounder philosophy than the infinitesimal method. With many students this will no doubt remove in a great measure their chief difficulty, but it is questionable whether it is really more sound. The typography could hardly be improved, and neither its merits nor its defects are covered by bad printing. It is well worthy the attention of teachers.

— The Human Voice: Its Anatomy, Pathology, Physiology, Therapeutics, and Training; with Rules of Order for Lyceums, by R. T. Trall, M.D., and published by S. R. Wells & Co., New York, is a valuable manual for teachers. All who desire to read and speak well will find this book an excellent guide in theory and practice. Pp. 110, paper cover; retail price 50 cents.

— Some valuable autographs of Galileo's have been found at Milan among the State archives. These autographs are not included in the Palestine collection, but refer to his negotiations with the Spanish Government, relative to ceding the application of his method for applying longitude to navigation. The letters also relate to Galileo's journey to Rome, in 1624, to pay homage to Pope Urban VIII.

— "Blood and Breath": a system of health exercise, illustrated with skeleton movements; to accompany Goodyear's Pocket Gymnasium. By Prof. J. E. Frobisher. Price 25 cents. Address Goodyear Rubber Curler Co., 697 Broadway, N. Y. *(In press.)*

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What is Done With It?

BY ANNA C. BRACKETT.

It is some years now since the American public were startled into the conviction, or rather impression, that their children were being intellectually too highly fed. This impression is of comparatively recent date, for we who are no longer little girls, or even young ladies, distinctly remember that in our schooldays no such idea was prevalent. The girls went to school at nine or half-past eight, and came home at twelve or half-past eleven. We ate our dinners, and went again at two, to return at five. We lugged home our geographies and atlases to draw maps, in which we satisfied our artistic sense by putting in rivers to fill up all extended bare spaces, with great indifference as to water-sheds; or we spent hours over our arithmetic examples, which were to be recited the first thing the next morning. We had our simple supper at night, and were in a chronic state of humiliation because we were not allowed to sit up after half-past eight, or nine at the farthest. As we grew older, times changed, and lessons multiplied. We traveled three miles by railroad and one on foot to school at nine, winter and summer, and left it to return in the same way at two. Our dinners then were saved for us from the family meal, and the warming over did not then destroy the nutritious character of the food. Our solitary dinners fairly over, we unstrapped Latin and French books and went to work for two or three hours in the afternoon, and we were none the worse. We were not conscious that we were objects of pity because we had to go to school. We found no one anxious because we were being slowly undermined as to health, and we felt it as much our duty to go to school every day, as it was a duty for our fathers to be at their places of business. There was no question about it—school was our business, and our play and visits had to take care of themselves as best they could. If the traveling menagerie or circus came round on any other time than Wednesday or Saturday afternoons, we should as soon have thought of asking permission to go to China as to enter its hospitable doors while those of our schoolroom stood open.

So we worked, in school and out, regularly and persistently. We had little time for novel-reading, or for theaters or parties—those of us who did our work thoroughly. But in spite of these killing processes, in spite of the facts that we went to school summer and winter, week in and week out, for six or five hours, and studied hard two or three every afternoon and evening, we grew up, and grew to be strong women, taking up the heavy burdens of life as they came along, and finding ourselves able not only to bear them, but to bear them easily.

It was after our time that the great anxiety came. Parents and school committees were warned that the children were being tortured out of life by their excessive brain action in and for school. The magazines took up the cry, and King Herod's cruelty was made to appear quite a trivial and venial offense beside the tragedy which was being enacted in our public schools, and especially in our girls' schools.

The whole subject of education is on so empirical a basis in our country that the least breath of criticism is sufficient to send it reeling in any direction. It may be considered the best example of unstable equilibrium which can be presented. A pyramid on its apex is not to be considered for one moment in comparison. Moved, then, by the growing whispers which filled the air, it leaned instantly to the leeward. As might have been expected, the excitement and anxiety were greatest in those places where public education had its focus. The committee, under the strong pressure, even enacted laws that no study should be allowed out of school hours to the girls of the public schools, or they limited the time so much that it amounted practically to nothing. By this regulation they hoped to give a rest to the preternaturally excited brains of the unfortunate victims. They in fact presented all the girls in the public schools with several hours of time.

Did it once occur to them to ask what the girls would do with this extra time, when they had it? But this was a very important question. Did they fancy that the weary girls would go to bed two or three hours sooner? Did they hope that they would become familiar with Hume and Prescott and Motley, or that they would grow on Shakespeare or Milton, or rest their paralyzed faculties with Tennyson or Whittier, or Longfellow? Did they think of it at all? Now what are the facts? Let any teacher of a grammar school take the trouble to inquire of her room full of girls, of thirteen or fourteen, the time at which they retired the night before and how they spent their evening, and she will begin to accumulate statistics which may possibly throw some light on the question: "What do the girls do with their time?" Bending over fine embroidery, putting the needle carefully in and out of holes in canvas, dressing in low-necked dresses for a party, going in company with their young friends to see sensational French melodrama and coming home at eleven o'clock with tear stained cheeks, practising before their pianos for hours, or singing to win the applause of evening callers—or what is quite as likely, oblivious of the surrounding world, rapt, entranced over a novel of Mrs. Southworth, Miss Braddon, Charles Reade or Edmund Yates. This is what the girls are doing with the time given them.

In old days we girls had no time for such employment because we had our lessons to learn for the next day, and we were expected to learn them.

I merely want to put the question as to which will hurt a girl more, the solution of a dozen arithmetic examples, or two or three dozen if you like, the translation of twenty lines of Virgil, or such work as as that above referred to?

The oculists shake their heads over the myopia and spasms of accommodation; the dentists declare that the teeth are suffering from the great nervous strain; the physicians ask to have the hours of school-time intermitted. Meanwhile the teacher, made responsible for a certain amount of work to be done in a certain time, finds the demand as to general studies in no wise lessened, and sees drawing and sewing in danger of absorbing more and more of her precious six hours, and she is forbidden to demand any work out of school of her girls. She has already asked the question at the head of this paper in many a school-room, and now she desires to suggest that it be answered more publicly.

The fact is, the two or three hours that used to be spent out of school in study are not spent in sleep. What are the girls doing with them, and is the matter of health much improved by the change of use?

Wellesley College—Its Professor of Music.

We have recently learned, to our amazement, that the chair of Music in Wellesley College, is filled by a man. So far as we know he is the only masculine professor in the institution, it having been avowedly established on the basis of separation of the sexes in education. If it is not asking too much, we should like to know the reasons which have induced the directors to over-ride their own rules in this particular instance.

When we heard that the whole body of instructors was to be selected from the ranks of women teachers, we appreciated the consistent application of the theory of the founders of this institution, that the best results are to be obtained by separating men and women students; and our only fear was that the women thoroughly fitted for these high positions might be so few—owing to a lack of exact training in the past—that other institutions would be found to have already absorbed them. The readiness with which the authorities of Wellesley supplied themselves with a woman-president, and woman-professors, in the Classical and other departments, proved how groundless was this fear.

If in departments of study supposed until quite recently to belong almost exclusively to men, full-armed Minervas spring up thus at a moment's call, how easily could a multitude of women be found competent to give thorough instruction in every branch of musical science, since it has been considered a "womanly" sphere of knowledge since the world began, and the sex has had access, very generally, to equal opportunities with men in all its departments. Wellesley, therefore, could not have chosen a man to fill its chair of Music for the same reason that Vassar selected a man-cook to feed its hungry girls, viz., that no woman could be found who was trained for the position. What then could have been the hidden motive?

If the Wellesley authorities repented them of the nunnery they had made, and so tried to introduce a cure, in homœpathic dose, for the evils of such a social life, it would seem a grave error on their part to choose the profession of Music for their "sugar-coated pill."

If we understand the position of this institution, it practically disclaims the first two arguments against co-education—viz., that women and girls are mentally or physically incompetent to keep pace with men and boys in study—by aiming to give its students, in the average length of time, the average curriculum of men's colleges. Its opposition to co-education, and the reason for its existence, must, therefore, be narrowed down to the theory that the influence of sex is hurtful to the student-life. If this theory is true, the hurt comes through the emotions, for no one has ever hinted that the purely intellectual faculties of either sex were injured by association with the other.

Now, the play of emotion is quite as free, to say the least, between teacher and pupil as between fellow-pupils, and no study in the range of education is so

stimulating to the emotional life as that of art, especially the department of music from its marvelous flexibility of expression. Is it to this field, then, that Wellesley invites that sexual influence of which it is avowedly afraid?

Some of us think we see in co-education a cure for the over-exercise of the emotions common to both sexes in youth, through the opportunity thus offered for a free meeting on the intellectual plane, but this does not indicate in us any under-valuation of the influence of the sexes over each other. And where we have seen harm following an abuse of this influence, it has been more often shown in the relation of a man-teacher of music to private girl-pupils than in any other. Of course we do not mean any coarse forms of evil, although instances of these are not wanting; but we refer to that subtle and excessive stimulus of the emotions, which is fatal alike to a well-balanced character and to a high ideal of musical art.

Musicians being, of necessity, specialists, are too apt to forget that their devotion to art must be balanced by a vigorous exercise of the reasoning faculties, if they would avoid a mental twist that, in its reactionary influence, strikes at the art itself, by dulling the sense to the intellectual side of music and leaving only a surfeit of sentiment to still further increase the musical invalidism.

Hence, both students and teachers in this art should avoid every outside element tending to increase these dangerous tendencies: and for this reason we should prefer, in the generality of cases, that *private* instruction, during the formative period, should be confined within each sex; but that the grand incentive of sexual influence may be utilized without harm, we would add class instruction, either girl-students under men and boy-students under women, or, better still, mixed classes with an alternation of sex in the teachers from term to term.

From our present knowledge we cannot see how the full benefits either of the separation or co-educational theories can be obtained at Wellesley in the branch of Music; and the glaring inconsistency in its appointment of Musical professor seems wholly and absurdly without reason.

We pause for enlightenment. ANNA C. GARLIN.

Lady Teachers' Associations.

BY M. P. COLBURN.

We all know that there are none too many helps for the earnest teacher, and that anything which presents ways and means in a healthful light is to be heartily welcomed, while it is true that no one wants to talk "school" all the time, talking it for breakfast, dinner, and supper, with a *soupçon* for desert and a tidbit for digestion the last thing at night, it is yet true that judicious time out of work hours appropriated to "schooling" ourselves is of incalculable benefit. Such a means is the forming of associations or clubs, where all are welcomed, and each and all of whose members give of their experience and research. I have such an one in view, and of which I would like to present a somewhat extended notice.

Formed at first by a devoted few as an experiment, of which its future should prove its excellence, it has now been in successful operation for two years and has become a power among us. Perhaps a plan of its workings may not be without interest.

A constitution was formed *à la mode*, which means anything that is right and proper and according to "parliamentary" — and the first night yielded a dozen names. Now when a party of either sex meets for business purely and nothing else, the interest soon begins to flag; *we* did'nt intend any such thing; so we agreed that there should be drafts made on the members for contributions of any brain-matter indigenous to the soil. Whose should it be? What should it be? Would it be possible for any one of those inexperienced *citoyennes* to furnish material outside of the "rod and the schoolroom" which could by any possible means be construed into usefulness to any other?

It was an experiment, remember; but in our newly-established code of laws there was no such word as "fail," and courage was the first thing eliminated.

An essay? Heaven forefend! Imagine a dozen pairs of hands held up in momentary despair, and then look into the fire of a dozen pairs of eyes resigned and ready! Yes, the essay was an assured thing. Now, music. Who will sing a song? We must have something beside the dry, solid meat of an essay, and a song is in order. "Miss Jones, will you, on the coming eventful evening, sing a song according to your limited ability?" Miss Jones shudders and trembles — her *forte* is not music; but anxious to do what she can, her name is entered as the musician of the evening.

Now for the discussion. I would not have you for an instant suppose that a dozen teachers are so very ignorant of "argufying" that they cannot, on occasion, commit their ways unto a discussion! Far, far from it! Several questions presented themselves as having claims for an impartial hearing, and one being selected, advocates for either side were chosen without any difficulty.

So closed our first gathering. We had agreed that they should be held monthly, and as a hall was hardly within the limits of our purses for our humble commencement, we satisfied ourselves with a retired vestry-room, which we hired for a mere nominal sum. For the intervening month we "had it in our minds," and a wholesome anxiety was felt for its success. Of course, when the appropriate time came we were all there. The essay was a fine one, and elicited hearty applause; the song was very effective, and won deserved praise, and the discussion was really able.

Such was our small beginning. Gradually other names have been added, and we now feel equal to larger undertakings. It is astonishing—and no one recognizes this fact sooner than the teacher among her pupils—how practice perfects. So with us; we have not one among us who is not willing to add her mite toward the general good, and though talents differ materially, of course, it is in this very difference we find our wholesome strength.

The business part of it is conducted in a dignified manner and entirely according to parliamentary usage; and when the times come for the essays, music, or debates, we find no sleepy ones. The essays are always on subjects of vital interest, and the discussions would shame some lyceum debates; certainly there is often great ability displayed, and the *disputantes* are as wide-awake in their new business as their fathers and brothers have ever been in their years of experience.

We are never at a loss for subjects for there are so many which are the better understood for the ingenious manipulating they will get. For instance, as samples of what we have had:

"Is it expedient to detain pupils after school hours?"

"Should sewing be introduced into the public schools?"

"Ought the unjust laws of a country to be obeyed?"

And scores of others which will come in for an intelligent handling in the future.

We are constantly on the *qui vive* for auxiliaries, one of which is the presence of a box on our table, each evening, with an opening in the cover through which is slipped a written question on any subject which any member desires enlightenment upon. At a given time the box is opened and its contents revealed. An inexperienced teacher has some particular point in school government, perhaps, in which she feels weak; she shrinks from making public her want, but by this simple method she may, in the discussion of the topic indicated, become mistress of the situation and none be the wiser.

As a case in point, we one evening found: "How shall teachers keep the floor clean?" Do you say that is too practical, and humdrum, and homely, for a set of teachers to talk about? Then I will tell you that it is a most important auxiliary towards the well appearing of any school—for I always contend that clear heads and clean floors go together.

Some of our essays have shown marked ability, and it is fair to say that our lady essayists are fully equal in capacity to many whose productions have made a stir in the world of letters.

We have kept quiet on the subjeet of our experiment till it should become an assured success, lest by any means we might have to give up as a failure what was begun in fear and trembling.

We know now that among our resident teachers there is talent dormant which, for the well-being of the community, should be roused; latent energy, and insight, and intelligence which would make us all more valuable members of society. We know, of course, that, in the discussion of such questions as I have mentioned, *we*, *i. e.*, our little *corps* of subordinates, can make no change in the rules and laws of committees, but, by showing intelligence on and interest in any question, we identify ourselves with that question, and thus, in time, come to wield a certain power as to its disposition.

At our closing meeting in June, we had a jubilee, at which, in addition, were several invited guests, including some of our lady school committee. A very beautiful essay was read by a lady teacher from Cambridge, on "Charlotte Corday," full of pathetic and solemn interest. A social entertainment followed, and we sat down to well-filled tables. During the discussion of the viands, we had toasts and responses, some of which were truly eloquent. We closed the festivities by singing heartily an ode written by one of our number. It was an occasion long to be remembered, and when we met for the first time this season, in September, we all felt that it was more as a band of sisters than a mere gathering of teachers. We compared vacation notes, and I can assure your we found the experiences of some of our number, in the highest degree, entertaining.

I have been thus explicit and minute in my description of our "Lady Teachers' Association," and its work and workings, in the hope that others in other communities may go and do likewise, feeling certain that there is a great power for good in such corporate bodies, and that, with the strength and the power, there is enjoyment as well.

"Politics for Young Americans."

BY C. B. STETSON.

Of all the countries that pretend to care for the elementary education of the whole people, it is probable that the United States gives the least heed to instruction which has a direct bearing upon public affairs. Yet no where does the right management of public affairs depend, as we are constantly told, in a greater degree upon the honesty and intelligence of the whole people. Like voter, like law-maker. It is not enough that both be honest, for stupid honesty has often been guilty of the most grievous blunders in the management of public affairs. Both must be intelligent as well as honest,—intelligent in those matters which pertain to public affairs.

Until now we have had no book that treated in an elementary way, of the fundamental principles which should guide Americans in the management of public affairs, and that was adapted to use in the common schools. "Politics for Young Americans," written by Charles Nordhoff, and published the present year by the Harpers, leaves very little to be desired. To improve upon Mr. Nordhoff's presentation of the subject would be no easy matter, whether we consider the scope of the topics which he discusses, the spirit in which he conducts the discussion, or the literary handling. The book had its beginning in certain letters which Mr. Nordhoff addressed to his son, sixteen years old, for the purpose of instructing him "in the political knowl-

edge which every American boy ought to possess to fit him for the duties of citizenship." He attempts, as he tells us, "to explain in simple language and by familiar illustrations fitted for the comprehension of boys and girls, *the meaning and limits of liberty, law, government, and human rights;* and thus to make intelligible to them the political principles on which our system of government in the United States is founded." But the titles of the forty-four chapters will give the best general idea of the book. They are as follows:

Of Society; Of Liberty, and the Province of Law; Of Governments; Of the Primary and Necessary Functions of Government; Of other Functions of Government; Of the Usefulness and Inconvenience of Free Government; Of the Different Parts of a Government; Of Decentralization; Of the Responsibility of the Executive; Of Political Parties; Who Vote, and Why; What Officers Should Not be Elected; Of Political Constitutions; Of the Legislative or Law-making Branch; Of Town Meetings; Of Education; Of Taxes; Of Property, Surplus or Wealth; Of Money; Of Labor and Capital; Of Usury Laws; Of Banks, Banking, and Credit; Of Bank-notes; Of "More Greenbacks"; Of Commerce; Of Diversity of Industries; Of Strikes; Of Trades-Unions; Of the Malthusian Theory; Of Prohibitory Laws; Of "Local Option"; Of Corporations; Of Confederation and Union; The American Political System; On the Inalienable Rights of an American Citizen; Of the Duties of an American Citizen; Of the Trial by Jury; The Primary Meeting and the Caucus; Of the Importance and Duty of the Minority; Of City Governments; Of some Faults in our State Constitutions; Of Territories, Public Lands, Colonies, and Manifest Destiny; When we Number One Hundred Millions; Rules for the Conduct of Deliberative Assemblies.

These chapter titles show that Mr. Nordhoff's book treats of matters which have a direct and vital bearing upon the common weal,—of matters in which, as no one will deny, all American youth should receive sound elementary instruction. But if this elementary instruction is attempted in the public schools, the only place where the great mass of the people can be reached, I fancy that objections will be raised in certain quarters, as objections always are raised whenever an attempt is made to enlarge the public school curriculum. Let us briefly consider some of the probable objections.

1. It is not possible for any one to write a book of this kind, and give it a decided character, such as it should have, without expressing certain views to which some persons will take exception. The same thing happens, it is true, in the case of everything taught in the public schools. But men are often so controlled by a single idea, are often so intolerant of political opinions which differ in the slightest degree from their own, that they are blind to everything else. Such persons may be reasonably expected to object to the use of Mr. Nordhoff's book in the public schools. This one will not like what he says about protection; that one will not like what he says about prohibition; another will not agree with his views on the management of railroads, on usury, on education, on the responsibility of the executive, on strikes, or some other matter. Though endorsing nineteen-twentieths of what the book teaches, yet each would prohibit all of its instruction because of the one-twentieth he deems to be wrong, but which may be right after all.

Now, it seems to me that the greatest good to be derived from the use of Mr. Nordhoff's book in the common schools, should not be looked for in the amount of positive knowledge the scholars will thus acquire, but in the new turn the book will give to their thoughts, and in the calm, philosophical spirit it will tend to give them for the study of political questions during all their after lives. It will be much to make them acquainted with various great public questions, and with the views held concerning these questions; but it will be more to imbue them with the spirit in which these questions should be investigated. That the spirit may be right, as it is in Mr. Nordhoff's book, it is not essential that the instruction be perfectly free from error.

2. It may reasonably be expected that some will object that the questions which Mr. Nordhoff discusses, are beyond the ready comprehension of the youth in the public schools, and beyond the range of their sympathies. This being so, they will take little interest in the questions, and will be little profited by the study of them. Some maturity of years there must undoubtedly be on the part of the learner, with some appreciation of what is going on in the world around him, before such questions can be studied with much interest and advantage. But I take it that most boys, and girls too, who are fifteen years old, would read and study Mr. Nordhoff's book with delight and profit.

A few months ago I put the book into the hands of a boy fifteen years old, requesting him to read twice over a chapter in advance each day, and to reread the advance chapter of the previous day. Three readings. He pronounced the book very interesting and not difficult to understand. It gave him a large stock of new and clear-cut ideas pertaining to matters of which one, in this country, hears more or less every day of his life. The book deals with manly questions (some hold them to be womanly ones, too); this alone must tend to make the study of the book interesting for boys on the verge of manhood, and hardly less interesting for girls of a like age.

The degree of love which the learner feels for any study, depends largely upon the age at which he takes it, and upon the method of instruction adopted by the teacher. It seems to me that Mr. Nordhoff's book can be successfully taken at the age I have indicated. As to the mode of using the book with a class, I would suggest that the chapter assigned for the lesson should be carefully read by the scholars two or three times before coming to recitation, and that it should then be read in class, the teacher adding such explanations and comments as he may deem proper. Finally the scholars should be tested with a few general questions, and the whole class induced to discuss the topics in an independent manner, supporting or controverting the positions taken by the author. There should be no memorizing whatever of the text, and the class should finish the book in three months.

3. It may reasonably be expected that some will object that time cannot be had for the study of "Politics for Young Americans" in the public schools. This is the standard objection which is raised against the admission of any new study into the public schools. But much truth is in the old saying—"where there is a will there is a way." The course of study in the public schools, and the methods of teaching are not yet so perfect that they cannot be readily and sufficiently improved to allow of the admission of several new studies, which ought to be put into the public schools, and can be put into them without essential detriment to any of the present studies. In a word, there is ample verge for economizing public school instruction. But I will not attempt to discuss this point. I will only remark that very few appear to realize how much a broad course of study strengthens the mind for work in a particular direction. The truth is, that, if three months be now and then taken from any of the studies which are wont to be pursued without interruption for years in the common schools, and this time be devoted to some other study, the ultimate results in the interrupted study will not be diminished. By thus occasionally dropping studies which extend through years, much time can be secured for other things without unreasonably multiplying the daily exercises of the scholar.

In this way, if in no other, time enough for the proper study of Mr. Nordhoff's book can be readily obtained; yes, time enough for the study of something more in the same line; for while "Politics for Young Americans" is, of all books, just the one for starting the young in the discussion of public affairs, it should be supplemented even in the common schools. After it, the Constitution of the United States should be studied sufficiently to make the scholar familiar with its provisions; and then should follow, for example, Mrs. Fawcett's "Political Economy for Beginners," Professor Jevons' "Money, and Mechanism of Trade," which contains little or nothing beyond the ready comprehension of scholars in the upper class of a good grammar school, and Amasa Walker's "Science of Wealth." These books traverse the same ground in part, and a knowledge of one makes the mastery of the others less difficult. The "Science of Wealth" is used as a text-book in nearly all the colleges of this country; but it should also find a place in the most advanced common schools.

Now, it does seem to me that in a common school course, covering ten or fifteen years, time enough might be found for imparting as much instruction in politics, and the great natural laws of business as I have outlined. To such a beginning each one would be prepared to make intelligent additions all his life. What an influence for good would be exerted on public affairs. It is to be remembered that a right beginning is the difficult and important thing, and that comparatively few will ever make it, unless they make it early and in the public schools. But if we cannot, at present, do as much in the public schools as I have indicated, we certainly can take the first, and a great, step by the use of Mr. Nordhoff's admirable book.

LANGUAGE.

The Sentence.

(Continued).

It is manifest that in many sentences, the subject does not stand to the predicate in the relation of individual to species, or of species to genus. These terms are often equally specific, or equally generic; and often both are things *known* to the hearer as well as to the speaker. For instance, in the sentence "Caesar conquered Gaul," the hearer as well as the speaker is supposed to know perfectly well what is meant by all the terms used; viz., "*Caesar*," "*conquered*," and "*Gaul*." What, then, is the philosophy of communication in sentences like these.

Clearly the same principles precisely are involved here, as in the cases considered. I have said that in all cases, the subject stands for something known to the speaker and not known to the hearer, while the predicate represents something known to both; and that this *common knowledge* constitutes the material out of which the speaker *creates* (not *communicates*) in the mind of the hearer the conception in his own mind.

Now, it is not always true that the subject represents an idea or an object *wholly* unknown to the hearer. It may stand for something unknown in part only. That is, the thing may be known, in a general way, to the hearer, but there may be some quality or circumstance belonging to it, known only to the speaker. This unknown attribute, then, is sufficient to make the thing to which it belongs, the subject of a proposition.

Thus, in the sentence "The stars are suns," "*stars*" must be the subject, because, while everybody knows what is meant by both "stars" and "suns," the speaker presumes that one fact, at least, connected with the former of these luminaries is not known; viz., that they are central suns to other worlds.

So in all cases where the predicate is simply a verb. Thus, "John works"; here both terms are well known, but the speaker takes it for granted that the hearer does *not know one fact* about John; viz., that he is now *working*.

But in some sentences, the two terms are identical. Thus, "Right is right." What is there here to make a proposition? Manifestly the same as in all other cases. The speaker assumes that there is some shade of an idea about the term "right" which the hearer does not fully apprehend, at least does not fully appreciate, as it relates to the case under consideration. There is, then, even here something embraced in the term 'right,' which the speaker presumes is *known only to himself*, and this particular something he therefore makes the subject of a proposition.

In some cases, the speaker's aim is simply to call to mind what the hearer very well knows, but is presumed to have forgotten. Of course, the principle, in this case, is the same.

Again, it may be the speaker's intention neither to communicate anything new, nor to call up anything forgotten. He may wish simply to *emphasize* a thing, a thought, or a quality. In this case the principle is

likewise the same. He now, of course, presumes that his hearer does *not know* that the thing, thought, or quality is entitled to especial emphasis. We say, then, that in all cases the sentence must necessarily have two terms: one the symbol of what is known to the speaker only; the other a symbol which is known to both speaker and hearer. The former will always constitute the subject, the latter the predicate. Note now two or three important considerations.

We have said that for the building up of his conceptions in the mind of the hearer, the speaker's material is the hearer's present knowledge. Now it is manifest that, in proportion as this knowledge is ample, in that proportion will this speaker's work of conception-building be facilitated. To construct a fine edifice we must have abundant and varied material. The same abundance and variety is necessary to the construction of fine mental images. Hence, because of the paucity of ideas, the difficulty of speaking intelligently to children. There is almost nothing out of which to construct the *predicates* of propositions, and hence the work must either stop entirely or, except within a small range, be very inperfectly done.

Hence, likewise, the difficulty which the educated often find in speaking to the masses. The building material is too limited for easy discourse. Hence, too, the utter impossibility of interesting the masses in the higher departments of scientific thoughts. They have knowledge indeed, but not of the kind that is available for the building up of scientific conceptions. There is abundance of pine and spruce, but nothing in the way of mahogany and rosewood, of which, nevertheless, the edifice must be constructed.

Such, then, is the philosophy of the sentence. It is not necessary, perhaps, for the teacher to go through the whole discussion of the matter in any formal way to the pupil. But it is indispensable to the subsequent success of the pupil, that he understand, in the main, the essential nature of the two primary constituents of a proposition; for without such a knowledge, he can never be absolutely certain, in all cases, which of the two is the subject, and which the predicate.

Of this next time.

Latin Pronunciation.

Without pretending to have anything better to impart on this subject than is contained in the recent series of papers in the JOURNAL, I venture to offer several by way of supplement:

1. Teachers adopting the phonetic or approximate Roman pronunciation may save much confusion by having the pupils call the letters by their Roman names, giving to the semi-consonants *j* and *v*, as distinct from their kindred vowels, the names proposed by Schneider. These names may be represented as follows: *a* being sounded as in *father*, *ē* as in *they* (cut squarely off, and so separated from the vanishing sound represented by the following *y*), *ĕ* nearly as in *then* (more exactly as *e* of *they* shortened), *i* as in *machine*, *o* as in *moat* (without diphthongal admixture), *u* as in *rule*, *y* as French *u*; *c* as in *cake*, and *g* as in *gale*; *a*, *bē*, *cē*, *dē*, *ē*, *ĕf*, *gē*, *ha*, *ī*, *(j) ī consonant*, *ka*, *ĕl*, *ĕm*, *ĕn*, *o*, *pē*, *(q) cu*, *ĕr*, *ĕs*, *tē*, *u*, *(v) u consonant*, *īx*, *y psilon*, *zeta*.

2. The sound of *u* after *q* was very slender, and in some cases a vanishing quantity, so that *qu* was nearer *c* than *cu*, and sometimes differed almost inappreciably; and therefore it does not seem expedient to have classes attempt to make any distinction in pronunciation between *c* and *qu*.

3. Between two vowels *i* or *j* certainly formed a diphthong with the preceding vowel, and probably also had its semi-consonant sound in combination with the following vowel. In other words, it represented in this situation both its sounds.

4. The Roman representation of Greek ει sometimes by *ē* and sometimes by *i* (e. g., in *Medēa Darius*), suggests that in some cases the one vowel of the diphthong had become so predominant as nearly to absorb the other, but that at first each vowel had its proper sound; and that therefore in pronouncing ει we should combine the proper sound of each element, rather than pronounce the diphthong as ει in *height*. The frequent epic lengthening of *e* to ει and the occasional interchange of ει and η confirm this inference. I. D.

SCIENTIFIC.

THE NEW REFLECTOR OF THE PARIS OBSERVATORY.

On the 7th of October, the French Minister of Public Instruction made an official inspection of the large reflector lately constructed for the Paris Observatory. On the 9th, the representatives of many of the Parisian papers were present at the Observatory, by invitation of M. Leverrier, and the details of the new instrument were carefully explained to them by the eminent director, assisted by M. Wolff, the chief astronomer for physical observations.

The weight of the movable part of the telescope is nine tons; the mirror is 120 centimetres in diameter, with a local distance of 6.80 metres. The weight of the mirror is only half a ton, instead of four tons, which would be necessary for a metallic one. The telescope is suspended like a refractor in an ordinary equatorial. The ocular is placed in front. The cost of the reflector is nearly $40,000. It was built in six years, but the work was interrupted by the dismissal of M. Leverrier, and by the war and the Commune. The same amount has been granted for the construction of a large refractor. It will be 17 metres in length, and the construction will be completed in three years, if the work is not interrupted by any political or other commotion.

ANOTHER MONSTER REFRACTOR.

The experiment rendered impossible, now some ten years ago, by Mr. Newall, and made with such triumphant success by Mr. Cooke, is again bearing fruit. Another monster telescope, indeed the largest yet attempted, is now in course of construction at Mr. Grubb's new works, near Dublin. This instrument has been ordered by the Imperial and Royal Austro-Hungarian Government for the new Observatory now in course of erection at Vienna. The object-glass will have an aperture of over 26 inches, probably about 27 inches, according as the discs of glass, which are being manufactured in the rough by M. Feil, of Paris, may turn out on finishing. The focal length is to be about 32 feet. The general form of mounting will be modified to suit the special requirements of such a monster instrument. The great base casting (weighing some seven or eight tons) will form a chamber (about 12 feet long, 4 feet 6 inches wide, and 8 feet high) for the clock, which will be massive in proportion to the other parts. The axes will all have their friction relieved by anti-friction apparatus. The tube will be entirely of steel, and all the various motions of the instrument, as well as the reading of the different circles, will be available to the observer from the eye-end of the telescope.

A circular chamber of 45 feet diameter has been provided in Mr. Grubb's new workshops, to be covered for the present by a corrugated iron roof 50 feet high. In this the telescope is to be set up, and over this will be meanwhile erected an enormous steel dome, revolving on the system of rollers designed some years since by Mr. Thomas Grubb, and adopted at Dunsink Observatory, near Dublin, and at Lord Lindsay's Observatory. All of this dome and revolving machinery is afterwards to be removed to Vienna. Thus, by taking down the stationary iron roof, when the steel dome is erected over it, the equatorial will be placed in perfect working order, under its own roof in Dublin, for trial. It is proposed to attempt to illuminate the verniers and circles by Geissler's tubes. If M. Feil can, as he hopes, perfect the pair of discs required within twelve months, Mr. Grubb expects to have the whole instrument complete by the autumn of 1878, in which year, we may remark, it is not impossible that the British Association may be invited to Dublin. Should Lord Rosse's reflector be in order, and the Vienna telescope complete, Section A will certainly muster in great force.

—Nature.

THE INTERNAL HEAT OF THE EARTH.

Professor Mohr, of Bonn, has contributed to the *Neues Jahrbuch für Mineralogie*, &c. (1875, Heft 4), a very important paper on the causes of the internal heat of the earth. After indicating some of the objections which may be urged against the Plutonistic theory of the origin of the earth's internal heat, he discusses the data obtained by the thermometric investigation of a boring about 4,000 feet deep, through pure rock salt, at Speremburg, near Berlin.

The proposition from which he starts is as follows: —If the interior of the earth is still fused, then with every increase in depth, as we approach this furnace, a less space must be necessary to produce the same increase of heat. The heat passes outwards by conduction from a smaller into a constantly enlarging sphere, and supposing the conductivity of the materials to be uniform, the temperature of the outer coats of the sphere must gradually diminish in proportion as their volume increases; or, in other words, the increase of heat per 100 feet must become greater and greater in proportion as we descend.

Now the results of the thermometric investigation of the Speremberg boring give the following numbers:

For a depth of		Increase per 100 feet.
700 feet,	15·654° R.	—
900 "	17·849 "	1·097
1100 "	19·943 "	1·047
1300 "	21·939 "	0·997
1500 "	23·830 "	0·946
1700 "	25·623 "	0.896
1900 "	27·315 "	0·846
2100 "	28·906 "	0·795
3390 "	36·756 "	0·608

The third column is a diminishing arithmetical series of the first order, showing equal differences of 0·050° or $\frac{1}{20}$° R. for every 100 feet. By applying this principle to the gaps left above 700 feet and between 2,100 and 3,390 feet, Professor Mohr gets a table of increase of heat for the whole depth; and from this series he concludes that at a depth of 5,170 feet the increase will be nothing; and he adds that even if the diminution of the increase of heat with depth took place at the rate of only $\frac{1}{100}$° R. instead of $\frac{5}{100}$° R., the region of common temperature would be reached at 13.500 feet. A similar diminution of the increase of heat with depth was observed in the case of the boring at Grenelle; but here the depth reached was far less, and the diverse character of the rocks passed through caused doubts to be entertained as to the accuracy of the result.

In these results Professor Mohr finds a strong confirmation of all the objections that have been urged from other sides against the Plutonistic theory. "The cause of the increasing heat in the interior of the earth," he says, "must lie in the upper strata of the earth's crust. . . . The theory of volcanoes must of course adapt itself to the above results, and the fluidity of the lavas is not a part of the incandescence (no longer) present in the earth, but a local evolution of heat by sinkings which have always been produced by the sea and its action upon solid rocks, as indeed all volcanoes are situated in or near the sea. This local superheating of the volcanic foci contributes greatly to the internal heat of the earth. For the internal nucleus of the earth can lose but little heat outwards on account of the bad conductivity of the siliceous and calcareous rocks, whilst, in the lapse of ages, it must propagate uniformly all the heat-effects of the volcanoes, and thus a constant elevated temperature must prevail in the interior, and therefore we come to the conclusion that increase of heat in the interior of the earth which is everywhere met with is the result of all preceding heat-actions, uniformly diffused by conduction in the internal nucleus of the earth." Further causes of terrestrial heat are, according to Professor Mohr, the formation of new crystalline rocks from sun-warmed, infiltrated fluids, and also chemical processes such as the evolution of carbonic acid by the contact of oxide of iron with the remains of organisms, the formation of pyrites and blendes by the reduction of sulphates in contact with organic matters, the decomposition of lignite and coal, &c.

—Nature.

— Messrs. Hartig and Kubel, two German chemists, have found in the *cambium* of conifers a species of resin which, after certain processes, produces an aroma exactly similar to that of the vanilla, and which possesses the same composition as that of the true vanilla essence itself. This *pseudo* vanilla is sold largely in Germany for the real article.

Notes and Correspondence.

OUR Department of Correspondence, Notes, and Queries invites questions, suggestions, and hints of all sorts. Teachers are at liberty to tell what they like or do not like, their trials, encouragements, and triumphs, their methods of teaching this, that, or the other subject. We have only one request to make, and that is to ask and answer questions briefly. Many teachers can speak briefly in each issue of our paper, and among our host of readers we have a multitude of active, enquiring minds. Do not all write at once, except to send us the name of a new subscriber, and obtain both of those splendid lithographs which the publisher announces in another column. Now is the time to do it easily. You will value highly two such pictures for your school, your office, your parlor, your library, your study, as a holiday gift to a friend. A word for your friend, THE NEW-ENGLAND, and it will have many a friendly and helping word in return for you.

"Arithmetic—Where is the Fault?"

To the Editor of The New-England:

In an article in the JOURNAL of October 16th, headed "Arithmetic—Where is the Fault?" the writer claims that "it seems to be a generally conceded fact that children do not 'like' Arithmetic," and also that if a teacher finds the majority of her pupils disliking the study, she may be certain that the fault is in the teaching. Now, to this latter statement I agree; but if the writer thinks that children in general do not 'like' arithmetic, I would be pleased to know from what class of scholars he formed this opinion. It has certainly not been my experience; and to test the statement of the writer (on a small scale it is true) practically, I endeavored to ascertain how many in my own school, of about fifty, 'liked' arithmetic. Nearly every one replied in the affirmative; and I believe this to be only a sample of other schools.

I would, therefore, claim that the majority of children *do* like arithmetic, and that the writer of said article was mistaken when he stated that it is a generally conceded fact that children *do not 'like'* arithmetic. A TEACHER.

The Vowel in Path, Ask, Calf, &c.

To the Editor of The New-England:

Having requested your readers to state their opinions in regard to the true sound of *a* as heard in the words *calm, aunt, laugh, calf, half, path, alas, bask, pass, lath, staff, raft,* and *after*,—I will send you the following as my opinion, based upon fifteen years' experience and observation as a teacher in schools, and a participant at teachers' conventions east, north, and west. For ten years at least, wherever I taught (Pennsylvania, Michigan, and Illinois), I insisted on the broad *ah* sound of *a* in the above words, and not unfrequently without success; showing that the broad sound is not very common. Leading educators and orthoepists, according to my opinion, do not at present give the broad sound to these words, but one more nearly between *far* and *fat* — with this difference: In some localities, as in Eastern Pennsylvania, you hear the broad sound of *a* in *calm, aunt,* and *laugh*, and perhaps in *halves, path,* and *calf* (owing, no doubt, to the persistent efforts on the part of teachers to secure a pronunciation according with Webster's); pronounce *calm, aunt,* and *laugh* broad; *calf, halve, alas,* and *path*, nearly so; the rest still nearer the sound of *a* in *fat*. The broad sound of *a* in these words is difficult to retain and the tendency, in my opinion, is away from it. As teachers and educated men are not in the majority, the broad *ah* sound of *a* in *far* and *farther*, so difficult, is losing.

And now let me ask the following questions:

I. D., in the JOURNAL of Oct. 23d, says, under "Singular and Plural," that "whether the subject of a proposition is singular or plural is determined by the conception, in other words, by the speaker's view of what he represents by the verbal subject." In a problem that reads: 'One hundred and fifty thousand dollars, left to a widow and her three children,' etc., should the auxiliary before *left* be *is* or *are?* And if "Whether the subject of a proposition is singular or plural" is determined by the "speaker's view of what [or how many] he represents by the subject," then are not the following correct: *You* (sing.) *was here. You* (sing.) *is or am here.* With a singular subject, of course, we must use a singular verb.

Monee, Ill., October 30, 1875. QUIZ.

To the Editor of The New-England:

In the JOURNAL of October 23d you kindly request the opinions of your readers regarding the true sound of *a* in certain words before mentioned by you. As one of your very "constant readers," allow me to say that I consider that Worcester and Webster are the proper authorities to answer the question; for however great may be our admiration for other individual philological critics, it is to our American lexicographers that we must look as the court of final appeal.

I have not read the articles from which the statements of Professor Whitney and Richard Grant White are taken; but it is passing strange to me that they should speak of the sound of *a* in *path* as identical with that of *a* in *pass*. Both Worcester and Webster, also the admirable manual of Soule and Campbell, "whose purpose it is to report the current usage of the best speakers with regard to such words as are the most liable to be mispronounced," give the sound of *a* in *calm, calf, halve, aunt, path, laugh,* and *lath*, as that of *a* in *arm*, without qualification.

The sound of *a* in *alas, pass, bask, staff, raft,* and *after*, is not that of *a* in *far*. Smart says that such a sound is a "decided *vulgarism*." Professor Whitney is in accord with Webster and Worcester when he says that the true sound of *a* in these words is intermediate between that of *a* in *far* and that of *a* in *fat*. In an essay read before the American Institute of Instruction, in Providence last summer, the essayist advocated the view sanctioned by some orthoepists, that the *a* in *past* has a diphthongal nature. He would pronounce the *a* in this word *pa͡ast;* giving to blended short and Italian *a* no longer *time* in pronunciation than is employed by those who give the simple sound of *a* in this word.

I understand, however, that Webster and Worcester regard the *a* in *past* as a *shortened Italian a*. Thus, the former would indicate the pure Italian *a*-sound in father by placing *two* dots over the *a* (*fäther*); while *a* intermediate in *pass* he would denote by *one* dot (*pass*).

"Have we good authority for putting the adverb between the *to* and the verb in the infinitive?" Kerl says (Common School Grammar, page 310) that it is generally improper so to do. "Is [the spelling!] *blueing* correct?" No; say Worcester and Webster. The right spelling *bluing* is entirely in harmony with the rule for annexing the termination *ing* to verbs whose present infinitive ends in *e;* and to this rule, happily, there are not a dozen exceptions. I may not understand "*'s" inquiry about the right use of the verb *sing*. If I do comprehend his meaning, I would say that we can hardly call the elegant Dryden guilty of a solecism when he says, "Arms and the man I *sing*."

The word *meal* in the expression *piecemeal* is the absolute *meal*, meaning fragment, and seems to intensify the first part of the compound,—"*piece-by-piece*," "*bit-by-bit*."

Poleaxe: Webster makes *pole* significant because of the length of the handle, fifteen inches, to which the axe was fixed.

Hangnail or *agnail:* first part of the compound derived from the Anglo-Saxon, *ang* (troublesome).

Numbskull (*num*skull, according to Webster and Worcester). "Bikkers" by his spelling of the word makes its derivation easy: *numb* (torpid, stupid) and *skull*.

The *load* in *loadstone* is allied in derivation to our "lead," to guide. "Loadstone is, therefore, a leading stone, the stone that *leads*, guides, or directs."

Water-shed: a German derivative meaning *water-separation*.

Earwig comes from the Anglo-Saxon *ear-wigga*, ear-worm.

The *sledge* in *sledge-hammer* is akin by derivation to *slay;* the *beating* idea being the prominent one in the word *sledge*, the *killing* in the word *slay*.

"Bikkers" writes all of the words above-discussed with a hyphen. Worcester writes only *pole-axe* and *water-shed* with this mark, and Webster uses it only in water-shed.

Yours very truly, WORCESTER.

Information Wanted.

To the Editor of The New-England:

Can any one inform me through the columns of the JOURNAL, how the pronoun "yours" would be disposed of in a case like the following: "I have my book, you have yours"? If, as I should say, it were treated as a pronoun used as a noun, in the place of "your book," one is met with this difficulty: in the declensions *mine, thine, yours, ours,* and *theirs*, are given as in the possessive case; whereas that form of the pronoun is never in the possessive, but either nominative or objective, as the noun whose place is taken happens to be. How can these two things be reconciled?

Yours respectfully, H. F. M.

Providence, R. I., Nov. 8, 1875.

Letter from a Venerable Gymnast.

To the Editor of The New-England:

The following letter is from the venerable John Neal, Esq., of Portland, Me., who has been conspicuous in the streets of that city for more than half a century for his erect form and elastic gait. Although he does not give the date of his first efforts to introduce gymnastic exercises in this country, yet I am quite sure it was in 1817. His letter is of historical interest, and speaks for itself. N. T. TRUE.

Oswego (N. Y.) Normal and Training School, Nov. 22, 1875.

DR. N. T. TRUE,—*Dear Sir:*—With pleasure. I am now 82¼ years old, having been born Aug. 25, 1793, and I am so well and hearty that I am a subject of continual remark. I hardly ever knew a man so well preserved at the age of Old Leak, "fourscore and upwards and mightily abused." I meet with men every day twenty years younger than I am, who are dying of old age; always complaining; always overlooking what they have to be thankful for, and gloating over their losses and misfortunes. We are trinities of body, soul, and mind. All need exercise and education. But, while we educate the mind, or intellect, we imprison, or neglect, or enervate the body. My answer to your whole question is this: my health of body, soul, and mind is owing to gymnastics, or, in other words, to *perpetual exercise*. It was I who sent Dr. Lieber here, who established the first gymnasium ever heard of in this country at Boston and Cambridge; and Volker, my old master in London, who set up a great establishment in New York.

After I came back to Portland, on a visit only to my aged mother and twin-sister, Governor Lincoln, who had been told much of the gymnasia of our fatherland, wanted me to deliver a lecture on this subject. I refused then; but soon after, my townsmen having undertaken to mob me and drive me out of town, I planted, not my foot only, but myself, and soon after opened a gymnasium here, and another at Bowdoin College, in Brunswick, which is still in blast, and another in Saco, *gratuitously*—being out of pocket in all three.

Let me caution you upon one point, just here. Discourage all daring and foolish risks. Some of the exercises, like climbing ladders and ropes, have a tendency to contract the chest instead of enlarging it. Use the parallel bars to counteract this, and the system is perfect, and the pectoral muscles properly exercised. And so, you have my experience for the benefit of others.

Very truly, JOHN NEAL.

Portland, Nov. 17, 1875.

A Few Etymological Questions Answered.

To the Editor of The New-England:

I noticed to-day in one of your back numbers—October 23d, I believe—a few etymological questions, so very easy that I suspect that the questioner does not ask for information, but has some new explanation to offer, and takes this method of calling forth the common explanations that he may refute them with the greater *éclat*. I am interested in the subject, and so, instead of referring him to Webster, I will represent the common opinion for the nonce.

Meal means portion, fragment; and so *piece*-meal means piece by piece. *Hang*-nail is also written *agnail*, and in Anglo-Saxon *angna egl;* so it probably means *sore*-nail, *ag* and *ang* being the roots from which come anxious and its family, as well as *anger* and other words signifying vexation and distress. The *h* is, then, only a popular mistake. *Numb* is from early English *nim*, to catch, grasp, hold,—German *nehmen;* and so *num*skull means the reverse of a *free, active* skull. *Load*—or better, *lode*—in load-stone and load-star, is connected with lead, and means the stone or star which leads or directs. Water-*shed* is water-*division;* German *wasserscheide*, from *scheiden* to divide. *Sledge* or sledge-hammer is a striking hammer; Anglo-Saxon *sleege*, from *slahan*, to beat, our *slay;* German *schlagen*. The last part of ear-*wig* means *worm*, Anglo-Saxon *wigga*, probably a "wiggler." Indeed, in provincial English it is erri-*wiggle*.

So far I agree with Webster, or the German scholar who is supposed to be responsible for the etymology of the last edition. But I cannot agree with his explanation of *pole*-ax as "an ax fixed to a pole"; for it is not "fixed to a pole" at all, but to a short handle, and if distinguished from other axes by its handle it would be anything but a *pole*-ax. But what does distinguish it from other axes is its sharp or hooked crest; and *poll* is good English for "back of the head" or "crest." So I am inclined to take *pole*-ax to be for *pōll*-ax or *crested*-ax.

Your correspondent did not ask for any explanation of the first part of *ear*-wig; but I, for one, am dissatisfied with that given in Webster, namely, that it was so-called because it was erroneously supposed to creep into the human ear. It seems to me that the provincial *erri*-wiggle is more likely to be the true one; and that it means the "running" worm, or worm "errant," as it were. For as far as my observation goes the name is popularly given to a small species of centiped, the celerity and tortuousness of whose motions any snake might envy. And the name, as usual in etymology, gave rise to the story, and not the story to the name.

Cambridge, Nov. 18th, 1875. A. W. GOULD.

Reform in Spelling.

Editor ov Nue-Inggland Jurnal ov Edyookaishun:

SIR:—Ie hav red with much interest *th*u laist paiperz on "Reform in Speling," "Fonik Speling," "Proenunshiaishun ov Ingglish," &c. *Th*oe Ie hav givn speshal atenshun to Orthoëpi and Fonoloji, Ie hav strongli opoezd eni radikal chainj in *th*u speling ov Ingglish wurdz; but Ie am fuuli perswaided *th*at sum sistem ov fonetik speling wuud bee ov grait advantej tuu orthografi and orthoëpi. Ie hav cairfuuli egzamind *th*u sistemz propoezd bie wrieterz in *th*u JURNAL, and from too ov *th*u sistimz I hav compield *th*u chaart hwich I encloez. Thair mai bee wun objekshun tuu *th*is sistem: *th*u *obskuer* and *meedial* soundz, az wel az *th*u *short*, must bee reprezented bie *th*u singgl vowelz; consekwentli *th*u speling wil not aulwaiz indicait *th*i egzakt proenunshiaishun, but *th*u saim objekshun wil apli with eekwal foers tuu *th*i u*th*er sistemz. In *th*is sistem noe dieakritical maarks air neseseri unles wee distinggwish *th*u too sounds ov th. *Th*is sistem haz bin yoozd in *th*u skoolroom, and Ie dezier tuu submit it tuu mie colaiborerz.

KEY TO SOUNDS AND SIGNS.

a, as in fat or fast.	o, as in fop or for.
ai, " fail or fare.	oe, " foe.
aa, " far.	oo, " fool.
au, " fault, when pref'd to o.	oi, " foil.
e, " fell (or fern).	ou, " found.
ee, " as in feel.	u, " fuss or fur.
i, " fill (or fir).	ue, " hue.
ie, " fie.	uu, " full.

b, d, f, g as in go, h, j, k (or c as in come), l, m, n, p, r, s, t, v, w, y, z; ch as in church; sh, zh, th as in thin; *th* as in this; ng, hw; kw for qu; ks or gz for x.

Ie am constraind tuu speek a guud wurd for *th*u JURNAL. It iz an inspiraishun evri week. Ie thingk it wil ever bee *th*u maark ov a nue eera in pedagojiks. Ie am glad *th*at Ie am a teecher in *th*u tiem ov *th*u NUE INGGLAND JURNAL OF EDYOOKAISHUN.

Respektfuuli yoorz, OTIS S. JOHNSON.

Fairhaven, Vt., Nov. 23, 1875.

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Boston, Mass., Dec. 4, 1875.

OUR readers will receive with this issue a Supplement to THE NEW-ENGLAND. Its design is to give such information concerning our JOURNAL, as our friends will be glad to impart to their circle of acquaintances, and this additional sheet is placed in their hands to use as a campaign document to widen our circulation and influence. As our plans for 1876 contemplate large improvements in the scope and work of the JOURNAL, and as our facilities for making our paper more valuable increase, we are anxious that our present subscribers should have in their hands the means of enlisting the interest and hearty coöperation of their friends in our circulation. Every teacher may help to make THE NEW-ENGLAND more acceptable, by bringing to us the pecuniary means to make it such, and we depend upon our present interested and loyal constituency to help us to a larger field of usefulness, and thereby secure for our readers the direct value of such effort. After reading the enclosed supplement, please to hand it to some friend who will thank you for the knowledge of the facts herein contained. Another column tells the great inducement to effort to send us the names of new subscribers. Now is the time for every subscriber to work for his journal We have printed an extra number of copies of the Supplement for gratuitous circulation, and will mail to any person the number he will use and distribute, on receipt of a postal card. Send us new names for 1876.

"WHAT can I do for the Centennial?" asks a wide awake Connecticut teacher—and the question implies an interest which we are glad to witness among our readers, and our answers will be as specific as we can make them, that other teachers may have the benefit of our ideas.

As *knowing* always precedes *doing*, our advice is to the teacher to learn all that is possible concerning the plans of the exhibition as a whole. These plans have been quite fully set forth in our Centennial Edition of July 10, and all supplementary knowledge may be obtained from circulars secured from General Goshorn at Philadelphia, Director-General of the Exposition. As the department of Education is under the general direction of the chief of the bureau at Washington, a letter to General Eaton will procure such circulars as that officer has issued on the educational exhibit in its various phases. After learning all that is proposed with reference to the Centennial Exhibition as a whole, and of the special department of education, it will be worth one's while to examine the educational reports of the Great Expositions of London, Paris, and Vienna, in order to understand what was done at each of these great industrial exhibits. The work there done will suggest similar or new things for presentation at Philadelphia. With the mind well stored with the performances of past exhibits abroad, and of the purpose of our future exhibit at home, it will be quite easy for the teacher to make up his mind as to his ability and his opportunity to do something for the Centennial. Thus far, the duty of an intelligent understanding of what may be expected at Philadelphia, and what has been done in other great national or world's expositions belongs to every one. What each one shall do for the work additional depends upon circumstances.

Among the plans for educational display at the Centennial, will be found a variety of scholars' work, which will require a large amount of practice to approach perfection. This work will consist (1) of written examinations in the school studies, (2) well prepared writing books as specimens of penmanship, (3) the best executed specimens of drawing, painting, etc. These should all be prepared after a general design to be furnished teachers by the several State Departments of Public Instruction, and all patterns are from the plan of the managers of the Exposition. In the Exposition at Vienna, these written exhibitions of pupils work were grouped in portfolios, and the opportunity was afforded for a thorough examination, and comparison of results on a large scale. Just as in the schools of a city, these papers are used as tests of superiority on a smaller scale. Not only was the exhibition made of literary attainments, but the handiwork of the pupils was presented at this Exposition. The work of Kindergarten pupils, in clay, paper, straw, etc., was shown, and the needle-work of the children, from the simplest to the most complex. This was a very interesting part of the exhibit, and to each article which was made, apron, dress, shirt, embroidery, and lace work, etc., the name, age, grade of school, and residence of the pupil was attached by a label. In higher grades of schools, every form of technical study was represented by its drawing and wooden model, and many of the most ingenious designs of architecture, machines, etc., were the product of students in the Industrial schools.

From these statements, the teacher will receive suggestions as to what may be done in his school to add interest to the Centennial exhibit, but lest each should work blindly, he should immediately consult by letter the Department of Education or the special agent of Education for the Centennial, for specific instructions as to the proposed State exhibit. Teachers should also read what the JOURNAL has said, and will have to say nearly every week upon this important subject.

Another practical duty to teachers is to interest their pupils, and through them the parents, with reference to the general plans of the Exposition, at Philadelphia. Apathy would soon give place to enthusiasm, provided every teacher used his knowledge and influence to awaken the people to the importance of this Centennial exhibit as a means of educating the people. The people have never seen such an opportunity to learn of their own country as this will afford, and unless our teachers attend to their duties in keeping the children of a younger and an older growth, posted in the great transactions in preparation at Philadelphia, they will awaken years hence from a Rip Van Wrinkle sleep, to find themselves a century behind the times. Lecture to the children, to the people, to fellow-teachers, talk of the Centennial at Associations, at Institutes, on your vacation trip, and even some phases of it may be very wisely and properly discussed in the Sabbath School, the church, and the prayer meeting. Go to reading, talking, working, and your hands will find enough for all other hands to do. And finally go to Philadelphia to carry with you a grand delegation whose interest has been kindled to blood heat by your example. Too many will wait too long to see what others are doing, and will go to Philadelphia, and come away with regrets that they had not acted in season in preparing themselves, their work, their associates for a part in this great School of the Nation. The century aloe blooms but once in a century. Let patriotism breathe its warm breath upon the promised flowering.

IN front of the State House in Boston stand two bronze statues of distinguished sons of Massachusetts. The one built for himself a more substantial and enduring monument in the hearts of the people of the Commonwealth and of the nation as the eloquent defender of the Constitution; the other has won a no less grateful and perpetual renown, from his defence of the common school, and his influence in behalf of public education. The life and labors of Daniel Webster were spent in the more conspicuous arena of political life; those of Horace Mann were mainly occupied in the humbler domain of educational discussion, but as you weigh the value of their life-work, the mind instinctively recognizes the historic justice in placing the greatest educator of America on a pedestal by the side of her greatest orator and statesman. It is not to compare the life and influence of these two great men that we thus refer to them, but to draw the attention of teachers to Horace Mann, the great representative educator, whom we have chosen to present to the teachers of America, in a form which will be sought and cherished by all who have ever heard his name or who are working in behalf of the cause to which he devoted his brilliant talents and untiring energies. If it was necessary to speak to teachers of a man whose name is a household word in our profession, it would be pleasant to give the record of a life, which springing from an obscure and lowly origin rose to a position as high as the highest and that in a profession which was then in its infancy of power and development. Rising slowly, as the sun to the zenith, Horace Mann reached the summit of his fame, and achieved his highest honors in the advocacy of truth, which it is the highest honor of his successors and fellow-laborers as teachers to admire and to reverence. The years which Mr. Mann gave to the establishment of a system of public schools were employed in laying the solid foundation stones, upon which we, of a later day, are privileged to aid in building the superstructure, and to him more than to any other educator are we indebted for the place of honor and dignity which we occupy in the work. As he rose from the ranks of the people he knew their wants, intellectually and morally, and he was always practically an advocate of the people's needs. He was a native of Massachusetts, but he belonged to America. Hence the teachers of the country are proud of his character, and of his associations with teachers. He is still a living teacher in the vitality of the truths he uttered, and in the sympathies he cherished, and it will ever be an honor to our profession to cherish his memory, and do what we may to imitate his patient toil, and his practical wisdom. In order to place the name and memory of Mr. Mann fresh before the eye and thought of the present generation of American teachers, we have gained the consent of his friends to publish a fine engraving of this eminent educator, in order that an admirable portrait-likeness may be within the reach of every teacher, and that many schoolrooms, studies, libraries, and homes may be adorned with the "human face divine" of one who carried so much grace, sweetness, truth, and nobility of manhood in his whole air and demeanor. To look at Horace Mann was to feel one's self a better and truer man. To look upon the splendid picture which our publisher offers to our readers and to those who will become such, it will be a source of inspiration and delight to thousands. Let the

SCHOLARS,

in all the schools of America but look upon this life-size and life-speaking picture day after day, and its characteristics will be stamped on memory and character; and if our pockets were equal to our hearts in this matter, school officers and teachers, consenting, we would hang this picture on the walls of every school in the land.

TEACHERS

will know how to prize a picture of such rare merit, and power of expression, and all educators in humble or exalted stations, will gladly avail themselves of the opportunity offered to secure this most perfect counterpart of the great leader in popular education.

Lest the women teachers of America should charge us with a fault, which we hope never to be guilty of, of neglecting the claims and the honor due their sex, in the recognition of the distinguished services of Mr. Mann, we cannot forget the name of a New-England woman, born but a few years before him, who, in another part of the field, but with a zeal, wisdom, and energy unequaled by others of her sex, claimed and secured for women the higher position in the scale of education which is now so nobly prized and successfully enjoyed by the daughters of the land to-day.

Emma Willard was the representative woman of this century in America, not simply for her most successful labors for a true education for girls, but in the behalf of all those interests which relate to the education of her sex and the progress of humanity.

Mrs. Willard spent more than a half century in the most splendid career ever allotted to a woman in America. As a student, teacher, author, and lecturer, she taught and illustrated woman's possibilities and opportunities, and a grateful generation of her pupils, associates, and friends testify to the love and affection in which her memory is held fresh and green in their hearts. Her history so fully illustrates the power of an inspired ambition, and the results of a true and noble nature devoted wholly to the uplifting of her sex, that it is worthy of the study and imitation of the educators of our own and of all lands, and as a companion picture to that of the great educator of Massachusetts, our friends will bear witness to the wisdom of our choice in selecting that of Mrs. Emma Willard to place in the gallery of art which we hope from time to time furnish. We have employed Mr. J. E. Baker, of Boston, to sketch both of these subjects on stone, and the firm of Armstrong & Co. will print, from the Riverside Press, Cambridge, the beautiful portraits, which we hope to be able to distribute by the thousand throughout the land. Those who have seen and admired the life-like portrait of Longfellow, done by the same artist, will find in the pictures we have made as perfect specimens of art in the faces of Horace Mann and Emma Willard; and if our efforts in this direction but draw the attention of teachers to the life-work of the two most eminent American educators, our labors will not have been in vain.

FROM a circular issued by the "Cooper Union for the advancement of Science and Art," in the city of New York, we learn that a "Training Class" has been formed in that institution "for the special purpose of fitting teachers to teach Industrial Drawing in the public schools." The instruction, which is free, is given by Miss Carrie E. Powers, one of Prof. Walter Smith's pupils, and is "based substantially upon the elementary features of Art Instruction, which has been adopted by the leading Art Training Schools of Europe, and by the Massachusetts Normal Art School. It also embraces fully the features of instruction suggested by the Superintendent of Public Instruction of the State of New York, as essential to be taught in public schools, and so successfully introduced into the public schools of Massachusetts." The first class was filled at once; the second will begin on the 10th of January next, the examination for admission occurring on the 6th. Further particulars can be learned by addressing Susan N. Carter, principal of the "Woman's Art School," Cooper Union, New York. The formation of this class must contribute largely towards popularizing instruction in the public schools of New York city. We rejoice to see the good work go on.

The New-England Journal of Education, for 1876.

IMPORTANT ANNOUNCEMENT.

We take it for granted that our readers will be interested in what we propose to do for **The New-England** for 1876. Its first year has been eminently successful, considering the great depression in all kinds of business, especially in that of newspaper publishing. All that it has been for 1875 it will surely be for 1876. It will not go backward. With a year's experience, we feel better prepared to cater to the needs of our numerous readers, and should be able to give them a better paper than we have done the first year. All the characteristic features of the paper will remain intact, but improved, as far as the best talent procurable will do it. Some changes have been suggested to us, and have been carefully weighed. One of the most interesting features we propose in connection with our paper, is

The Educational Art-Union.

Forty years ago there was established in England the "ART-UNION OF LONDON." Its object was "to promote the knowledge and love of the Fine Arts." It has given to each of its subscribers for the year a copy of a fine steel engraving of some celebrated painting or work of art, the real value of which has generally been many times the cost of subscription. These engravings could not be procured at any price by any except subscribers, and are now held by them at a premium. For example: We wished to procure "THE SMILE" and "THE FROWN," published in 1850 at the cost to subscribers of $5.00. We found that such could only be obtained to-day by paying $24. The expense of any print is principally the artist's work of engraving the plate. After the plate is made, impressions can be taken at a small cost. The engraving of the plates of many of the pictures of the London Art-Union have cost from $5,000 to $10,000 each. If only 500 or 1,000 prints were needed, the cost of engraving, divided among so few, would put the price beyond the reach of any except the most wealthy. Dividing the cost among 10,000 subscribers, it was but a trifle for each.

EVERY SUBSCRIBER THE RECIPIENT OF AN ART-UNION GIFT.

Taking a hint from the working of this London Society, we decided to form an **Art-Union among our Subscribers.** In looking over the cost of publishing, we decided that we could make no reduction on our subscription price, unless **our list could be doubled, and each subscription paid strictly in advance.** The deduction we then could make would be sufficient in the aggregate to procure **the engraving of two fine Portraits of Eminent Educators**, and to present to each subscriber a copy, which, as prints are sold, will be worth at least $3.50 each. Believing that at least 5,000 of our present subscribers would enter heartily into a project to double our list, and secure these works of art, we have gone forward, and are now having engraved on stone

TWO PORTRAITS:

HORACE MANN and EMMA WILLARD.

These two portraits are executed in crayon-lithography, by J. E. BAKER, the distinguished artist, who produced the fine picture of Longfellow for the *Atlantic Monthly* for 1876. As works of art in crayon-lithography, they will be all that money and the best talent can procure, and will be an ornament to any school or drawing-room.

METHOD OF OBTAINING THE ART-UNION PICTURES.

We believe, if any should be favored, it is those who are already subscribers, and have helped to sustain the journal during its first year. We, therefore, shall make a discrimination in their favor, that they may have every advantage to secure both pictures.

To secure one Portrait.—Every one now a subscriber can become a member of the Educational Art-Union, and secure either of these portraits he may prefer, and have it sent to his address, postage prepaid, by us, by renewing his subscription to this journal for 1876, and remitting $3.00, so as to reach us on or before Jan. 1, 1876. **This condition of strict payment in advance will be rigidly observed.** No one renewing after his subscription has expired will receive the benefit of the Art-Union.

Any whose subscriptions are in arrears must pay up to Jan. 1, and then renew for a year, to secure either portrait.

Any who have paid into 1876 can secure either portrait by renewing for one year any time before their subscriptions expire, or by sending a new subscriber.

To secure both Portraits.—Any who are now subscribers can secure both portraits by renewing first their own subscriptions, as stated above, and sending in addition a NEW subscriber for 1876; or they can secure both by renewing their own for two years, and remitting $6.00.

ANY ONE NOT NOW A SUBSCRIBER can become a member of the Art-Union, and secure either one of these portraits by subscribing for one year for himself, and sending one additional subscriber; or both portraits by sending, in addition to his own, two new subscribers.

☞ These portraits will be ready for delivery Jan. 1, and will be sent by us post-paid. All orders will be filled in the order they are received. Those renewing first will receive their pictures first.

CHANGE OF SUBSCRIPTION PRICE.

Hereafter the subscription price will be $3.20 per year, the extra 20 cents being for prepayment of postage. **To every one paying strictly in advance we shall deduct the 20 cents**, prepaying the postage ourselves.

☞ The JOURNAL will be sent to every one until ordered to be discontinued, and, if in arrears, all arrearages are paid. Should any wish a discontinuance, they will please write us by postal card, a fortnight before their subscription expires.

Club Rates.

We have decided for 1876 to give no club rates whatever—one invariable price to all. Any desiring to secure other periodicals through us can do so at the prices named below. Any who secured clubs for us in 1875 will receive our special terms by communicating with us by letter.

OTHER PERIODICALS.

THE NEW-ENGLAND, one of the Art-Union Portraits, and any one of the following Periodicals, can be obtained by complying with the conditions of giving Art-Union pictures, as given above, and remitting the amount suffixed to each of these periodicals:

Per Year.		Club.	Per Year.		Club.
$4.00	Atlantic,	$6.30	$1.50	National Teacher,	$4.10
4.00	Galaxy,	6.30	1.50	Western Journal of Education,	4.10
5.00	Eclectic,	7.10	2.12	Manufacturer and Builder,	4.50
4.00	Scribner,	6.30	2.00	Golden Rule,	4.85
2.50	St. Nicholas,	5.50	5.00	Popular Science Monthly,	7.10
8.00	Littell,	9.75	4.00	Appleton's Journal,	6.30
1.60	Nursery,	4.20	1.00	Barnes' Teachers' Monthly,	3.75
6.00	North American Review,	8.10	1.50	Boston Journal of Chemistry,	3.75
4.00	Harper's Bazar,	6.35	4.00	Lippincott's Monthly,	6.30
4.00	Harper's Monthly,	6.35	2.00	Wide Awake,	4.60
4.00	Harper's Weekly,	6.35	3.00	Peterson's,	5.23
1.50	Pennsylvania School Journal,	4.10	2.00	Godey's,	4.60

On application, terms will be given for furnishing any other periodicals or papers. Address all letters to

THE NEW-ENGLAND JOURNAL OF EDUCATION, BOSTON, MASS.

Make all remittances payable to the Publisher.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

The Eloquence of O'Connell.

BY WENDELL PHILLIPS.

I do not think I should exaggerate if I said, that God, since he made Demosthenes, never made a man so fit for the great work as He did O'Connell. You may think I am partial to my hero, very naturally. But John Randolph of Roanoke, who hated an Irishman almost as much as he did a Yankee, when he got to London and heard O'Connell, the old slaveholder held up his hands and said: "This is the man—those are the lips, the most eloquent that speak English in my day." And I think he was right.

Webster could address a bench of judges; Everett could charm a college; Choate could delude a jury; Clay could magnetize a Senate; Tom Corwin could hold the mob in his right hand; but no one of them could do more than that one thing. The wonder of O'Connell was, that he could out-talk Corwin; he could charm a college better than Everett; delude a jury better than Choate, and leave Clay himself far behind in magnetizing a Senate. I have heard all the grand and majestic orators of America, who are singularly famed on the world's circumference. I know what was the majesty of Webster; I know what it was to melt under the magnetism of Henry Clay; I have seen eloquence in the iron logic of Calhoun; but all three together never surpassed, and no one of them ever equalled the great Irishman. In the first place he had—what is half the power with a popular orator—he had a majestic presence. God put that royal soul into a body as royal. He had, in early youth, the brow of Jove or Jupiter, and the stature of Apollo; a little O'Connell would have been no O'Connell at all. Sidney Smith said of Lord John Russell's five feet, when he went down to Yorkshire, after the Reform Bill had been carried, the stalwart hunters of Yorkshire said: "That little shrimp! What, *he* carry the Reform Bill?" "No, no," said Sidney; "no; he was a large man; but the labors of the bill shrunk him." Do you remember the story of Webster, that Russell Lowell tells, when we, in Massachusetts, were about to break up the Whig party? Webster came home to Faneuil Hall to protest; and four thousand Whigs went to meet him. He lifted up his majestic presence before the sea of human faces, his brow charged with thunder, and he said: "I am a Whig—a Massachusetts Whig—a Revolutionary Whig—a constitutional Whig—a Fanueil Hall Whig. And if you break up the Whig party, where am I to go?" And Russell Lowell says: "We held our breaths, thinking where he could go. But if he had been five feet five," said Lowell, "we would have said: 'Well, hang it, who cares where you go."

Well, O'Connell had all that. Then he had, beside, what Webster never had, and what Clay had, the magnetism and grace that melts a million souls into his. When I saw him he was sixty-six,—lithe as a boy; his every attitude was beauty; every gesture was grace. Macready or Booth never equaled him. Why, it would have been delightful even to look at him, if he had not spoken at all; and all you thought of was a greyhound. Then he had—what so few American speakers have—a voice that sounded the gamut. I heard him once, in Exeter Hall, say: "Americans, I send my voice careering, like the thunder storm, across the Atlantic, to tell South Carolina that God's thunderbolts are hot, and to remind the negro that the dawn of their redemption is breaking." And I seemed to hear the answer come re-echoing back to London from the Rocky Mountains. And then, with the slightest possible flavor of an Irish brogue, he would tell a story that would make all Exeter Hall laugh. And the next moment tears were in his voice, like an old song, and five thousand men would be in tears.

The Nautilus and Ammonite.

The Nautilus and the Ammonite
Were launched in storm and strife;
Each sent to float in its tiny boat
On the wide, wild sea of life.

And each could swim on the ocean's brim,
And anon its sails could furl;
And sink to sleep in the great sea deep,
In a palace all of pearl.

And their's was a bliss, more fair than this,
That we feel in our colder time;
For they were rife in a tropical life,
In a brighter, happier clime.

They swam mid isles, whose summer smiles
No wintry winds annoy;
Whose groves were palm, whose air was balm,
Where life was only joy.

They sailed all day, through creek and bay,
And traversed the ocean deep;
And at night they sank on a coral bank,
In its fairy bowers to sleep.

And the monsters vast, of ages past,
They beheld in their ocean caves;
And saw them ride in their power and pride,
And sink in their billowy graves.

And hand in hand, from strand to strand,
They sailed in mirth and glee;
These fairy shells, with their crystal cells,
Twin creatures of the sea.

And they came at last to a sea long past,
But as they reached its shore,
The Almighty's breath spake out in death,
And the Ammonite lived no more.

And the Nautilus now, in its shelly prow,
As o'er the deep it strays;
Still seems to seek, in bay and creek,
Its companion of other days.

And thus do we, in life's stormy sea,
As we roam from shore to shore;
While tempest-tossed, seek the lov'd, the lost,
But find them on earth no more.

A Niger or a Nile?

BY J. S. DODGE.

As rivers rising in the hills
Flow onward to the sea,
So flow our lives, thro' varied scenes,
To an eternity.

Some flow thro' ever flowering vales,
Others through desert lands;
One glad with many garnered brooks,
The other lost in sands.

Just so our lives: Earth's riches swell
The earthly bounds of one,
Another deems earth's goods well spent
In doing good alone.

Our riches are a sediment
Which, floating down life's tide,
Forms shoals across the harbor's mouth,
And sandbanks firm and wide.

Some part with this to arid lands,
Making them bloom the while;—
My friends, what part in life play you,
A Niger, or a Nile?

No Sect in Heaven.

[Printed by request.]

Talking of "sects" till late one eve,
Of the various doctrines the saints believe—
That night I stood, in a troubled dream,
By the side of a darkly flowing stream.

And a "Churchman" down the river came,
When I heard a strange voice call his name—
"Good Father, stop! when you cross this tide
You must leave your robes on the other side."

But the aged Father did not mind,
As his long gown floated out behind,
As down to the stream his way he took;
His pale hands clasping a gilt-edged book—

"I'm bound for Heaven, and when I'm there
I shall want my book of 'Common Prayer.'
And though I put on a starry crown,
I should feel quite lost without my gown."

Then he fixed his eyes on the shining track;
And his gown was heavy and held him back;
And the poor old Father tried in vain,
A single step in the flood to gain.

I saw him again on the other side,
And his silk gown floated on the tide—
And no one asked in that blissful spot
If he belonged to *the Church* or not.

Then down to the river a Quaker strayed,
His dress of sober hue was made.
"My coat and hat must be all of gray—
I cannot go any other way."

Then he buttoned his coat straight up to his chin,
And steadily, solemnly, waded in,
And his broad-brimmed hat he pulled down tight
Over his forehead—cold and white.

But a strong wind carried away his hat—
A moment he silently sighed o'er that;
And then, as he gazed on the farther shore,
The coat slipped off and was seen no more.

As he entered Heaven his suit of grey
Went silently sailing, away, away,
And none of the angels questioned him
About the width of his beaver's brim.

Next came Dr. Watts with a bundle of Psalms
Tied nicely up in his aged arms;
The hymns so many, a very wise thing,
That the people in Heaven all round might sing.

But I thought that he heaved an anxious sigh,
As he saw that the river ran broad and high;
And looked rather surprised that one by one
The Psalms and Hymns in the tide went down.

And after him, with his MSS.
Came Wesley, the pattern of godliness;
But he cried, "Dear me, what shall I do,
The water has soaked them through and through."

And there on the river far and wide,
Away they went down the swollen tide,
And the astonished saint passed through alone,
Without his manuscripts, up to the throne.

Then gravely walking, two saints by name
Down to the river together came,
But as they stopped at the river's brink
I saw one saint from the other shrink.

"Sprinkled or plunged? may I ask you, friend,
How you attained to life's great end?"
"Thus, with a few drops on my brow."
"But I've been dipped as you see me now,

And I really think it will hardly do,
As I'm close communion, to cross with you.
You're bound, I know, to realms of bliss,
But you must go that way, and I'll go this."

Then straightway plunging with all his might
Away to the left, his friend to the right,
Apart they went from this world of sin,
And at last together they entered in.

Now where the river was rolling on,
A Presbyterian Church went down;
Of women there seemed an innumerable throng,
But the men I could count as they passed along.

And concerning the road they could never agree,
The old or the new way, which it could be;
Nor ever a moment paused to think
They both would lead to the river's brink.

And a sound of murmuring long and loud,
Came ever up from the moving crowd.
"You're in the old way, and I'm in the new;
That is the false, and this is the true."
Or, "I'm in the old way, and you're in the new;
That is the false and this is the true."

But the brethren only seemed to speak—
Modest the sisters walked, and meek—
And if one of them chanced to say
What troubles she met with on the way,
How she longed to pass to the other side,
Nor feared to cross over the swelling tide;

A voice arose from the brethren then,
"Let no one speak but the holy men!
Have you not heard the words of Paul?
Oh! let the women keep silence all!"

I watched them long in my troubled dream;
Till they stood by the borders of the stream;
Then, just as I thought, the two ways met;
But all the brethren were talking yet,
And would talk on till the heaving tide
Carried them over, side by side.
Side by side, for the way was one;
The toilsome journey of life was done;
And all who in Christ the Saviour died
Came out alike on the other side.

No forms, or crosses, or books, had they;
No gowns of silk, no suits of gray,
No creed to guide them, or MSS.;
For all had put on Christ's righteousness.

Answers to Enigmas, in No. XV.

No. I.—Notes of the musical scale: Dough, ray, me, far, soul, (Al)la, sea, dough.

No. II.—*Dulce, et decorum est pro patria mori:* It is sweet and honorable to die for one's country.

Dis, Europa, Milo, Alecto, Castor, Epeus, Admetus, Mars, Iris.

No. III.—Rats,—Stars.

No. IV.—Thomas Wentworth Higginson, Washington, Monroe, Harrison, Gates, Worth.

No. V.—Hamlet: Horatio, Antonio, Malcom, Lysander, Exeter, Tamora.

No. VI.—*Petit à petit l'oiseau fait son nid:* Little by little the bird builds his nest.

Poulets d' Inde, Turkeys; *oie*, goose; *alouette*, lark; *paon*, peacock; *petit oiseau*, little bird; *fait*, made; *nid*, nest.

No. VII.—
ABEL.
BOLE.
ELBE.
LEEK.

No. VIII.—Oregon, Columbia, Utah, Louisiana, North Carolina, South Carolina, Delaware, Iowa, Arkansas, California, New York, New Jersey, Illinois, Missouri, Indiana, Nevada, Maine, Kentucky, Maryland, Dacotah, Ohio, Connecticut, Florida, Alabama, Georgia, Washington, Vermont, Texas, Idaho, Colorado, Montana, Indian, Pennsylvania, Wyoming, Mississippi, Virginia.

God's Time.

Grand is the leisure of the earth;
She gives her happy myriads birth,
And after harvest fears not dearth,
But goes to sleep in snow-wreaths dim.
Dread is the leisure up above,
The while he sits whose name is Love,
And waits, as Noah did the dove,
To see if she would fly to him.

He waits for us while, houseless things,
We beat about with bruised wings,
On the dark floods and water springs—
The ruined world, the desolate sea,
With open windows from the prime,
All night, all day, He waits sublime,
Unto the fullness of the time
Decreed from His eternity.

—JEAN INGELOW.

STATE DEPARTMENTS.

Maine.

State Teachers' Association.

The ninth annual session of the State Teachers' Association was held at Augusta, Monday, Tuesday, and Wednesday, November 22, 23, and 24. There was a good attendance at Representatives Hall, at the opening exercises, on Monday evening, when addresses of welcome greeted the teachers, and an address on "The Teacher's Responsibilities, Lights, and Shadows," was given by Rev. George Forsythe, of Bucksport. A synopsis of the address we have failed to receive and will print it in a future number of the JOURNAL.

TUESDAY.—The attendance was large to-day, and the papers, sixteen in number, awakened deep interest from the careful study and ability manifested in them. Mr. Mulcher's essay, on "The Present Plan of Study for Graded Schools," severely criticised the elaborate scheme of study, laid down for our model schools. In the lower grades of our schools such studies should be pursued as would give the child the most useful knowledge, as the greater number of pupils leave school before reaching the high school, and the object of the latter school should be to discipline the mind. His plan of study would be to attend to the perceptive faculties of the child in the earliest years when liveliest, and cultivate the reflective later. The plan would give the child some knowledge of the principles of our State government, and in this connection it was suggested that the revised constitution of the State should be distributed among grammar schools. It would reduce arithmetic to those matters which are practical only. Grammar would be confined to a few pages and would leave out the rules of syntax. Drawing would have a place.

Mr. D. D. Patten, principal of the Portland High School, read a paper on "School Hygiene," of which the following is a brief abstract. How can the powers of endurance of the young be so cultivated as to make their condition comparable to what our ancestors are thought to have enjoyed, if tradition is authority. Among them muscular prowess was a matter of course, now it is reckoned an especial grace. The average duration of life is estimated to have increased one-third within the last two centuries, mainly by reason of more tender care of the feeble, as civilization has advanced, and we now seek to make such improvements in methods of living as will promote increased health and vigor and bring them up to the old standard without reducing the average duration of life. Teachers are right in protesting against attributing the physical degeneracy of school children mainly to the effects of school life. This charge against the schools is seen to be unfounded on considering the generally unhealthy conditions of home-life incident to the unhealthy locations of dwellings, imperfect drainage, overheated apartments, want of ventilation, inappropriate and improperly prepared food, regard in style for dress at the expense of bodily protection, and the strain of many of the out-of-school recreations, and the bad effects of these conditions are often greatly increased by hereditary weaknesses resulting from the false notions of parents in respect to the influence of their own habits of life. The necessity of proper ventilation and the means of securing it were referred to, and also the general inadequacy or the entire lack of means to secure it. The teacher in charge of the schoolroom should, especially in the colder months, exercise the utmost care that the resort to opening windows—often the only means at hand to obtain pure air in the room—does not cause more harm than the fault it is intended to remedy. Dr. Angus Smith has said, "though foul air is a poison, we must not forget that a blast of cold air may slay like a sword." Occasionally, in the cold, winter months, it may become impossible to secure warmth in the schoolroom sufficient for the comfort of the scholars. In such cases no considerate man will condemn the dismissal of the school, rather than that the health of the pupil be imperilled. The hindrances to the pupils maintaining proper positions at desks, generally as ill-adapted as it is possible to make them to the requirements of the pupil, so as to avoid a rigidly upright post, and which sticklers for the enactment of a military drill would enforce, and, on the other hand, a loose lounging position at the desk were briefly alluded to, as was also the apparent prevalence among architects and "committees of school buildings," of the impression that the pupil should be made for the school furniture—not the furniture for the pupil. The comfort of the scholar needful for successful study requires frequent change of position, involving of course more or less noise that may interrupt the quiet of the room; but the judicious teacher, careful for the health as for the mental improvement of the victims of others' stupidity, will submit to the inconveniences rather than endanger their physical well being. Preferences were expressed for exercises unrestrained by exact rules, and out of doors, to any system of school gymnastics. Finally, some of the reasons in favor of and against the plan of one long session, instead of the two short sessions, were noticed—the former including the convenience of one session to pupils, parents, and teachers, which is immediate, and, therefore, likely to have more weight than it deserves; the latter the undue mental strain, and consequently imperfect work by the pupil the last hours of the session, compared with what he might accomplish after the rest and refreshment of an intermission at noon of reasonable length.

The third essay was delivered by President Allen, of the State College, on "Practical Education." Teaching is a science which embraces in its scope the whole nature of man. The principles of this science are found in all physical and metaphysical sciences, and yet education has as good right to be called a science as has medicine or jurisprudence. Teaching is an art by which the one well skilled is enabled to select and apply the best methods of imparting instruction, and like every art, successful teaching is learned only by practice. Rising to the high dignity of a profession the occupation of the educator demands the most careful preparation. To meet this demand, all superficial training is wholly inadequate, and thorough scholarship cannot be secured without long-continued and wisely-directed efforts. While to a certain extent a good education for every student demands a general knowledge of all studies that the mind may be systematically developed; we find the field of knowledge so widely extended that it is impossible to be proficient in every branch of study. Some discrimination is necessary—all studies are not equally important, and the same studies are not of equal value to all students. There are two ways of procedure in the work of education. The one seeks to discipline the faculties by directing the mind to abstract truth without any regard to useful application. The other course seeks for the attainment of knowledge which is available for good in the duties of life, to seek knowledge for the good it will do when attained—and not merely for the exercise. A practical education is not confined to those studies that have an exchange or money value. Anything that fits the individual to be useful to himself or others and make him fruitful in good works. Knowledge is to be sought not for its own sake, but for the good it will do to ourselves or to others. Practical education is not a mere business or professional culture. Sharpening one's faculties in a one-sided development—without any broad basis of general intelligence—to make a mere artisan, or a mere lawyer, or a mere teacher, professional schools without liberal education has a tendency to produce narrow, sharp men. The great mass of the people must be educated for the industries of life. There is no reason why the most thorough and liberal education should be denied to those who are to take the lead in business and industry, and all the faculties furnished to professional men. The studies should be those which will prepare one most fully for productive employment. In the method of study, that course is to be adopted which will best secure good results. Admitting the importance of axioms and principles which are to be imparted by authority, we find that principles are best appreciated even in childhood by the practice of the truths taught. From the object-lessons of the Kindergarten, through all the exercises of public schools, to the tasks assigned by the college professor in the laboratory, all successful teaching of science is practical. In literature there is need of practice, that grammar may not be a judge of words alone, and names of classes and relations without any significance to the pupil, and rhetoric confined to names of tropes and definitions of styles and tastes. In natural history we can hardly imagine any live teacher listening to memoriter recitations from a learned text-book. They place the objects themselves and not the description in the hands of the pupils, training the perceptions to notice the exact outlines, the minute peculiarity, the full details—training the judgment to compare, to arrange, to classify—to train the reason to infer with certainty, to train the imagination by steady flight, to read the very thoughts of the Creator.

Mr. R. Woodbury, of the Farmington Normal School, read an excellent paper on "Why have we so many Poor Teachers?" He very soon told the audience why, as is shown by the following: In an examination of fifty teachers it was found that 12 per cent. of the number began to teach under 15 years of age, 24 per cent. less than sixteen years of age, 64 per cent less than seventeen, and 74 per cent. under eighteen years of age. Nearly half of the fifty never attended any other school than the town school, and but five had read any work on practical teaching. To remedy the evil of bad teachers, he would have no person allowed to teach who was not eighteen years of age. He would have them obliged to take a course of special training. Second, he would have a rigorous system of examination and certification of teachers. Mr. Woodbury both criticized and satirized the present practice of examining and certificating teachers. It was the bane of our schools. A few did the work well, but most in so wretched a manner as not to save the whole from bad odor. He favored a county board, chosen by town committtees, who shall examine all the teachers. He would have longer sessions of schools, which could be done by the abolition of the district system, or the consolidation of districts.

The fifth paper was read by Mr. J. M. Hawkes, of the Pembroke High School, on "Drawing in the Public Schools." The essay was of unusual interest and of practical value.

Prof. Carmichael next addressed the association on "Science-Teaching. He said that the text-books are imperfect. The only way to teach natural sciences profitably is to teach practically—by illustrations. He then called attention to a circular issued by himself and Prof. Robinson of Bowdoin College, in which it is proposed to give a course in chemistry and mineralogy, extending through six weeks, beginning July 17, 1876, at a cost of about $20. Those who take this course will have the advantages of laboratory instruction.

N. A. Luce was elected State editor of the NEW-ENGLAND JOURNAL OF EDUCATION, and the president of the association, a member of the advisory board. State Superintendent Johnson urged the claims of the JOURNAL, and a hand vote showed that most of those present patronized THE NEW-ENGLAND.

At the business meeting held at 8½ o'clock, the following committees were announced:—

On Nominations.—N. A. Luce of Augusta, R. Woodbury of Farmington, A. H. Kelley of Belfast. *On Resolutions.*—G. F. Fletcher of Castine, J. M. Hawkes of Pembroke, B. Pease of Bangor. *On Centennial.*—E. Hunt of Portland, S. D. Thurston of Bangor, Thos. Tash of Lewiston, E. Stone of Biddeford, Ara Cushman of Auburn, A. L. Tyler of Rockland, S. F. Dike of Bath, Warren Johnson of Augusta, Mrs. Judge Dickerson of Belfast, J. B. Redman of Ellsworth, Hon. W. J. Corthell of Calais, E. Berry of Gardner, H. Fairfield of Saco, Rev. A. R. Crane of Hallowell, W. S. Knowlton of Houlton, Gen. R. B. Shepherd of Skowhegan, N. T. True of Bethel, D. H. Knowlton of Farmington, Hon. Isaac Hobson of Wiscassett. Of this committee, Hon. Warren Johnson, Ephraim Hunt, and Thomas Tash were chosen an executive committee.

In the afternoon a paper of interest on "School Discipline" was read by A. F. Richardson, principal of the high school in Bridgton, who claimed that the teacher ought to be able to govern himself and keep himself pure from all defilement. Then the discipline of the school-room will be easy.

Perhaps the most entertaining and interesting paper of the series was then read by Prof. A. H. Davis of Bowdoin College, on "Juvenile Reading." He took the ground that English literature was not properly taught in our schools; that a portion of the time could properly be given up to the best English classics without interfering with the regular studies.

Prof. M. C. Fernald, of the State College of Agriculture, read a paper on the "Relation of Education to Labor," showing the necessity of training those who are to work with their hands; that education is as much a help to these as to those who crowd the learned professions. The afternoon session closed with a brief paper by Mr. A. H. Kelley, of Belfast, on the "Relation of the Teacher to his Employer."

The evening's exercises began by the reading of a practical and argumentative paper on "The Qualification of Teachers," by D. L. Smith, principal of the Johnson School in Topsham. He took high ground, and held up an exalted standard for the teachers to follow.

Rev. Thos. Hill, D.D., of Portland, advocated, in an able and scholarly paper, the teaching of natural history in the primary schools, and even to the youngest scholars. Teaching through the eye, as form, color, and substance, is the most effective teaching. He asserted that children should be taught strictly scientific truths.

A. P. Marble, superintendent of schools in Worcester, Mass., presented as the essay of the evening, Thoughts in regard to the representation of Maine's Educational Work at the Centennial.

At the close, Mr. Johnson, State Superintendent of Schools, gave a reception to the members of the association at his house.

[*Continued next week.*]

New Hampshire.

THE STATE NORMAL SCHOOL. — The closing exercises of the fall term of the State Normal School, at Plymouth, occurred last week, under very excellent auspices. At the close of the summer term the school lost two of its ablest and most popular teachers—Miss Abbie J. Holton, who had been the leading lady assistant from the organization of the institution in 1871; and Miss Helen M. Foster, whose failing health had allowed her to fill her place scarcely a year. These resignations awakened much anxiety among the friends of the school throughout the State, and the work under the reorganization which resulted from these resignations was contemplated with solicitude by the authorities during the term. It is safe to affirm, however, that the disclosures of the examination have effectually terminated this special solicitude. The three new teachers — Miss Spalding, of the last graduating class at Salem, and Misses White and Cady, of the last graduating class at Rhode Island, have justified the good expectations with which they came from their thorough normal training into their responsible duties, and it is certain that, on the whole, the board of instruction is better fashioned and more effective in specific normal work than at any previous period in the history of the school. Nearly all the trustees, some fifteen in number, were present at the examination, and went very carefully into the investigation of the financial, as well as the literary and other aspects, of the school. This being their annual meeting, they organized for the year in the election of officers and committees as follows: Hon. W. H. H. Allen, president; Prof. H. Orcutt, secretary; C. M. Whittier, treasurer. Committees: Finance—C. W. Pickering, Rev. K. S. Hall, C. S. Averill. Employment of Teachers and Visitation — S. B. Page, Dr. P. A. Stackpole, Prof. H. Orcutt, Hon. J. D. Lyman, Hon. D. W. Buckminster. Course of Study, Text-books, and Apparatus—Hon. J. W. Simonds, J. G. Edgerly, Prof. W. H. Farrar, and W. T. Morris.

The written examinations had taken place previously, and the papers were presented for inspection during the progress of the oral examination, which took place on Wednesday, Nov. 17. A somewhat careful glance through these papers impressed the writer of this notice with strong confidence in the fidelity of both pupil and teacher. The papers showed that there was no deception in the examination, and were in all respects creditable to the school. Corresponding appropriately with the oral exercises, which embraced classes in arithmetic, algebra, reading, geography, vocal music, geology, botany, and free-hand drawing, normal methods being very prominently developed in connection with every class, more so than at any other examination in the history of the institution. There is no doubt a possibility in a normal school, consisting largely of pupils of limited academical culture and mental discipline, of going *too* elaborately into the philosophy of the schoolroom work, and perhaps it would be well for this fact to be considered with special care in this institution, though the training of the pupils into the *principles of teaching* is most certainly the paramount work of a true normal school.

The exhibition of reading, music, and free gymnastic, Thursday evening, gave an excellent foretaste of the examination. On Wednesday, the large hall of the institution was thronged with an appreciative audience, who were held by the attractive exercises unwearied to the close of the three hours' entertainment. The reading, under the direction of Professor Ladd, was very superior. There was a remarkable roundness, fullness, and melody in the voices, an intelligence and skill in the modulations and cadences, a delicate and correct adapted sound to sense which showed the highest style of training. The singing, under the direction of Miss Cady, was good, and the free gymnastics, under the direction of Miss E. J. Rhodes, was most surpassingly fine, both in their style and in their execution. The bearing of the class, their endurance of the long drill, and everything connected with the performance was most admirable, leaving in the minds of enlightened observers no doubt of the inestimable value of such training in the development of physical symmetry and vigor.

The oral examinations, compressed in a single day, were necessarily rapid and cursory, but they were well conducted, showing the character of the work and workers quite fully to the practical observers. The teachers were self-possessed, handled their classes with skill, and the pupils showed promptness and self-reliance, a consciousness of comprehending the subjects in hand. Miss White's class in normal methods, Miss Cady's in free-hand drawing, Miss Spalding's on methods of reading in primary and advanced classes, and Professor Ladd's in geology, were among the specially excellent portions of the examination. The reading which, under the direction of Professor Ladd and Miss Spalding, closed the examination exercises, was conspicuously superior throughout, the closing piece, by Miss Emma G. Cate, of Wolfborough, being a most rare and finished performance, seldom equaled anywhere.

At the conclusion Hon. J. D. Lyman, and S. B. Page, Esq., of the trustees, expressed the satisfaction and confidence of the board in the progress of the school. Prof. D. B. Hagar, who has been for more than ten years in his eminent work, at the head of Salem Normal School, was present, persistently watching every exercise from beginning to end throughout the examinations In response to an invitation to give them some words of advice, and perhaps of encouragement, he spoke with the most unreserved admiration of the school. He had run away from his, and had received abundant recompense. He had watched the examinations with his eyes open, and had to say that the institution was one in which the State had eminent reason to indulge pride. The reading on Tuesday evening was mentioned with praise, and the free gymnastics were characterized as superior to anything of the kind he had ever seen in any other institution, not excepting Salem Normal School.

The system of instruction which gave so much prominence to the *principles of teaching*, was the grand and true plan for the normal school, and he congratulated New Hampshire in having its school grounded so broadly and fully upon this sound and elevated conception of the normal work. He had been deeply impressed with the character of the pupils, whom he characterized as of the class from which genuine teachers are fashioned; and of the teachers he said there was not one of whom he would not feel proud as an associate in his own school. What his visit had disclosed, had increased his high estimation of the State, and he should carry home a profound respect for the New-Hampshire Normal School. A pleasant reunion of pupils, teachers, and friends, at the hall in the evening, ended the interesting occasion. Miss E. J. Rhodes, whose gymnastics attracted so much favor, is a graduate of Tilden Ladies' Seminary, and has been in charge of this department

more than a year. The Normal School numbered 80 the last term and the assurances are certain of a very full winter term, which begins on the first of December. M. B. G.

Plymouth, Nov. 18, 1875.

TILTON.—The fall term of the N. H. Conf. Seminary closed with the examination of classes on Monday and Tuesday, November 22 and 23. This has been a highly successful term; 154 students have been in attendance, nearly all of whom appeared disposed to do their best. The work has been pursued with an unusual freedom from interruptions and very satisfactory results. A plan has been inaugurated looking toward securing an endowment of at least $25,000 within the next year, in which it is hoped all friends of the seminary will interest themselves. The winter term will begin December 8.

CONCORD. — At a recent meeting of the board of education John L. Stanley, formerly of Bradford, Mass., was elected principal of the High School for the ensuing year. He had filled the position during the fall term. Several teachers of under schools were also elected.

— The committees in a large number of towns have adopted stated days for examination of applicants to teach, and require that the work be written in part, according to circulars and recommendations of the State superintendent.

— The winter term of the New-Hampton Institution has opened with 130 students.

Vermont.

— The schools which have three terms yearly have just closed their Thanksgiving vacation, and are about girding themselves for the work of the winter. The part of the year gone by was passed most prosperously with our schools. The lack of free circulation of money is beginning to diminish slightly the number of the members of the schools chiefly supported by tuition, and some prudential committees are trying to hire teachers at less wages than heretofore, but it would be a burning shame to reduce very much the scanty pittance of three or four dollars a week, with board around, for which many of our common-school teachers labor.

— Superintendent Conant is following up his successful institute work with two-days educational meetings, in towns most remote from the points where the institutes were held.

— Mark Ward, class of '74, Dartmouth College, is to have charge of the High School on Main street, Chester.

— Mr. T. J. Mellen opens a mercantile school in Montpelier, December 7.

— The fall term of Morrisville graded school closed Wednesday, November 17. Number of pupils 220.

— The Lyndon Literary Institution, at Lyndon Centre, Vt., closed its fall term Friday, November 19, with a public examination during the day and a literary entertainment in the evening, consisting of select declamations and original essays. The examination and the evening's exercises did credit to all the participants, both teachers and pupils. The term has been very pleasant and profitable, nothing having arisen to interrupt or break the amtiy existing between teacher and students. This is a quiet little town, nestling in a valley not frequently surpassed for natural beauty. Its people are largely engaged in husbandry, and being free from many of the evils common in larger centers, they regard their place as peculiarly favorable for an institution of learning. Though comparatively young, this school has, nevertheless, acquired a character in its brief existence giving it a standing among the best schools in the State. Its teachers are deeply in earnest and thoroughly in sympathy with the progressive thought of the times.

— The fall term of Peachem Academy closed November 19. The examinations at the close are reported as evincing excellent work on the part of both teachers and scholars. C. A. Bunker, A.M., the present principal, has held his position for seven years, which fact is of itself a recommendation for the school. The village is a small and quiet one, offering fewer temptations and distractions than larger railroad towns, and containing a valuable library, which is available to students, and is increased yearly by the income of the fund bequeathed for that purpose by the late Hon. Thaddeus Stevens. Another attraction to the lovers of nature is the rare beauty of the view in all directions from the hills of this goodly town. And still another attraction to all is the deep-toned moral and religious influence which pervades the town, the result of principles planted at its first settlement, and of years of labor on the part of cultured, Christian men and women.

— We append the following abstract of a report of Superintendent Conant's statement of what Vermont requires common school teachers to teach: 1. A new method of obtaining knowledge; 2. The new methods of communicating knowledge; 3. How to reckon; 4. How things are; 5. Where things were; 6. Our relations to the State; 7. Our relations to each other. The new method of obtaining knowledge is reading — silent reading. It also includes a large part of what is known as grammar, and in many of the schools in this State it forms the greater part of what grammar is learned. And here is the justification of giving parsing and analysis so much time, for we thereby gain a better understanding of the matter read. If parsing were *only* parsing, and analysis *only* analysis, for all the benefit their study would do, I would as soon have a boy learn to make symmetrical snow-balls and then pile them up symmetrically. But there is something beyond, that renders their study valuable. The new methods of communicating knowledge are reading aloud and writing, the latter including penmanship and part of the other side of grammar called composition; so we have the two sides of reading and the two sides of grammar.

How to reckon comes under the head of arithmetic. This is a means of getting things done through life. If it were not so the drill need not be so thorough, I suppose. But it is a means to a great end, and its study should be severe and thorough. The question where things are, involves to some extent the question of what they are, but the former is the principal one—where are the cities and countries and continents.

We now come to the next sub-division—History: a subject of use and exceeding great value to the young. In teaching it, we should bring before our pupils the social condition of the people years ago, and the gradual change in manners and customs, and they would have a better idea of the subject and study it with more interest. In illustration the speaker referred to the manufacture of the first pumpkin pie at Montpelier and the consequences thereof, to show how great changes little things produce.

Our relations to the State involve a study of the Constitutions of the United States and the State of Vermont; our relations to each other are comprised in good behavior. These are the things which the State requires us to teach.

Massachusetts.

NORTHBORO HIGH SCHOOL. — The reunion of the Northboro High School alumni held at the Town Hall, Wednesday evening, Nov. 24th, was an event of considerable local interest and of credit to the managers. Edward S. Parker, presided. An address by Geo. A. Walton, Agent of the State Board of Education, and a poem by Rev. Mr. Dyer, of the neighboring town of Shrewsbury, were features of the occasion. Vocal and instrumental music, with declamations, among the latter a poem written by a lady member of the school committee, and election of officers, completed the programme.

BROOKFIELD.—The schools of this place have decided to have a week of vacation at Christmas. The past term has been one of unusual prosperity. All the schools have done a good work. We are beginning to reap the advantages of the improvements which were instituted last year. A well-considered and very practical course of study was adopted, and the experience of the year of trial proved its efficiency and usefulness. The schools have been able to perform somewhat more than the prescribed work. The system of classification secured by thorough and searching examinations, has worked admirably. The confining of all exhibitions and preparations for the same to the last week of each school year, has saved much time. The condition of the junior class in the high school shows a resulting gain of two terms' work over the previous year. The introduction of instruction in music has been attended with success. The teachers generally report that this progressive measure has had the good influence of enabling them to accomplish more in other studies. The adoption of a system of regulations defining the duties of each department, embracing the courses of study, and the truant laws adopted by the town, renders possible uniformity of method and effort. In addition to the usual examination by the committee, the teachers give monthly tests, both oral and written, in the various subjects. The per cents of these examinations are the basis for the arrangement of classes. The high school has been larger this term than at any previous time. The scholars who have enjoyed the privileges of well graded schools have raised the standard of scholarship. The per cent of attendance, reckoned according to the rule of the board of education, was 95⅓. Twenty-one scholars have not been absent during the term; forty have not been tardy; whole number of pupils 45. This hopeful condition of our schools is cause for congratulation. It has cost no extraordinary expenditure. Indeed, not only has efficient management secured good schools and permanent teachers, and thereby advantages which can be estimated by no rule of economy in a pecuniary sense, but the finances have been managed, in general, within the limits of the annual appropriation.

TEACHERS' INSTITUTE AT FITCHBURG.—A teachers' institute will be held at Fitchburg, commencing Wednesday evening, Dec. 8, with a lecture by George A. Walton, Agent of the Board of Education, and closing on Friday evening with a lecture by Secretary Joseph White. The day exercises will be conducted by Profs. B. W. Putnam, of Boston, and E. H. Russell, of Worcester Normal School; by J. G. Edgerly, Superintendent of Schools of Fitchburg; by Mrs. Walton, of Westfield; and by agents E. A. Hubbard and C. A. Walton. Teachers in the vicinity are urged to a punctual attendance upon each and every exercise.

AMHERST.—Robert Ely of the Senior class died at his home in Wilbraham. His funeral was attended by some seventy students. He was very much esteemed throughout the whole college. . . . Professor Snell is much weaker than usual. Professor Emerson is restored to health, and will have the Seniors after the Thanksgiving recess. . . . The trustees have raised the tuition from $90.00 to $100—the ministerial scholarships are increased accordingly. . . . There will be but two Hardy Debate prizes in the future, instead of three.

— Mr. William N. Putnam, of Lunenburg, late principal of the high school in Wrentham, has been appointed principal of the schools at Brewsters, New York; salary $1,600. Mr. Putnam will commence his duties early in December.

Rhode Island.

PAWTUCKET. — The fall term of the public school closed on Friday, the 19th. At the Grove street grammar school, Mr. Geo. W. Cole, principal, the exercises were quite numerous and varied and exhibited a high degree of proficiency on the part of the pupils. The exercises of the graduating class were especially interesting and of a high order.

WARWICK. — The autumn term of District No. 3, Apponaug, closed Friday, Nov. 12th. The register shows that five were perfect in attendance. The services of the present teacher, Mr. G. A. W. Gould, has been engaged for the winter term, which begins Nov. 29th. The school at District No. —, Old Warwick, taught by J. H. Rockwell, principal, and Miss Carrie Gardner, assistant, closed on the 19th inst. The closing exercises on Friday afternoon were well attended by the parents, and the school was found to be in a very flourishing condition. With an enrollment of 79, the percentage of attendance was over 90. In the character and extent of the work done, the school would bear comparison with the best of ungraded schools. In the evening a meeting of the citizens was held in the new hall, lately built by Messrs. Spencer & Luther, and an address was delivered by the Commissioner of Public Schools, in connection with the exercises.

LINCOLN. — Most of the schools in this town closed Friday, Nov. 19th, and commenced Monday, Nov. 29th. In Districts No. 1 and 3, Central Falls, the teachers are as follows; Julia LeFavor, First Grade; Sarah A. Barrows, Second Grade; Olive Z. Jacobs, Third Grade; Lizzie M. Paine, Fourth Grade; Melvina D. Paine, Fifth Grade; Belle C. Doran, Sixth Grade; Annie T. Green, Seventh Grade; Mary A Thresher, Eighth Grade. Total number of pupils registered last term, 513, eighty-five of whom were not absent nor tardy during the term, and thirty-two were absent only on acccount of sickness; average attendance, 379.

In District No. 4, Lonsdale, Ralph H. Bowles, Jr., is principal of the high and grammar department; Mary D. Bowen, teacher in the intermediate; and M. E. Alverson in the primary, assisted by Edith A. Troop; whole number registered, 212, thirty-nine of whom, or nearly one-fifth, have not been absent during the term; average attendance, 152. In District No. 6, Albion, Minnie L. Clark, teacher in the grammar department, and Hattie J. Marble in the primary, the total number registered was 78; average atteudance, 64.

In District No. 7, Manville, the total number of pupils registered in both departments was 98; average attendance, 75. Emma Carpenter, who has had charge of the grammer department for some time, has resigned on account of ill-health, aud Anna P. Chace is reported as her successor. Lottie W. Stillman is teacher in the primary department. In District No. 8, Lime Rock, Sereno T. Jencks, teacher, the whole number registered was 39; average attendance 30. In District No. 9, Moshassuck, where Elizabeth H. Meader is the teacher, the total number of pupils registered was 28; average attendance, 22.5 In District No. 10, which now has two departments, Sarah S. Monroe, teacher in the grammar department, and Anna A. Peck in the Primary, the total number registered was 87; average attendance, 76. Figures indicate good schools in this town, and also the fact that nearly all the teachers have been retained who were in the schools the school year ending April 30th, 1875.

EAST GREENWICH.—The fall term of the grammar department of the school in District No. 1, Abbie F. Lyon, teacher, closed Nov. 19th. A beautiful rosewood writing-desk had been offered as a reward for the best scholarship during the term, and the marks of several of the pupils showed that the contest had been close. The pupils had been punctual in their attendance as well as studies, as twenty-five of them had not been absent nor tardy during the term, and ten more had not been absent. The exercises closed with a spelling contest; a girl ten years old stood the longest.

BRISTOL.—The fall term of the schools closed Friday, Nov. 19. A list of 91 scholars who had not been absent during the term was published in the *Phœnix*. The examinations showed very commendable advancement in the branches taught. The winter term commenced Nov. 29th.

COVENTRY.—The winter term of the school at Greene has commenced, Rev. M. Goodrich, teacher. Forty pupils have already been registered, and the number is to be increased.

PROVIDENCE.—Sixty-five teachers recommended by the Committee on Evening Schools have been appointed for those schools.

NORTH PROVIDENCE.—The schools of this town have had two weeks vacation, to give time for the completion of the repairs in District No. 3 before the term commences.

HOPKINTON.—Mr. T. Ryan, an experienced teacher, has been secured to take the place of C. D. Albro, in the grammar department of the school at Hope Valley.

New Publications.

THE ANTEFIX PAPERS. Papers on Art Educational subjects read at the weekly meetings of the Massachusetts Art Teachers' Association, by members and others connected with the Massachusetts Normal Art School. Boston; 1875. Printed for private circulation. Price $5.00; for sale at the office of F. G. Parker, secretary of the Art Teachers' Association.

Nearly thirty papers have been collected and printed in this volume. They treat of the various phases of fine art and industrial art, and give an immense amount of detailed information which is of the greatest value to the student, and which he can no where else find in a form so compact and convenient. All the papers except three were prepared by the students of the Normal Art School, and their value depends upon the works from which students have drawn the facts and opinions presented. The different authorities are given. The three papers from Mr. C. C. Perkins, Prof. Wm. R. Ware, and Prof. Walter Smith, are of a different character. Mr. Perkins, who is chairman of the Boston Drawing Committee, treats of "Fresco, Encaustic," etc., in a very able, interesting, and instructive manner. Prof. Ware, in his paper on "Charcoal Drawing," shows a decided appreciation of the general laws of mental activity, and of the necessity of basing all instruction upon philosophical principles. It is not often that drawing is treated in such a rational manner. We are a little surprised to find in a book devoted to art studies, that the introductory lecture by Mr. Walter Smith should have treated so general a topic as "The Greatness of Great Men." The lecture, bating great carelessness and obscurity of style, numerous blunders of grammar and rhetoric, is a very good one, but certainly is out of place in this volume; and readers will wonder why Mr. Smith did not in a leading lecture before a special class of art students, devote his thought to some topic which should particularly show his strength in that department, and be at once a certain guide and inspiration to those whom he may in a certain sense call his disciples. In its publication in this place, Mr. Smith neither does himself nor his cause justice, and we shall look for better and more appropriate things from him, in future publications.

A CRITICAL GREEK AND ENGLISH CONCORDANCE OF THE NEW TESTAMENT. Prepared by Charles F. Hudson, under the direction of H. L. Hastings, editor of *The Christian*. Revised and completed by Ezra Abbott, D.D., LL.D., of Harvard University. Pp. 532.

This is the first Greek and English concordance prepared and published in America, and in some respects the most valuable ever published anywhere. It contains,—I. References to all places where every Greek word in the New Testament may be found. II. All the English words and phrases by which these Greek words are rendered. III. All the various readings derived from hundreds of ancient manuscripts, written before the discovery of printing, and embodied in the four best editions of the Greek New Testament—those of Griesbach, Lachmann, Tischendorf, and Teregelles,—to which are added the confirmatory readings of the very ancient but recently discovered Sinaitic Manuscript. IV. An index of English words, by means of which persons entirely unacquainted with the Greek language can find the original for any English word in any passage, and can trace and ascertain its usage and the manner of its translation throughout the entire New Testament, and can also detect any various readings occurring in the four critical editions above named.

This concordance has been prepared by eminent scholars, as a result of nearly twelve years of work in revising, correcting, and completing it. It will be found to be an invaluable aid to all classes of students in the study of the New Testament, and we can not see how any one can afford to do without the work. It has a double value in that it leads the English reader to the Greek original, and the Greek scholar to the English translation. We most cheerfully commend this work to our readers for its exact scholarship, its compact form, its handiness, and cheapness. It has no equal nor rival, and its utility will be appreciated by students of the Scriptures, whether they are Greek scholars or not.

A DRILL BOOK IN THE ETYMOLOGY AND SYNTAX OF THE ENGLISH LANGUAGE. By H. R. Greene, A.M., author of "English Analysis," "One Method in English and Latin," etc. New York: Woolworth, Ainsworth & Co.

Mr. Greene's little book is, as it claims to be, a grammar stripped of its rubbish, and is the embodiment of the author's views as expressed in the Language Department of the JOURNAL, of which he is the editor. The interest which has been awakened in the series of papers he has written will lead teachers to examine and use this valuable manual for class-drill in the forms and relations of words. Even those who disagree with the author will find this book suggestive of thought, and the ground-work for argument to disprove his position in the radical stand he takes to remove difficulties in the way of the learner.

MOHAMMED AND MOHAMMEDANISM: Lectures delivered at the Royal Institution of Great Britain, in February and March, 1874. By R. Bosworth Smith, M.A., Assistant Master in Harrow School, late fellow of Trinity College, Oxford. With Appendix containing Emanuel Deutsch's article on "Islam." New York: Harper Brothers; 1875.

These lectures have been prepared in a catholic spirit, and with a candor and fairness unusual in one who is devotedly attached to another religious faith. The author's postulate that religions differ not in kind, but in degrees of purity, enables him to place Mohammedanism high in the scale of historical faiths. He claims that Paul had more reason to cry out against Judaism than the Christians against the tenets of Mohammed. A philosophical analysis of the faith of Islam gives us a clearer insight into its true merits and the reasons of its wonderful power as an agent in the world's betterment. These lectures should have a wide circulation and reading, for we believe that Christian people need just such enlightenment as this work furnishes, to enable them to judge of the merits and wide-spread influence of a sect which numbers so large a part of the eastern world among its believers. Its influence will help to introduce the golden age of Christian charity which the Great Teacher came to establish.

GENERAL RULES FOR PUNCTUATION, and for the Use of Capital Letters. By Prof. A. S. Hill, of Harvard College. Sent by mail, on receipt of 25 cents, by the publisher, Charles W. Seaver, Cambridge, Mass.

This is a useful book for teachers, and it is so carefully prepared that it may be relied upon as a faithful guide to students. It should be in the hands of grammar school pupils, and its value should secure for the volume a ready sale. Notice the price and the publisher.

— Mrs. Esther J. Trimble, an instructor in Swarthmore College, has prepared a Chart of General Literature, from the earliest times, embracing a complete outline of English Literature, with the prominent writers of other Nations; also a chart of Ancient Literature. This chart is a compend of the literature of all ages, and shows the periods of intellectual growth and decline in various parts of the world. Writers are classed under the seven heads: Poets, Dramatists, Novelists, Philosophers, Theologians, Historians, and Essayists. The perpendicular lines of the chart are drawn to represent centuries and their subdivisions, and the name of each writer is so placed as to indicate the date of birth, the life, and the death of the individual under the class to which he belongs. Adam Smith, for instance, is classified with Philosophers. Born 1723; died 1790. His name is found between the dates 1760–1780, indicating that period as the time of his greatest activity as a writer. The relative importance of each writer of a class is indicated by the size of the type. Thus, in the class Theologians, the name Wyckliffe is printed in Great Primer Clarendon; Jeremy Taylor in Long Primer, and John Henry Newman in Brevier. Each writer is represented but once on the chart, although he may have been distinguished in several departments, his department and his rank therein being determined by the author. The value of such a work as this depends mainly upon the chronological arrangement of the writers, their classification, and their rank; and the judgment and knowledge required for the latter work makes a fair degree of perfection in such a matter well nigh impossible. To illustrate our position and to show the practical value of the chart before us, we notice that the name of Jonathan Edwards is placed among the American philosophers, by the side and equal in rank with Benj. Franklin and Emerson. Now, it is too well known to be denied that Edwards was the greatest theologian of the last century, either in America or Europe; and to remove him from his true sphere as a theological writer and to place him in the rank of philosophers, is a great mistake, to say the least. We find, also, the name of Francis Wayland in the class philosophers, to which we do not object, but he certainly has as high a claim to a place among theologians as Moses Stuart or Prof. Upham.

We turn to the class Essayists and Critics, to find first in the class the names of John Adams, John Quincy Adams, Daniel Webster, Henry Clay, John C. Calhoun, Patrick Henry, etc., by the side of Whipple, Greeley, Whitney, Noah Webster, and "Gail Hamilton," and Helen Hunt. Patrick Henry did distinguish himself as the stump-speaker of Virginia, but Mr. Wirt has failed to tell us of his claims to a place among the great literary reviewers of America, of whom Mr. Emerson is a truer type than Edward Everett. Would not Webster, Calhoun, and Clay feel almost lost to find themselves in the intellectual companionship of fame with Margaret Fuller, Henry D. Thoreau, and Charles Dudley Warner? Not only does the imperfection of such charts appear in the comparison of the literary men of each land with their own countrymen, but in the more general survey of the world's *literati*. The author gives the world one first-class poet in Shakespeare; and he, in fact, outranks all the famous men of all ages. Chaucer and Spenser are placed second to Milton, while Moses, Homer, David, and Milton are coequals in the literary value of their works. We will not continue the examination further, save to make one suggestion: that the danger of teaching error rather than truth in the estimates of authors and their works should prevail in the minds of chart-makers, in withholding personal opinions as to the merits of each, leaving the place in history to be determined by the mind of the student in his general survey of the field of great men. If we could trust any authority, it would be a congress of the world's wise men, who should weigh, measure, and determine relative values by a survey of every possible feature in the determination of class and rank. From what we have written, it will be more than inferred that we do not approve of the use of the chart before us, except so far as its accuracy in chronology and its completeness of subjects commend it.

— A life-size portrait of Longfellow has been prepared by H. O. Houghton & Co., to be sent to the subscribers to the *Atlantic*, for the low price of $5.00, magazine and portrait. The picture is a lithograph, 24×30 inches, drawn on stone by Mr. J. E. Baker, one of the most successful artists in this class of work. The excellence of the work is acknowledged by all good judges to be superior to any likeness hitherto produced of the poet, and the poet's friends consider it truly correct and life-like, while as a work of art it is worthy a place among the best pictures on library and parlor walls. We do not see how any one who has seen this picture can fail to secure it, and the *Atlantic* for the coming year; and those who have not seen it will be more than satisfied if they send their $5.00 for portrait and magazine for 1876.

— In noticing the publication of J. R. Osgood & Co.'s new library edition of Hawthorne's works, we stated the price per volume to be $2.00. In this we made an error, as the price is only $1.25, while its real worth is $2.00, and more. There are twenty-one volumes of this edition similar to "Little Classics," and the sale will be very large.

— The students of the Vermont University, acting with the advice of the faculty, have perfected an organization for the purpose of publishing, twice a term, a large double sheet of sixteen pages, which shall contain college news, information in regard to past graduates, and exhibit the literary ability of the college, by miscellaneous articles prepared by its members. The subscription price is $1.00 per year, in advance. Subscriptions may be sent to Chas. H. Samson, treasurer, box 710, Burlington, Vt. We wish success to this enterprise. It will stimulate the students to honorable effort in composition, and, with the aid of the faculty, will undoubtedly ensure a good paper.

— The second number of *The Academy Era*, published by the students of St. Johnsbury (Vt.) Academy, is before us, and is a very handsome specimen of a school paper,—a marked improvement upon the first issue.

— Mrs. G. N. Boardman, 21 Cornhill, publishes the first number of *Sunday School Leaves*, containing a Christmas carol, a chorus, "Gentle Shepherd," etc.; a Sunday-school recitation, and hymns for the closing and opening year. Price $3.00 per hundred.

— "Cherry, the Singer," is a story for young and old, written by Mrs. S. B. C. Samuels, author of "Adele," "Eric," "Nettie's Trial," "Johnston's Farm," and published by Edward A. Samuels, 125 Tremont street, Boston. The story relates the history of Jamie and Cherry, stolen from their parents and made to do service to a wandering street-singer, until at last providentially restored to their parents. The story of Charlie Ross will come to all minds, as the author tells what she declares to be a true story of the two children, led away into a cruel slavery, but not led astray into sin. The story is touchingly told, and the hope comes to the heart that the lost boy may with equal joy be returned to his parents ere long.

— Ginn Bros. publish a new edition of Lysias, in an excellent text on a fine page. The main incidents and characters of the eventful period of Athenian history, which these orations cover, have received copious illustration in the introduction and notes. A peculiar feature of this work is its compendious treatment, in topical notes, of those points of the Athenian constitution which these orations touch on. The grammatical notes, dealing almost wholly with the syntax,—as befits a work of this grade,—have been prepared with a special purpose to familiarize the student with the usage of the verb.

— James R. Osgood & Co., with their usual enterprise and good taste, publish a Vest Pocket Series of standard and popular authors, in prices to suit the times. Only 50 cents for a beautifully printed and cloth-bound edition of Longfellow's Evangeline, Whittier's Snow Bound, and Ralph Waldo Emerson's Culture, Beauty, etc., and Power, Wealth, etc. The popularity of "The Little Classics" has shown how the public taste wants the convenient and cosy little volumes that you can read through at a single sitting, and, as Dr. Johnson says, "Books that you can carry to the fire, and hold readily in your hand." Christmas and the holidays are at hand, and those books will go off the booksellers' shelves like hot buckwheats.

— The Catalogue of Harvard University for 1875–76 shows a faculty of 119 teachers, which, with the government of the college, numbers 182 persons. There are 148 seniors, 194 juniors, 182 sophomores, and 252 freshmen; 19 divinity students, 161 law students, 34 scientific, 192 medical, 102 in other departments;—in all, 1278.

One hundred and four scholarships have been established, ranging in their annual incomes from forty dollars to three hundred. Seven hundred and fifty dollars are annually distributed in beneficiary funds. The necessary expenses of an undergraduate, not including clothing and cost of living in summer vacation, are from $400 to $650 a year. The price of board is from $4.00 to $8.00 per week. The Dining Hall Association, occuping the Memorial Hall, obtain board at cost—about $4.00 per week. The association numbers 500 students. College rooms vary in price from $25 to $300 per year, and this includes the daily care. The total number of books in the libraries of the University is in round numbers 211,000 volumes. In addition to a large amount of matter of interest to students, the catalogue contains the examination papers for admission to the college in July, 1875, arranged in the following order: I. Ancient Languages; II. The Classics; III. Modern Languages; IV. Philosophy; V. History; VI. Mathematics; VII. Physics; VIII. Chemistry; IX. Natural History; X. Music; XI. Fine Arts. The catalogue is published for the University, and sold by Charles W. Sever; Cambridge, 1875.

— Vina: A Poem by the Rev. George Field Hunting. Read before the Delta Psi Fraternity of the University of Vermont, at their 25th Anniversary, July, 1875.

Publisher's Notes.

The New Crayon—.Every teacher will be interested in the new Talc Crayon, which is said to be decidedly the best thing of the kind yet put before our schools. Not having fully tested it ourselves, we give the opinion of Hon. Newton Bateman, now president of Knox College, and E. A. Haight, superintendent of Alton (Ill.) public schools:

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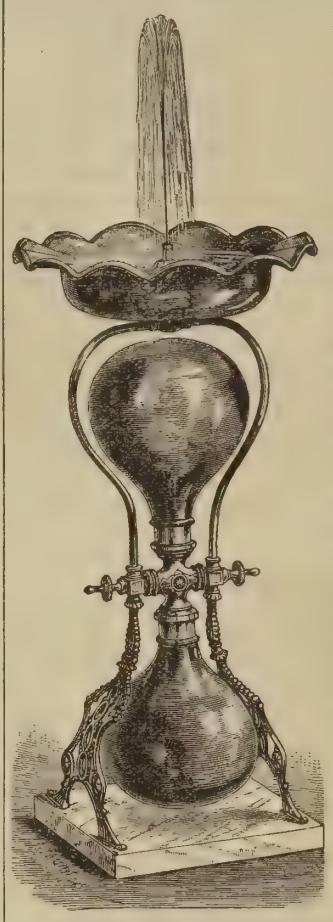

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In the Library, by a Coal-Fire.

BY GEO. S. BURLEIGH.

When all the years' imperial show
In bud and leafless trunk is furled,
And sullen Winter's frost and snow
Shut out the buzzing work day world,
We gather round a fiery core
That throbs with suns of long before:
The summers of primæval time
Give this bright nook their tropic clime,
Till the old ardors glow and flame
Through all our tingling hearts the same.

In vain the lances of the frost
Invade the sun-god's genial reign;
The mitraille of the storm is tossed
Against the leagured wall in vain;
For, deep and dark, the centuried glow
Was chilled in starless caves below:
At last in mellow air to bloom,
Through the soft twilight of our room,
Where, at our altar, with weird runes,
December's solstice weds old June's.

So, darkly traced in silent books,
The tropic wisdom of the past,
The words that sang like dancing brooks,
Or roared like forests in the blast,
Come from their dusky mines to pour
Their wealth for eager souls once more:
The fires of Homer, old and strong;
The morning red of Chaucer's song,—
Brave thoughts, and high, heroic dreams,
Shed on our souls their primal gleams.

The "Wizard of the North" returns,
Again his legend lore to tell;
We pluck the daisy bloom of Burns,—
With sweet tears welcome "Little Nell,"
Borne by the lord of lyric prose—
The deathless by the dead;—and glows
No redder hearth seraphic fire
Than throbs in Barrett Browning's lyre;
For us the eldest graves are rent;
O'er us the Eden skies are bent!

Men die; the granite hills decay;
Stars perish out of heaven, and gods
From mouldering altars fade away
To mark dissolving periods;
But great Thoughts from their silent tombs,
Burn, and rekindle the dead blooms
Of wintry worlds! In them we live;
All else is cold or fugitive;
By them we light the inmost shrine,
And wait the coming year divine.

— When the leaves fall, the whole earth is a cemetery pleasant to walk in. I love to muse over them in their graves. Here are no lying or vain epitaphs. What though you own no lot at Mt. Auburn? Your lot is surely cast somewhere in this vast cemetery which has been consecrated from of old. You need attend no auction to secure a place. There is room enough here. The Loosestrife shall bloom, and the Huckleberry bird sing over your bones. The woodman and hunter shall be your sextons, and the children shall tread upon the borders as much as they will. Let us walk in the cemetery of the leaves,—this is your true Greenwood cemetery.—*Thoreau.*

Theory vs. Practice in Classical Study.

BY PROF. E. G. COY, ANDOVER, MASS.

(Read before the American Institute of Instruction, at Providence, July 9th.)

I propose to call your attention to the inconsistencies between theory and practice in our study of the Latin and Greek classics, as furnishing the chief ground for the recently renewed opposition to these studies. Although the classics themselves are denounced, as both useless and unpractical, I still hold that the prevailing dissatisfaction with them is due, for the most part, to defective or perverse methods of teaching them.

Professor Sellar, of the University of Edinburgh, once said: "By far the most formidable objection to my mind is, not that the classical languages and literatures are not in the highest degree worth learning, but that we cannot teach them, or do not, in general, succeed in teaching them. It may be said,—not, I acknowledge, without justice,—that a large number of boys who learn Latin and Greek, never acquire either language thoroughly; that many of the best verbal scholars remain ignorant of, or unaffected by, the spirit and ideas of classical literature."

It was the opinion of Dr. S. H. Taylor, expressed a year or two before he died, that "the recent opposition to classical study, both in this country and in England, is due to the fact that generally, the study has not been conducted in such a manner as to yield the best results of classical training."

President Porter, in his work on "American Colleges and the American Public," is "quite certain that so far as the objections to classical study have any show of reason, they are derived from imperfect methods of teaching and studying."

I have quoted thus, from these eminent authorities, in order that in the position which I have taken, I might, at the outset, be seen to stand on no imaginary ground. The general fact of inconsistency must therefore stand unquestioned. My purpose is to so emphasize the fact by a statement of the leading details, that we shall recognize as we ought, the truth of the matter, and our duty with reference to it. I hold that classical instruction, as it has for some time been conducted, is so at variance with the theory of the matter, that it utterly invalidates the claims commonly put forth for classical studies. And thus, not only has the confidence of very many friends of classical education been of late seriously impaired, but in reality it has no case which its advocates can sustain before the public.

What, then, is theory; what are the considerations offered for so strenuously upholding classical studies; why do we claim for them the central position in our educational system?

The old reasons that the Latin and Greek languages contain the only literature worthy the name, and that they furnish the chief materials for thought, have, of course, become obsolete. They cannot, and do not, longer hold an exclusive place among studies.

But they ought to hold the central place. For, more than any other studies, they contribute to that general enlargement and training of the leading faculties of the mind which give power and skill,—power to feel, to resolve, and to act; skill for those efforts of investigation and acquisition which are properly subsequent to education, and constitute one's life-work. Much as we may admit regarding the delightsomeness of classic literature for those minds which are *humanized* thereby, —who drink deep at these head-waters of all modern culture, or who are refined, stimulated, and reformed by being brought thus into connection with the choicest intellectual efforts of the most cultivated nations of the world,—we still hold that they are no less serviceable—yea, indispensable—to those who, for the time being, neither appreciate their beauty nor acknowledge their power. For they are not to be studied merely, nor chiefly, for their practical utility, nor the entertainments they can furnish, but because the *process* of acquiring them puts demands upon the memory, and the habit of close, accurate perception, gives exercise to the judgment, the reasoning powers, the powers of expression, and cultivation to the taste and the imagination in a preëminent degree. The subject-matter to which we are introduced by this process, extraordinary and brilliant as it is, must still be regarded as incidental, and of secondary importance in the course of education. It may become entirely forgotten by the student, and yet the time spent therein is amply rewarded by the weightier considerations of discipline.

But it will be important for the further consideration of this subject, to inquire what constitutes the special superiority of the classics for training the leading faculties of memory, judgment, and taste.

First, then, the study of the classics gives no ordinary training of the memory. The demand made upon this faculty to retain for daily use that familiarity with all the minutiæ of accidence and syntax, by which alone one can develop and represent *exactly* the meaning of the text,—to hold in readiness that mass of historical, mythological, and philological information, through the aid of which one is to communicate with the soul of an author, and rise to the elevation of his thoughts, so that by combining the results and impressions thus gained he may reproduce the author's meaning with clearness, eloquence, and energy,—the demand to do all this, furnishes a training unlike, in character and intensity, that which is obtained in any other department of study. Fifty-seven different points may thus be taken up in gaining the most perfect mastery of the first clause of the Iliad, and more than one hundred in a similar study of the first clause of the Aeneid. This is, in substance, the theory of the case.

But a fit for college at one of the most thorough and secondary schools in New England, and the continuance of my studies at Yale, never put any such demand upon my memory. I have, on the contrary, vivid recollections of translations, accepted and invited for daily recitations, which were literal to boldness, and an uninterrupted monotony of "parsing" "through the entire course." And thus we were fitted (?) for, and were received by the colleges, and thus we were passed on from year to year until we graduated, as unacquainted with the meaning and spirit of the Latin, and as unaffected by the beautiful simplicity and eloquence of the Greek studies, as when we began.

From careful inquiry, and from personal knowledge, I know that I have fairly represented in this matter the tone of classical instruction throughout New England. Were I to rate the instruction in the secondary schools above that in the colleges, I should be immodest; were I to rate it below that of the colleges, I should belie all the impressions of my student-life

The appearance within the last few years of skeleton grammars of the Latin and Greek, and their having been received with such spontaneous expressions of welcome and sighs of relief, showed the prevalence of the distaste for a critical study of the delicate machinery of language. Gesenius, in the Preface to his Hebrew Grammar, protests in emphatic terms against the use of these skeletons, even as introductory to a fuller, philosophical study of the subject. What would he have said, could

he have foreseen the study restricted within these narrow limits! It is by the *critical* study of the finish and perfection of the two highly flexional languages, Latin and Greek, that the largest results of linguistic study are attained. This, at least, is what the ablest writers on this subject have always maintained. But one might as well think of preparing for and prosecuting a thorough, critical study of the literature of the Iliad with a pocket dictionary, as to expect to apprehend the Greek through these epitomes.

In the next place, classical study, theoretically considered, cultivate the judgment. "In the investigation of appropriate meanings of words, in the selection of the most exact renderings of sentences by giving each word, phrase, and particle its full force and interpretation, in the examination of difficulties," in the effort "to trace the phenomena of language to a philosophical and rational source," this faculty receives constant and superior exercise. But the extensive sale of "literal" and "interlinear translations," and editions of the text, with special lexicons so constructed as to refer the different meanings to the passages where they occur, leaving the student the least possible exercise for his own judgment in the choice, shows to what an alarming extent invalidism prevails. In speaking on this point, I do not wish to be understood as referring simply to the clandestine use of these "helps" (?). Specially connected with the case in my mind, are the commendation and use, by some of the leading educators of New England, of such methods of study as reduce the effort of translating to the minimum. "A judicious use"—as if there could be such a thing—of literal translations is often recommended to the student; or the teacher himself becomes what the boys call an "animated pony," translating each advance lesson for them beforehand, and reading the general review altogether, —the class being merely listeners. Add to all this, the use of a mere outline of syntax — in the skeleton-grammars to which I have referred — for the study of idioms, and their connection with the logic of speech, as Zumpt puts it, and you have a very good general idea of the method of classical instruction in practice, and its connection with a vigorous and efficient exercise of the judgment and the power of expression.

Under these circumstances we should expect to find the classics contributing to the culture of the taste and the imagination, at least. But, in the last 'Report on the condition of the Academic Department' of the "leading college of the country," I find the examining committee lamenting the absence of a literary and æsthetic study of the Latin and Greek languages. *Mutato nomine*, etc. Even where these helps of translations, etc., to which I have alluded, are not considered legitimate, the use of them is, nevertheless, so extensive that anything like independent, scientific criticism is out of the question, and the efficiency of the study is well nigh destroyed. And here I will say, that I cannot get rid of the conviction, that, if the classics were taught as they ought to be, "ponying"—as the boys say —would die out. The literal translation would be so barren and insipid, that it would ultimately become intolerable.

If, then, there is such a perversion of the classics in the practical work of instruction, in which the mere reading of an author, and a lifeless, mechanical operation of "parsing" the words constitute the sum of the work, and not that true and correct use of them which gives cultivation and training, is it to be thought strange or even unreasonable that the system becomes unpopular, and thewhole theory is made the object of persistent opposition?

But it may be urged against what I have said in criticism of our methods of classical instruction, that teachers will not all accept and approve my statements of the purpose and aim of classical study. I suppose not. I know that many have been so affected by the plausible and specious arguments of its opponents, that they either have, consciously or unconsciously, allowed themselves to drift into apostasy. It is the heresy thus developed that has encouraged the enemy so much of late. In fact, we hardly know from what considerations those, who hold that the Latin and Greek should be studied mainly for what they will teach us, can call themselves friends of classical study. For if, as with modern languages, the *process* of learning these languages is to be bridged over as far as possible, and the discipline supposed to be connected with such a process is to be ignored, we might as well surrender to the enemy at once. By accepting these views, we abandon the vantage-ground which has given us our victories in the struggle hitherto. In the outset, I conceded that, excellent as the subject-matter is, it is not this which gives the classics their central place in our educational systems. If, also, it is not the exercise connected with mastering the difficulties incident to the linguistic study of them, what is it, pray?

I realize that the form of the usual examinations and standards of excellence, tends to encourage the conviction, that education is concerned with knowledge only. But 'it is a lamentable misconception to suppose that a liberal education can have any other end in view than to impart and develop power.' The authority of German teachers is often invoked, by those who have lapsed from the practice of the best representatives of the old school. Let me, therefore, quote a little from the German, on the other side. Dr. Wiese, whom Matthew Arnold in *Schools and Universities on the Continent* refers to as respectable authority, says, in his *Letters on English Education*, "Students in England do not learn nearly so much as with us, but they learn one thing better, and that is the art of learning." This feature of the English schools he then commends to his own countrymen, in the following forcible language: "All that a school can teach, beyond imparting a certain small stock of knowledge, is *the way to learn*. The first object in education is capability for *action*: not to know, but to do; not the what, but the how; *non scholæ sed vitæ*." He then supports his own, by the equally strong language of Dr. Thomas Arnold, unqestionably the most successful teacher of modern times: "The effort a boy makes is a hundred times more valuable to him than the knowledge acquired as the result of the effort."

But the exclusively literary study of the classics must fall short, also, of its immediate object. We have the encouragement of the German practice, for the opinion that any attempt to get a deep insight into the spirit of antiquity through its literature, independently of linguistic scholarship, will, in general, fail. With them the literary or "scientific" study of the classics is preceded by a most thorough and exacting linguistic study of them, amounting to absolute mastery, not only of their form, but also of their spirit — *das Lateinische gefühl*, as they say. The attainments of men of exceptional genius, like Shakespeare and Keats, are nothing to the point of this matter. It is not for such, that systematic, educational appliances are wanted. 'They are independent of them; they find their mental food by processes unknown and unimagined by common men.' The success of their lives is often the best evidence of the superiority of the disciplined over the merely informed man. For, discipline of mind may be also innate, as well as the other intellectual traits.

I am well aware that it is easier to charge, than to prove the existence of this misapprehension, or neglect of methods necessary to attain the highest benefit from classical study. Therefore, I wish to be understood as having confined my criticisms to what I know about five of the better known secondary schools in New England, and four of the leading colleges to which they are tributary. For confirmation of the statements which I have made, I appeal to the consciousness of classical teachers and scholars before me. Is it not true, gentlemen, that we, of the preparatory schools, look too much to the immediate object of cramming our pupils into college without conditions, and too little to those results in the formation of character, which are permanent, and infinitively more valuable? "The true teacher will produce results which the machinery of examinations cannot gauge." On the other hand is it not also true, that, in the higher institutions, the instruction rarely gets beyond the preliminary processes of exercising on flexions, conjugations, and the technical matters of syntax; and, that the plea so often made against a thorough preparation for college, "that it leaves the student too little to do there," must be allowed a plausible one?

But I would not be understood as criticizing in the spirit of an iconoclast. I hope rather, that by thus having been led to contemplate some deficiencies in our work, we may be prompted to demand and to secure such changes as will make better work possible and certain. I shall, therefore, briefly state what I believe to be some of the causes which have occasioned these reproaches upon the prevailing methods of classical instruction and study. I mention first the incompetency of the appliances, *personnel et materiel*. Our best secondary schools have usually been in the hands of mere amateurs—not always even amateurs; while in other countries they have commanded the services of men of ripest scholarship united to mature and trained character. The list of masters in a single German gymnasium, contains the names of Buttman, Schneider, Passow, Zumpt, Krüger, and Bergk. In our colleges, the case is worse than in the preparatory schools,—especially in the larger colleges, where the "tutor," seeking his living by teaching until he can complete his professional studies, is entrusted with the instruction; and we may say, without fear of contradiction, that the bulk of a student's entire classical education is conducted by men with neither experience in teaching nor training in pedagogic. It is not strange, then, that these instructors are not able to kindle in the student's mind a single spark of enthusiasm for his work. No wonder the class smile knowingly when they are advised to read by themselves the Latin or Greek authors. And why? Just look into the details of the matter, and you can easily tell. What has the college added to the results obtained by the students of the better secondary schools, by continuing their study of the ancient authors? "Have they taught him to appreciate, to know antiquity? Have they ever developed for them the relations of those magnificent literatures with the Nature, with the religious dogmas, the systems of philosophy, the fine arts, the civilizations of the ancient nations? Has their intelligence ever been led by those beautiful links which bind all parts of the civilization of a people, and make of it a superb whole, all whose details touch, reflect, and mutually explain each other? What professor, reading Homer or Virgil to his pupils, has developed the poetry of the Iliad or Aeneid by the poetry of Nature under the sky of Greece or Italy? They isolate these great geniuses, they disjoint a literature, and they fling you its scattered limbs, without taking the trouble to tell you what place they occupy, what relations they mutually sustain in the great organization whence they have been detached. After that, need we be astonished that the studies are so empty, so insufficient? What can remain from a long devotion to the dead letter, stripped, as it were, of meaning, except disgust, and an almost entire hatred of study?"

And we may look for no improvement so long as our instructors are teachers by accident, and not by profession. The want of facilities for the thorough professional training of classical teachers is a very serious hindrance to the highest success of classical culture in this country. Every Prussian university has its philological seminary. Special pedagogic seminaries, also, exist at Berlin, Halle, and other places, "to introduce their seminarists to the practical requirements of the profession of schoolmaster." These and the philological seminaries are often under the same direction, as is the case in Berlin, where Dr. Boeckh was the head of both. We, however, can offer teachers in the higher

schools no better training than a theological course, which Wolf, the great renovator of German schools, said is about as good a preparation for a classical master as a course of feudal law would be.

All our institutions, too, are cramped for lack of sufficient funds, and thus often feel compelled to tolerate shockingly poor scholarship, or languish from diminished patronage. For lack of means, large classes are often thrown upon one instructor; and the probability of not being often called upon to recite, encourages the negligence of the careless, and depresses the enthusiasm of the well-disposed.

Again, we have to encounter a perverse but dictatorial public sentiment,—dictatorial, because we are fed from its charity. There is, in our day, a vicious appetite for immediate and abundant returns from every effort or investment, which leads to pernicious consequences. And since we are always and easily disposed to make a standard of a test to which we are regularly compelled to submit, this depraved public sentiment leads many of us, sooner or later, to act as if everything in education depended upon the amount of knowledge that could be communicated; and this, too, in spite of our convictions to the contrary. We really come at last to judge our schools by the same standard as our mills and other commercial enterprises: we think we raise the standard by simply tinkering at the courses of study; we offer as evidence of growth, the numerical increase of the classes or the financial progress of the institution. Of course, this limiting of our professional aims, and dwarfing of our intellectual life ought to be resisted. Every dictate of duty should lead us to assert, and every consideration of policy should lead us to maintain a higher ideal of professional life.

But lastly, classical instruction suffers severely from the ill-devised method of determining qualification for admission to college. Nominally, proficiency in training is wanted, but proficiency in actual knowledge is what is really tested. The result is, too frequently, for the college a superficially crammed student, for the preparatory school the degradation of its standard. It is getting to be quite common for the colleges, nevertheless, to grumble about the inefficiency of the preparatory schools, and to make of them scape-goats for most of their own short-comings. But, though we cannot avoid having the sins of others laid upon our heads, we can refuse to be driven off to the wilderness. I admit that secondary instruction is not uniformly good, but still maintain that it answers the present demand of the colleges quite well enough. And, if it is to be improved, it will be as the standard of collegiate preparation requires and commands it. This standard is now confessedly low, notwithstanding the attempts often made to have it appear otherwise. President Porter has publicly defended the policy, — and the New-England colleges all practise it,—of keeping the doors of college open widely enough to admit, and with no serious inconvenience to them, persons whose strongest claims are advanced age, piety, and poverty. The fact that many do, at length, outgrow and overcome the disabilities incident to imperfect preparation, is the plea of justification.* As a natural consequence, boys from the lower classes of the better schools, too eager for the realities of college life, or impatient of the rigor of the school discipline, undertake a few weeks of special cramming, and are able to pass into college a year ahead of their time,—into Amherst, Harvard, and Yale, as I have had recent occasion to know, in spite of the protest of their instructors. They are sure to repent and are often "dropped." An examination designed chiefly as a test of knowledge, can rarely be a fair test of capacity or promise; and a boy who has crammed judiciously can get the requisite fifty per cent. in Latin, Greek, and Mathematics, without being at all able to carry the work of Freshman year. Says President Porter,†—"Not a few students who are entirely competent to pass the prescribed examination with credit,—of the vulgar rich as well as the vulgar poor,—are so illiterate and uninformed in their general culture, and so unrefined in their tastes, as to be almost incapable of taking that higher polish which the college curriculum and the college life are fitted to impart to a receptive and refined nature."

We may look therefore in vain to the preparatory schools for any improvement, as long as the colleges continue to underbid them and to adjust themselves to the lower grades of their instruction. We must, on the contrary, have a more genial appreciation of the real sources of interest and profit of classical study in the chairs of our colleges. Then every secondary school in the country would soon share its impulse, and something might be done to supplant the present antagonism, by mutual confidence, respect, and good-will. To this end let the college faculties meet and profoundly consider the matter of collegiate education, until they shall succeed in making it an organic whole, which, commencing with drill-work of the disciplinary studies, "shall, at each successive stage, give ampler and still ampler place for the reflective and æsthetic activities of the pupils." Finally, let a broad philosophy preside over the whole course of studies, and shed over the earliest labors of the student "that grace which so sweetly cherishes and develops the love of science." Classical studies will then need no argument for their vindication. We shall then be able to attain an ideal of education not yet realized in Christian times, if in any times.

* American Colleges and the American Public; p. 75.
† Ibid, p. 77.

Hints to Young Teachers.

II.—GOVERNMENT.

It may seem strange, but I think you will recognize the fact, that when you hear the expression, "He is a first-rate teacher," six times out of seven it has no reference whatever to the instruction, but means that the school is in good order and well governed. I know teachers, who have been successful in their calling for years, who have very little knowledge to impart and very little skill in imparting the small amount they have, but who possess that gift for organizing and directing which makes them born leaders.

Although it is scarcely just to call a man a good teacher merely because he has good government, yet there is a truth lying at the foundation of this general opinion, as there usually is of one so commonly received. Education is something more and higher than merely imbibing facts. Its very first lessons are order and obedience, and he who cannot command these need not hope to succeed in minor matters. They are the foundation, without which it is impossible to rear the edifice. I give you this little lecture preparatory, that you may go to your school Monday morning decided that, first of all, you will have system and obedience; and to this subject I shall devote most of this letter.

You find your children all collected, and casting curious glances at the new teacher, for unspoiled children are adepts at reading character. Assume your place as teacher at once, quietly but firmly. I will say nothing at present of the manner of opening school, as that will come more appropriately in my next letter. Take your scholars' names in full; then their fathers' names and address; then the studies which each scholar desires to pursue. This may seem a small thing, but it will keep your pupils busy and curious as to what is coming next; it will impress them with the importance of their school duties, to see everything put down in black and white; and, most of all, it will give you time to overcome the nervousness natural to a new beginner, and to regain your composure and presence of mind. Remember, in the very beginning, that "an ounce of prevention is worth a pound of cure," and try to make such arrangements that you may, as far as possible, preserve order without punishing. You can often tell by faces or motions of scholars where to look for mischief. Try to seat those inclining that way near you, and separate from each other.

Do not make many rules, but state clearly what your regulations are, and then *do not talk* about them. I have heard teachers begin by saying: "I have made these regulations for the good of the school; and I am sure, if you will consider them, you will see that they are reasonable and just, and I hope that none of you will think of disobeying them." The possibility for disobedience being presented to their minds, the children immediately begin to question whether the rules are reasonable, and if they decide that they are not, they consider themselves at liberty to break them. Better far simply to tell them, "you are to do thus and so," taking it for granted that it is your place to decide, and theirs to obey, and nine times out of ten they will do it without question or hesitation.

Obedience to properly constituted authority is one of the most valuable lessons of their lives, and here is just the place for them to learn it. Never allow a scholar to argue, or answer you back. You place yourself on his level, and lose all the advantage of your position. Never promise or threaten anything which you are not certain you can and will carry out. Nothing so quickly wins childrens' confidence, and establishes your authority, as to find that you invariably keep your word. It is often better, when you are obliged to threaten punishment, to leave its precise form indefinite, saying, perhaps, "If this offense is repeated, the offender must expect to meet the consequences." The very uncertainty will often deter more than a definite penalty, while it will leave the teacher at liberty to vary the punishment according as circumstances and his judgment may direct.

When it is possible, have your penalty the natural result of the offense. If a scholar is lazy and fails to get his lesson, let him take his recreation hour for learning it. If he injures something belonging to others, let him replace it with something of his own. This is not possible in all cases, but when it is I think a child's natural sense of justice sees the connection and confirms the decision. I am no advocate of corporal punishment, but where children have been in the habit of hurting others, I have seen excellent effects from a reflection of the blows upon themselves. They realize that it hurts, and it usually cures them very quickly.

Make a broad distinction between moral offences, such as lying, and disobedience, and those which arise from the mere overflow of animal spirits. The latter must always be kept within bounds, for the sake of order in the school; but for the former, the punishment should be swift and severe, and such as to make your scholars feel it is something you abhor.

I think you will find it a great assistance, in keeping order and promoting good scholarship, to keep a record of the lessons, punctuality, and deportment, of each day, and at the close of the week seat the scholars in each class according to their rank. If you have blackboard room to spare, write each scholar's name and standing at the close of the week, and let it remain there during the next week. It will form a sort of roll of honor (and dishonor) seen by all who come in, and you will be surprised to find how it will stimulate the sluggish and curb the unruly. I am aware that it will cost you considerable time and labor, but if you are the right kind of a teacher you will not grudge them.

Your children will soon discover that you have a sincere interest in them, and then their regard for your wishes will be your best means of governing, but always hold them firmly. There is nothing which children despise more than a weak amiability which allows them to do just as they please. Keep them busy, and interested, and you will have very little occasion for discipline. DALE.

— Athletic sports for ladies: — Jumping at conclusions; walking around a subject; running through a novel; skipping full descriptions; throwing the hatchet; and, during the holidays, boxing the ears of troublesome young brothers.—*Punch.*

LANGUAGE.

The Study of Grammar, Once More.

The following theses are submitted as either self-evident or easily demonstrated, on the subject of the general study of English Grammar in our public schools, its essential character, and its proper method:

I. (1) General usage hitherto implies a general conviction of the importance of this study, — a conviction of its indispensableness in educational training.

(2) The study, properly pursued, is a means of mental discipline and training unexcelled by any other.

(3) To speak and write correctly is an attainment of inestimable value for the great ends of life.

(4) No training so well induces and helps to habits of self-training and mental culture through life, and thus effects continuous mental growth, as training in language, and especially in one's vernacular.

II. (1) An English Grammar for an English speaking people must be an art rather than a science; — its object must be predominantly to train to correct speaking and writing; not to give the knowledge of the language, but the skill to use it aright.

(2) Language is the verbal expression of thought. It has its rise and its growth, its roots and its life, in thought to be expressed.

(3) All forms in language are but the outward body of forms in the thought.

(4) Hence all grammar must be rooted in logic as the science of the laws and forms of thought. Most worthy to be reiterated is the utterance of a correspondent in a previous number of THE NEW-ENGLAND —"I. D."—that there is "no true or scientific grammar that has not a sound logical and psychological basis."

(5) All word-forms and all construction-forms in language are precisely determined by the forms of thought, which determine the necessity, the nature, the numbers, and the function in use of the parts of speech as well as the rules of construction.

(6) Every living language is a continuous growth, out-worked and shaped and modified by the people that speak it; — language is historical. Hence, words change their forms and change their functions. This is abundantly illustrated in the enumeration by the able critic in THE NEW-ENGLAND of the manifold uses of the pronominals *it* and *that*, which were originally limited to single uses. The explanation of this gradual diversification of uses of the same word-form is to be found in the character of the thought to be expressed, which alone originates and validates the change.

(7) Grammatical definitions and expositions must fail in authentativeness, and be liable to break down in application, so far as they fail to set forth, in this light of the historical progress of every particular language, the basis of every word-form or sentence-form as lying in the laws, the forms, and the relations of thought. To illustrate: a chief element in thought is the object of which we think. But the various objects of which we think are distributed into various classes, in reference to their different characters or relations. We have thus objects distinguished in reference to their sex—as having sex or as not having sex, the former as being either of the male or of the female sex. These different kinds of objects thus distinguished in respect to their sex, are expressed in language in words to a greater or less extent varying in form. Such is the primitive ground for the grammatical distinction of nouns in respect to gender. In the same way in the case of number, objects are distinguished in respect to their being thought as one or as more than one. To express this distinction in the objects of thought, language gives to words, to a certain extent, different forms. Still again, the parts of the thought to be expressed stand to one another in different relations; and to express these different relations, words of different forms, to a certain extent, are introduced into language. Thus we have words distinguished into different classes according as they are designed to express this or that relation in the thought; we have, for example, words denoting that the objects which they express are thought as subjects of which we think; we have a class of words of the subject, case, or, to speak in grammatical phrase, we have words in the nominative case. Grammatical case thus is founded in the relations of the thought to be expressed. Case is not a form of a word, accurately speaking; it is that rather which gives rise to the form, or causes that a word shall assume a particular form. Gender, likewise, is not a form of a word; it is the principle in language under which the distinctions of sex in the objects of thought are recognized; it gives rise to certain word-forms, but it cannot be the form itself. In the same way all word-forms and all sentence-forms may be shown to be capable of expression only as they are regarded as springing from the particular nature or relation of the thought to be expressed, and as determined by that.

III. (1) The method of grammatical study in our public schools should be the constructive method. It should ever start from the thought, and lead on from that to the verbal expression Each generic thought-form should be presented in its order, as leading to its appropriate word-form in language. We speak only of the study of one's vernacular tongue. Foreign languages may, perhaps, best be acquired by the analytical method—by analyzing the verbal forms, and studying each particular word-form, and sentence-form in order. The reverse method is the only proper method in the study of one's vernacular, when the governing object is not skill in interpreting, but skill in expressing thought. The reasons are manifold. In the first place, the English language is well nigh grammarless, if grammar be a mere synopsis of word-forms. There is not enough of diversity of forms in the language to justify any systematic study. Secondly, this method is the natural and rational method; since language is but the expression of thought, we speak, we use language, only to express what we first think. Language has no use, and its forms no significance, except as expressions of thought. Thirdly, in this way only can grammar be made intelligible. There is in no other method any solution to the learner of the questions; why have we parts of speech at all; why so many and no more; what is the nature and proper function of each, and the like? The constructive method makes grammar intelligible to the very beginners in study. Fourthly, the study is made, when thus pursued, one of the most attractive and interesting of studies. Fifthly, it becomes at the same time the best instrument of discipline—of developing and training mental activity, and moreover lays the foundation for intellectual growth and culture in all future life. Lastly, studies in grammar thus pursued are really studies in English composition. This method is, in fact, the natural, and the most effective method in training to the ready, accurate, skillful expression of thought by tongue or pen. It converts the repulsive drudgery of composition-writing, at once, into the most enjoyable and most profitable of school exercises.

Assuredly, it is time to have done with the old, unnatural, irrational, uninteresting, unprofitable methods of studying English Grammar in our schools, and to begin with the true method to which recent and linguistic science has introduced us.

GRAMMATICUS.

OUR TONGUE.—Mr. Washington Moon has written a new work on bad English. Some of the errors which he singles out are decidedly amusing. For example: A furrier, lamenting in an advertisement the tricks played on the public by unprincipled men in his own trade, — "Earnestly requests ladies to bring to him their skins, which he promises shall be converted into muffs and boas." Another advertisement ran thus:— "Two sisters want washing." Here must have been a strange sight:—"He rode to town, and drove twelve cows on horseback." A gentleman advertised for a horse,—"For a lady of a dark color, a good trotter, high stepper, and having a long tail." More amusing, more instructive, and more credible is the following illustration of the inevitable ambiguities involved in accurate language. One gentleman observed to another: "I have a wife and six children in New York, and I never saw one of them." "Were you ever blind?" "Oh! no," replied the other. A further lapse of time, and then the interrogator resumed the subject: "Did I understand you to say that you had a wife and six children living in New York, and you had never seen one of them?" "Yes; such is the fact." Here followed a still longer pause in the conversation, when the interrogator, fairly puzzled, said: "How can it be that you never saw one of them?" "Why," was the answer, "one of them was born after I left."—*Once a Week.*

Pilgrims and Puritans.

It is somewhat remarkable that at this late day it should be necessary to remind any educated person, especially one who assumes to refer in a public address to topics connected with New-England history, that the names of "Pilgrim" and "Puritan" are not interchangable, and that the Pilgrims were not persecutors. Especially is it strange when the perverter of history is a bishop, and the address in which the wrong is done a sermon. We are not much surprised when a Congressional jester points a sneer at Massachusetts with the assertion that the Pilgrims burnt witches on Boston Common. But a bishop cannot be suspected of sneering, nor of a willingness to distort facts for a purpose. He ought, one would suppose, to avoid with unusual care the risk of misstatement incurred by any one who ventures to speak or write on a subject of which he is ignorant. Yet Bishop Stevens, of Pennsylvania, in his discourse at the consecration, some time ago, of the Protestant Episcopal bishop of Massachusetts, a discourse addressed to the descendants of both Pilgrims and Puritans, fell into the grave mistake of confounding the settlers of Plymouth, known in our history as the Pilgrims, with those of the Massachusetts Bay Colony, who were ecclesiastically of that branch of the Church of England known in the old world and in the new by the name of Puritans, and accusing the former of intolerance and persecution.

Mr. John A. Goodwin, of Lowell, could not allow these errors to go uncorrected, and therefore, in a letter to the bishop, he gives him a lesson in New England history to the following purport: The Pilgrims were originally of the sect of Separatists, or Brownists, and they, or the most of them, lived in Yorkshire, England, near Scrooby. They refused all connection with the Church of England, and were bitterly persecuted. Under the lead of John Robinson, Brewster, and Bradford, they escaped to Holland and lived for some time there. Becoming dissatisfied with the bigotry of their fellow Separatists, they left them, and formed the first church of the denomination of Independents. Fearing the evil influences of Holland for their children, they embarked for America, and before landing at Plymouth they drew up and mutually subscribed a form of democratic government. For seventy years they maintained a separate government, and were recognized as a distinct colony. They were remarkably tolerant of differences of religious opinion, and, as all histories agree, they did not persecute any one for conscience sake. The Puritans were the founders of the Massachusetts Bay colony. They belonged to the Church of England, but after their arrival at Salem determined to form a church organization of their own. They did persecute Quakers and Baptists, and their government, both in matters ecclesiastical and civil, was much more severe and intolerant than that of the Plymouth colony. Probably Bishop Stevens will not repeat his mistake, but other people will continue to make it, for the distinction between Pilgrims and Puritans is one which it seems impossible for persons otherwise decently well informed to understand or remember. —Massachusetts Spy.

Public Opinion on Religion in Public Schools.

— We cannot exclude from the consideration of this question the fact that a very large class of children attending our common schools never enter any Sunday-school, never darken any church door, never hear a word upon any religious duty in their own homes. These children grow up to be citizens of this Republic, having been taught reading, writing, and arithmetic, but nothing about their duty towards God and towards man. Does any man expect, or believe, that those children are going to be upright, honest, well-conducted citizens? The thing is next to impossible. Unhesitatingly, then, do we say this—that religious teaching ought not to be divorced from secular instruction and excluded from our common schools. Human nature is prone enough to do evil. Religious influences, we believe, are absolutely necessary to restrain men from wrong doing. We must have a fearful proportion of crime of the worst class—a beastly yielding to lusts, and passions, and evil dispositions—the perpetration of the most lustful outrages, followed by murders to try and conceal other crimes—if we bring up in our common schools millions of boys and girls destitute of all religious training and perfectly free from a single conscientious scruple about the enacting of the worst deeds of which humanity could be guilty. Lay it down, therefore, as a fixed axiom that the study of the multiplication table, acquiring a knowledge of every rule in the arithmetic, and the mastering of the six books of Euclid, never yet had tendency to make men chaste, or virtuous, or honest, or up right, or honorable. Take away the restraining, and controlling, and governing influences of religion, and you remove the ramparts that protect society from a flow of vice, brutality, beastliness, and crime.—*Commonwealth (New Haven, Conn.)*

— As a matter of absolute justice, either religious schools should be abolished by law, or those who use them should not be taxed for other schools. The State's interference in education is for public good. If the public good is subserved by the education given in religious schools, these must be as good, to the State, as any other schools. If the public good is endangered by religious schools, they should be abolished. But it is admitted that they are as good as any others, for the State says it is optional with citizens to use them or not. Therefore, they are as much public schools as those where no religion is taught; and it is plain injustice to tax the same person for the support of both.—*Boston Pilot.*

— On Nov. 24, the tax collector of Portland, St. John, N. B., seized the carriage of the Bishop of St. John for taxes, and took it away to be sold for taxes. The Bishop offered to pay all the taxes except the school tax, but this was refused. Last year a similar seizure was made. The *St. John Freeman* says:—"In this case the enforcement of the payment of this tax is especially harsh and unjust, because the tax is levied on the schoolhouses built by the Catholics of Portland by their subscriptions for the use of their own children. They are compelled to pay an enormous tax for the support of the Protestant common schools. They subscribe large sums for the erection of schoolhouses and the maintenance of schools to which they can send their children, and the very schoolhouses they build are taken for the support of the common schools, and the carriage of their Bishop is seized and sold for taxes."

— It is not just and fair that I should be taxed for the education of my boy when I cannot send him to the common school for fear his conscience will be perverted, and where he will be taught the things that I abhor. It is not fair to compel the children of a Jew—a citizen like me, a tax-payer like me, a free American citizen like me—it is not right that he should be compelled to pay money so that his child may hear the New Testament read day by day, which he doesn't believe in. It is not right that our substantial Catholic fellow-citizens should be compelled to send their children to schools where the Bible is read, when they do not believe that the Protestant version is the faithful version of God's will. It is not right that they should read their Douai bibles in the common schools and compel us to hear them. Fair play! Fair play! And it is not fair that the majority should dictate to the minority. Our common schools must be secular, and not religious institutions, and only on that ground can the State support them. If they are secular, the State has a right to support them, because in doing so it is preventing its own decline and overthrow. Does this make a godly school? In one sense it does. Special functions being developed, special organs must perform. In the education of the community there is another work to be done; there is church work, and there is school work. We do not take the ground that a child can be educated without religious culture. You must put the child through different institutions. The common school does not undertake to educate the whole man. It educates him as far as is necessary to make a good citizen, and says to the father and to the priest, "You must do the rest." When, therefore, you say that the common school is godless, I say it is godless in precisely the same way that a hatter's shop is godless—the same way that a tailor's shop is godless. Suppose I should have a shop for manufacturing chairs, and a man should come and say, "Do you manufacture Bibles?" "No." "Then you have a godless shop." The spirit of the common schools is not to circulate religious culture, and the school is not godless on that account.—*H. W. Beecher.*

— Relatively to all other religious systems, Christianity is the name of a sect; and, in respect to each other, Protestantism and Catholicism are Christian sects; the Bible, as the record of the Christian system, is a sectarian book, since that system is a sect; and our English Bible, being a Protestant version (as we think it must be, if a correct one), is—as to the Catholics—a sectarian version. To propose to exclude all *sectarian* teaching from the schools, and yet to use the Bible, is simply absurd—a palpable contradition; and the inexorable logic of our whole American system of non-ecclesiastical politics requires that our public schools shall be secular and not religious.—*The Christian Advocate.*

The New-England Journal of Education, for 1876.

IMPORTANT ANNOUNCEMENT.

We take it for granted that our readers will be interested in what we propose to do for **The New-England** for 1876. Its first year has been eminently successful, considering the great depression in all kinds of business, especially in that of newspaper publishing. All that it has been for 1875 it will surely be for 1876. It will not go backward. With a year's experience, we feel better prepared to cater to the needs of our numerous readers, and should be able to give them a better paper than we have done the first year. All the characteristic features of the paper will remain intact, but improved, as far as the best talent procurable will do it. Some changes have been suggested to us, and have been carefully weighed. One of the most interesting features we propose in connection with our paper, is

The Educational Art-Union.

Forty years ago there was established in England the "ART-UNION OF LONDON." Its object was "to promote the knowledge and love of the Fine Arts." It has given to each of its subscribers for the year a copy of a fine steel engraving of some celebrated painting or work of art, the real value of which has generally been many times the cost of subscription. These engravings could not be procured at any price by any except subscribers, and are now held by them at a premium. For example: We wished to procure "THE SMILE" and "THE FROWN," published in 1850 at the cost to subscribers of $5.00. We found that such could only be obtained to-day by paying $24. The expense of any print is principally the artist's work of engraving the plate. After the plate is made, impressions can be taken at a small cost. The engraving of the plates of many of the pictures of the London Art-Union have cost from $5,000 to $10,000 each. If only 500 or 1,000 prints were needed, the cost of engraving, divided among so few, would put the price beyond the reach of any except the most wealthy. Dividing the cost among 10,000 subscribers, it was but a trifle for each.

EVERY SUBSCRIBER THE RECIPIENT OF AN ART-UNION GIFT.

Taking a hint from the working of this London Society, we decided to form an **Art-Union among our Subscribers.** In looking over the cost of publishing, we decided that we could make no reduction on o ur subscription price, unless **our list could be doubled, and each subscription paid strictly in advance.** The deduction we then could make would be sufficient in the aggregate to procure **the engraving of two fine Portraits of Eminent Educators,** and to present to each subscriber a copy, which, as prints are sold, will be worth at least $3.50 each. Believing that at least 5,000 of our present subscribers would enter heartily into a project to double our list, and secure these works of art, we have gone forward, and are now having engraved on stone

TWO PORTRAITS:

HORACE MANN AND EMMA WILLARD.

These two portraits are executed in crayon-lithography, by J. E. BAKER, the distinguished artist, who produced the fine picture of Longfellow for the *Atlantic Monthly* for 1876. As works of art in crayon-lithography, they will be all that money and the best talent can procure, and will be an ornament to any school or drawing-room.

METHOD OF OBTAINING THE ART-UNION PICTURES.

We believe, if any should be favored, it is those who are already subscribers, and have helped to sustain the journal during its first year. We, therefore, shall make a discrimination in their favor, that they may nave every advantage to secure both pictures.

To secure one Portrait.—Every one now a subscriber can become a member of the Educational Art-Union, and secure either of these portraits he may prefer, and have it sent to his address, postage prepaid, by us, by renewing his subscription to this journal for 1876, and remitting $3.00, so as to reach us on or before Jan. 1, 1876. **This condition of strict payment in advance will be rigidly observed.** No one renewing after his subscription has expired will receive the benefit of the Art-Union.

Any whose subscriptions are in arrears must pay up to Jan. 1, and then renew for a year, to secure either portrait.

Any who have paid into 1876 can secure either portrait by renewing for one year any time before their subscriptions expire, or by sending a new subscriber.

To secure both Portraits.—Any who are now subscribers can secure both portraits by renewing first their own subscriptions, as stated above, and sending in addition a NEW subscriber for 1876; or they can secure both by renewing their own for two years, and remitting $6.00.

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☞ These portraits will be ready for delivery Jan. 1, and will be sent by us post-paid. All orders will be filled in the order they are received. Those renewing first will receive their pictures first.

CHANGE OF SUBSCRIPTION PRICE.

Hereafter the subscription price will be $3.20 per year, the extra 20 cents being for prepayment of postage. **To every one paying strictly in advance we shall deduct the 20 cents,** prepaying the postage ourselves.

☞ The JOURNAL will be sent to every one until ordered to be discontinued, and, if in arrears, all arrearages are paid. Should any wish a discontinuance, they will please write us by postal card, a fortnight before their subscription expires.

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We have decided for 1876 to give no club rates whatever—one invariable price to all. Any desiring to secure other periodicals through us can do so at the prices named below. Any who secured clubs for us in 1875 will receive our special terms by communicating with us by letter.

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2.50	St. Nicholas,	5.50	5.00	Popular Science Monthly,	7.10
8.00	Littell,	9.75	4.00	Appleton's Journal,	6.30
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6.00	North American Review,	8.10	1.50	Boston Journal of Chemistry,	3.75
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4.00	Harper's Monthly,	6.35	2.00	Wide Awake,	4.60
4.00	Harper's Weekly,	6.35	2.00	Peterson's,	4.60
1.50	Pennsylvania School Journal,	4.10	3.00	Godey's,	5.50

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Boston, Mass., Dec. 11, 1875.

WE have to announce to our readers the great satisfaction we have in the union of *The Kindergarten Messenger* with THE NEW-ENGLAND, on and after Jan. 1, 1876. Miss Peabody has edited and published this monthly magazine, in the interest of Froebel's methods of child-training, with great vigor, interest, and success for three years, and under the new management, she will still continue as the editor of *The Kindergarten Messenger*, occupying a full page, weekly, in our columns. To thousands who are engaged in home and primary school instruction, we know that we cannot make a more welcome announcement than the above, and we trust that the former readers of *The Kindergarten Messenger*, and THE NEW-ENGLAND, will mutually find an increase of their sources of delightful improvement, by the larger scope and value which shall be given to the reading columns of the *new* NEW-ENGLAND. The price of *The Messenger* was $1.00 per year. For 1876, we shall give to our readers as much matter on Kindergarten culture as that magazine published in one year; and *sixteen* times more in other departments of instruction, and all for $3.00 per year.

We are now prepared to furnish healthy instruction to all grades of educators, and as the representatives of the American system of education in all its component parts, and in all its varied phases of development, we shall endeavor to fulfill our trust as faithfully as thought and strength will allow.

PRESIDENT GRANT speaks again upon the school question, and this time in the official message to Congress and the country. In this he follows no precedent, for the subject has not attracted the attention of former presidents in their public utterances, except in the most general way. He will not be judged as meddling with frivolous questions, or as departing from the proper functions of the executive of the nation, in calling attention to a question which now deeply agitates the country, and which has become the living issue of the hour, namely, the demand to brake up our common-school system by a division of the public funds for school purposes. The President, after setting forth the importance of a general diffusion of knowledge in a republican government, as a means of preserving it, recommends,—First: That the States shall be required to afford the opportunity of a good common-school education to every child within their limits. Second: No sectarian tenets shall ever be taught in any school, supported in whole or part by the State, nation, or by the proceeds of any tax levied upon any community. Make education compulsory so far as to deprive all persons who cannot read and write from becoming voters after the year 1890; disfranchising none whatever on grounds of illiteracy who may be voters at the time this amendment takes effect. In order to secure these privileges to the future citizens of the country, he suggests that a constitutional amendment be submitted to the legislatures of the several States for ratification, making it the duty of the several States to establish and forever maintain free public schools adequate to the education of all the children, in the rudimentary branches, within their respective limits, irrespective of sex, color, birthplace, or religion; forbidding the teaching in said schools of religious, atheistic, or pagan tenets, and prohibiting the granting of any school funds or school taxes, or any part thereof, either by legislative, municipal, or other authority, for the benefit, or in aid, directly or indirectly, of any religious sect or denomination, or in aid, or for the benefit, of any other object of any nature or kind whatever.

The clearly defined position of the President will, undoubtedly, arouse bitter opposition, both of a sectarian and partisan character, but it will be a matter of logical sequence to conclude that what has been adopted in State constitutions, with such large majorities, may also be introduced into the national constitution, with reference to all national legislation or appropriations for public education, as the proposed amendment is a part of nearly every State constitution.

Is recklessness, as well as foolishness, wrapped up in the heart of children and youth? It certainly was not very closely concealed from observation, in the actions of a class of boys on a railroad train on which we were riding last week. The boys were on the platform, although a printed order declared that passengers were not allowed to ride on the platform of the car. Either the boys were not passengers, or the carriages were not intended for boys: for, at any rate, and at all hazards, the boys persisted in riding on the outside of the car. The officers spoke politely to the outsiders to go in, but they did not use force to enforce their request. The boys remained on the platform, and, in the absence of conductor and brakeman, were bent on boyish sport and mischief. Before the train stopped they jumped off the cars to the platforms of the stations, and jumped on after the train had gained a considerable headway; and all this in utter disregard of a rule posted in the cars warning passengers concerning danger from accidents while the train was in motion. Some one will say, the officers of the road were in fault in not enforcing the rules of the road. Possibly, but they cannot be omnipresent to watch the behavior of persons on all parts of the train, especially on crowded trains, and where there are no officers especially to attend to such business.

Only a few days ago, a bright young fellow going to Boston to school, riding on the platform of a train, was thrown from his footing, under the cars, and was killed. Were the officers in fault? No. For had the lad been where safety required him to be, he would have been safe from such an accident. We refer to this matter to call the attention of parents, teachers, and school officers to the importance of teaching children, at home and at school, the principles of personal care and caution, and the manliness there is in the avoiding risky and dangerous courses.

The boy should be taught that it is not in reality "a smart thing" to see how near he can approach danger and not be hurt. True courage avoids unnecessary harms, but is as bold as a lion in the presence of real trouble. Let your next lesson to your pupils, be they young or old, relate to their conduct on public thoroughfares, the true spirit which should govern their conduct towards, and in the presence of their superiors, and especially officials, and the safe way along the dangerous paths of life.

IT was an honor to THE NEW-ENGLAND to enroll as our first subscriber, the name of George. B. Emerson, LL.D., of Boston, and his name heads a long catalogue of educators, each one of whom has reason to be proud of their leader in such an enterprise. Dr. Emerson, though venerable in years and in experience, is very young in thought and feeling, and as he was the first to endorse our undertaking with his autograph letter and the *quid pro quo*, so now he reëndorses it with a triple investment; an example, which we would fain have all his followers mark, ponder, and outwardly follow. We are not quite over the surprisingly good feeling which the Doctor's letter has so unexpectedly awakened, and will give it to our readers, yet fresh from his pen, that its inspiration may gladden their hearts as well as ours. In preparing to make a glad new year, 1876, for their many friends, our patrons will not forget the editor and publisher, who will heartily return to them, New Years or Christmas greetings, with our splendid pictures of Mann and Willard. Dr. Emerson comes first, and all our readers will cheerfully grant him the place of honor. Here is his letter:

3 PEMBERTON SQ., BOSTON, Dec. 6, 1875.

To the Editor of The New-England:

MY DEAR SIR:—I have been exceedingly well pleased in looking over what you have done in the JOURNAL OF EDUCATION in its first year. You more than fulfill my expectations and hopes when I first subscribed, and you fill me with higher expectations for the year to come. I can ask nothing better for the JOURNAL, than that it shall be kept up to the high standard which you yourself have raised. I send you ten dollars ($10.00), which I hope will pay for the JOURNAL for myself another year, and two other persons named below.

With best wishes, yours respectfully and truly,

GEO. B. EMERSON.

THE great question now agitating the European as well as the American mind is that of the religious or secular character of school education. On the one side, the church party claims that religion should be taught in all grades and classes of schools;—on the other, a strong and increasing sentiment demands that the school shall teach only secular subjects, and that religion shall be confined to the instructions of the home and the church. As the school is the outgrowth of the church, and has always enjoyed its fostering care and support, it is natural that the church lay claim to special prerogatives in the matter of child education. This position was easily maintained when the church was a unit, and when sects agreed as to a common interest in this matter. The multiplication of creeds and the commingling of sects in every nationality, and the uprising of antagonistic views as to religious teaching, has led to the introduction of the new principle, that the common school is of the people, and belongs to the people, and that nothing should be taught therein that does not accord with the universally accepted precepts of society. The extent of this religious instruction has varied in different countries and with differing religions. The Mohammedan makes the Koran *the text-book* of his children, and a limited education covers only the reading and study of the sacred books of Islam. The Roman Catholic teaches the distinctive tenets of his faith to every child in his school career, while the Protestant recognizes the Bible as a text-book of the school, and requires its daily reading as a proper part of the school exercises. The Jew does not object to the Books of Moses and the Prophets, but forbids his child to read the New Testament, as a book full of false teachings, while irreligionists of all names are opposed to the teachings of the Christian's Bible. Wherever a national religion is sustained by law, there from necessity the faith of the people will be reflected not only in their laws, but in the institutions for educating the people, and especially in the lower grades of school where the larger portion of these children obtain their rudimentary training. Church and State united have but little difficulty with questions of religious and secular instruction.

Under a government like ours, where nothing can enter into the common work of our institutions that is not found in the text or genius of our organic law, the

case is quite different, and those who are free in all religious concernments, so far as the claims of the government extend, are equally free with reference to all questions relating to education, or to personal pursuits. The founders of the American States were wisely directed, when they made the Constitutions of the several States the safeguards of individual rights in all things that relate to life, liberty, and the pursuit of happiness. And as they avoided the dangers of a State religion, they also avoided the questions of sectarian argument concerning the character and working of the institutions which should spring up for the support of society. Now as the State has no right to establish any religious faith, it certainly is a secular institution in itself. It can command order, and personal security,—it can encourage progress in art, science, literature; but it cannot touch soul-liberty, nor add to nor take from the individual's personal responsibily to a higher power. As the State is secular in its origin and nature, and while its protecting arm is ever stretched out over secular and religious institutions alike, it can, through its own proper functions, establish and sustain only those adjuncts which are purely secular in their character.

The free school is one of these adjuncts, not, as formerly, the outgrowth of the Church, and beholden to her for paternity and support, but now the child of the State, and the representation of its citizenship. Barsdow, the first reformer of national education in Germany, established this one great principle, and it has remained firmly established in the German mind ever since—that national education is a national duty, that national education is a sacred duty, and that to leave national education to chance, church, or charity is a national sin. Another principle, which followed, in fact, as a matter of course, as soon as the first principle was granted, was this — that in national schools, in schools supported by the nation at large, you can only teach that on which all agreed; hence, when children belong to different sects, you cannot teach theology. However irresistible the argument was, the opposition which it aroused was terrific. Barsdow thought for a time that he could frame a kind of diluted religion which should give no offence to any one of the Christian sects, not even to Jews, or Mohammedans, but in that attempt he naturally failed.

None will claim that the State has the right to legislate upon the Sacred Books which shall be taught and read by the people, for, in so doing, it establishes a censorship over men's religious teachings and convictions, and its legislation will likely run counter to the honest convictions of those, whose opinions are not only worthy of respect, but must be respected. None will claim that a tax could be levied upon the property of the State to teach any version of religious truth. The State has, and can have, nothing to do with these matters. Whence then the theory of religious instruction in the public schools of a free, secular State? From no other source nor authority than the mutual consent of the parties interested, and that in a condition of society so homogenous and unified as to admit of no differences of opinion upon that point. The State may demand that a code of morals shall be taught in the schools, but it has no right to define the textbook by which it shall be taught. Such matters belong rightfully to the local authorities, and if, in their judgment, the Bible is so regarded, not by a majority only, but universally in a community or in communities, this book then becomes the standard to be substituted, if the community changes its sentiment, for any other textbook which may be demanded by the majority, where universal assent must be obtained, to secure such adoption.

— The late Hiram Powers, it is known, had been requested to execute for the State of Vermont a statue of Senator Collamer, to be placed in the Capitol at Washington. Preston Powers, the son of the lamented sculptor, is about to undertake the fulfillment of the order.

CENTENNIAL DEPARTMENT.

RHODE ISLAND.

In order that educators in all parts of the country may be informed of the active movements in behalf of education, to be represented at Philadelphia, we are desirous of making our columns as valuable as possible in this regard, and we solicit, from all interested, such facts, documents, and reports as may come to the notice of our readers in any part of the country. The Board of Education of Rhode Island have prepared a circular letter, in which are set forth the general and special advantages of a State educational exhibit. The details of the Rhode Island exhibit will be understood by the following extracts from that paper.

The scheme adopted by the board divides the whole Exhibition into three groups or classes, viz.:—I. Historical and Statistical; II. School Work; III. School Houses. Under the first topic will be included the history of the State system and its present condition; local histories of each city and town so far as it is possible to obtain them; accounts of the origin and growth of the various academies and secondary schools; the history of Brown University; of the Normal School; of all incorporated libraries; and, lastly, accounts of various societies and organizations that have for their object the diffusion of knowledge and the development of the intellectual and material welfare of the community. This department will be most valuable, if it is developed with the fullness of which it is capable. Many of our towns are rich in local incidents calculated to shed light on the problem of education; and the result of all these individual efforts, when thus brought together, will be considered as our richest legacy to future generations.

The second class will be devoted to a representation of the actual work of the schools. The difficulties lying in the way of such an exhibit as shall do full and exact justice, both to the schools as a whole, and to the individual school and scholar, are not overlooked or under-estimated. Yet the fact remains that here will the interest largely center, and here will the test of success or failure be most commonly applied. The board, therefore, confidently appeal to teachers and pupils to second them in their efforts to do justice to the name and fame of their State. Prominent among the materials of this group will be specimens of drawing,—free-hand, inventive, architectural, industrial, and map. Penmanship will occupy no mean place in such a display. Examination papers of all grades and in all departments of study will afford opportunity for an exhibition, both of methods of teaching and extent of acquirement. Original compositions will serve as excellent criteria of the character of the training and the education given in our schools. The ingenious and wide-awake teacher will readily devise other ways and means of setting forth the nature and style of his own work and that of his pupils.

Under the head of School Houses, there is opportunity for Rhode Island to do herself great credit. During the past ten or fifteen years all sections of the State have witnessed such an advance in the nature of the accommodations furnished for our schools, as to command general attention, and to demonstrate that no interests have a stronger hold on the hearts of the people than her public schools. No part of the Exhibition will so readily impress the eye of the visitor as that pertaining to school buildings, both in their external and internal appearance and arrangement. Therefore each city and town, provided with new and improved buildings, should, either by model or by photograph, show the character and style of its school houses. All peculiarities of internal arrangement, heating, and ventilation, should be illustrated in the same way. Under this head also will be included all improvements in furniture, apparatus, and furnishings of any kind which are local in their origin or manufacture.

SCHEME OF THE EDUCATIONAL EXHIBIT OF RHODE ISLAND AT THE INTERNATIONAL EXHIBITION AT PHILADELPHIA, 1876.

I. Historical and Statistical.

1. A history of the growth and development of the Public School System of the State.
2. A statement explanatory of the present system.
3. State, city, and town reports.
4. Historical accounts of the schools of the different cities and towns.
5. " " and catalogue of Normal School.
6. " " catalogues of all Acad. and Sec. Schools.
7. " " " " Brown University.
8. " " " " all Libraries.
9. " " proceedings of all His., Scien., and Lit. Societies.
10. The Rhode Island Schoolmaster.
11. A School Map.

II. School Work.

1. Drawings of all kinds.
2. Penmanship.
3. Examination Papers.
4. Original Compositions.
5. Any exercises calculated to show the nature and style of teacher's and pupil's work.

III. School Houses.

1. Models.
2. Photographs.
3. Drawings.
4. Models of Heating and Ventilation.
5. School Furniture and Apparatus.

MASSACHUSETTS.

The Committee of School Superintendents held a meeting a few days since, at the office of the Hon. John D. Philbrick, with reference to Centennial work, and it was decided that "all work intended for the Exhibition must be sent to Boston by the 4th of March, 1876." A committee will be appointed to examine work thus sent, and to select such specimens as will give the greatest variety, and be most worthy of exhibition, in the space allotted. It was decided also to exhibit the work in Boston previous to sending it to Philadelphia, probably in connection with the State exhibition of Drawing. The paper for school exercises, with the exception of map-drawing and penmanship, will be of uniform size and ruling. Specimens may be obtained at the office of the agent, and we understand that A. Mudge & Son, School street, are prepared to fill orders for it to any amount. We hope teachers will begin immediately, and it will aid very much in producing creditable work if, in practicing, it is done according to required forms.

SCHOLARS' WORK AT THE CENTENNIAL.

This is undoubtedly the most difficult part of our school system to *exhibit* satisfactorily, since so many of the educational processes "come without observation," and are incapable of perfect graphic representation. Most of our recitations, however, may be more or less perfectly exhibited in a written form and in such a manner as to show to *experts* who can read between the lines, and by whom these exercises will be most carefully examined, more than would be obvious to the general observer. In preparing these papers, it is desirable that teachers should conform strictly to the requirements, which are understood to be essentially these: On paper of the prescribed size, namely, on a page 8 × 10 inches, with seven-eighths of an inch for binding, and seven-sixteenths outer margin; when bound, it should be plainly, in volumes of moderate thickness.

We take, also, the following paragraph from a circular issued by the Bureau of Education:

"It is essential that each exhibit should be just what it purports to be, and each collection of papers bound up together, or in any way arranged in a set, and each separate individual paper or production should carry on its face a distinct indication of the facts as to its execution necessary to judge of its merits: such as the grade or kind of institution or school; the class in the institution or school; whether a first draught or a copy; time allowed; age and sex of pupils doing the work; whether selected specimens or work of entire class; whether a general examination, an exercise in review, or a regular lesson, with usual time of preparation; date of the performance; whether a copy or an original design; in drawing, whether from flat or round; whether done with reference to the exhibition, or taken from ordinary routine work; the county and State, with the town or city. It is obvious that productions, without the indication of the essential facts as to their execution, have little or no value for purposes of comparison, and therefore for the purposes of an instructive exhibition."

TENNESSEE.

Hon. Leon Trousdale, State Superintendent of Instruction, has issued a circular to the school officers and teachers of the State, setting forth the work to be done, and the parties by whom it is to be done. The following institutions may properly be expected to make an exhibit:—1. Public ungraded schools, as may have made such proficiency as they shall deem may be creditably exhibited; 2. Graded schools, including all Peabody schools; 3. City schools; 4. Universities and colleges; 5. Professional schools; 6. Schools of the Blind and of the Deaf and Dumb; 7. Kindergarten schools. Although Tennessee has but recently adopted a general system of public instruction, and on this account is quite unprepared to make a full display of educational material or statistics, she has, without doubt, much that will be valuable in the general exhibit, to show the actual as well as the possible in her school enterprise. A committee of superintendents and teachers recommend as follows to their associates:

1. That county and city superintendents, school directors and teachers, and the faculties of institutions of learning generally, be earnestly requested to prepare educational material for exhibition at the National Centennial Exposition, in accordance with the rules and directions hereinafter given, and that they forward said material to the State Superintendent at Nashville, to be sent by him to the said exposition.

2. That said school officers and teachers shall proceed, by collecting 5 cents from each pupil and 25 cents from each teacher, or by such other plan as may be thought most judicious in their respective localities, to raise the necessary funds for paying freight and other expenses on such shipments to this point, and from here to their final destination.

3. The different school products to be exhibited shall consist of drawings, and views of buildings and school grounds, school reports and blanks, and the work of pupils, which shall be prepared under the following rules:

1. Plans and views of school buildings and grounds shall be prepared in portfolios, lettered with the designation of the State, county, city, or town, and the name of school or institution, and accompanied with the description of peculiar features, cost of erection, material, architect, capacity, etc.

2. From 50 to 100 copies of local school reports should be forwarded, with copies of other educational documents, school blanks, etc. The State Superintendent of Public Instruction is hereby requested to embody in his annual report, all matters of interest in the historical and statistical status of institutions of learning in the State, both public and private; and, with a view to his doing this effectually, the directors and managers of said institutions are urged to communicate to him all such facts, without delay.

3. At a written examination, to be held in the schools in the month of January, five questions shall be presented on each of the branches of study pursued, which shall be reproduced, with answers, in good style, by the pupils, on paper of the ordinary letter size; and five of the best papers prepared in each branch by the different classes shall be selected and clasped together without folding, the papers on each branch to be arranged together in the same parcel, and all of the clasps thus formed in each school shall be bound together in such style as may make them convenient for reference and examination.

4. During the same month specimens of map drawing and free-hand drawing shall be prepared by the pupils on sheets of paper as nearly as practicable 10 x 12 inches, from which the best five shall be chosen and disposed of in the same manner as those above.

5. Any paintings (unframed) or other ornamental work, banners, etc., suitable for shipping conveniently, may be prepared at same time by the pupils, and banners showing briefly educational status of schools, may be prepared by the different localities, district, town, city, county, or State.

6. Such products shall be plainly marked, so as to easily determine the school, and locality from which they come, and shall be securely packed in a neat box, and forwarded prepaid to Superintendent Trousdale, at furthest by the 15th day of next February, with an approximate amount to pay freight on them to Philadelphia.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

The Graduates.

[A dramatic scene for school exhibition.]

BY EMILY SHAW FORMAN.

PERSONS REPRESENTED.—KATE, *one of the older girls.* ROSE, *a gay girl who can dance.* CLARA, *a singer.* LILLIE, *a poet.* GRACE, *a girl of dramatic ability.* LOUISE, *a girl of humorous power.* LUCY, *a quiet girl.* MILLY, *the largest in the class. Others for chorus, song, etc. A* FAIRY.

TIME — *Graduating Day.* PLACE — *A Schoolroom. Enter the Class, the* FAIRY *concealed from view.*

Kate.—Well, girls, the longed-for, dreaded day has come at last; to-day we graduate!

Louise.—Yes, as my good old Aunt Sally said to me this morning, "To-day you're agoin' to gradooate!"

Several together.—Longed for?

Several others.—Dreaded?

Kate.—Yes, both. Who does not long for independence—"Life, liberty, and the pursuit of happiness"?

Several together. (*With fervor.*)—"Independence now, and Indepence forever!"

Grace. (*Dramatically.*)—"But as for me, give me liberty, or give me death!"

Kate.—And yet do we not all *dread* the day of parting, the breaking of school ties, the plunge into the great untried world, the—

Rose.—O Kitty, pray don,t be sentimental, for we shall all cry if you go on in that way; and, however lovely rosy cheeks and cherry lips may be, certainly scarlet eyelids and ruby noses are unbecoming as decorations.

Grace.—Yes, beauty in distress is a humbug of the novelists. What is it, interpreted into the actual? Listen a moment while I improvise. (*Sentimentally.*) "As Alphonse gazed tenderly upon her, she burst into a flood of tears; *never* had she appeared so lovely as at that moment. A deep flush, most like the rich crimson that burns in the heart of a red, *red* rose, mounted to the very bridge of her exquisite Grecian nose, while a slender thread of scarlet shot along her fringed eyelids, making the lovely blue of her clear, deep eyes bluer than ever, from the brilliant contrast."

Several together.—Ha! ha! ha! ha!

Louise.—She wouldn't have suited my Aunt Sally a bit. She always says, "I don't want no snivellin' gals round me."

Several together.—Ha! ha! ha! ha!

Kate.—There seems to be no danger of making you *cry* at present, and for my own part, I would much rather make you laugh; but I have been thinking of the hopes and expectations that crowd our hearts to-day, and of the bright world that "lies before us, where to choose,"—and I have been wondering what we should all wish for, if we could, by wishing, decide each her own lot in life. Come, girls, let us be frank about it. Milly, you are brave; be the first to put on the wishing-cap and speak out.

Milly.—Put on a *fool's* cap, you mean. No, no, the wishing-cap is an obsolete style of head-dress, belonging to a past age; it went out with fairies, dragons, enchanted beauties, and other rubbish.

Lillie.—O, not rubbish. Do spare us at least the fairies!

Rose.—Imagine the fairy of the nineteenth century! What would she be like? A creature robed in a water-proof and shod with rubber boots, with eye-glasses on nose, and for a wand—what shall I say?

Milly.—The staff of office, perhaps.

Rose.—In the presence of such an apparition, who could have the courage to utter a wish!

Louise.—Like the woman in the German fairy-tale, with a yard of black pudding on the end of her nose, there would be nothing left for us to wish but to wish it away.

Lillie.—Well, it is true that this is a prosaic age, but for my part I cling to my old faith in fairy-land.

Lucy.—Yes, Lillie, you are a poet, and have a right of inheritance in the realms of Titania. Perhaps, at *your* gentle bidding, some sprite would spring up, even *here* and *now*, to listen to our wishes and speed their fulfillment. Can you "call spirits from the vasty deep."

Lillie.—I'll try.

Louise.—"But *will they come?*"

Grace.—Do it in mystic and witch-like fashion, Lillie.

Lillie. (*Slowly and impressively.*)—

Thrice three are nine, and I am thine!
O, fair and fine, half-human, half-divine!
Into this group, will you now stoop
To come at call of mine?

Several together.—Hark! Hush! Listen!

When all is still, a FAIRY *suddenly appears. She is dressed in white, with long, flowing white veil over head and face, floating hair, and carries a wand in her hand. Attached to the wand is a small white flag, with the motto "Be True" inscribed upon it. At first, the flag is rolled around the wand, and tied with a white ribbon that can easily be slipped off. At the appearance of the* FAIRY, *all except* LILLIE *start back in attitudes of surprise.*

Several together.—Oh! Why! Well done!

Louise.—"What upon airth!" as Aunt Sally says.

Lillie. (*To* FAIRY.)—May I ask your name?

Fairy.—I am a fairy of the nineteenth century.

Milly. (*Looking at the Fairy's feet.*) — Where are the rubber boots?

Fairy.—It *boots not.*

Milly.—And the water-proof.

Fairy.—*Proof* you shall have, in time.

Lillie.—And your name?

Fairy. — You shall know it before we part; but first your wishes. Speak freely, believe in me, and they shall be granted. (*To Lillie.*) What would you have?

Lillie. (*After a short pause.*) — Good Fairy, who you are, or whence you came,

I know not; but whatever be the name
To which you answer, when in fairy-land,
Titania summons swift her elfin-band,
Here, in our midst, you wear a brow so clear,
An air so gracious, manners so sincere,
My heart renounces all her wonted fear,
And gives at once her full allegiance here.
(*Kneeling at the Fairy's feet and kissing her hand.*)
Then, since I may my dearest wish impart,
Some touch, I pray you, of the *poet's* art;
The poet's ear, that hears in meadow brooks
Songs sweeter than were ever writ in books;
The poet's eye, that at a glance espies
The hidden beauty that in all things lies;
The poet's touch, that transforms common things;
The poet's tongue, that all this beauty sings;
O, grant me these, if I am not too bold;
Good fairy, I should prize them more than gold.

Milly. (*Aside.*)—That was well done—wasn't it?

Louise. — Yes, indeed; she's what aunt Sally would call a "fust-rate hand at speakin' pieces."

Fairy.—The poet's art within the soul has birth,
Heaven-born, Heaven-sent, it makes a heaven on earth.
If in your soul the germ enfolded lies,
Bestow on it your noblest energies;
Under my banner march, to me be true,
(*She unfurls the flag and points to the motto.*)
And keep your *art* and not *yourself* in view,
And all you ask I freely promise you.

(*Turning to Grace.*—What wish lies nearest to your heart?

Grace. (*With enthusiasm.*)— O, I should like above all things to be an actress—to breathe life into the poet's words; to make the still, cold figures pressed upon the printed page alive with look and action; to walk the stage a queen; to move crowds at will to tears or laughter; to be taken out of myself and, forgetting my own petty cares and vexations, to live, for a few golden hours at least, an exalted, heroic life! Kind Fairy help me to fulfill this wish!

Fairy.—A noble work, dear girl, if nobly done;
I trust your laurels may be fairly won.
Potent for good or harm in every age,
A king *indeed* is he who rules the stage.
But would you prosper in your chosen art,
O wear my motto graven on your heart;
A precious talisman 'twill prove to you;
In *word*, in *look*, in *tone*, in *act*, *be true.*
(*Pointing to the motto on the flag.*)

Lucy.—Do give us a scene, Grace!

Several.—O, yes do, do!

Clara.—Give us (*naming some short piece or passage either tragic or pathetic.*)

Grace. (*Recites the piece suggested.*)

Several together.—Brava! Brava! Bravissima! (*Clapping their hands.*)

Louise. — Do let us have one more piece: something comic to "raise our sperrits," or I'm afraid we shall all "bust out cryin'," as Aunt Sally says.

Grace. (*Recites some humorous selections.*)

Several together.—Capital! Capital! Ha! ha! ha! ha!

Fairy. (*To Rose.*)—Within the Rose's heart
Some sweet wish lies apart:
Unfold it to my ear!
Fear not, let it appear!

Rose. — I'm sure there's no poetry in me, unless it be the poetry of motion; nor could I ever queen it on the stage, like Grace; but I do like a witching waltz to the melting music of Strauss. (*She twirls round a little, humming a waltz.*) I enjoy balls and parties, beautiful toilets, lovely flowers, gay music, bright faces, and glad hearts. Make me a leader of society, sweet Fairy.

Fairy.—Even in that sphere you can do brave work, if you will but cling to my standard. (*To Clara.*) What shall I do for you, dear child?

Clara.—Of all good gifts, give me the gift of *song.*

Fairy.—To you, henceforth, its wondrous joys belong.

Kate.—Give us a taste, Clara!

Several together.—Yes, yes, sing us a song!

Rose. — Let us now have the honor of attending your first private rehearsal.

Clara. (*Sings some favorite song.*)

Louise.—I declare! that gal sings "jiss like a martingale," as dear old aunt Sally would say.

Several together.—Excellent! Splendid!

Milly.—Pray don't forget to send us notice, Clara, when you are to make you *début.*

Fairy.—Here's modest Lucy has'nt named her wish.

Lucy.—*The wish*, at least, is modest, for these times. I feel no lofty ambition stirring within me. I shall never "speak in public on the stage," nor move the world to mirth or madness. I am so old-fashioned as to believe that a woman's brightest sphere is home. Grant me, I pray thee, the power to make home happy.

Louise.— A good sensible gal, desarvin' a likely husband—Aunt Sally would say,

Fairy. (*To Lucy.*)—Your modest wish holds much within its bound;
In home the purest happiness is found.
Yet from its centre life and warmth may speed,
To comfort some poor soul in direst need.

(*To Kate.*)—Now, Kitty, shall we hear your wish?

Kate.—The ——— school has done much for me. I would like to do something creditable to the ——— school. Pray give me strength and courage to *teach as well as I have been taught.*

Louise. (*Interrupting.*) — O, Kitty, you ought to have heard what aunt Sally said to me this morning. "Lo-i-zy," said she, "whatever you be, Lo-i-zy, don't for marcy's sake, be a country school-marm, a tryin' to teach the young idees how to aim straight!"

Fairy.—More blessed 'tis to give than to receive,
Said the Great Teacher. Let all teachers weave
This thread of gold into their daily life;
'Twill keep their hearts from sinking, calm the strife
Of rising passions, give the mind control,
And lift to heavenly heights the weary soul.
Write it upon the tablets of your heart,
Dear girl, if you would act the teacher's part!

(*To Milly.*)—Well, Milly, last of all we turn to you;
Last, but not *least*, this time is strictly true.

Milly. (*With vigor and emphasis.*)—I believe the deepest desire of my heart is to benefit my fellow-*women.* The world has for many centuries, devoted its best energies to the improvement of our fellow-*men*, while women have been left wholly out of the question — treated as dolls, slaves, or idiots, according to the caprice of the stronger sex. The war of *color* is ended; the war of *sex* is begun. The black man has his rights; it is high time for woman to have hers. I confess it stirs my blood to think that even in the matter of *education*, men stand ready — yes, and *prominent ones* too—to oppose us on the ground of sex, to attempt to prove that God never meant that women should have a college education! I declare—I should like to know—

Louise. (*Interrupting.*) — Isn't she what aunt Sally calls a hen's rights hen?

Lucy.—What about Abby Smith's cows, Milly?

Milly. — What, indeed! Why, Abby Smith and her sister — (*Getting more excited.*)

Kate.—There, there, Milly; don't get so excited!

Milly.—Well, I will try to calm down; but do let me say that I believe in a good time coming. (*Getting excited again.*)—The sun of the nineteenth century shall not go down before this wrong is righted, this delusion dispelled. (*Still more excited.*) — I hope I shall live long enough to see a class of girls like this graduate from Harvard College.

Several together. — Three cheers for the girl-graduates of Harvard!

All the class (*except the Fairy.*)—'Rah! 'rah! 'rah!

Kate.—Three cheers for their noble advocate.

All. (*As before.*)—'Rah! 'rah! 'rah!

Milly. (*Bowing first to the class, and then to the Fairy.*) — So, kind Fairy, I pray you "Write *me* as one who loves her fellow-*women.*"

Fairy. (*To Milly.*) — You, more than all the rest, have need of me;
For, know me now by name—*Sincerity.*
Who works *without* me finds his work in vain,
Who works *with* me will what he asks obtain.
Without me, if obtained 'tis little worth;
With me the wish is granted at its birth.

(*To all the class.*) — Dear girls, you have revealed your hearts to me,
Moved by the *spirit of sincerity.*
If for *I would*, you will but say *I will*,
In *doing*, not in *wishing*, show your skill,
All you have asked you surely may obtain,
And I shall know my mission not in vain.
Where'er you go let me walk by your side,
And be your inspiration, friend, and guide!

Clara.—Let us join hands, and pledge ourselves anew,
Whate'er our lot in life, we will *be true;*
True to each other, true unto ourselves,
And true to this, the truest of all elves!

(*All the class join hands, two and two, and march behind the Fairy, who leads off slowly, while they sing the following song:*)

SONG.

1. Now hand in hand,
A loving band,
We follow thee,
Sincerity!

2. Sweetest of elves,
We pledge ourselves
To thee, to thee,
Sincerity.

3. Now heart to heart,
Before we part,
We vow to thee,
Sincerity!

4. Whate'er we do,
We will be true
To thee, to thee,
Sincerity.

[*Exeunt omnes.*

— From "Oliver Optic's Magazine," with author's permission.

Notes and Correspondence.

Letter from a New-England Teacher.

To the Editor of The New-England:

I am a subscriber to your excellent journal, and want to express my obligations to you and my fellow-teachers who fill its columns, for I feel already great indebtedness to you for much pleasure derived from its reading, as well as for many valuable suggestions. I am *waiting* for my journal every Saturday morning, and I find great satisfaction in its perusal. It is a hard thing to say how much knowledge we shall put against a dollar (some "fools and blind" can value the question), but there are several numbers each of which has been worth more to me than my subscription fee.

I was surprised, one day, to hear a good fellow-teacher from Worcester say, "Pooh! it doesn't compare with the old *Massachusetts Teacher*. What do I care for so much trash about the school-ma'ams' names and schools, etc., in the little towns of Connecticut or New Hampshire, etc.?" Well, "tastes differ"; some of us are more social than others; some of us feel that a teacher in some little back towns in Vermont—or even "down East"—is a *member of the family*, and we like to see her name, if nothing more, telling us that she is at her post. I turn to the "Department of State(s)" first thing, just as the ladies of (un)certain ages always turn first to the column of "Deaths and Marriages" in the family weekly. Having taught in Maine, New Hampshire, Vermont, and Mass., and thus knowing many of our guild in each State, every number of the JOURNAL brings me news of some one of whom I should otherwise be ignorant. Of course, this does not make me teach a great deal better, but it gives me some pleasure.

But I wanted to speak of another thing, and, if you will allow me, to make a request, or express a want. I believe in progress of the teacher as well as of the pupil; but as I cannot visit much, I must rely upon other sources for information. So I wish we might have more said in the JOURNAL as to methods, and put into such simple language as to be understood by us common teachers. I want to know how our best teachers *do; how* they teach certain things and specific topics, etc. For instance, I have had a class in "Caesar" during three terms; it has been unlike any class I ever had before; it has been a drag, and all the time I have been at my wit's end as to what to do and how to do it. Now, some teacher, or teachers, have had just such a class and hit upon something that won success; and I should be out of trouble if I knew what that "something" was. I did receive great help from an article published in the JOURNAL upon "Latin Composition"; from suggestions obtained from that piece and applied to my class, it helped twenty-five per cent at least.

Miss Brackett's "Hearing Recitations" was good; but I would give more for an example of what she would *actually say* in hearing the class, than for pages of general remarks. "Methods of Teaching History," by Professor Ruggles, comes nearer to it; but *just what* and *how much* would Professor Ruggles,—or better, *did* Professor Ruggles teach in a given term, in a given school, and what are his comments upon that term's work in history? "Dale," in No. 43, is on a good track, and I hope he will run an "accommodation train."

So I wish we might have a department, or column, and teachers would be induced to give their methods and experiences, and programmes of recitations, and what they do in rhetorical exercises,—ways of discipline and modes of government in specific cases; state their difficulties, and ask for advice in particular instances; tell how they keep up interest; — in short, to seek, and to give, that which shall be more practical and less theoretical, and shall help those who, like myself, find themselves often in difficulties, and know no "better way" of getting out of them. Will you please excuse me for taking so much of your time in trying to read what may cause you to smile in pity, and say, with H. G., "Go West, young man." Yours, etc., C.

Grafton, Mass., Nov. 27, 1875.

A Correction.

To the Editor of The New-England:

Allow me, as one of the ten ladies elected County Superintendents in Illinois, to correct a mistake, probably of the printers, in your issue of Nov. 20, 1875. The law in Illinois admitting women to school offices was passed April, 1874, instead of 1834, as Mrs. Cheney gives it. The number of lady County Superintendents elected is 10 instead of 11. Many lady school-directors have also been elected, and are doing good work. Bloomington, the fifth city in size in the State, has a lady as Superintendent of city schools. MARY ALLEN WEST.

Galesburg, Ill., Nov. 29, 1875.

Singular or Plural? — A Reply.

To the Editor of the New-England:

The exception is not well taken in the JOURNAL (page 237), in regard to the sentence, *The crown and glory of life is character.* In many cases the constituent part of thought to be made the basis of a proposition is subject to the speaker's option. Thus, he may say, *Napoleon conquered Italy and Germany;* or, *Germany and Italy were conquered by Napoleon* It can be affirmed with equal truth, *The crown and glory of life is character;* or, *Character is the crown and glory of life;* for there is no definition—no assignment of attributes, but only the declaration of identity. In each case the part placed first is the basis of its proposition by the law of arrangement. Furthermore, the one affirmation may be more appropriate in one connection, and the other in another connection; and this superior fitness depends mainly on the choice of the basis. But whether a superior fitness is discernible or not, the form of the proposition must be allowed its due weight in judging of a speaker's intent. If, however, in the first arrangement, the exigency of the thought determined "character" to be the basis of the proposition, it would not be "the principal subject" among several, but the sole and entire subject.

There may be scores of 'investigators more profound than Richard Grant White can hope ever to be'; and therefore he did well to use the plural form "investigators." I. D.

The Word "Its."

To the Editor of The New-England:

Your correspondent "E. E." is in error about the use of the word *its* in the authorized version of the English Bible. Archbishop Trench, in his "English Past and Present" (Macmillan's Edition, 1870, p. 132), says that in the exemplar edition of the A. V. published in 1611, the text to which "E. E." calls attention (Lev. xxv: 5), was printed — "That which groweth of *it* own accord," and that this usage prevailed for some time. The change to "its" has crept into modern editions of the Bible. Dr. Trench also gives some examples of this use of *it* from Shakespeare, remarking that thirteen instances have been counted. He specifies one from *The Winter's Tale*, III. 2: "The innocent milk in *it* most innocent mouth"; and from *King John*, II. 3: "Go to *it* grandame." Very truly yours, E. F. WEEDEN.

Providence, Nov. 22, 1875.

Foreign Notes.

[From our Special Correspondents.]

AUSTRIA. — The Academy of Sciences of Vienna is investigating a subject which concerns all Europe—the decrease of water in springs, rivers, and water-courses. A circular, accompanied by a very instructive report, has been addressed to the scientific societies of other countries, inviting them to undertake observations with respect to this interesting subject, which in time may yield results of much value. It appears that for a certain number of years, and especially since the practice of felling forests has become so common, a diminution has been noticed in the waters of the Danube and other large rivers, and the Academy draws attention to this fact. The Austrian Engineers and Architects Union have also taken an interest in the question, and have appointed a Hydrostatic Commission to collect facts and report thereon. Two members of the Union have been assigned to each of the following streams: the Danube, the Elbe, and the Rhine, while two others are to investigate the meteorology connected therewith, and the influence that may be exercised by glaciers and Alpine torrents. The matter is considered very urgent, and immediate measures are recommended for the remedy of the threatened evil. They are unanimous in declaring it as their opinion that the principal and primary cause of the disastrous diminution of water is the devastation of the forests; and it may be added that the same cause is believed by many persons, who have studied and observed the facts, to be producing similar results in America.

ITALY.—The official journal of the Italian minister of public instruction gives the following statistics for 1873 and 1874. In 1873 there were 42,178 primary schools, frequented by 1,797,596 scholars, and in 1874 they had increased to 42,920 schools with 1,872,381 scholars, of whom 1,000,020 were boys, to whom instruction was given by 45,596 teachers. In 1874 the total expense of salaries amounted to 19,631,751 lire or francs, and for material 3,408,892 lire, in all 23,040,643 lire, while in 1873 the total expense was 22,520,907 lire. The above shows a small increase in the schools and pupils of the kingdom; but as the average salary of the teachers is only about 430 lire or francs, about $85 per annum, there seems room for an increase thereto.

GERMANY.—In Prussia there are thirty-eight schools of agriculture and rural economy which receive subsidies from the treasury of the State. In 1874 they were attended by 1061 pupils, of whom the parents of 869 were laborers; 59 were foreigners.

LOWER AUSTRIA.—As in preceding years, eight teachers are to be sent by this country to foreign lands to visit educational establishments, receiving each for the expenses thereof a sum of 300 florins.

— The cities of Alsace deserve mention on account of their attention to education, and Mulhouse, the great manufacturing town, is at the head of the list. Of the budget for 1876, a sum of 290,000 mares, a quarter of the whole budget, is devoted to instruction. The guardian or infant schools have 2,600 pupils, the primary schools 5,500, the gymnase (high school) 205, the trades school 216, the superior primary school for girls 360. There are other establishments for ordinary instruction, besides evening and Sunday schools established and supported by manufacturers for the benefit of their work-people. The laboratory at the expense of the Companiè Industrielle, has at present 15 pupils.

— The famous gallery of the Louvre has just received an addition to the art treasures, of six busts of the finest white marble, recently discovered in Africa. They are apparently many centuries old, and yet look as fresh as if recently executed, and represent the first six Roman Emperors.

— It has been already mentioned that a proposal has been made by citizens of France to erect a memorial monument to Liberty at the entrance of New-York harbor, as a commemoration of the Centennial; and now it is proposed by an American resident of Paris to have erected in some part of France, a monument as a Centennial remembrance of the aid rendered by France to the United States during the Revolutionary struggle.

— The *Journal des Debats*, mentioning the recent death of the painter Waldeck, at the advanced age of 107, reminds us of the following artists who died at a good old age: Titian and Michael Angelo in their 90th year; Coybel 89; Rigaud 86; Mignard 85; Jordans 84; Tintoretti, Claude Lorraine, Albano, 82; Primaticcio and Teniero 80; Carie Vernet and Greuze 79; David 77; Guercino, Da Vinci, and Ostade 75.

— Close by the property of Trinity College, Dublin, there ar statues to Edmund Burke, Goldsmith, Thomas Moore, W. S. O'Brien, and William the Third, to which is shortly to be added one to Henry Grattan. It is supposed that a statue of Daniel O'Connell will ultimately be placed on New-Carlisle bridge.

— It appears by the report of the public library, museums, and national gallery of Victoria for the year 1874–5, that the visitors to the Melbourne Gallery during the year were nearly 400,000, being an increase of nearly 30,000 on the numbers of the preceding year. Several additions of valuable paintings have been made during the same time.

— It is reported from Norway that Captain Gunnerson, during a recent Arctic journey, discovered in Nova Zembla a diary of Barent, the Dutch Arctic explorer, written in 1580, and still in perfect preservation, the publication of which is anxiously expected by the scientific world.

— The anniversary meeting of the foundation of the French Institute was celebrated as usual on the 25th October. After the awarding of the great biennial prize to M. Paul Bert, the report for the prize established by the celebrated Volney was read, and three papers were presented, the last of which, on the Venus-Transit expedition to St. Paul, by M. Mouchez, the new member of the Academy of Sciences, was very favorably received.

— The congress of Meteorologists was to be held at Poictiers on the 19th, 20th, and 21st of November, and was styled the "Meteorological Congress of Western Oceanic France." All the departments within the space bounded by the Dordogne, the Atlantic, the Loire, and the central mountains of France, with the Council of the Observatory of Paris, ha representatives there, who will be invited to assist in laying a basis of a common understanding in various regions on matters relating to meteorology.

— It is stated that the preliminary work for the channel tunnel between France and England is to commence at once near Calais, by the sinking of a shaft to a depth of one hundred metres.

— A paper by Dr. S. Birch, of the British Museum, in a recent number of the Transactions of the Society of Biblical Archæology, gives an interesting account, adorned with numerous illustrations, of the different breeds of domestic dogs possessed by the ancient Egyptians. Drawings of these animals have been found, in good preservation, on the walls of tombs, which show that the variations in those early days were quite as distinct as those that may now be seen.

— A French expedition is about starting to make a voyage round the world in ten months, visiting India, Japan, with its interior sea, Chinese ports, Australia, etc. A special library, with instruments, will be provided, and the enterprise, though to be supported by private funds, is to be under the superintendence of the Geographical Society of France.

— In addition to what has already been stated respecting the expedition of the Italian Geographical Society for exploration in Africa, we learn that it is to be divided into sections, of which one will set out from Aden for Tazurra or Berbera, thence to Shoa and Kaffar, through an unexplored region to the central lakes, studying the course of the eastern Nile; while the other will start from Khartoum, and, exploring the parts between Monboottoo and the Victoria Nyanza, push on to the great valley of the Lualaba, discovered by the lamented Livingstone. Each section is to be commanded by men full of enthusiasm and well fitted by their scientific knowledge and experience for the discharge of the duty.

— Correspondence from the English Arctic expedition confirm the previous reports that an unusually easy passage had been made to within 100 miles of Smith Sound, and, if circumstances continue equally favorable, it is hoped the Pole may be reached this year; the return of the expedition is not, however, expected till the end of 1877.

— Even the "native kings, chiefs, captains, headmen," etc., of the Gold Coast Colony are urged by the British governor to take measures for being well and fully represented at the Centennial of 1876, and it is expected the contributions will be extensive and interesting, as well as characteristic of the productions of the Colony.

— A report has been published of deep-sea dredging operations made last year in the Gulf of St. Lawrence, by a party who made four cruises for that purpose, in the Canadian government schooner "J. H. Nickerson," of 70 tons. The depths attained were from 20 to 220 fathoms; and a summary of the zoological results is given, mostly by Professors A. E. Verrill and S. J. Smith.

— A third edition has lately appeared in England of Thomas Wright's well-known work, entitled "The Celt, the Roman, and the Saxon." It is of great value to all those who are interested

in the antiquities of England, and contains a vast amount of information as to the pre-Christian condition of that country.

— The first and second parts of an important work on the "Birds of New Guinea," are shortly to be issued by Mr. Gould, to form a supplement to the volume on the "Birds of Australia;" they will contain illustrations and descriptions of several new species not included in the latter work.

— The Bulletin of the French Geographical Society for October contains the itinerary of a journey in 1873 by the Abbè Desgodens, from Yerkalo to Tse-Kou, in Eastern Tibet, on the river Lan-Tsang-Kang, accompanied by a partial map of Eastern Tibet north of Burmah and Yunan, with the courses of many rivers, and the positions defined of many towns. The same number has a paper, with map by Colonel Long, descriptive of his journey in 1874-5 to the Victoria Nyanza and the Niam-Niam country, and an account by M. E Boisse of a visit in 1874 made to Samoa and a few other islands in the Pacific.

STATE DEPARTMENTS.

Maine.

A WORD PERSONAL.—By action of the Maine State Educational Association at its late meeting, the editing of this department of the JOURNAL has devolved upon the undersigned. He bespeaks the co-operation and assistance of Maine teachers and readers of the JOURNAL. Will they not aid him by furnishing news items from their several localities? Notices of changes of teachers, opening and closing of school terms, meetings of teachers' associations, etc., such as can be written upon a postal-card, are desired. His address is "Educational Department, Augusta, Me." N. A. LUCE.

Maine Teacher's Association.

The closing session of the Maine State Educational Association was held at the Representatives' Hall, Augusta, Wednesday morning, Nov. 24th. The following officers were chosen for the ensuing year; President, Samuel W. Libby, of Orono; Vice-President, Albro E. Chase, of Portland; Secretary and Treasurer, W. O. Fletcher, of Warren; Executive Committee — Thomas Tash of Lewiston, D. D. Patten of Portland, Burleigh Pease of Bangor.

Resolutions were adopted as follows:

Acknowledging encouragement in the work, as attested by the large attendance, showing substantial progress.

Favoring the establishment of a teachers' exchange under the supervision of the State Superintendent, where application for teachers may be made.

That the approaching Centennial should excite every educator to personal effort, so that the State may be well represented at the Centennial.

Recognizing the value of the services of the National Bureau of Education, and asking for the establishment of an independent department.

That the nation should assume the authority in educational matters so far as to order a free public school system in all the States.

Superintendent Johnson, chairman of the Committee on Centennial, reported a plan for the educational exhibit from the State, of which the following is a synopsis: First—A brief statement of the present public school system. Second — brief history of the growth of the same. Third—An educational map of Maine, which will be a map of the State surrounded by two margins, the outer for the representation of the public school system, and the inner for academies, seminaries, colleges, and all that relates to superior education. In these margins will be pictorial representations of the towns and institutions contributing to the exposition. Under each representation will be brief statements and references to cabinets and albums exhibited. Fourth—A series of municipal exhibits in cabinets 2 x 3 feet, embracing courses of study, methods of instruction, text-books, pupils' work, such as drawing, writing, examination papers, and graphic representations, numbered so as to correspond with the pictorial representation on the map. Fifth — Photographs of public school buildings, public school educators and teachers, in folios and albums, with foot notes, etc. Sixth—Same of higher seminaries and colleges, presidents and professors, same as above. Seventh — Miscellaneous drawings, school literature, plans for warming, lighting, ventilating, hygienic regulations, etc.

The subject of "Industrial Art Education" was discussed in an interesting paper by B. W. Putnam, of Jamaica Plains, Mass.; followed by a paper on "Schoolhouse Ventilation" by W. H. Pennell, of Portland. The Association then adjourned to such time and place as the Executive Committee may determine.

This has been the most fully attended and most profitable session ever held by the Association. Every part of the State has been represented by leading teachers and educators, who have returned to their labors with new zeal and courage. A special feature of this session has been an exhibition of drawings, maps, etc., executed in the schools of Augusta, Lewiston, Eastport, and Pembroke, in the Normal School at Castine, and the engineering department of Bowdoin College. This exhibition gave new interest to the able papers on "Drawing" and "Industrial Art Education," read before the Association by Messrs. Hawkes and Putnam.

MAINE STATE COLLEGE.—The annual meeting of the trustees of the State College of Agriculture and the Mechanic Arts, was held at the college buildings, Orono, Wednesday Dec. 1st, the full board being present—Hon. Abner Coburn, president, in the chair. The annual reports of the faculty, treasurer, and trustees were presented, which were adopted and ordered to be printed. The following officers were elected for the ensuing year: President, Hon. Abner Coburn, Skowhegan; Executive Committee—W. P. Wingate, Bangor; Lyndon Oak, Garland; S. T. Hincks, Bucksport; Examining Committee—Hon. Selden Connor, Augusta; Hon. A. M. Robinson, Dover; Rev. S. F. Dike, Bath; E. B. Nealy, Esq., Bangor. The college is in an efficient and well-organized condition, the faculty working together harmoniously for the good of the institution and the pupils. It has now 115 students. the late freshman class numbering 35. The fall term closed, the long vacation has now commenced, which will be improved by many of the students in teaching. The trustees have well and faithfully considered the pressing needs of the college, and will ask the legislature for just what is absolutely needed by way of appropriation, and no more.

— The fall term of Houlton Academy closed Thursday, Nov. 19th. An examination, occupying two days, Wednesday and Thursday, was held of all the classes. There was a large attendance of visitors at the examination Thursday. The scholars evinced a thorougness for which the friends of the school have just reason to be gratified. The school will remain under the same management the ensuing term, which commences Dec. 13th. The number of scholars on the list is 109; average attendance about 95.

— The fall term of Foxcroft Academy, just closed, has been one of uncommon interest. Mr. Brackett, the new principal, believes in thorough work. We understand that in addition to the weekly reviews there have been written examinations throughout the term, and that the students, each month, have taken seats according to the rank obtained at these examinations.

— At the public examination of teachers on Paris Hill, the teachers present, 15 in number, formed a teachers' association, for the purpose of meeting at stated times to discuss questions pertaining to education and school government. By means of this association the teachers may be of great help to each other, and it is hoped that all will be present. All teachers teaching in the town of Paris, and those who reside in Paris and are teaching in other towns, are invited.

— The high school at Skowhegan closed on Monday, Nov. 29th. We hear the school spoken of most highly. The teachers are enthusiastic, thorough, and capable, and have attained an influence over the pupils which is resulting, and can result, only in good.

— Mr. E. J. Colcord has closed a most successful term of high schoool in Cornville The patrons say that the position has never been more worthily or satisfactorily filled than it has the past term. The whole number of pupils registered is 52, and the average attendance 47. Mr. Colcord was heartily supported by the people, and leaves many friends in Cornville. He is a graduate of Colby University.

— The Burlington free high school has closed a very pleasant and successful term. The school has been under the efficient instruction of Mr. M. F. Daggett, of Bates College. An exhibition was given by the scholars, and the rendering of the parts showed a remarkable degree of proficiency.

— The winter term of the Kindergarten Family School, in Auburn, opened Monday, Nov. 29th, under the instruction of Miss Stevens, a graduate of the Normal School, who so successfully instructed the pupils last term.

New Hampshire.

TEACHERS' INSTITUTES.—On this subject, *The People* has a contribution from "Educator." He refers to a fact obvious to the educators of the State, that the question of re-establishing Teachers' Institutes is creating considerable interest. He calls attention to the last report of Superintendent Simonds, in which it appears that eleven out of twelve of "prominent educators" expressed very emphatically the desirableness of re-establishing the institutes. Of town superintendents, 20 are neutral, 39 are against, and 103 are in favor. The author of the article then asks, "Why do all or nearly all of our intelligent educators, and a vast majority of all our intelligent citizens favor the re-establishment of Teachers' Institutes?" His answers are: 1. Experience has shown that well-conducted institutes are among the chiefest and most efficient agencies employed for the improvement and elevation of our public schools. They have done much alone for the professional training of teachers; they have aided in establishing, and helped sustain our normal schools; they carry normal instruction to the teacher's door; they awaken a new interest in every community where they are held. 2. Teachers' Institutes have increased in popularity and usefulness just in proportion to the success of normal school instruction. The point he proves by our own experience as a State.

Reference is made to New York, where in 1874 with ten normal schools and with normal classes in ninety-three academies, the amount expended for institutes was $14,930,79, and eighty per cent. of all the teachers attended them. Amen to his closing words: "Away, then, with this contracted view of our educational work. Such retrenchment is suicidal. Such a policy is unworthy our noble State, and the age in which we live."

MANCHESTER.—A prize reading by the young ladies and speaking by the boys of the High School excited unusual interest, and a large number of leading citizens attended. The prizes were offered by Col. John B. Clark, amounting to $40.00. Moody Currier, Joseph Kidder, and Frank B. Eaton were judges. There were eighteen contestants. The first prize for declamation was awarded to Master Samuel R. Haines, the second to Frank S. Sutcliffe. The first prize for reading was given to Annie B. Lincoln, the second to Jessie B. Farmer.

— Superintendent Simonds has issued Circular of Information No. 10. Its purpose is to guide "in the work of preparation, and promoting the educational interests of our State at the Centennial. It consists, first, of a report of a committee, which embraces the leading ideas of a paper read by J. G. Dearborn, at the late meeting of the State Teachers' Association, and the principal topics discussed at a meeting of school officers and teachers, held at the capital, October 30th; second, of extracts from various sources, that will give information in detail for preparing the exhibit; and third, the plan of classification adopted by the National Centennial Commission for the department of education and science."

Each department of Dartmouth College is to be fully represented. Our academies, seminaries, and high schools can present for exhibition views of buildings, showing style of architecture, interior arrangement of rooms, apparatus, catalogues, courses of study, etc. We understand Professor Ladd, of the Normal School, is making arrangements whereby it shall be seen that New Hampshire, though at first a little too slow to suit some of us, is fast coming to the front in this work of training teachers. The primary, grammar, and ungraded schools can exhibit views of buildings, and all kinds of work done by the pencil and pen, by all grades of pupils. It should not be forgotten that the State has not adequate funds for the purpose of defraying the expenses. It will, therefore, be necessary for the exhibitors to share in them. All schools purposing to contribute are requested to make a statement in detail, to Hon. J. W. Simonds, Concord, on or before December 15th.

— An entertainment was recently given by the members of the Clinton Grove Seminary, Weare, which was in every way a success. The proceeds, about $140, will be devoted to rendering the boarding house a more desirable residence for students. H. S. Cowell, A.B., principal.

— The friends and students of Canaan Union Academy, now under the successful management of J. C. Story, gave a grand entertainment at George's Hall, on Tuesday evening, November 23d, and by request again on Saturday evening, November 27th. All were highly pleased with the entertainment, and it was the best ever given in Canaan.

— At the close of the fall term of the McGaw Normal Institute, Reed's Ferry, the classes were examined with reference both to their advancement and to the methods of instruction adopted in the institute. The result was highly satisfactory. Scholars in arithmetic, algebra, geometry, philosophy, grammar, Latin, and Greek, displayed in their recitations the evidence of hard study and thorough teaching. There has been first-class work done in this school. The afternoon was devoted to rhetorical exercises, music, and an address by Rev. Mr. Tyson, of Bedford. The young gentlemen and ladies acquitted themselves with great credit.

— The fall term of the Dunbarton High School closed November 20th. The principal, William H. Burnham, has labored faithfully, and with success, as was evident from the recitations. The exercises were varied and pleasing. The "Paper," which contained contributions from the scholars, was able and interesting. Remarks pertinent to the occasion were made by Revs. W. E. Spear, and G. L. Bard, J. P. Jameson, and others.

— At the close of the autumn term of the Adams Female Academy, East Derry, an exhibition of rare choice was given, consisting of vocal music, recitations of poetry, and reading of the *Aurora*, a paper published by the members of the school. The editresses were Miss Nichols of Derry, Miss Stevens of Buffalo, N. Y., and Miss Tewksbury of Manchester. This school is still under the care of Miss Emma L Taylor, whose twelve years' record as preceptress is a commendation to which our words can add nothing. Miss S. C. Merrill has assisted her for four years.

— On Monday evening, November 29th, the first of a course of centennial lectures was delivered at Lyceum Hall, Hopkinton, by Mr. C. O. Lord. The discourse embraced a historical sketch of educational matters in the town since its first settlement, with certain other deliberations and advisory matters.

— The Farmington Grammar School has been turned out of its schoolroom in a shoe shop, and is now houseless. It is probable that one of the primary schools will be suspended for the winter to make room for it.

— There have been entertainments two consecutive evenings, at the High-School building, Hampstead, for the purpose of raising funds for the purchase of a cabinet organ.

— The Pinkerton Academy, Derry, is very fortunate in being able to retain the services of its principal, Mr. Homer P. Lewis. It had been feared the state of his health would prevent his return.

— Mr. D. C. Allen, superintendent of schools in Concord, has sent in his resignation. The board of education voted to accept the same at the end of the school year, which will be at the close of the next term.

— Correspondents should remember that we send in our items Saturday of the week previous to publication.

— Rochester is prosecuting rumsellers and building a new school-house.

Vermont.

— The annual reunion of the students, past and present, of the Johnson Normal School, was held Nov. 26. Among other interesting exercises was the reading of a paper by Dr. Thomas B. Nichols, of Plattsburg, N. Y., entitled "Johnson Academy Forty Years Ago." From it we make the following extracts, which show how the boys got to college in those days:

"In 1836, in the time of repairing the brush fence for the protection of the summer crops, a Vermont farmer and his four laboring sons one day dined in the field near the place of their labors. The after-dinner noonings were spent by the farmer in whittling out extra bow-pins for the ox-yoke; while the boys, resting under the shade of a dwarf spruce, related, each in his turn, some story, the one probably that was uppermost in his mind; but the resting time was always too short for the stories that pressed for recital. While the farmer was finishing his last pin, his second son, who had gone apart from the rest for a few moments, suddenly exclaimed: 'Well, father, what do you think?' 'About what, my son?' 'Why, about my going to college.' '*You* go to college, my boy? I wish I could send you there; but then we are too poor to bear the expense—and besides, we need your help on the farm.' 'I know you do, father, and I will do extra work on the farm if I only can go. See, there hasn't been a student in college from our town for as much as ten years, and I am ashamed of it. If some of my schoolmates don't go to college inside of three years, I'll be there myself.'

"The little wave thus set in motion, in due time reached the farmer's house, and the matter was fully discussed from time to time by all the members of the family, some thirteen in number. In process of time, the mother said, 'If we think of sending Thomas to college, he will have to go to the academy first and get fitted; and where shall we send him? There is no school of that kind within twenty miles of here, and I don't know about sending one of our boys off so far alone to board;' and father said, 'There is an academy at St. Albans and one at Johnson; either of them ought to be safe for an eighteen year old boy.' As a result of these deliberations and discussions, one day in August, near the close of the month, in the year of 1836, a country farmer, on a bay mare, with a jog-jog gait, might have been seen, near the middle of the afternoon, entering the town of Johnson from the west on a voyage of discovery. On the afternoon of the following day he rode up to his own door, and was speedily pressed for the news. He had hired, or rather bargained for a whole house; and the school at Johnson, Mr. and Mrs. Haskell, teachers, would commence in September. Now came the call for volunteers to go to Johnson and take that house. In a few days a company of seven was organized, all residents of Enosburgh, Franklin County, Vt. This influx of foreigners gave the school a new start, and in a few weeks others began to come in from the surrounding country, and seats became nearly filled.

"Enfeebled health and incessant labor soon caused Principal Haskell to resign, and Ebenezer M. Toof, a member of the senior class of the University of Vermont, was his successor. At the close of the fall term, the scholars from abroad returned to their homes, some to teach in country districts, others to continue their studies under college students, schoolmasters, and do chores while boarding at home. The next spring the irrepressible foreigners, most of them, came back again, and brought others with them."

The school from this time became quite flourishing, Principal Toof being popular and efficient, and the students exerting themselves to recruit their ranks. The farmer's son beforementioned entered the University of Vermont in 1838, thus fulfilling his prediction. Students who boarded in private families paid then $1.00 to $1.25 per week, including room and washing.

— Woodstock has a larger number of students in the academical department of Dartmouth College than any other town or city in the country, and those going in next year will more than make good the places of those who will graduate. Woodstock has long been noted for the liberality of her citizens in the education of their sons, and at present she shows no signs of deterioration in this respect. Probably no town in the country, of the same population, has given as many sons a collegiate course.

— The students of the Troy Conference Academy, at Poultney, are about to commence the publication of a monthly paper, to be called *The Golden Sheaf.*

Massachusetts.

NEWTON.—Leave of absence until the 1st of May, has been granted Miss Tenny of the Auburndale School, and Miss Anna F. Smith was appointed to the vacancy. A motion to divide the schools into divisions, each division to be committed to a division committee, was referred to the committee on rules and regulations.

Mr. Allen offered an order that the committee on salaries be instructed to inquire into the feasibility of making a general reduction in the salaries of the teachers, and the order was adopted.

The candidates for school committee are as follows: E. W. Wood, J. L. Clark, J. E. Latimer, Isaac Hagar, Dr. L. R. Stone, Rev. George W. Shinn. Mr. J. S. Hayes, at a recent meeting, advocated the claims of women and nominated two ladies, but the convention refused to indorse them.

EVERETT.—The committee appointed in the matter of school accommodations presented a majority report, recommending the building of a new school-house at a cost of $20,000. Mr. A. B. Cook presented a minority report recommending, owing to the hard times, etc, the repairing of the old school-house. After considerable discussion the minority report was accepted and adopted. The school committee have chosen a committee to settle with the insurance companies, and immediately to put the old Central Grammar School-house in repair.

TEACHERS' INSTITUTE AT BELCHERTOWN.—The fourth of the series of Teachers' Institutes, for the western counties, held at Belchertown, December 1 to 3, including teachers and school officers, numbered sixty members. The previous institutes having numbered from 100 to 175, this institute seemed small. Two cir-

cumstances undoubtedly contributed to diminish the attendance—the time of holding, the week after Thanksgiving, and the extreme cold. No lack of interest was manifested, however, on the part of the lecturers or of those in attendance. The day exercises were conducted by E. A. Hubbard. on Language and Arithmetic; by Prof. J. W. Dickinson, on the Theory of Teaching, with illustrations in Mineralogy; by Mrs. G. A. Walton, in Reading and Vocal Training; by Prof. B. W. Putnam, in Drawing; and by G. A. Walton, in School Organization, Arithmetic, and Geography. Evening lectures were given by Mr. Walton, by Rev. J. C. Jenkins of Amherst, by Professor Putnam, and by Hon. Joseph White.

The institute of this week is held at Fitchburg, under the conduct of E. A. Hubbard, State agent for northern Worcester and eastern Franklin. The closing lecture on Friday evening by Prof. W. H. Niles of Cambridge.

— George W. Minns of Concord, recently a master in the Boston Latin School, delivered an entertaining and instructive address last week before the Mercantile Library Association, his subject being "The Siege of Boston in 1775 and 1776."

— The school children of Natick made a splendid appearance on their parade at the funeral of Vice-President Wilson, last week.

— The Lawrence High School is flourishing under the charge of H. E. Bartlett, recently of the Haverhill High School. Mr. Bartlett is one of the youngest and most successful of our city high-school principals.

— Mr. Albert Fisher will continue in charge of the Provincetown High School, but his assistant, Sara A. Hamlin, has been obliged to ask for leave of absence on account of trouble with her eyes. Miss Addie Mitchell, a recent graduate of Bridgewater Normal School, and who has already taught for one term in the High School, will take her place. Bettie S. Wiley will have charge of a primary school next term. Mrs. Abbie Abbott will take the place of Lizzie Kenney.

— In Lynn the following ladies have been reported as successful candidates: Misses S. A. Chandler, Lizzie Smith, Clara Merrill, Minnie W. Curtis, Susie Clark, L. B. Atherton, Anna B. Frazier, Clara B. Dalton, D. A. Knox, and Annie A. Trasker.

— November 17th closed a most profitable term for the Douglass High School. In this school we found pupils taught *principles*, not *rules*, and that they far excelled text-books and rules taught youths we need not affirm. This High Schooi has heretofore been styled a public nuisance, but a year under the management of its present principal, Mr. G. I. Hopkins of Brown University has placed it in the ranks with our best institutions.

— A bright high school pupil thinks that Cæsar's description of France, "*Omnis Gallia divisa est in tres partes*," still applies, as there are three parties in it at the present time.

— Teacher: "And so the wicked Pharaoh ordered that all the baby-boys should be killed." Pupil: "Didn't any of their mothers say they was girls?"

— The thirty Chinese students lately arrived at San Francisco, and the fourth and last installment of the one hundred and twenty picked youths of the nation to be quartered in New England for education in American ways, have reached this city, and will be distributed to their new homes. Like their fellows, they are to be allowed fifteen years of study, when they are expected to demonstrate the advantage of American culture and methods to the satisfaction of the eastern government.

— Miss Marietta D. Paul, a graduate of the Salem Normal School, and formerly a teacher in Newburyport, has accepted a situation in Brookline, Mass.

— Mr. Walter Hoxie has resigned his position at Harvard College Observatory and taken charge of the Plains school in Newburyport.

Rhode Island.

East Providence.—The citizens of East Providence, and especially those of district No. 1, commonly known as Watchemoket, have been to the expense of erecting, on Grove street, a new and commodious grammar-school building, a much-needed structure. The building is 55 by 60 feet, two stories high, and of a very pretty model. It has three large school rooms, calculated to seat 250 scholars, and has four recitation rooms, besides commodious cloak rooms. It is finished in hard pine and is devoid of any costly ornamentation. The rooms are heated by two furnaces. The yard is roomy and divided into two separate playgrounds. A bell of good tone serves to call the children together. The whole structure is very commodious.

On Monday, November 29th. the dedication of the building took place, the citizens turning out in large numbers, completely filling the largest room in the building. Rev. R. H. Paine, rector of St. Mary's Church, of East Providence, and superintendent of schools, occupied the chair for a few moments, and then resigned in favor of Andrew J. Anthony, president of the town council. The hymn, "Angel bands in strains sweet sounding," was sung, and then, in behalf of the committee appointed by the town to superintend the erection of the building, Mr. Paine made the report of that committee, consisting of himself and Rev. Isaac Cheseborough. Mr. Paine said the only report they could make was to tell the people to look around them and see the building. He told of the efforts made to make the money appropriated by the town go as far as possible and not exceed the appropriation. He also gave some good advice to the people of the town in regard to the education of their children, and the duties of parents in that regard. Mr. Paine then gave the keys of the building to Mr. Anthony. Mr. S. S. Barney, in behalf of the town, thanked Mr. Paine for the indefatigable efforts in superintending the erection of the building. The dedicatory prayer was then made by Rev. I. Cheseborough. A dedication hymn, written by the late D. V. Gerald, was sung.

Hon. T. B. Stockwell, commissioner of public schools, was then introduced, who gave a short address. He first commended the wisdom of the town in making so generous provision for the education of their children, and especially the purpose of the committee, as announced by the superintendent, of elevating the standard of the school, and of supplying the facilities of acquiring a higher education than the town had yet afforded. The main portion of his remarks were devoted to a presentation of the duties and responsibilities which the erection of such a building devolved on the citizens of the town. He set before them the important interests, both in their own midst and in other towns, that would be either promoted or hindered, by the manner in which they supplemented this building with a disposition to avail themselves of its privileges and to forward its work.

The occasion was honored with the presence of His Excellency, Governor Lippit, who made a short speech replete with good advice to both old and young. He called special attention to the fact that we become more in need of an education, and its value is more and more a thing beyond estimate, as we grow old. He commended the appearance of the building as reflecting great credit on all connected with its erection. Simple in design, yet complete in its details, well and promptly built for a sum within the appropriation, he deemed such a statement worthy of hearty approval.

Capt. Geo. N. Bliss made a short address, in which he introduced many historical incidents of interest, showing the condition of school affairs in the town from its organization. Other remarks were made by Rev. Isaac Cheseborough, Thos. J. Patten, N. W. Britton, L. A. Freeman, and M. L. Esten. America was then sung, the benediction was pronounced by Rev. Mr. Paine, and a very interesting evening's exercises were concluded. We think special credit is due to Rev. Mr. Paine, who has had chief control of the erection and furnishing of the building, for the very efficient and rapid manner in which the work has been done, it being hardly five months since ground was broke.

Woonsocket.—In both the Bernon and the Consolidated districts, the labors of those appointed to prepare plans for new school-houses do not seem to be fully appreciated. In each case, at the meeting called to receive the report of the committee on plans, there was a strong rally of the conservative (?) element, and after lengthy discussions, which amounted to but little, save the ventilation of some ideas that, but for this opportune occasion would probably have never seen the light, both committees were instructed to secure new plans on a more economical basis. This action we understand to be merely for experiment, but not intending thereby to bind the district to the erection of an inferior structure necessarily.

Middletown.—Quite an interest has been awakened here in reference to a public library. Taking a small library in the town as a basis, the people have organized, and by contribution, subscription, and purchase have secured a library of over six hundred volumes. Mr. Christopher Townsend, of New York, has just made a donation of eighty-three volumes. This shows what united effort can accomplish, and it is to be hoped that similar action may be had all over the State, till every town, at least, and indeed every village has its free public library.

Pawtucket.—The crowded state of the schools at Pleasant View has been relieved by the fitting up temporarily of the Fairmont and Atlantic Engine halls. This makes room for nearly one hundred pupils, and will greatly relieve the overcrowded condition of the old school. Mr. W. E. Parker, principal of the High street Grammar school, was the recipient at the close of the recent term, from his graduating class, of a handsome bouquet and an elegant gold pencil, both of which were reflections of the "sunny side" of a teacher's life.

Cranston.—*Arlington District.*—A very pleasant occasion was furnished by the trustee, Mr. W. L. Patten, and the teachers, Miss Emma E. Wilbur of the Grammar department, and Miss Laura J. Brooke of the primary, on Tuesday evening, November 2d. The children were assembled and the parents and friends invited to be present, and a very delightful programme of singing and readings was provided for the entertainment of the company. Both the commissioner of public schools, Mr. Stockwell, and the town superintendent, Mr. J. W. Bullock, were present and addressed the people, who were also favored with remarks from several of their own numbers. The evening passed away very pleasantly, and seemed to be the right thing at the right time.

Portsmouth.—Mr. C. D. Albro, late of Hope Valley, has taken the school at the Ferry, district No. 6, formerly taught by Miss Lucy E. Smith.

Connecticut.

The Connecticut Literary Institution at Suffield.

[*Prepared by Rev. J. R. Stubbert, of Suffield.*]

The original design at Suffield was to make this institution, after being founded and equipped, self-sustaining by means of the "manual labor system." At a meeting held in Hartford, January, 1832, a resolution was passed to attempt the raising of $10,000, and Rev. G. F. Davis, D.D., the principal mover in the enterprise, was appointed "general agent to fill the subscription." Mr. Davis spent much time and labor in collecting funds, and addressing the churches on this subject.

In 1833 (June 11) the Connecticut Baptist Education Society held their annual meeting at Lebanon, where a board of trustees was appointed, consisting of sixteen persons—nine of whom were clergymen—for the purpose of establishing such an institution. The trustees, two days after their appointment, met at the house of the "Widow Susanna Hutchinson." Rev. G. F. Davis, D.D., of Hartford, was chosen president, and Rev. George Phippen of Suffield, secretary. A committee was appointed to select a site for the institution, and Rev. Harvey Ball was unanimously elected principal at a salary of $600, and Mr. R. Granger, assistant teacher at a salary of $350. Suffield was selected as the site of the institution, because of the very liberal contributions made by some of the citizens of that town for its establishment. At the next meeting of the board, held in Suffield, June 26, the present name was chosen, with the addition of "Baptist," which was afterwards stricken out; terms for study were arranged, and steps were taken to secure a suitable building for immediate use. An old farm house in the immediate vicinity of the present site was obtained, and on Wednesday, August 21, 1833, the school was opened with appropriate remarks and prayer by Rev. Dr. Davis, president of the board of trustees.

About thirty students were in attendance at the opening of the school. During the year measures were taken to secure a philosophical apparatus, and to provide manual labor for the students. The impractibility of the manual labor system soon became apparent, and after a few years we find no mention of it in the records. On December 3, 1833, Mr. John Beaumont was appointed agent to collect all unpaid subscriptions, and to obtain farther subscriptions for the erection of a brick building. The committee at the same time was directed not to make any contracts with reference to the new building until $9,000 should have been collected. On February 26, of the following year, at a meeting of the board held in Hartford, it was announced that the sum specified was in the treasury. The lot on which the institution now stands was then purchased for $3,250, and what is now called "the old South building" was erected at a cost of about $4,500. The new building was opened for the reception of students December 10, 1834, an address being delivered by Professor Knowles of the Newton Theological Seminary. During the year 1835 a small collection of minerals was obtained and $100 were expended on philosophical apparatus, and in 1838 $300 more was appropriated to the same object.

In May, 1835, an act incorporating "The Connecticut Literary Institution," was passed by the Legislature. Soon after this there came a period of financial embarrassments. Debts were incurred, for the liquidation of which the trustees, in 1837, were obliged to mortgage the school property. Strenuous efforts, however, were put forth to free the institution from these difficulties. In 1840 the Legislature made an appropriation of $7,000 for the benefit of the institution, which was gratefully received and expended as necessity demanded. For the benefit of the school and to supply a growing need, the trustees, August 7, 1844, inaugurated measures for the promotion of scientific and classical instruction and for the erection of a second building for a ladies' department. The next year the new building was completed, at a cost of $6,000, and the Ladies' department was opened, with Miss Olive S. Ryder as preceptress at a salary, of $300. For some years after this the institution enjoyed a good degree of prosperity. In 1847 the students numbered 162, of whom 68 were ladies. For the next few years we notice a gradual increase. In 1851 steps were taken to erect a third building, the ground floor of which was to be fitted up for a chapel, and recitation rooms, the upper stories to be used for the accommodation of students.

Again the committee was instructed to delay contracts until $7,000 should have been subscribed. Agents were appointed from time to time to visit the churches and collect funds. In this period of straightened circumstances the State made another gift of $5,000, which filled a niche at the right time. The new building was finished and opened for school purposes August 2, 1854, when Rev. Dr. Turnbull, of Hartford, delivered the opening address. The committee also purchased various lots and fitted up a house for the principal's use. The next year the trustees passed resolutions for the regulation of the literary societies connected with the institution.

The alumni, in 1857, inaugurated their custom of meeting annually, during the anniversary exercises. During this and the following year special efforts were made to remove the debt, which greatly retarded the desired progress of the school. The executive board during the years 1866–7 made a strong appeal to the churches for an endowment fund of $25,000, which was secured soon after. This was regarded as a triumph over retrogression. Forward was now the watchword.

In 1871, by the generosity of A. E. Kent, Esq., of Chicago, annual prizes were endowed for excellence in English composition and in debate. In 1872 the institution received a severe blow in the destruction of the ladies' building by fire. Measures were soon taken, however, for the erection of a new one. Under the supervision of Martin I. Sheldon, Esq., a spacious, elegant, and commodious building was erected, finished and furnished according to modern improvements, and opened for the reception of young ladies near the close of the year 1873. This building cost something over $60,000, consequently a heavy debt wa incurred, which hung over the school as a dead weight; the liquidation of this was undertaken by L. L. Spencer, Esq., through whose unceasing efforts it was finally wiped out.

The Connecticut Literary Institution stands before the country to-day, free from debt, with three commodious buildings, a property estimated at the lowest figure, at $160,000, a corps of seven teachers, another to be added the coming term, and a list of 213 students present for '74–5. Students from twenty-five States of the Union and from eleven other countries have found wisdom in this institution. Among the graduates are to be found ministers, of whom some are foreign missionaries, presidents of colleges, professional men—lawyers, physicians teachers—merchants, mechanics, farmers, etc.

Thus its influence has been widely spread. The good which it has wrought the State and in the world, cannot be computed.

During the forty-two years of the institution's history it has had eleven principals, namely—Rev. Harvey Ball, S. S. Sumner, Wm. H. Shailer, Julius S. Shailer, C. C. Burnett, Wm. Woodbury, H. A. Pratt, F. B. Gamwell, E. P. Bond, E. B. Andrews, and J. A. Shores. Prof. J. A. Shores, the present principal, entered upon his duties shortly after the ladies' building was burnt in 1872, under peculiar difficulties. But owing to his long experience and skill in teaching he was well adapted to fill so critical a position. Under his able, efficient, and judicious management, a prosperous future is anticipated for the school. During this centennial year the Baptists of Connecticut hope to raise by means of "The Dollar Roll," and private subscriptions, $100,000 for a permanent endowment fund.

— The wife of Henry E. Sawyer, superintendent of the public schools of Middletown, died last Saturday, the 4th inst. Mr. Sawyer has the heartfelt sympathy of a wide circle of friends.

Colleges.

Dartmouth.—College assumed regular exercises again on Wednesday morning, the 1st instant. The week's Thanksgiving recess seemed all too short to those who went home, and we imagine was by no means unwelcome to those who remained in Hanover. Preceding the recess all classes had examinations. . . Rev. Dr. Bliss, President of the Syrian College at Beyroot, preached Sunday, Dec. 5th. This discourse comprised an account of the various religions found in the East, and the work in which the college is engaged. . . . Telegraphy has become quite popular in college. There are now seven different lines in operation, the last company formed, the sophomore, having already 21 members. . . . A committee has been appointed to procure the incorporation of the boating association at the next session of the legislature. . . . A larger proportion of the students than usual are absent this winter to engage in teaching. . . . Charles W. Chase, '53, editor of the *Vermont Union*, has been elected vice-president of the Vermont Editors' Association. . . . The late cold snap was productive of one good result. It has furnished an opportunity for skating, and lovers of the sport may be seen indulging in the sport every pleasant day. . . C. A. Prouty, '75, is assistant at the observatory at Allegheny City, Pa. . . . Arthur Taylor, '76, is pursuing his studies in Germany. . . . W. H. Powers, '74, is studying law with John L. Spring, of Lebanon, N. H. . . . The new bookstore was opened Dec. 1st. It is located in Whitcomb's Block, is nicely fitted up, and every way convenient. Messrs. McClary, the proprietors, evidently understand their business, and intend to keep a first-class stock of goods and to afford entire satisfaction to their customers, . . . Arthur H. Kimball, '73, who graduated from the Medical Department at the last commencement, has gone to Bellevue College Hospital, New York city.

Tufts.—Prof. R. A. Proctor, F.R.S., the distinguished astronomer, has been giving a course of lectures on subjects embraced within the science of Astronomy. Among the topics treated have been Comets, the Sun, the Transit of Venus, and others equally interesting. These lectures have been listened to with great pleasure and satisfaction by all. . . . The new catalogue shows a total of 97 students in the college, as against 82 last year. Hereafter the Master's degree is not to be conferred as a matter of course, but only after a satisfactory examination passed after a year's study, here or elsewhere. . . . The *Tuftonian*, the annual publication of the Zeta Psi fraternity at Tufts, will be issued in a few days. It will contain the usual features. . . . Some of the students are discussing a reception and ball for New Year's eve.

Yale.—Saturday, Nov. 20, our twenty encountered a twenty from Wesleyan in foot-ball, and found victory easy. We won six goals, while Wesleyan retired with none. . . . Tuesday before Thanksgiving the Yale students held their annual Thanksgiving Jubilee in Alumni Hall. The exercises were of a miscellaneous character, consisting of election of officers in the freshman class, a play by the juniors, a comic opera by the seniors, and a minstrel performance by the Yale Glee Club. The affair broke up about midnight. Most of the students left for home the next day, to spend the four days allotted for Thanksgiving. . . The Yale Glee Club gave a concert in Jersey city during the vacation.

LITERARY NOTES.

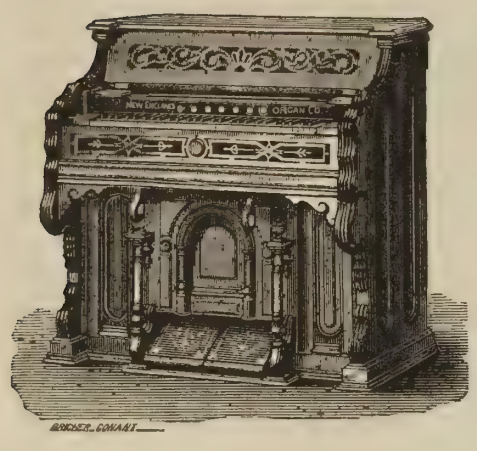
The Nursery Primer, published by John L. Shorey, Boston, is one of the most charming little child's books we have ever seen. It is beautifully illustrated, and will make a very attractive holiday gift for the little ones.

The Blythedale Romance.—This is the third volume of Osgood's new edition of Hawthorne's works, published after the style of Little Classics. As a satirical and piquant sketch of a communistic experience when Fourierism was rampant, it can hardly be excelled. Price $1.25.

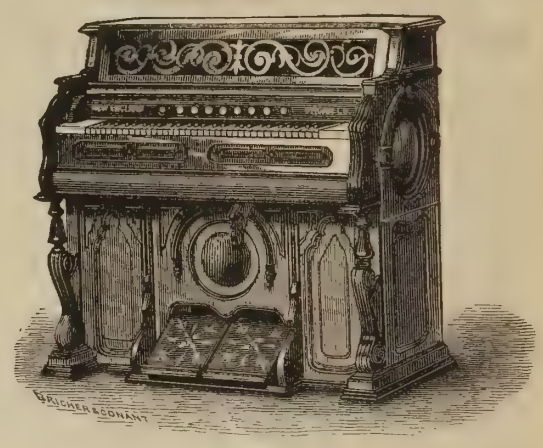
Fairy Bells and What they Tolled Us.— Fairy stories will be the delight of children as long as human nature remains the same. This, from the German, is a collection of very delightful ones for girls. It is illustrated, and sells for $1.75. Published by Lockwood, Brooks & Co., Boston.

The Farmer Boy, and How he Became Commander-in-Chief. — By Uncle Juvinell. This is a very timely book for boys, giving, in a very readable form, the life of Washington. Price $1.50. Publishers, Lockwood, Brooks & Co.

EVERY PURCHASER A REFERENCE.



The New-England ORGAN.



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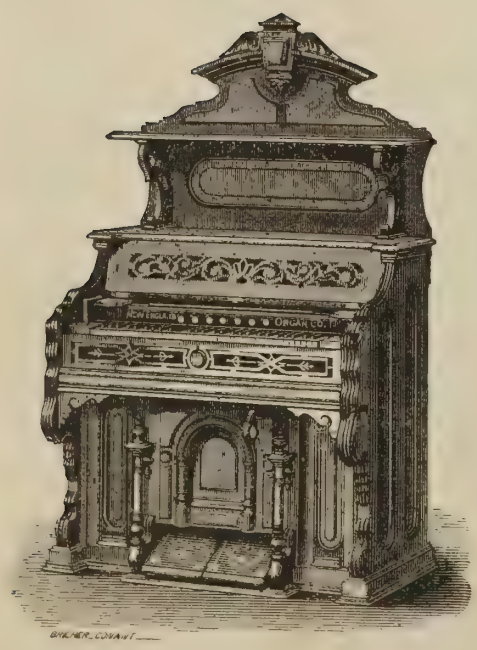

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Talking versus Teaching.

We lately sat out a recitation in history, by a high school class. The lady teacher was certainly well-read in the subject,—had enlightened ideas of the relation of the period to the general drift of affairs, and knew what it was desirable the pupils should apprehend. But she was also endowed with the fatal facility for "eloquent," or, rather, sparkling and exciting talk, which John C. Calhoun declared to Harriet Martineau the "greatest misfortune of American statesmen." In this particular case we sat through forty-five minutes, chiefly of brilliant talk from the lady teacher, enlivened with pointed anecdotes; swinging off, now and then, into "side shows" of charming episode; a quite remarkable display of recitation-room pyrotechnics, with a period of American history as a stand for letting off the fireworks.

We left with the impression that we should be very happy to meet this accomplished lady in a drawing-room, or at an "æsthetic tea"; but were we chairman of the committee on high schools for that particular term, should address her, officially, somewhat in this fashion: "You seem to have quite mistaken your vocation, as a teacher of history, to this particular class before you. The brilliant talk to which we have listened with due interest would be a delightful entertainment in your own parlor, or at a reading club composed of students in range of your own acquirements. True, your pupils were kept alert, in a twitter of magnetic sympathy, and doubtless went home with glowing descriptions of their 'interesting teacher.' But unfortunately the interest was primarily concentrated on you, a charming, talkative young lady of culture. Secondly, it caught upon the sharp points of the frequent anecdotes and witty episodes of the lecture, with a result upon the historical fabric of the children somewhat like the rush of a crowd of boys and girls through a hedge of thorns, leaving their skirts and coat-tails fluttering on the bushes; their garments rent, and little left save the inspiration of the race. We are very confident that the object for which you were called to that platform,—the instruction of a class of average boys and girls, from 15 to 18 years old, in a period of the history of the United States,—was not so much as conceived by you, and the result was a miscellaneous, pleasurable excitement of the minds of your listeners; leaving them farther than ever from the primary end of school teaching,—the orderly discipline of the mind and character through the study of a particular science."

Every style of teaching is beset by its peculiar danger. In our youth we were nailed down to a poor text-book, often in the hands of a teacher who was only a scholar slightly in advance of ourselves. This method had one advantage: that the teacher and all the active minds in the school were stimulated, together, to "dig" into the book as into a mine that held the treasure of knowledge. In every old country school house in America, there was a little circle of earnest spirits, either with or without the help of the master, toiling at the text-book, and gaining all the time in power to take any mental problem "at the back hug," and throw it by main strength. That class of boys and girls invariably grew up strong men and women, and out of it came the majority of superior people in all regions of American life.

But this muscular system of study was very hard on the feebler brotherhood and sisterhood, for whom the school was really made. The great problem (begging pardon of President Eliot) of education in primary school or college, is not to polish up a few intellectual brilliants, that can hardly fail to get rubbed into shape under any system of training; but to devise some practical way, first, of awakening the mental and spiritual forces of the average and dull child; and, second, so directing that newly awakened faculty, that a habit of independent observation, reflection, and activity, may be established. The old district school was really the most aristocratic of all systems of culture; for it had no consistent method of arousing the dull or frivolous mass of pupils; no ladder of ascent from the low level of the average mind to the cold summit of the text-book Hence the mass of its pupils were dragged through a few years of confused and capricious instruction and discipline, and let loose, hopelessly at sea in regard to the world of good learning.

In our laudable effort to escape this dreary monotony of mechanical recitation from text-books, we have fallen upon an evil that threatens results no less disastrous. The evil was illustrated, as to the upper grades of the public school, by the talk on history referred to; but its most deplorable effects are seen in the primary schoolroom. Too often we behold there the spectacle of a young woman, full of a new-born zeal for object and oral teaching, occupied chiefly in pouring over the souls of fifty infants a thin, lukewarm mixture of science and water, in the form of an endless talk. Meanwhile, the little ones "lie back" in various states of mental and moral confusion. Of one thing they become certain,—that school does not mean work for them, save an irksome confinement of several hours a day; and their energies run off into extracting as much "fun" as possible from school and teacher.

In numbers of schools we visit, this demoralizing process is going on. The teacher has never apprehended the beautiful significance of object or oral instruction, and is wearing herself out in the hopeless task of keeping fifty children interested and amused six hours a day, by ever new and ever more pungent ways of firing lessons at them. As the process does not involve any severe labor in the little ones, it fares like all attempts to amuse without awaking the subject of entertainment—they become daily more dependant and exacting. Generally, along with this is developed that most ruinous of mental habits in a child, a furor of miscellaneous questioning. The teacher stands like a patient under a shower bath; the pull of the string bringing down a storm of questions of all sorts, half earnest and half mischievous. The general result of this abuse is a fearful stimulation of the superficial faculty of the child, and the aggravation of some of the worst faults of American children—forwardness, pertness, and a rage to be amused at any cost. Meanwhile the habit of self-reliance, the sense of gradual growth in knowledge as the reward of faithful work, the conception of the realities of science, and the conditions of scholarship, are never established.

This abuse of the infant mind necessitates the mischievous habit so prevalent in the grammar grades, of the teacher practically doing the work of the class, through endless analysis and explanation at the time of giving out the lesson. The superior minds of the class are tempted to pilfer this knowledge, and shirk the thorough study of the theme; while the average scholar is confirmed in the habit of leaning on the teacher at every step. The final outcome of this method we find in the High school, where crowds of young people, superficially bright and electric, on the *qui vive* to be entertained, are crushed into powder by the demand for the thorough study of a lesson. Such an auditory demands, more and more in the High School, a style of miscellaneous lecturing and talking about a topic, illuminating the real subject-matter in hand, as the passage of a torch-light procession through a dark forest would kindle up the gloom to a momentary bewildering splendor, leaving the woods to a denser darkness. The graduates of this style of High Schools, colleges, and private seminaries, are the readers for the large public libraries, where 80 per cent. of fiction, and 5 per cent. of sober reading, is the rule of circulation. So out into the shoreless sea of spiritual and mental confusion, these victims of the national plague of "talker" are piloted at the public expense.

The remedy for this is not a tirade against object and oral teaching, but a thorough effort, especially in all our Normal and Training Schools,—every where among school committees and principals of all grades to impress on teachers the idea that talking is not teaching, but may become the most destructive substitute for it. The first duty of the young person who would become a teacher, of course, is to know what she is called to teach. The second, is to acquire a self-control and control of other minds, that will concentrate on the effort to stimulate the faculties of a child to the acquirement of power and knowledge by its own efforts. As this process goes on, the good teacher will sometimes speak, but oftener hold her tongue, or speak with well-considered words that suggest the light and awaken power. The best teachers realize the deep truth of the Scripture,—"For every idle word shall men give account in the judgment." Every moment of idle talk inflicted on a school room, every useless repetition of an idea, over-explanations, brilliant distraction,—in short, every thing that hinders or confuses the mental and spiritual growth of the pupil, defeats the primary object of the school.

We sympathized with the boy who came to the superintendent of schools with an application for a transfer, saying: "*My teacher talks so much that I can't study my lesson.*" Of course we do not expect a perfect method at once; but if we would save our new methods from disastrous failure, we must train our young teachers, more and more, to that temperate and well-considered use of the tongue that keeps the child in the best condition to use his own powers, and learn the great mystery of life:—to "grow in wisdom and stature, and in favor with God and man."

Hints to Young Teachers.

III.—INSTRUCTION: READING.

We have come now to the specific work of the teacher.

First of all, make up your mind that whatever is done in your school shall be well done. You will probably have some scholars who have not learned the alphabet. I shall suppose that you are destitute of all

school apparatus, so as to reach the worst possible case. If you can do no better, cut out a supply of plain, large letters from posters, newspaper headings, or anything else. You will find they answer the purpose very well. Select two or three, which combined form a short word, and show them to the child, telling him for what they stand, always choosing something he has seen. Such words as ox or cow are what you want. Put the letters back with the others, again and again, till he can pick them out without hesitation. This is the most tedious part of your work; but persevere, for this is the fulcrum for the lever, which is to raise the world of knowledge. Give the child a slate, make the letters on it for him, and let him copy them. I can assure you that they will not be perfect for a long time, but the attempt will fix their forms in his mind, and his work in the very beginning will be a pleasure, and not a task.

When he has thoroughly mastered these, take another word, which contains one or more of the same letters combined with others, and pursue the same method.

It may take some time in this way for him to learn the whole alphabet, but when he knows his letters, he knows much besides. He will have them combined in words representing ideas; he will know how to spell all these words; and he has made a beginning in the use of a slate and pencil. See that the articulation of each word is clear and distinct. It will save you a world of labor afterwards. As soon as your pupils can put together a few short words, give them short, simple sentences, and make them repeat them till they will speak them naturally. If a child understands what he reads, his inflections are almost always correct.

I remember hearing, one day, a little fellow reading in that dreary, drawling monotone we all know so well. "J-o-h n h-a-s a b-i-g d-o-g." His face was perfectly vacant. I stopped him, and asked him what he was talking about. He looked at me in surprise at the idea that words in a book meant anything, except to be pronounced. I asked him to look and see what the boy's name was. After a moment's hesitation, he said, "John." "Well," said I, "John has something; what is it?" He looked along the line, his face lighted up as if by magic, and he almost shouted out, "Why, he has a big dog."

Children need to feel from the very beginning, that everything they read means something. If this received more attention in our primary schools, we should not find so many indifferent, and worse than indifferent readers. Unless in exceptional cases, I think it is scarcely possible ever to make a child a good reader who has had poor training in the beginning. See that those who go from your school have the foundation laid aright.

SPELLING.

I fear that my hints on this subject will be of little value. There is no such thing as sugar-coating the pill of English orthography, and it is a very bitter one to swallow. I suppose it is a very fine thing that our language has so many forefathers; but they certainly have bequeathed to their descendants a conglomerate of sounds, which would have appalled any one of them taken singly. Gather up your courage, infuse some of it into your scholars; do not discourage them by telling them what a task they have before them, but see that every day they make some progress, and, if they are moderately quick, and you are exceptionally thorough, before they are twelve years old they will be good spellers. If they fail to become so by that time, there is but little hope that they will ever make up the deficiency.

ARITHMETIC.

Teach your scholars so that they can count rapidly and correctly before they begin arithmetic. Abstract numbers are difficult things for children to comprehend. If you have nothing better, get a collection of blocks, and let the little ones begin by counting these. They can understand what nine blocks are, but 'nine' alone is too much for them. I have seen the decimal system quite ingeniously illustrated by means of different sized blocks. When they had counted ten of the smallest size, they were replaced by one of the next larger (standing for our tens); ten of these in turn were replaced by one still larger standing for a hundred, and so on. If you cannot get blocks, you can use instead pieces of paper, cut in different sizes; and these have one great advantage,—they make no noise. Require your scholars to go thoroughly through mental arithmetic, and learn to analyze well before they attempt written arithmetic.

When they begin written arithmetic, keep them on the fundamental rules until they can do anything in them, not only correctly, but rapidly. I think a great mistake is often made here, which hampers the student through his whole after course. As soon as he understands the principles, and before he has acquired facility, he is allowed to go on, and, as new principles are constantly arising, he has all he can do to grasp them, and not lose the old ones which he holds so loosely; and so he goes stumbling and blundering along, never able to do anything both quickly and well. To a business man, the power of calculating rapidly is almost invaluable, and though the requisite practice costs considerable time, in the end it saves far more than it costs. I have seen men who have finished a course of higher mathematics go struggling up a column of figures in addition, like a green hand to a mast-head. This ought not so to be.

You will doubtless find scholars whom you cannot make work rapidly without adding some new wheel to their mechanism; but even with these you can set the regulator forward somewhat. Don't allow a scholar to go over anything without both understanding and explaining it, unless his capacity is so small that it is impossible. It is half of knowing a thing, to be able to tell it. I have sometimes put a scholar in the teacher's seat, and then I have proved very stupid, not understanding anything unless it was explained in the clearest possible manner. Knowledge obtained and fastened in this way, they will not easily lose.

Be especially careful in introducing them into fractions, that bugbear of young mathematicians. Have something to illustrate with—an apple is as good as anything—and always anticipate by your explanations any difficulties in the coming lesson. You will find it very easy to show them that two quarters are the same as a half; consequently, multiplying or dividing the numerator and denominator by the same number, does not alter the value of a fraction. I think almost everything in fractions can be brought within a child's comprehension, with no apparatus but a simple apple. Probably you will not have many who will go farther than fractions, but if you should, and have given them the thorough drill which I have recommended, you will have no serious trouble.

Always look at the advance lesson before going into the class, or you may find some puzzling little problem, which you will be unable to explain readily. When your scholars have worked hard over an example, it wonderfully increases their respect for the teacher's powers, to see her go through it clearly, and without a moment's hesitation.

RESPECT YOUR TEACHERS.—"Respect your teachers, boys," said Deacon Green to two smart young fellows from town who were just now walking "across lots" with him. "Respect your teachers. I don't mean only that you should treat them with outward defere nce but I want you to truly honor them. If you try to do it and can't—why, go to another school. Honor the man who teaches you, who preaches you, who reaches you, say I." The boys laughed at the deacon's funny rhyming, but I noticed that they straightened up as he spoke, and, from the bright look in their eyes, it was evident that they took his idea.—*St. Nicholas.*

The Good Schoolmaster.

[From the "Holy State:"—by Thomas Fuller.]

There is scarcely any profession in the Commonwealth more necessary, which is so slightly performed. The reasons whereof, I conceive to be these:—First, young scholars make this calling their refuge; yea, perchance, before they have taken any degree in the university, commence schoolmasters in the country, as if nothing else were required to set up this profession but only a rod and a ferula. Secondly, others who are able, use it only as a passage to better preferment to patch the rents in their present fortune, till they can provide a new one, and betake themselves to some more gainful calling. Thirdly, they are disheartened from doing their best with the miserable reward which in some places they receive, being masters to their children, and slaves to their parents. Fourthly, being grown rich they grow negligent, and scorn to touch the school but by the proxy of the usher. But see how well our schoolmaster behaves himself.

His genius inclines him with delight to his profession. God, of his goodness, hath fitted several men for several callings, that the necessity of Church and State in all conditions may be provided for. And thus God mouldeth some for a schoolmaster's life, undertaking it with desire and delight, and discharging it with dexterity and happy success.

He studieth his scholars' natures as carefully as they their books; and ranks their dispositions into several forms. And though it may seem difficult for him in a great school to descend to all particulars, yet experienced schoolmasters may quickly make a grammar of boys' natures.

He is able, diligent, and methodical in his teaching; not leading rather in a circle, than forwards. He minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul that his scholars may go along with him.

He is moderate in inflicting deserved correction. Many a schoolmaster better answereth the name, *paidotribe* (boy-bruiser), than *paidagogus* (boy-teacher); rather tearing his scholars' flesh with whipping, than giving them good education. No wonder if his scholars hate the Muses, being presented unto them in the shapes of fiends and furies.

Such an Orbilius mars more scholars than he makes. Their tyranny hath caused many tongues to stammer, which spake plain by nature, and whose stuttering at first was nothing else but fears quavering on their speech at their master's presence, and whose mauling them about their heads hath dulled those who in quickness exceeded their master.

To conclude, let this, amongst other motives, make schoolmasters careful in their place—that the eminences of their scholars have commended the memories of their schoolmasters to posterity.

The Compulsory School System in England.

The seventh annual meeting of the National Education League of England, was held at Birmingham, November 10, at which the report of the executive committee was made, setting forth the gratifying progress of the school-board system, and the advance of public sentiment with regard to compulsory attendance at school. During the year a special agent, Mr. T. Paynter Allen, has made the circuit of several counties to ascertain the practical condition of school affairs. Mr. Allen reports extraordinary results. In Northamptonshire almost everywhere new school buildings had been erected, a complete census of the children of school age had been taken, compulsion was being rigidly enforced, and attendance had increased two and three-fold. The great secret of this success was the intelligent interest aroused among the boot-makers of the villages in regard to a question which they saw so vitally affected their welfare. The school conditions of those villages

where the voluntary system continued to struggle on appeared most painful by the contrast. In Norfolk parishes were found in which the effects of compulsion were most gratifying, side by side with others where, although new schools had been provided, there had been no teachers for one or even two years, because the voluntary managers were unable to offer a salary sufficiently tempting. In Dorsetshire and Wiltshire, the policy of the parish schools has triumphed, yet it was found that quite a third of the schools suffered from some serious defect which ought to disqualify them, and the report of the inspector brings strong testimony in favor of school boards. In Devonshire, "the boards have no enemies, the inspector encourages them, the farmers do not oppose, and the clergymen welcome them." These statements sustain the position of Mr. Dixon, who on moving the second reading of his bill for compulsion, on the 9th of June, stated that he had arrived at the conclusion that it was not possible to propose to the House of Commons any machinery better adapted for the purpose of enforcing attendance than that of school boards. "The Agricultural laborers of Dorsetshire and Somersetshire had recently held meetings, at which it was determined that petitions should be presented to the House praying for the establishment of school boards, 'so that the disgrace of many men and women being unable to read or write, and believing in witchcraft, ghosts, and fairies, may not continue in this so-called Christian country.' The representatives of 50,000 of the most intelligent, or at least the most active of this class of laborers, had just unanimously passed a resolution in Birmingham of similar purport. At a meeting of the National Union of Elementary Teachers, held at York, a resolution was carried, without a single dissentient, in favor of universal compulsion up to the tenth year, and a stringent application of the Factory Acts up to the thirteenth year. Three hundred teachers were privately and separately consulted in Dorsetshire and Wiltshire, and their views coincided with those expressed at the conference."

"What had been the results of compulsion where it was in force? In London, there was an increase in the children's attendance of 100,000, of whom 40,000 were in Voluntary Schools. The average increase in London and ten large towns was 53 per cent.; in Birmingham it was 15 per cent. in 1874, the total increase being 94 per cent. (now, October, 1875, 130 per cent.); in Hull 99 per cent., and in Sheffield, 104; or, according to Mr. Mundella, 120 per cent. As to the success of this principle in the country, of 101 School Board clerks who had written to him on the subject, 35 said that their Boards had been established too recently for any results to be possible; 11 said that the effect had been slight or nothing; but 55 said either that the increase was 'satisfactory,' or 'marked,' or that it had 'doubled' or 'trebled.' Amidst this chorus of approbation from all parts of the country, and all classes of the community, of the principle of compulsion, there had been only one voice raised in favor of delay—that of the Vice-President of the Council. School Boards were opposed on the ground of cost, but an examination of the returns from 175 Board districts showed that the average cost of the elections was ½*d*, in the £ on the rateable value. Other returns, from 68 Board School clerks, showed that in 19 cases the expenses of the Board for the enforcement of the by-laws was ½*d*. in the £; in 9 it was ¾*d*.: in 21, 1*d*.: in 17 between 1*d*. and 2*d*., and in two above 2*d*.—the general average being 1*d*., for which small sum all the advantages attending compulsion under a School Board may be obtained; while of the School Board itself it may be said that it stimulates the public interest in the subject of Education, and that wherever it is established it has been found, by experience, that the interest in education is infinitely greater than in any district which is presided over by the most munificent squire or the most popular clergyman."

LANGUAGE.

The Sentence.—The Subject-term.

Of course, only where there is a predicate noun can there be any difficulty in determining which term is the subject. But in such a case there might not unfrequently arise some doubt. For instance, in a grammar formerly used extensively in this State I find the following remark:

"In the sentence 'The wages of sin is death,' *wages* is generally said to be plural, and *death* is considered the subject."

This author, then, confessedly does not know which is the subject, "wages" or "death."! Moreover, he has not been able to find anything satisfactory, to himself at least, in the authorities; otherwise he would not say, that "*death* is *considered* the subject." Now, we need something better than mere guess-work in regard to so important a matter as what is the subject and what the predicate of a proposition; and if we understand the philosophy of the sentence, we shall not need to speculate—we shall always *know*. We have only to ask, in any case, which term represents what was known to the speaker only. When we have found that, we have certainly found the subject. The above sentence was addressed by the apostle Paul to the ancient Romans. They, in common with the whole world, knew most assuredly what *death* is; but they did not know what *sin* is, or what its *wages* or *consequences* are, in any Christian sense. This Paul, the speaker, knew, and hence he says: "The wages of sin is death," making "*wages*" the subject of the proposition.

Again, in Psalms xviii., 11, we have this sentence: "His pavilion were dark waters and thick clouds of the sky." What is the subject? Evidently the translators considered "*dark waters*" etc., the subject, and consequently put the copula in the plural form.

A grammarian of note says with reference to this sentence, "*waters* and *clouds* are *supposed* to form the subject." A little acquaintance with the important points of difference between the subject and the predicate would have at once relieved him of all doubts.

The sacred writer is describing in a poetical way, *his conception* of the "pavilion" of the Almighty. Everybody knows what "*waters*" and "*clouds*" are. Nobody is presumed to know what the "pavilion" of God is. But David gives here *his* poetical conception of it. Hence, 'pavilion," the speaker's idea, is of course the subject, and "waters" and "clouds," the terms familiar to all, constitute the predicate.

It is not a matter of "supposition," but a matter of certainty.

Again, the grammarian above alluded to, says of the sentence, "His meat was locusts": "We may change this sentence so as to make the predicate nominative, the subject, without materially changing the sense; as, "Locusts were his meat."

Note this — may interchange subject and predicate without materially *changing the sense!* This is certainly a discovery in the philosophy of sentence-making:

The thought, then, in a proposition, like a weaver's shuttle, may run either way, and all is the same. It is a matter of mere taste what term you shall have for your subject.

Thus loosely do our grammarians talk about the most vital things in language.

O no. A sentence is not a kind of lingual double-ender, which may read both ways equally well! You cannot interchange subject and predicate without *totally* changing the sense, and the sentence under consideration will sufficiently illustrate the fact.

The sacred writer in this sentence is telling the reader what John the Baptist's food was. *He* knows what it was; his *reader* does not know; but his reader knows very well what *locusts* are. Hence, "*meat*" is the subject, and "*locusts*" is the predicate.

To reverse this makes *nonsense!* Matthew had no new knowledge of his own to communicate to the world about *locusts*. He was not writing a Natural History!

In Prov. xxxi, 25, we have the following: "*Strength and honor are her clothing.*" Here, again, our translators are in fault. The writer is describing a "virtuous woman." In language highly poetical, he has just been speaking of the industry, the prudence, the charity, and the constancy of such a woman. Here, he continues, in the same strain, and by a strong metaphor declares that she is possessed of other most noble soul qualities,—"Strength and honor are her clothing," —that is, her soul is *habited* in these grand mental attributes, and wears them as a garment.

The writer, then, is giving here, in a poetical way, *his view* of what is found in a virtuous female character. This soul clothing, of such a woman, is the thing known to himself, and hence becomes the subject of the proposition. Hence the sentence should read, "Strength and honor *is* her clothing."

Again, in the NEW-ENGLAND JOURNAL OF EDUCATION a writer quoting the sentence, "The crown and glory of life is character," makes "*crown and glory*" the subject of the proposition. A critic in the same paper charges the above writer with a misconception of the sentence, and affirms that "*character*" is the true subject. Here, then, we have another illustration of this same constantly recurring misapprehension of the true nature of the subject of a proposition. The critic, of course, is wrong. The author of the sentence is not unfolding some new attributes of "*character*" known only to himself. He is affirming nothing of "*character.*" He does believe, however, that *his view* of what constitutes the true "*glory of life,*" is not generally understood. That is, the thing here *known to the writer only*, is the "crown and glory of life"; the thing *known to everybody* is "character." Hence, the former is the true subject; and that it is so is not a matter of fancy or of guess-work, but of absolute certainty.

Once again. The learned author of "Ecce Homo" has (page 218 of that book) the following: "The New Testament is not the Christian law; the precepts of Apostles, the special commanders of Christ *are* not Christian law." Here, the plural form of the copula shows that the writer carelesrly made "*precepts*" and "*commands*" to be the subject of his proposition. The passage itself shows plainly enough that the author is here discussing, not "the New Testament," not the "precepts of Apostles," and not the "special commands of Christ," but *his view* of "Christian law."

His idea, then, of what "Christian law" is, a thing known only to himself, constitutes the subject, and the other terms, "New Testament," "precepts of Apostles," "commands of Christ," things familiar to everybody, form the predicate. Hence, "*are*" should be "*is*," and the latter part of the sentence should read, "commands of Christ *is* not Christian law."

HOW TO MAKE OUR COMMON SCHOOLS PRACTICAL.—"Courses of study, carefully prepared and fitted to the different grades of school, would utilize much labor now misspent. This course should embrace, at least, eight years, from the sixth to the fifteenth. It should include the fundamental branches, reading, writing, English language, arithmetic, geography, and United States history, with the rudiments of plain drawing, arithmetical geometry, physiology, philosophy, chemistry, botany and natural history. Without this knowledge men cannot thoroughly and successfully pursue the business avocations of life, as farming, carpentry, or manufacturing. Time can be saved for these additional branches by securing for their attention what time is now wasted, in many schools, upon the details of geography, technical grammar, and the impracticable portions of arithmetic. Training schools should be maintained, institutes established, associations and meetings held for the dissemination of practical knowledge."—*Hon. J. D. Philbrick.*

SCIENTIFIC.

Projections for the School-Room.

BY PROFESSOR DOLBEAR.

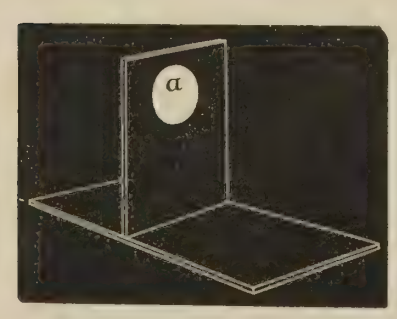
A few years ago the magic lantern was only a toy, but the improved methods for producing artificial light with electricity, gas, and kerosene, have largely contributed to its usefulness, until it is now an almost indispensable auxiliary to the lecturer and teacher of science, history, art, geography, etc. Lanterns which are adapted to all kinds of work are quite costly, generally much beyond the means of the common-school teacher who might be glad to own and use one in his school-room. To such an one the knowledge of a cheap and efficient substitute will likely be welcome, especially if it is adapted to a wide range of work.

With the lantern the matter of first importance is a powerful beam of light. This is always troublesome to manage, and is much too costly for daily use, but a beam of sunlight is more powerful than the most costly of artificial lights, and when it can be had at all it costs nothing; moreover, nearly everything that can be done with the former can be done much better with the sunlight. It is the purpose of these papers to show what can be done in the way of illustration and demonstration, with such apparatus as can be afforded by the poorest district in the land.

There will be needed a plain mirror, so mounted that when put in the window in which the sun shines, it can be turned so as to keep the reflected beam in the same direction. Such an instrument is called a *porte lumiere.* In its simplest form it consists of a plain mirror six or eight inches square, that is hung as ordinary bureau mirrors are hung. This may sit upon the window sill inside the window, or upon a shelf in the window where it is most convenient for it to be used. It is obvious that by simple movements of such a mirror, a beam of light may be kept in any given direction. A better form may be had in the market, for about twenty dollars, which is to be fixed in a wooden pane in the window, or in a board upon which the lower sash rests. If one can afford it, this is a very desirable thing to have.

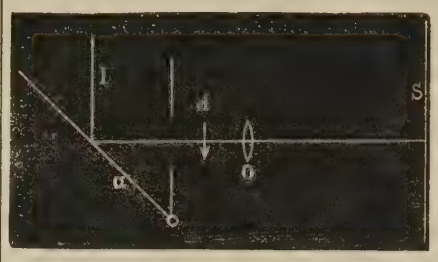
The room will need to be somewhat darkened, but the ordinary shutters, or dark curtains, are quite sufficient for ordinary work. A screen of white sheeting, ten quarters wide, cut square, will answer for an ordinary school-room, though one of twice its length and breadth will be best for all purposes. If there is a white wall opposite the window in which the *porte lumiere* is put, no other screen will be needed, as the wall will answer admirably.

Lastly, let an unmounted lens, four inches in diameter, and with a twelve-inch focus, be procured. Such an one will cost about two dollars. A cheap but efficient mounting for the lens can be made by fitting it into an inch board at *a*, that is fastened upright upon a base-board, as shown in the adjoining figure. In place of this the common retort-stands, in use in chemical experiments, will answer not only for holding the lens, but the picture or whatever object is to be projected.



TO PROJECT WITH A SINGLE LENS.

Fasten the *porte lumiere* in its place, and so adjust it that the beam of light *l* is reflected horizontally and falls upon the screen *s*, where it will appear as a bright spot five or six inches in diameter. Darken the room by drawing the curtains or closing the shutters, and the beam of light can then be seen from the window to the screen, by the light reflected from the dust particles in the air. Now place a lens *o* in the path of the beam, and not more than a foot or two from the opening. It will at once be seen that the light is converged, the rays cross each other in front of the lens, and afterward diverge so that there appears a large disk of light upon the screen instead of the small spot seen at first. Now if some object, as *d*, be placed between the lens *o* and the opening, a place will be found by trial where the image of the object will be seen upon the screen. The outline should be well defined; it will be inverted and much enlarged.



Finding the right adjustment of the object and the lens, so that the image is in its proper place, and has a sharp outline, is called *focusing.* Generally, it is best done by fixing the object first, and then placing the lens rather close to it, and slowly moving the lens towards the screen until the image is plainest. It will be well for a beginner to take a number of objects, some opaque, as the finger, or a pencil, and some transparent, as a grasshopper's wing, or a piece of glass with a design upon it, or a regular lantern transparency. A lens thus used to project a picture, is called an *objective.*

These two pieces of apparatus, the *porte lumiere* and the single lens, have a much wider application than one unfamiliar with them might suppose. Every picture made for the magic lantern or stereopticon can be shown with these in the daytime even better than with the lanterns at night. Every school district in the land may have one, for the carpenter can make the *porte lumiere,* and the lens will cost but a trifle. The pictures themselves, though not half as costly as formerly, can be rented of any one who keeps them for sale, if they cannot be bought. Most excellent transparencies can be bought from six to nine dollars a dozen; but the use of the apparatus is not restricted to the projection of lantern views.

If the teacher wished to give a lesson on the elements of drawing, his copies could be prepared upon glass, and when projected, they would be so large and plain that the whole school could see them as plainly as if they had been drawn upon a huge blackboard with chalk. The room could be light enough for any of the required work. Outline maps, outlines of leaves, of flowers, and parts of flowers, geometrical forms, the kaleidoscope. Nearly all chemical reactions can be shown, and a large test tube will answer for most of these. Small fish, pollywogs, water beetles, the splendid colors and rings on huge soap-bubbles, the vibrations of the tuning-fork, and of cords, the intensity of light, reflection, refraction, magnification of the lens, and a great many more things which will be described, may thus be projected.

Parents, as well as pupils, might profit by such exhibitions as are possible with them; and the enterprising teacher who should undertake it will get his reward in the increased interest taken in his school, both during school hours by the scholars, and by the parents at home, and quite likely will himself become interested to know what further can be done with a beam of light.

The teacher of history or of art would find it to be a valuable adjunct to his lecture-room, for photographs of nearly every historic monument, or work of art, are to be bought for projection. People will throng to the hall where Black is to be with his stereopticon and pictures; but I repeat it, in every school-house in the land, there can be just as satisfactory an exhibition any day when the sun shines.

The rays of light reflected from the mirror *a* through the aperture are parallel, and the diameter of the lens *o* in fig. 3 needs to be as great as the thickness of the beam; otherwise some of the light will pass the edge fo it, and falling upon the screen, will spoil the image of the object projected there. The smaller the object to be projected, the smaller must the lens be that is used as the objective, and the shorter must be its focal length; and if a beam of parallel rays is used, it will often be so small as to be nearly useless, for the divergence is so rapid beyond the focus that the little light there is is too much scattered. Hence it becomes necessary to make a large quantity of light to pass through the lens. This is accomplished by means of another lens, called the *condenser.* It is usually four or five inches in diameter, though sometimes, for special purposes, it is made a foot or more in diameter. For the *porte lumiere* it should be about the diameter of the reflected beam of light, and for most purposes should either be inserted in the orifice itself, at *c d*, or very near to it, so that no light enters the room save what passes through it. The focal length should be twelve or fifteen inches, but it may be shorter. It may be either double convex or plano convex.

TO PROJECT WITH A CONDENSER.

The object *d* is placed near the condenser *c*, and the objective *o* is brought near to it, and slowly moved towards the screen, until the well defined image appears, as in the previous instance. It must be noted here that the size and focal length of the objective must be such that *all* the light passes thro' it when it is at its proper distance from the object. If *o* be moved *toward* the object, it will be seen that some of the light will not pass through it, but will go past its edge, and find its way to the screen, thus spoiling the effect there. Then again, if the focus be too short, and all the light does fall upon it, the object *b* can be moved towards the objective, but then a part of the object itself will not be illuminated, and consequently but a part of it will be projected. For common outline projections an objective plano-convex, three inches in diameter, and eight or ten inches focus, will be found to answer well.

If the object *d* is quite small, as for instance a fly or a flea, or a small crystal, it will be necessary to bring it forward towards the focus of the condenser, that it may be strongly lighted, and so that a short focus objective lens of high power may be used. If the object be made of wood or tissue of any kind, be careful about bringing it very near the focus, as the great heat there may destroy it in a second or two. The common pocket botanical glass, with an inch or an inch and a half focus, will answer for most work of this kind as well as a more costly one.

This arrangement is essentially the *solar microscope.* The object to be projected may be exceedingly minute, if the objective *o* has a very short focus,—say one-quarter of an inch, or less. It is possible to magnify a small object two thousand diameters, or four million times, and still have it so well lighted that a large audience can see it plainly. If a chemical tank be filled with a solution of common alum and placed between the condenser and the object *d*, very much of the heat will be stopped, and a small destructible object can be put nearer the focus with safety.

Below is given a list of things suitable for projecting with this arrangement, though by no means is the list complete: Hairs of various animals, which may be held between two strips of glass; down from the wings of moths and butterflies—these will adhere to a piece of glass without any pressure; scales of fishes; eyes, wings, and legs of flies, or the whole of any insect;

stings of bees and wasps; antennæ of moths and mosquitos; fibres of cotton, woolen, silk, etc.; fern leaves, moss, lichens; mites in cheese; thin leaves of trees; thin sections of wood; small flowers; pollen, stamens, and pistils of flowers; butterflies; water beetles, water fleas, and water spiders; animalcules in stagnant water; vinegar eels. Diatoms, and all objects which are mounted for the common microscope, can be used for projecting.

Point Street School-house, Providence, R. I.

This new school building, situated on Plane street, is an oblong structure, 131 feet 4 inches long by 86½ feet wide, outside the brick work, and 63 feet 4 inches high, with a French roof, and with projecting towers in front and rear. In the centre of the front is a large porch, 42 feet 6 inches long by 13 feet 3 inches wide, under which from 60 to 100 scholars can gather for shelter in case of rain. Three flights of granite steps lead to this porch, and in it is the main entrance to the building, through a door 8 feet wide into a vestibule, 3 feet deep, and then through fly-doors into the main corridor, which is thus protected from cold, dust, and wind. In the centre of the front is also a tower about 22 feet square, projecting 3 feet from the main building, 86 feet higher than the top of the rail which surmounts it, and 35 feet high to the top of the French-roof cornice. This, as are the four corner towers, is surmounted with a square dome similar to those on the centre pavilions of the Tuilleries in Paris. The extreme length of the building, from the front of the porch to the rear of the octagon tower, is 157 feet 10 inches. On the centre of each side of the building is a projection 14 feet wide, with a brick gable running above the main cornice, in each of which is a double window, and over each window, on a tablet of frear stone, stands out in bold figures, "1873."

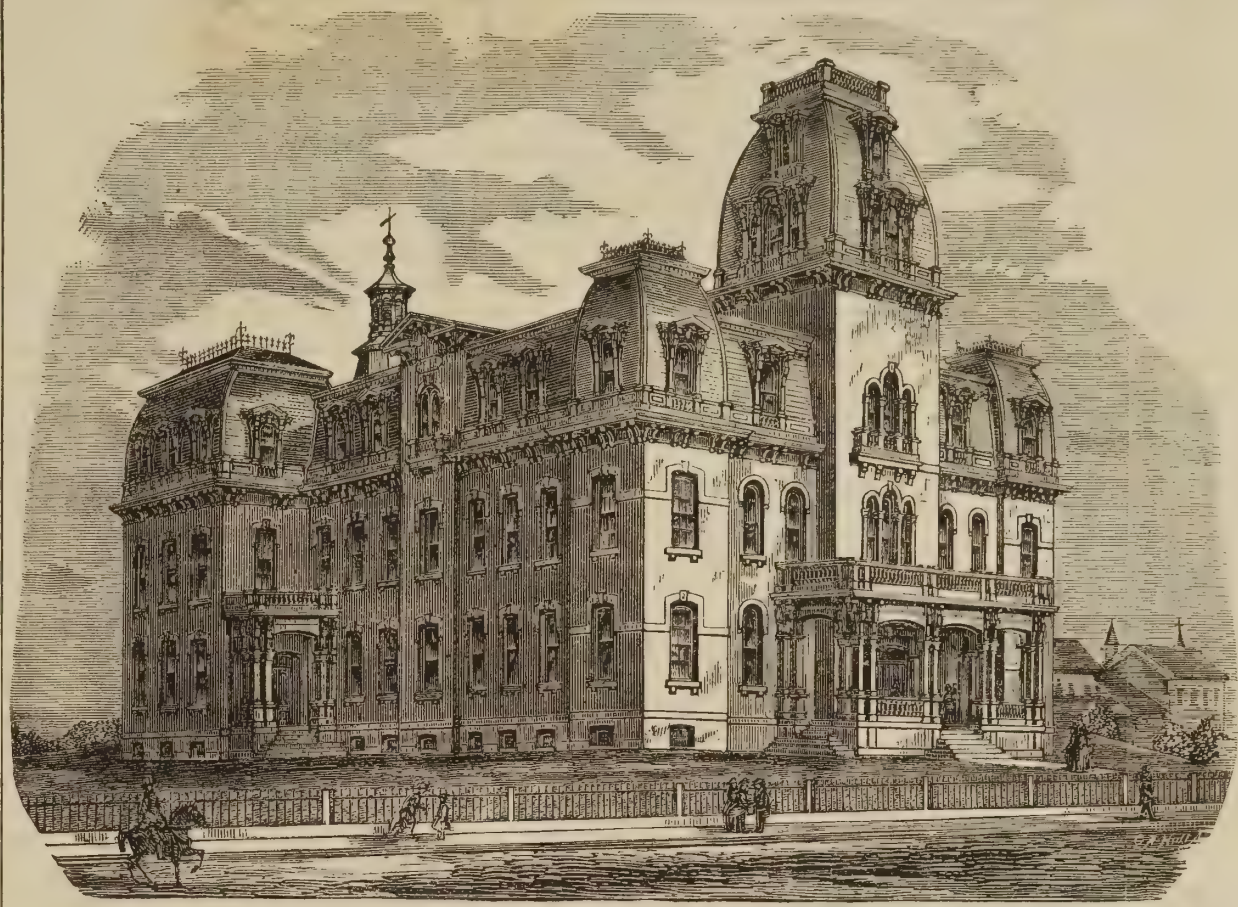
The outer walls are of Danvers pressed brick, trimmed with frear stone, while the cornices, jets, dormer windows, balustrades, balconies, etc., are of galvanized iron. The first slope of the roofs of main building and towers are slated, and the flat portions are tinned.

The second story, which is reached by two stairways leading from either side of the main corridor near the front entrance, as well as by those from the side entrances, is but a copy of the first, there being the same number of rooms, making twelve school rooms in all, and the same general arrangements. The drawing-room on this floor, however, will be known as the "master's room."

The school rooms are each 31 x 33 feet in size, and 13 feet 6 inches in height, and each is lighted by three large windows, the rooms being arranged in such a manner that in all of them the light comes in on the left side of the scholar, so that in no room does the scholar (unless left handed), sit in his or her own light, or the hand throw a shade over the writing book or slate Each room has forty-nine single seats and desks, (seven rows with seven in each row, with extra wide aisles between them), made of cherry and in the latest patterns, making the whole number of scholars that can be seated in the building, to be precise, five hundred and eighty-eight. There are six sizes of desks to accommodate the different sizes of scholars, two rooms being furnished with desks of each size. Black-boards, framed with ash mouldings, decorate the walls all around the rooms, and the first impression received on entering is that these boards are low, and so they may be, but only low enough to be easily reached and used by the smaller scholars. Ranged along the wainscoting, underneath the black-boards, are receptacles for holding erasers, an innovation in school furniture in that city, but as handy as it can be. Each room is provided with a reliable clock.

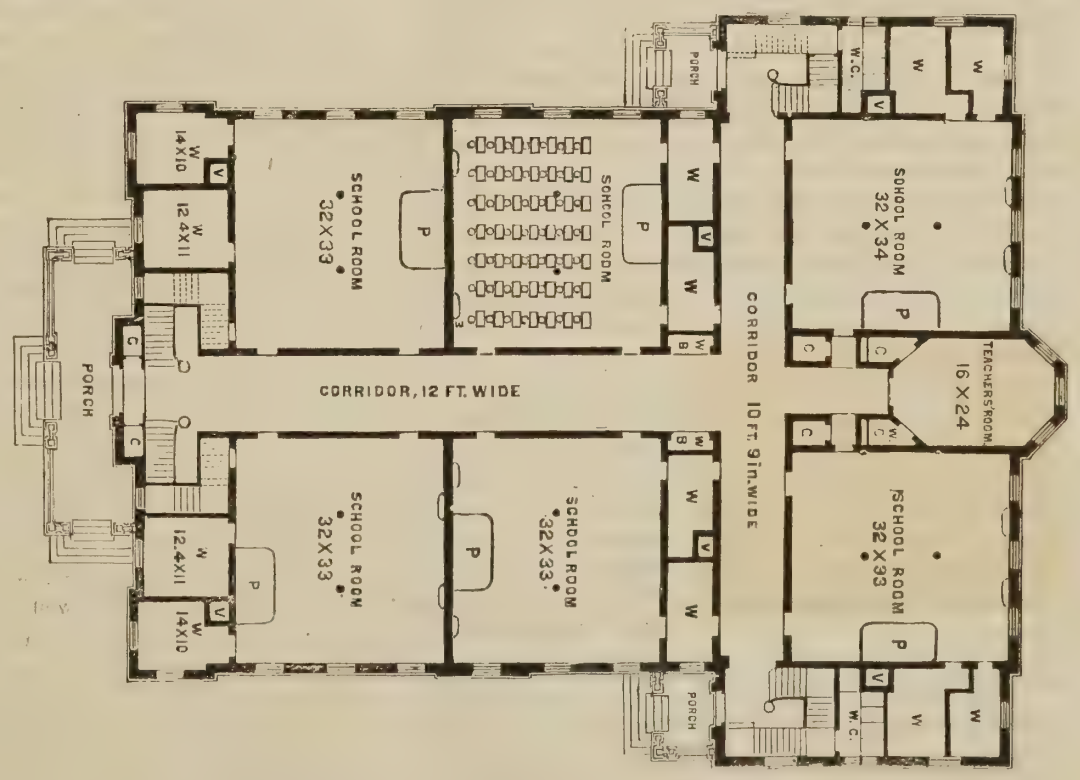
In the third story is a large hall for general school or public exercises, 78 x 82 feet in size, and 24 feet in height in the centre and 17½ feet at the sides, capable of seating 1,200 persons, which is reached by the stairways in the front of the building, and also by those at the rear.

The floors and stairs throughout the building are of hard pine, and the wainscoting, doors, and all the finish in school rooms, halls, and corridors, are of black ash "stuffed." The walls and ceilings are "hard finished," and a clean looking white. There are inside blinds on the windows, made of white pine oiled and shellaced. The stair wainscotings are of black ash, while the rails



and newel posts are of black walnut. The ceilings of the school rooms are in three panels each, and are surrounded by a cornice. Each school room has in it two of the iron pillars before spoken of, ornamented by bronze capitals, and the main hall has eight of the same.

The means of egress from the hall, the school rooms, and the building, are said to be better than any other school house in the country. All the doors to the school rooms open outward into the corridors, so there



PLAN OF FIRST FLOOR.

W.—Wardrobes.
P.—Platforms.
W. C.—Water Closets.
C.—Closets.
V.—Ventilating Flues.
W. B.—Wash Basin.

is no danger of their being choked up, while no school room has less than two doors, and a portion of them have four. The outside doors are spring doors opening either way. There are three large outside doors to the building, as before stated, and four wide, easy flights of stairs, with square landings leading from the upper stories. The main hall may be cleared very quickly in case of emergency, by means of the front entrance, the two rear entrances, and the doors at each side and in rear of the platform.

In the basement, which is the full size of the building, are the boiler rooms, coal rooms, janitor's room, two ample, wet weather play rooms entirely separated from each other, that for the girls being under the front and that for the boys under the rear, and both extending the whole width of the building. The floor is laid in cement, and the play rooms are dry and warm.

The building is heated throughout by steam, which is made and sent through the various pipes and into the radiators by two non-explosive steam generators, which are in the basement of the building as before stated. Each consists of nine sections, and the two will furnish steam amounting to 160 horse power, and have 1,760 square feet of heating surface.

Ventilation is secured by means of six ventilating shafts, concealed in the partition walls, with openings which can be closed wholly or in part, as required, at the top and bottom of the several school rooms (one shaft connecting with each room), the halls and the water closets. These shafts are heated by steam radiators inside them near the openings, and also by steam pipes running through their entire length, thus creating a strong draft.

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Boston, Mass., Dec. 18, 1875.

ONE of the best evidences of the approach of the holidays, is the unusual preparation of our book publishers to meet the demands for elegant and appropriate gifts as friendship's tokens at Christmas and New Years. Enterprise and business talent are ingeniously at work to satisfy the taste for beauty, and suited to the wants of the eyes and the soul, and the outer adornings of the book tables and counters, are but a representative of a tithe of the wealth which lies hidden under beautiful bindings and gilt edges. A glance at shop windows reveals a multitude of good things which the purse may command, the mind enjoy, and the friend appreciate, and our patrons, the teachers, know full well that their friends, the book dealers, are always glad to welcome them at this season with their best array of rich and inviting gifts. Our advertisers are the best friends of our readers, and the teacher who fails to read THE NEW-ENGLAND through, advertisements and all, near Christmas time, is certainly a great loser as to the knowledge of the best houses for trade, the best things to purchase, and the best prices for the times.

THE revolution in the supervision, and general management of the public schools of Boston, interests educators everywhere. By degrees the School Committee had reached the number of one hundred and twenty-four members. Its vigor and efficiency had decreased as its size increased. To reduce the number, to increase the quality and power of the body, has been the motive for the changes from 124 to 24, which was endorsed by the citizens of Boston at their municipal election on Tuesday last.

Two distinct features of school supervision, are most clearly recognized. The first is, that a large school board is an obstacle to vigorous and united school efforts. The second, is that women have a legitimate and important place in school affairs as examiners, advisors and legislators. The new School Board consists of the following members, fifteen of whom were members of the old Board:—Geo. H. Plummer, Wm. H. Finney, John E. Fitzgerald, Charles C. Perkins, Lucretia P. Hale, Wm. T. Adams, Warren P. Adams, Charles Hutchins, Charles L. Flint, W. H. Learnard, Lucretia Crocker, Lucia M. Peabody, F. Lyman Winship, John E. Blackmore, John G. Blake, John J. Hayes, J. B. Moran, George A. Thayer, Godfrey Morse, James Morse, Warren Fletcher, Nahum Chapin, Ezra Palmer, Abby W. May.

THE next number (Dec. 25) closes Vol. II. of the JOURNAL.

FORWARD!—Minnesota has just adopted an amendment to her Constitution, giving women the right to vote on all questions pertaining to common schools, and to vote for, or be elected school officers. Having seen something of the workings of such a law during a residence in a Western State, we urge its importance here at the East. School is but an offshoot of home, and it is the *mother's* children, not less than the father's, who are educated there. Already we feel the necessity of woman's aid on our School Boards; why not also on the election of such Boards, and on all questions pertaining to our schools? We have seen such foolish measures, and worthless men defeated in district meetings by women's votes alone, that we are ready to advocate this reform as one of the most important that we, New England, can adopt.

THE President's position with reference to the untaxed property of the country, demands attention. Joining the question of religious teaching and exemption from taxation in one, he asks Congress to declare church and State forever separate and distinct, but each free within their proper spheres; and that all church property shall bear its own proportion of taxation.

He states that in 1850 the State property of the United States, which paid no tax, municipal or State, amounted to about $83,000,000. In 1860 the amount had doubled. In 1875 it is about $1,000,000,000. By 1900 it is safe to say this property will reach a sum exceeding $3,000,000,000. "So vast a sum, receiving all the protection and benefits of government without bearing its proportion of the burdens and expenses of the same, will not be looked upon acquiescently by those who pay the taxes. In a growing country, where real estate enhances so rapidly with time, as in the United States, there is scarcely a limit to the wealth that may be acquired by corporations, religious or otherwise, if allowed to retain real estate without taxation. The contemplation of so vast a property as is here alluded to without taxation may lead to sequestration without constitutional authority and through blood. I would suggest the taxation of all property equally, whether church or corporation, exempting only the last resting places of the dead, and possibly, with proper restrictions, church edifices."

THE Massachusetts Teachers' Association will hold its thirty-first annual meeting at the Girls' High and Normal School, Boston, on Tuesday, Wednesday, and Thursday, Dec. 28, 29, 30. The programme in another column is an attractive one, with features of unusual interest. The general department is filled with men, and subjects which will bring the teachers of the Bay State to the front, while the sections are prepared with special reference to the practical questions of the day, and the present wants of teachers, while the sections on Wednesday, P.M., will be found to be full of most profitable work. There should be a great gathering of Massachusetts teachers, and with them there will be room for full delegations from the sister States.

THE annual meeting of the New York State Association of School Commissioners and City Superintendents, will be held at Rochester, commencing Tuesday, 28th, 1875. The Association will convene at the Rochester Free Academy Building. State Superintendent Gilmour; Commissioners, Hooper, Moorehouse, Smith, Peck, Barrett, and Shelden; Superintendents Packard, Smith, Calkins, Beattie, Farnham, Gilmore, Buckham, Gen. Eaton, Henry Kiddle, Esq., President Anderson, and others, will give addresses, lectures, and papers. The subjects under discussion relate to School Supervision, and its cognate topics.

THE annual meeting of the Directors of the American Institute of Instruction, will be held at City Hall, Boston, on Saturday, Jan. 1, 1876.

Last Chance for Our Portraits.

For many of our subscribers living at a distance, next week will be the last opportunity to renew their subscriptions for 1876, and receive one of our Art-Union portraits. As likenesses they are perfect; as works of art they are unsurpassed. A portrait of Bishop Paddock of the same size and style, just issued from the same press, is advertised for sale by A. Williams & Co., at $10.00. These are in no way superior to those we shall send out of Mann and Willard. Our readers will get portraits that could not be bought, as they sell at the stores, for less than $15.00 for the pair. The responses coming in from all quarters, assure us of a most hearty appreciation of this plan. Nearly all are sending a new subscriber in addition to renewing their own, so as to secure both portraits. This is most desirable, as they will be companion pictures, and any one possessing one will need the other also.

☞ We call special attention to every one who desires to secure these portraits, to the necessity of remitting before the subscription expires, and also of remitting directly to us, rather than through any agency. If remitted through any one else, so that we have to allow a discount from $3.00, we cannot give to such the benefit of the Art-Union portraits. Send to us directly. Remember that all portraits will be sent in the order the subscriptions are received, so that those remitting first, will receive their pictures first.

As we go to press, we receive the following endorsements of our portrait of Horace Mann:

The new portrait of Horace Mann, by Baker, gives his best expression. It is decidedly the best portrait of the great American educator I have ever seen. I like it much.

Boston, Dec. 15, 1875. JOHN D. PHILBRICK.

Your artist has been eminently successful in reproducing the head of Mr. Mann from altogether the best daguerreotype I have ever seen of him—in size and style adapted to framing for library or schoolroom. HENRY BARNARD.

Boston, Dec. 15, 1875.

CENTENNIAL DEPARTMENT.

Connecticut in the Department of Education at Philadelphia.

The Educational exhibit of the country will occupy a prominent place in the main building, but the school-work of each State will stand by itself as a unit. Shall Connecticut make a creditable exhibition at the Centennial? With the earnest coöperation of teachers and school officers throughout the State this can be done. Our State pride and national reputation are alike involved in the result. It has well been said, "failure to put in an appearance will be construed as an acknowledgement of inability to stand the test of comparison." In the early history of Connecticut her schools were her pride. Their prominence was then acknowledged throughout the country. With such a history we cannot afford to be remiss. The time for preparation is short, and our efforts must be prompt and energetic. Connecticut cannot do better for itself than by seizing this rare opportunity to stimulate all our pupils to earnest competitive work. In no other way can teachers and school officers more efficiently contribute to the general improvement of our schools and the advancement of local public sentiment than by unitedly pushing on this centennial work.

A just appreciation of the occasion is the first essential, for that cannot fail to infuse new interest and even enthusiasm into our schools. Such zeal will insure success both at home and at Philadelphia, while indifference will merit defeat here and disgrace there. No worthy teacher can fail to respond to this call of the State and the country. Earnest preparations for the Exposition will be most useful to every teacher and scholar and school that joins in the work. Aspiration and inspiration are what our youth need even more than mere instruction. This generous rivalry with the schools of this land and the world may give a stimulus to study, that will more than compensate for all the cost of time and money even if there were no further results.

But the beneficial results will be broad and manifold. The educational department of the Vienna exposition was one of its most attractive aud useful features. Says Baron Von-Swartz-Senborn: "The educational Department at Vienna was the most interesting and the most important part of the Exposition, and I think such a section of the exhibition at Philadelphia will be the most valuable and in its consequences the most beneficial feature." No man is better authority on this subject, for he has been the Austrian commissioner in the previous International Expositions, and was the director-general for that in Vienna. His language is but one of many indications that our European visitors will attach

special importance to our Educational exhibit. They will ask what has the nation accomplished educationally during the first hundred years of its growth, and what visible results can it show. To disappoint them here would be humiliating. To merit and receive their commendation will give a new impulse to the cause of education throughout the land. In these few closing weeks of the century our opportunity is grand, and grand will be the result if we only appreciate the exigency and prove equal to the demand.

The Vienna Exposition was a school for unification—the lesson then most needed by the Austrian nation, so curiously composite, embracing peoples oriental in character and Asiatic in race. The exposition did help to unify and fraternize these heterogeneous and hitherto antagonistic elements. This is to-day the most urgent need of the United States. Our Centennial should become a new bond of union. The alienations and animosities engendered by civil war should be buried at Philadelphia. No sectional estrangement should survive this century. To the full and final solution of this problem of reconstruction and fraternization, Education, and especially the school exhibition at Philadelphia, may contribute. Gathering there the best results of the school systems of the North and the West, and of every other section prepared to exhibit its schools, let us give cordial sympathy, encouragement, and co operation to the South, in her efforts to repair the desolations of war, and organize anew the great institutions of peace—her schools, academies, and colleges.

This exposition will give such a demonstration of the value of the public school as this country at least never saw—a demonstration that should supplant indifference, conquer prejudice, and stimulate to a better appreciation of education. While in this centenary year we are eulogizing the founders of our schools, we should emulate their liberality, foresight, and patriotism by seeking to improve and perpetuate these institutions, since no similar opportunity in American history can recur to those whose privilege it now is to share this responsibility. The history of the last hundred years plainly proves that education has been the formative force in our civilization, the prime factor of American character and destiny, the source of individual thrift and prosperity, and of national strength and progress, and that in the future, as in the past, the security and prosperity of our free institutions depend on universal education. This is a fit time to hold up the motto of the great patron of schools in the South and of learning everywhere, George Peabody—"Education, a debt of the present to future generations." These considerations should enlist earnest efforts in securing the best results possible for exhibition at Philadelphia. Scholars' work will constitute the most prominent and interesting feature of the educational department.

B. G. NORTHROP.

MASSACHUSETTS.

The Department of Education and Science issues a circular to the publishers of periodicals and newspapers in Massachusetts:

"The periodical press is justly recognized as one of the most powerful among the educational agencies by which the character of the American people is acted upon. No other country equals our own in the number and circulation of newspapers and periodicals; and in no other is there such a universal popular demand for them. This result has been produced by a combination of causes; but, doubtless, the leading one is to be found in the general dissemination of instruction through our system of free public schools.

"In view of these facts, and considering the prominence of our commonwealth in this department of literature, it is evident that our State exhibit in the educational section of the Centennial Exhibition would be sadly incomplete were the representation of the periodical publications to be left out.

"It has therefore been determined to obtain for our exhibit, if possible, a complete collection of the periodicals published in the State. It is intended that the collection shall be catalogued, and suitably bound in volumes of uniform size, and at the close of the exhibition, deposited in the State Library, to be preserved for the next Centennial Exhibition.

"To enable the agency to carry out this plan successfully, *the prompt and cordial co-operation of the publishers of newspapers and periodicals is indispensable;* and they are, therefore, respectfully and earnestly requested to send to this office, as soon as practicable, after the first day of January, 1876, one specimen number of each of their respective publications.

"It is suggested, as desirable, that each specimen sent for the collection should contain the history of the publication it represents, the history of its locality, or any other special facts which its publisher may wish to preserve in this way."

OHIO.

Ohio educators are busily at work for the Centennial. State Superintendent Smart and his able associates in school work, among whom are Messrs. White, Hancock, Rickoffi, Henkle, Harvey, Tappan, Rice, Stevens, Ellis, Andrews, and Miss Lathrop, confidently believe that Ohio ought to stand first in the educational exhibit. We are glad to note the generous rivalry among the States, and if any State outside of New England and Massachusetts stands No. 1 at Philadelphia, we don't know but we would cheerfully grant the place to the Ohioans.

In order to show how thoroughly the proposed work is to be done in Ohio, we give a leaf from the record of a recent meeting of the State Committee on the Centennial.

It was resolved, as the first item of business, to proceed to the selection of a person as general editor of a History of Education in Ohio, this history to be treated under the following heads:—History of School Legislation; Institute Work; Graded Schools; Ungraded Schools; State Association; Biographical Sketches of Leading Educators; Higher Education; Educational Periodicals; Normal Schools; School Supervision.

On motion of Professor Mendenhall, a general editor of the history was appointed, with power to select assistants to write up the several departments, subject to the approval of the committee; and it was resolved that the local histories should be printed on a sheet eight by four inches, with an additional margin of not less than one and one-half inches; and that these histories be limited, in township districts to two printed pages; in village and special districts to eight pages; in city districts of the second class to ten pages; in city districts of the first class to twenty pages; and in higher institutions of general learning, technical and professional schools, and benevolent educational institutions, to ten pages. It was further resolved that these histories should be printed in bourgeois type, single leaded, without border or page headings, on good white No. 1 book paper of not less than fifty pounds weight. It was also decided that school authorities be requested o have their own printing done, and to send to the office of the commissioner not less than five hundred copies.

On motion, Mr. A. T. Wiles was appointed to correspond with school authorities in regard to models, photographs, and plans of school buildings; and President Thompson was appointed to correspond with text-book publishers and manufacturers of school furniture and apparatus, with the purpose of procuring specimens for exhibition. Superintendent John Hancock was appointed to prepare a letter addressed to the State Board of Centennial Managers, asking pecuniary aid in our attempt to secure a respectable exhibition of the educational interests of Ohio.

Hon. E. E. White and Hon. T. W. Harvey were selected as general editors of "The History of Education in Ohio."

The following gentlemen were named as suitable persons to prepare a history of the several departments: History of School Legislation—President E. T. Tappan and Hon. Harvey Rice. Institute Work—Hon. T. W. Harvey. Biographical Sketches and Educational Periodicals—Hon. W. D. Henkle. Graded Schools—Supt. R. W. Stevenson. Ungraded Schools—Supt. Alston Ellis. State Association—Hon. E. E. White. Higher Education—Prof. E. B. Andrews. Normal Schools—Miss D. A. Lathrop. School Supervision—Supt. John Hancock. High Schools—Supt. D. F. DeWolf.

It was resolved that all local histories shall be sent to the commissioner's office before the 1st of February, 1876, and that any received after said date shall not be considered.

We shall publish next week the rules adopted to govern the proper ratio and exhibition of pupil and student work at the exposition.

MAINE.—Arrangements are in progress for a representation of the educational condition of Maine in the Centennial, next year. Superintendent Johnson is preparing a paper (which will be included in his report) on the present educational status of the State, and copies of this will be placed in the department set apart for an exhibition of this great interest. Photographs of all our most important school-buildings, as well as of our country schoolhouses, are solicited. In this connection, and as an illustration of the strange ideas which prevail in other parts of the country as to the actual condition of Maine, Mr. Eaton, the head of the national bureau of education, recently suggested that photographs of some of our "log schoolhouses" ought to be taken and put on exhibition. He was somewhat taken aback on being told that there was not a single log schoolhouse in Maine.—*Ex.*

Some Holiday Books.

— Lockwood, Brooks & Co. have a fine display of goods of all varieties for the use of our literary friends. Silhouettes and Songs, containing designs by Helen M. Hinds, and Poems by Eminent Authors, is a gem of the season. It is illustrative of the months, and the pictures of the seasons are the work of a little girl, age 14. Edward Everett Hale edits the work, and the poems are by Whittier, Lowell, Lucy Larcom, Celia Thaxter, James Freeman Clarke, Hiram Rich, and others. Printed on extra heavy paper and elegantly bound. "The hit of the season," says the New York *Tribune;* and we are quite sure that its sale will prove it to be such. Folio, cloth, gilt, $3.00; India proof, in portfolio, $10.00.

The same house have just published Dr. Samuel Kneeland's Account of an American in Iceland. It is a most interesting story of the scenery, people, and history of this far-off island, by a most careful observer, who in company with Bayard Taylor, M. Halstead, C. W. Fields, and Dr. Hays, paid a visit to Iceland on the occasion of its millennial celebration in 1875. Dr. Kneeland describes with great interest the exercises of the great occasion of national festivities, and when this is well over he proceeds to investigate the geological, social, and political aspects of the country. The Valley of Thingvalla and the Geysers receives a minute description, with well defined theories of volcanic and geyser action. The Norse history is made familiar to his readers, and the literature of Iceland has a friendly notice. The geology, mineralogy, and volcanic history are carefully studied and well illustrated by the author, and teachers will find it a most valuable book for reading and reference concerning an island and people so little known to Americans, and so deserving of our thorough acquaintance. It is the most thoroughly readable book on Iceland in the English tongue.

— Lee & Shepard have a fine assortment of valuable books as holiday gifts. Ballads of Home is one of them. Its 166 pages are full of beautiful poems by Charles Swain, O. W. Holmes, Charles Kingsley, Moore, Kate P. Osgood, Louise C. Moulton, Longfellow, Tennyson, Saxe, Eliza Cook, George S. Burleigh, Phebe Cary, and others. These are interspersed with forty full page illustrations of home scenes, which fitly illustrate the text of the poems. Just the book for a home gift to make hearts happy at the merry home-gatherings and rejoicings. Price $3.50.

The same house publishes a new book in the Forest Glen Series, by Rev. Elijah Kellogg, entitled "Brought to the Front, or The Young Defenders." Mr. Kellogg's stories have a relish for boys' mental appetites, and a healthy stimulus to the nobler elements of boy-nature. This book places a premium upon a courageous spirit in danger, and a self-reliant purpose in trial and difficulty. The moral is a good one, and the book is worthy of a boy's perusal. A safe and good book. Price $1.25; pages 320.

— While publishing the magnificent lithographs of Horace Mann and Mrs. Emma Willard, it is timely to call attention to the published editions of their lives and works. The Life of Emma Willard was written by the eminent historian and lecturer, John Lord, LL.D., and published in one volume by the house of D. Appleton & Co., New York. Horace Mann's Life and Works, prepared by Mrs. Mann, are published in three volumes by Lee & Shepard, Boston. These books should be in school and teachers' libraries, and the pictures of these early distinguished educators will call for these life-keys, to unlock the secret hidings of their power and influence.

— "Nearer, my God, to Thee," is beautifully printed on heavy paper and illustrated appropriately by Lee & Shepard. The designs are by L. B. Humphrey, engraved by J. Andrew & Son. Nothing finer as a gift for the holidays has been prepared. Devotion will always find true inspiration in this hymn, and its setting in these lovely pages, is only a fitting expression of its beauty and spiritual power.

— J. R. Osgood & Co. stand among the first of the enterprising houses of Boston that always seeks to publish such books as the people want, and their business foresight seldom fails them. Their beautiful stock for the holidays embraces Whittier's new poem, "Mabel Martin," which is one of his sweetest and truest pastoral poems. Whittier always touches men's hearts, with his deep, pure thoughts and loving words, and this elegant book, beautifully illustrated, is a rare Christmas gift. "The Vest Pocket Series" and the "Little Classics" are just suited to the holiday service, and are tasteful and desirable gifts.

— The utterances of a true poet find a response in all hearts and live in all lives. Their truth and sweetness embalm them in the memory, and render their influence imperishable. Such is the purity of style, the originality and truthfulness of thought, the beauty of conception, and the sympathetic tenderness of the poems of B. F. Taylor, who may truly be called, without a rival, the household poet of America. His "Songs of Yesterday" is one of the most remarkable collections of lyric writings in the English tongue. How natural, how pathetic, how patriotic, is "Mary Butler's Ride;" and the artist makes the heroine live in his pictures as well as the poet in his rhymes. "Kelley's Ferry" will awaken in the soldier's mind tender recollections of the sunny side of war. "The Psalm-Book in the Garret" has become classic. The Old Schoolhouse — why! it is so full of life that our boyish days come back as fresh as yesterday. "The Sonnet to My Wife" has a tender grace and pathos that will preserve it a long, long while. We enjoy Longfellow, Whittier, Bryant, and Holmes in all their noble, pure, sweet utterances, but Mr. Taylor gets a bit closer to the tender memories of the heart-life, and somehow stirs the fountains of our souls, so that a tear bubbles up—we know not why or how,—and we brush it away only to find it chased by another. The true poet alone has the power over man's spiritual forces to make them yield to his will, and we must crown our author with the laurel of "The Home Laureate of America." S. C. Griggs & Company, of Chigago, publish this book, with elegant illustrations, designed by Messrs. Beale, Bolles, Darley, Eytinge, Moran, Sheppard, and Miss Hallock. The paper, presswork, style of dress,—in fact, the whole work of this magnificent volume, shows that the West is fully up with the East in its outer embellishments of books. Full gilt edges, $4.00; morocco, $8.00. Sold by S. C. Griggs & Co., publishers, Chicago, and by all booksellers in Boston.

— Dresser and McClellan & Co. of Portland, Me., publish The Young People's History of Maine from its earliest discovery to the final settlement of its boundaries in 1842. Written by G[illegible] ney, member of Maine Historical Society. Illustrated, a[illegible] for use in schools; second edition. The boys and girls [illegible] a rich treat in this State history. It is thorough[illegible] covers the Indian history most completely [illegible] in a manner to awaken the interest [illegible] pioneer life along the coasts and ri[illegible] culated to arouse a true State pri[illegible] the people. Mr. Varney has do[illegible] Maine, and we believe that the [illegible]

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

December and August, 1620.

[Song for Forefathers' Day.]

BY M. B. C. SLADE.

The Mayflower brought the Pilgrims to Plymouth, Mass, in December, 1620. In August of the same year, a Dutch slave-ship sailed up the James River with the first cargo of slaves ever brought to the American colonies.—*Lossing's United States History.*

'Twas a stormy night, and the moon's pale light
Through rifted clouds shone down,
When the Mayflower lay, in the ice-bound bay,
By the rude, wild shore alone.
For a pilgrim band to the northern land
Had crossed the ocean o'er,
And a hope shone high in the lifted eye,
As they gazed on the stormy shore.
What sought they, thus roaming
Far, far away?
O they sought and found, where the soul, unbound,
To the God of the free might pray!

To a Southern clime in the summer time
A barque ploughed through the sea;
She was laden low with a freight of woe,—
For a slaver ship was she.
O'er the sunny seas, came a wooing breeze
From fair Virginia shore,
And the ship sailed in with her freight of sin,
And the blight and the curse she bore.
What brought she, thus roaming
Far o'er the sea?
O she brought the slave, and the bond-man gave
To the land of the Lord's own free!

O'er the Northern hills, by the singing rills,
From the mountains to the sea,
Spread a mighty throng, brave and true and strong,
And they sang the songs of the free.
While Virginia's sod, with the bondman's toil,
Fair as a garden grew;
Till Jehovah's breath with a blast of death
O'er the sin-cursed nation blew!
What sought He, Jehovah,
Lord over all?
O he brought out free, thro' the War's Red Sea,
His oppressed from Oppressions thrall.

Passing Away.—Let Them Pass!

For New-Year's Day.

BY M. B. C. SLADE.

This should be given by eleven girls. They hold in the right hand the letters of PASSING AWAY, *and in the left those of* LET THEM PASS. *The letters of each word should be lifted and held in line during the recital of the chorus containing it.*

First Scholar.—Swift flew the seasons and the year;
Again we haste to gather here;
Winter, Spring, Summer, Autumn, bright
Have onward sped with rapid flight.
All in concert.—And as they pass we sadly say,
Passing away! Passing away!

Eleventh Scholar.—Not sadly.—Work that Spring begun
Summer and Autumn well have done.
They gave us gladness, joy and mirth;
They crowned with loveliness the earth.
All in concert.—So say good-by, and not alas!
Say Let them pass! Yes, let them pass!

Second Scholar.—How bright the flowers o'er hill and field!
How sweet the perfume that they yield!
How sad it seems, the time has come
When we must miss their fragrant bloom!
All in concert.—And as they pass we sadly say,
Passing away! Passing away!

Tenth Scholar.—Not sadly.—There was surely need
The flowers should fade, or tiny seed
And ripened fruit, and golden grain
Would never bless the earth again.
All in concert.—So say good-by, and not alas!
Say, let them pass! Yes, let them pass!

[illegible]holar.—All through the summer time we heard
[illegible]he hum of bee, the song of bird;
[illegible] gone is every tuneful sound,
[illegible]l the silent world around.
[illegible]ey pass we sadly say,
[illegible]ssing away!

[illegible]hey have only flown
[illegible]d flowery zone;
[illegible]g flies home, and then
Sing just such merry songs again.
So say good-by, and not alas!
Say, Let them pass! Yes, let them pass!

Fourth Scholar.—Here, week by week, the seasons through,
We come, our happy work to do,
And now we see how quickly flies
A year of opportunities.
All in concert.—And as they pass we sadly say,
Passing away! Passing away!

Eight Scholar.—Not sadly. Though we have not done
All that we might, some sheaves we've won;
And other days are yet in store,
For sowing, reaping, gleaning more.
All in concert.—So say good-by, and not alas!
Say, Let them pass! Yes, let them pass!

Fifth Scholar.—We wish that we might ever stay
In youth's bright morning, glad and gay;
But swiftly fade life's sunrise hours,
Its early sunshine, dewy flowers.
All in concert.—And as they pass we sadly say,
Passing away! Passing away!

Seventh Scholar.—Not sadly.—There is work to do,
As life goes on, for me and you—
These morning hours our strength complete
To bear the burden and the heat,
All in concert.—So say good-bye, and not alas!
Say, Let them pass! Yes, let them pass!

Sixth Scholar.—One year ago! Since then have gone
To far-off mansions many a one,
So beautiful, so loved, so dear,
Whose happy tones we used to hear.
All in concert.—And as they pass we sadly say,
Passing away! Passing away!

Eleventh Scholar.—Not sadly! Loving kindness flows
Through all that comes and all that goes.
And, Bless the Lord, we'll try to say,
Both when he gives and takes away!
All in concert.—So say good-bye, and not alas!
(*Very softly.*)—Say, Let them pass! yes, let them pass!

What December Says.

A Christmas Recitation.

BY M. B. C. SLADE.

Open your hearts, ere I am gone,
And hear my old, old story;
For I am the month that first looked down
On the beautiful Babe of glory.
You never must call me lone and drear,
Because no bird are singing;
Open your hearts and you shall hear
The song of the angels ringing.

Open your hearts and hear the feet
Of the star-led Wise Men, olden;
Bring out your treasures of incense sweet;
Lay down your offerings golden;
You say you look, but you see no sight
Of the wonderful Babe I'm telling;
You say they have carried Him off by night
From Bethlehem's lowly dwelling.

Open your hearts, and seek the door
Where the always poor are staying.
For this is the story, forevermore
The Master's voice is saying:
Inasmuch as ye do it unto them,
The poor, the weak, and the stranger,
Ye do it to Jesus of Bethlehem,
The Babe of the star-lit manger.

At the Christmas-Tree.

BY M. B. C. SLADE.

Some love the oak tree, stout and tall;
The willow, bending long;
The elm, whose branches graceful fall;
The pine, with sweet, sad song;
The cherry-tree, whose petals white
Fall soft in summer snow;
The apple-tree, with blossoms bright,
And fruit of golden glow.
But this strange tree, our favorite
Through one glad hour shall be;
For love's dear blossoms cover it—
It is our Christmas Tree!
Around it as we stand to-night
We joyfully declare,
Some lovely fruit, or blossom bright,
For each its boughs shall bear.
His rain and sun our Father lends
To deck the forest trees;
His love in human hearts he sends
To bring such bloom as these.
So while we thank the hands of love
That Christmas gifts bestow,
We'll praise the tender heart above,
Whence all our blessings flow.

From "Holiday Concert," a book of Christmas and Sunday-school Concert articles. Price 50 cents. Send to J. E. Muller, Chicago or M. B. C. Slade, Fall River, Mass.

A Joke of St. Nicholas.

BY W. W. BAILEY.

St. Nicholas sat by a smouldering fire,
And warmed his hands in glee,
While from the distant city spire
The bell was tolling "three."
"I think this year I will play a joke,
And hide the Christmas tree."

The more he pondered, the jollier grew
His ruddy old face with fun;
"Such a merry time will the children have
When they learn the mischief done!
The Christmas tree shall go under the stairs,
In the closet, sure as a gun!"

It made his saintship blow and puff,
As he tugged at the cedar tall,
"It's much like work!" he said, "Enough!"
And leaned against the wall;
But finally moved the tree into place,
And filled the stockings all.

The morning dawns, the children rise
To see what they can see,
But soon their joy is turned to cries;
There is no Christmas tree,
The stockings are lost, the candy gone,
O where can the treasure be?

They hunt in the dark and all about,
They're nearly in despair,
When Willy, the oldest, gives a shout,
"O, papa! look in there!
See! some one has stolen our Christmas tree
And hidden it under the stair!"

Yes! sure enough, the tree is found;
It glitters with gems and gold,
Four racing sleds, and books new bound,
With toys and sweets untold;
For Santy, the elf, has had his joke,
The boys and girls are *sold!*

Notes and Correspondence.

Answers to Queries.

Reply to "Quiz," (Journal, p. 257.)

If the speaker conceived of the legacy as one sum, he would spontaneously and properly say, 'One hundred and fifty thousand dollars was left to a widow and her three children'; but if he did not conceive of the legacy as one amount, 'One hundred and fifty thousand dollars were left,' etc., would correspond with his conception.

The article, "Singular or Plural?" answered inquiries relative to cases where the subject was one or more nouns. The principle there stated applies to nouns and substantive equivalents. The last question of "Quiz" may be sufficiently answered from his standpoint by saying, that when *you* and *we* are singular, *are*, *were*, etc., are singular also, that these are merely instances of distinct inflection of the verb. The truth, however, is, that here is an exceptional use of a plural form of the subject, which a grammar should notice in remarks. Plurality was originally attributed to the persons addressed out of respect, and so a plural form of the verb was required; and the plural form has remained the authorized usage in both pronoun and verb, although Webster, in his English Grammar, advocated the singular form of the verb, as *You was here.* Most editors and critics and many public speakers adopt "the wegotistic style"; and as they assume to carry the weight of a plurality, a plural verb must correspond with their conception of the subject, "we." But when *we* represents a plurality, or, in other words, the speaker is the mouth-piece of others with himself, it is not a case of "wegotism," an *ism* sometimes not indicative of self-conceit, nor less offensive to good taste than egotism. I. D.

Reply to "H. F. M." (Journal, p. 257.)

Present usage of the English language recognizes no possessive case of the pronouns, *I*, *thou*, *he*. *My*, *our*, *thy*, *your*, *her*, *their*, are possessive adjectives, always used as adjectives. *His* and *its* are possessive adjectives, sometimes substantive, in which case they may be called pronominal substantive equivalents. *Mine* and *thine*, except in antique style, are employed only substantively, and are pronominal substantive equivalents. *Ours*, *yours*, *hers*,

theirs, are modifications of *our*, *your*, *her*, *their*, and are pronominal substantive equivalents. Compare the French *mon*, *le mien*; *ton*, *le tien*; *son*, *le sien*. Substantive equivalents are not names, are not *distinctive* symbols of substantive notions; but substantives or nouns are. Adjectives and substantive equivalents, of whatever class, are not *express* symbols of substantive notions; but pronouns are. I. D.

———o———

Tables of Parts and Factors.

To the Editor of The New-England:

The following tables I would commend to those of the fraternity instructing beginners in arithmetic. Scholars using these, instead of the tables given in the text-books, do not hanker after "finger-exercises," nor manifest a desire for "reciting down the table" when asked the result of any combination:

TABLES OF PARTS.

| | | |

STATE DEPARTMENTS.

Maine.

— The winter term of Houlton Academy commenced on Monday, December 13.

— The winter term of the East Maine Conference Seminary, Bucksport, opened with seventy names registered. The prospect of a fully attended winter term is most flattering.

— A new school-house was dedicated at East Fryeburg, on Saturday last. The house cost $800, and is a well arranged and commodious building. The address was delivered by the Rev. Henry Carpenter.

— A fellow writes to the Norway *Advertiser* to oppose the establishment of a normal school at North Bridgton, because the students will be obliged to attend an orthodox church. Pity that fellow learned to write.

— The trustees of Colby University have decided to attempt to raise $8,000 by subscription for the purpose of rebuilding the gymnasium, recently burned, and completing the renovation of the South College building. Hon. Abner Coburn, chairman of the trustees, has opened the subscription with a pledge of $1,000.

— State Superintendent Johnson has prepared and will soon issue, two important circulars to school officers and teachers—one relating to the Educational exhibit of the State at the Centennial, and the other urging the introduction of drawing into all the public schools of the State. He has also prepared blanks for teachers wanting position, and for school officers wanting teachers, in accordance with the vote at the late session of the State Educational Association advising the establishment of an agency for supplying teachers with places at the State Educational Department. Parties concerned will take due notice thereof, and govern themselves accordingly.

— A man in Waldoboro, wishing to get his son on the school committee, said to the electors, "It will accomplish me and annihilate my son, if you will confer this favor upon him." And his son was 'annihilated.'

— There are twenty-seven girls in the Industrial School for Girls at Hallowell. Two have been discharged, by being indentured to proper persons or guardians. So many future "mothers of criminals" saved.

— A Mt. Vernon correspondent of the Kennebec *Journal* says: "Our free high schools are a splendid success, and are popular with everybody. We have had four short terms, in as many localities, and every boy has had an opportunity to receive the benefits of the same; and the opportunity has been generally improved. Please, gentlemen law-makers, don't go back on us."

— J. F. Moody, A.M., principal of Hebron Academy, is teaching the winter school in Buckfield village.

— The Teachers' Association of the town of Paris met at South Paris, Saturday evening, December 4th. N. S. Palmer was elected president, and H. E. Chase secretary. Mr. Chase spoke on "The Advantages of Mathematical Studies." Essays were then read on the following subjects by teachers present: Miss Augusta Bamford, "Drawing in the Public Schools"; Miss Lulie Giles, "The Study of Geography"; Miss Abbie Morse, "The Advantages and Disadvantages of the Ranking System." The following are some of the queries: "To what extent may corporal punishment be carried in a primary school?" "What is the best method for preventing whispering?" "What means must be taken with a scholar who will not study?" The answers elicited were to the point. Dr. Rounds come in, and added to the interest of the meeting by his words of cheer and advice. There were twelve teachers present, and all came away feeling that it had been an interesting and profitable season. The next meeting will be held at the school-house on Paris Hill, Saturday, January 1, at 2 o'clock, p. m.

— There are in Bath a large number of pupils of all ages, who are unable for one reason or another to follow the prescribed course in the other schools and keep their places in the classes. For the benefit of such, an intermediate school is kept open a part of each year, and receives all that come, without regard either to their advancement or their want of it. The usefulness of this school is shown by the fact that a respectable number of youths attend it who, but for it, would deny themselves all school privileges.

New Hampshire.

MANCHESTER.—At the last Teachers' Meeting, Superintendent Dearborn presented the claims of the Centennial, upon schools and teachers. Much interest was manifested, and active measures are already on foot for work in this line. A vote was passed by the teachers requesting the school committee to invite Prof. Walter Smith, of Boston, to lecture upon his speciality. Christmas week the High School proposes an exhibition of drawing, which will give an idea of the ground covered by the course in that department.

— A course of free lectures upon subjects of practical interest has been given weekly through the fall term, and will be continued through the winter and spring term of Penacook Normal Academy, Fisherville. Hon. Amos Hadley has given several on the Discovery and Early Settlement of New Hampshire; A. H. Crosby, M.D., one on birds; E. J. Durant, on Ventilation; Rev. C. A. Durant, Mineralogy of New Hampshire, etc. Hon. G. G. Fogg, of Concord, is to give the next, subject "Familiar Talk about Switzerland." Mr. Fogg will speak from personal observation, having been our minister to Switzerland from 1860 to 1867. There has been a constant increase in attendance since the opening of the school under the new management last spring. A dramatic entertainment was recently held, the object of which was to raise funds for a new academy bell.

— Mr. S. Lowell French is a veteran in the educational service. On the 6th inst., he opened his third term for the present year, in Belmont, on the spot where he commenced a school twenty-one years ago. He had then been teaching more or less for eight years, and continued to teach from one to three terms a year in this town for seven years. One or both of the parents of a number of his present pupils, attended his school during that time. Last term, out of forty-one scholars, thirty-five were neither tardy nor dismissed. Mr. French has spent the greater part of his life in the public schools, ranging most of the time from forty to one hundred and eight pupils. Would that more of our schools were in charge of those who look upon teaching as a life work.

— The Literary Union, which proved quite a success at South Newmarket last winter, has been revived. A former resident returning after an absence of fifty years, in a letter to the Rockingham County *Advertiser*, is enthusiastic over the improvement in the schools, and speaks of some of the teachers in highly complimentary terms. He states that the schools are much indebted to the services of the lady superintendent, Mrs. A. H. Varney.

— There will be a meeting of the Hillsborough County Association of past and present superintendents, at the town hall in Greenfield, on Wednesday, the 22d inst., when the programme will be as follows: 1. Thoroughness in the studies pursued,—Hon. J. H. Goodale, Superintendent of Schools, Nashua; 2. History: How much should be taught in our grammar schools?—J. G. Edgerly, Superintendent of Schools, Fitchburg, Mass.; 3. Ought written arithmetic to precede mental?—George E. Cochran, New Boston; 4. Hillsborough County at the Centennial,—J. G. Dearborn, Superintendent of Schools, Manchester.

— The winter term of the normal school commenced last week. A larger number of students are in attendance than at any winter term since the school was inaugurated, numbering about 90.

Vermont.

— The Middlebury Historical Society will celebrate the landing of the Pilgrim Fathers upon Plymouth Rock, on Tuesday evening, Dec. 21st. The annual address will be delivered by Rev C. B. Hulbert, president of Middlebury College.

— Rev. Benjamin Labaree, D.D., ex-president of Middlebury College, has returned to Charlestown, N. H., which is his native place, with the intention of making it hereafter his permanent home.

— The winter term of the village schools of North Troy commenced Monday, Dec. 6. Mr. B. M. Weld, from Middlebury College, is principal of the school in district No. 1, and Miss Clara Bailey assistant; Miss Nellie Keith, teacher in district No. 10.

— Miss Miller, who taught in the academy at Albany, during the fall term, proved a very acceptable and efficient teacher. She teaches the district school this winter. William D. Buchanan teaches in District No. 8; Rev. C. S. Hamilton, at the Center, and James Beavins in District No. 8. Beside these we furnish some teachers for other towns. Miss Nancy McGuire teaches at Irasburg Common, Miss Abbie Beede at Barton Landing, Miss Myrtie Rowell at Barton, and Miss Katie Clark at Underwood.

— It is proposed by the friends of the Newbury (Vt.) Seminary to raise the sum of $5,000, the coming season, for the purpose of making further repairs on the buildings, adding to the library, purchasing a philosophical and chemical apparatus, etc. Mr. A. S. Buzzell has been appointed agent to raise the above amount. He solicits sums of money, large or small, or donations of books, from all who feel an interest in "Old Newbury Seminary."

— Miss Julia P. Pease, daughter of Rev. A. G. Pease, of Rutland, begins a three years' medical course at Boston, this week, to prepare herself for missionary work at Constantinople.

— We notice from the catalogue of the University of Wisconsin., that Hon. George H. Paul, of Milwaukee, formerly of Burlington, and a graduate of the U. V. M. of the class of '47, is now president of the Board of Regents of that large and thriving university.

— Brother Miller of the Montpelier High School has our unfeigned sympathies—of congratulation on his recent vacation exploit of taking a helpmeet.

— The Vermont Conference Seminary and Female College is under an efficient board of teachers, with Mr. L. White, A.M., principal. It has had a very successful fall term, which is just closed. This school, with nearly all others, feels the depressed condition of business, but is laboring faithfully to do a good work for its students. The examination just made showed a very commendable degree of interest on the part of the students, and that real, genuine hard work had been done both by them and their instructors. The ladies collegiate course is very thorough, as is the case likewise with the college preparatory course. Much attention is given to the higher English department. The closing literary exercises of the students showed good musical instruction and great attention to composition and declamation.

Massachusetts.

Massachusetts Teachers' Association.

Thirty-first Annual Meeting, at Girls' High and Normal School-House, West Newton street, Boston, Dec. 28, 29, and 30, 1875.

TUESDAY AFTERNOON, THE 28TH.

4:30 o'clock—Meeting of the Directors.
7:00 o'clock—Business Meeting of the Association.
7:30 o'clock—*Science and Sentiment:* An Address by Rev. Noah Porter, D.D., President of Yale College.

WEDNESDAY MORNING, THE 29TH.

9:00 o'clock—*Address of Welcome. Response.* The appointment of Committees, etc.
9:30 o'clock—*The Culture of the Imagination:* A Paper by Rev. Thomas Hill, D.D., late President of Harvard University.
10:00 o'clock—*Discussion* of this topic.
10:30 o'clock—*Principles and Methods:* A Paper by Prof. Benjamin F. Tweed, Superintendent of Schools, Charlestown.
11:00 o'clock—*Discussion* of this topic.
11:30 o'clock—*Decorative Art:* A Lecture by Prof. Benj. W. Putnam, Boston.

WEDNESDAY AFTERNOON.

HIGH-SCHOOL SECTION,—F. A. HILL, Chelsea, *President.*
2:00 o'clock—*The Moral Element in Education:* A Paper by Prof. A. H. Thompson, Principal of the High School, Newburyport.
2:30 o'clock—*Discussion* of this topic.
3:00 o'clock—*The Lack of True Culture among Teachers:* A Paper by Prof. E. G. Coy, of Phillips Academy, Andover.
3:30 o'clock—*Discussion* of this topic.

GRAMMAR-SCHOOL SECTION,—R. C. METCALF, Boston, *President.*
2:00 o'clock—*Reform in the Study of Geography:* An Address by A. P. Stone, Superintendent of Schools, Springfield.
2:30 o'clock—*Discussion* of this topic.
3:00 o'clock—*The Study of Arithmetic:* A Paper by W. E. Eaton, Charlestown.
3:30 o'clock—*Discussion* of this topic.
4:00 o'clock—*Common Sense in Teaching History:* An Address by Col. T. W. Higginson, Newport, R. I.

PRIMARY-SCHOOL SECTION,—H. F. HARRINGTON, New Bedford, *Prest.*
2:00 o'clock—*The Problem of Primary School Instruction: Is it Solved?* A Paper by Miss Mary A. Thayer, West Bridgewater.
2:30 o'clock—*Discussion* of this topic.
3:00 o'clock—*Morals and Manners in the School Room:* A Paper by Rev. A. D. Mayo, Springfield.
3:30 o'clock—*Discussion* on this topic.

WEDNESDAY EVENING.

7:30 o'clock—*Popular Education in its Relation to our Form of Government:* An Address by Rev. A. P. Peabody, D.D., Professor in Harvard University.

THURSDAY MORNING, THE 30TH.

9:00 o'clock—Choice of Officers. Reports of Committees, etc
9:30 o'clock—*The Study of History a Means of Culture:* A Paper by Rev. Henry Blanchard, of Worcester.
10:00 o'clock—*Discussion* of this topic.
10:30 o'clock—*The Relation of the Grammar School to the High School, and the Principles Governing Promotions from one into the other:* A Paper by A. D. Small, Superintendent of Schools, Salem.
11:00 o'clock—*Discussion* of this topic.
11:30 o'clock—*Education at the Centennial:* Remarks by Hon. J. D. Philbrick, and by Prof. Walter Smith.
12:00 o'clock—*Silent Forces in Education:* A Lecture by J. F. Blackinton, Boston.
12:45 o'clock—Closing Exercises.

At the beginning of one of the evening sessions it is expected that George B. Angell, Esq., a Director of the Social Science Association, will speak 20 minutes on The Prevention of Crime; and at the other evening session Henry F. Durant, Esq., a Trustee of Wellesley College, will, in the same time, set forth the aims of this new institution.

In any place upon the programme that may become vacant, either of the following questions may be discussed:—Is it wise to introduce Military Drill for boys into our High Schools? Have the studies in our schools become too numerous? What part relatively of the school time should be spent by pupils in school in solitary study, and what part in receiving instruction from the teacher? What are the duties of teachers in regard to the health of their pupils? In what way can the self-culture of Teachers be promoted? Is it wise to abolish the exercise of Declamation in our schools?

Without great promptness it will be impossible to complete the business of this meeting; each exercise will, therefore, begin and end at precisely the time appointed, unless otherwise ordered by the Association.

All friends of education throughout the State and especially all teachers, superintendents, and school committees are cordially invited to attend this meeting and to engage freely in its exercises.

Members of the Association can obtain board at the St. James Hotel, East Newton street, at $3 00 per day.

The railroads decline to grant us free return tickets.

ALBERT P. MARBLE, *Prest.* Worcester.
ALFRED BUNKER, *Secy.* Boston Highlands.

Rhode Island.

PROVIDENCE.—The school committee held a special meeting on Thursday evening, Dec. 9th, to transact certain business which was unfinished at the last regular meeting. In the absence of the president, Nicholas Van Slyck was chosen president *pro tem.* The following resolution was offered by his honor the mayor, and read and passed:

Resolved, That the writing books known as the Payson, Dunton & Scribner's system be adopted for use in the public schools; *provided*, that no pupil shall be required to purchase one of said books until the writing-book now used by said pupil shall be entirely written through.

William Ames was chosen to fill the vacancy on the committee from the third ward, caused by the change of residence of Freeborn Coggeshall, and Mr. Coggeshall was chosen to fill the vacancy in the second ward, caused by the resignation of Prof. J. L. Diman.

Teachers' Meeting.—The usual quarterly meeting of the primary and intermediate school teachers was held in the high school Saturday morning, 4th inst., and was largely attended. The su-

perintendent, Rev. Dr. Leach, addressed the teachers at considerable length. He cautioned them against mistakes which are sometimes made in school discipline, and enforced the importance of thoroughness in every department of instruction. He called attention to the by-laws, and enjoined an implicit obedience to them. A few remarks were then made by a member of the school committee present, urging unwearied efforts on the part of teachers to impress upon pupils the great value of good manners and morals as a crowning excellence of education.

HOPKINTON. — The winter term of the school in Rockville reopened on Monday, the 29th ult. The school, previously too large for one teacher, though well-managed by Miss Sarah A. Hoxie, has begun with 70 pupils, and a primary department has been organized and placed in charge of Miss Gray, Miss Hoxie retaining the grammar department.

PERSONAL. — Mr. F. W. Freeborn, who has lately resigned his position as principal of the high school at Hyde Park, Mass., to accept an appointment to the Boston Latin School, is a Rhode Island boy; a native of Warren, fitted for college in her high school, and a graduate of "Brown."

Connecticut.

BRANFORD.—This is the first town in the State to take action under the law of 1869, which provides for establishing and maintaining town or city libraries. At the recent annual town meeting, it made an appropriation for commencing such a library, and appointed a committee to carry the vote into effect, consisting of all the clergymen of the town. Each of these gentlemen is to give a lecture, to aid in raising additional funds for the new library. It was in Branford that those historic "ten ministers" met, in 1700, and brought together the books which they laid down with the significant words, repeated by each, "I give these books for founding a college in this colony." Branford was thus the birth-place of Yale College, though the new-born institution never had its home there. The ancient town has now set a good example, and other towns will do well to follow it.

STONINGTON.—After much deliberation, a vote has been passed to build a new schoolhouse, costing $12,000, in the "Borough" district of this town!

STAMFORD. — Mr. John Day Ferguson, for several years the faithful and efficient acting-visitor of this town, has been compelled, by long-continued illness, to resign that position, and has gone to southern California in the hope of regaining his health. His numerous friends wish most heartily that he may succeed perfectly in this endeavor.

Colleges.

HARVARD.—Through the kindness of President Eliot, Mr. Carlyle's letter accepting the university diploma appointed him in June last, has been published. It will dispel the hoax that has been going the rounds of the press that Mr. Carlyle rejected the honor, considering Harvard no more than an ordinary high school, and a degree from it rather discreditable than otherwise to a highly educated man. . . . Mr. Nathaniel Thayer, for many years a member of the corporation, has resigned. . . . The Law School has voted to allow seniors in the Academic department the privileges of discussion in the Harvard Assembly. . . . The names of Sumner, Walker, and Savage are to be put over the alcoves in the library soon. Donors of $5,000 in money, or books valued at that amount, are entitled to this honor. . . . The next term of the school of Geology will be held in a camp at or near the point occupied in the summer of this year. . . . At the last prelimary examination for women the following candidates received certificates: Elizabeth K. Goss of Salem, Ettie L. Reade of Malden. The following received certificates of the advanced examinations: Susan M. Monroe, of Cambridge, in languages and history; Harriet J. Williams, of Somerville, in languages; with distinction, Helen J. Cabot, of Boston, in languages.

TUFTS.—Professor Dearborn gave the members of the Sophomore and Freshman classes, and such others as chose to attend, a very interesting exhibition of views of ancient Rome by means of the stereopticon, one evening last week. . . The last of Professor Proctor's lectures were given last week on the Transit of Venus and the Evolution of the Solar System. He is a very interesting speaker, and his enthusiasm for his work is most inspiring. The lectures were illustrated very fully by views displayed with the stereopticon. . . . Several students are engaged in teaching evening schools in the neighborhood of the college. Only one student is absent from the Hill teaching this winter. This, which was formerly quite common, has been entirely broken up within the past four years. . . . C. M. Jordan, '77, has been elected steward of the Adams Club, in place of A. B. Fletcher, resigned.

AMHERST.—It may be worth knowing that Professor Tyler has at last been compelled to drop the English pronunciation of Greek, and is now using the Continental with his classes. . . . The Freshmen have just had their statistics taken, The class contains the tallest man who has been in college for fourteen years. He is 6 feet 4 inches. Also the shortest man in college—4 feet 10 inches. . . . The annual Gymnasium exhibition takes places Saturday, December 18. . . . An organization has been formed at the Agricultural College for practice in rifle-shooting. Thirty cadets have joined, paying an assessment of $2.00 each for the purchase of cartridges.

DARTMOUTH.—The Boating Association is to be incorporated at the next session of the Legislature. . . . The building enterprise on which Mr. Frary is at present engaged is putting in apparatus for steam-heating. It will cost something like five thousand dollars.

— The third annual meeting of the Inter-Collegiate Literary Association, will be held in Room "F," Fifth Avenue Hotel, New York, January 5th, 1876, at 10.30 o'clock, a. m., precisely. Colleges desiring to join the Association, as well as those which have already joined, are invited to send three delegates. In order to obviate the difficulty which has heretofore arisen from the immediate graduation of those holding offices in the Association, it is recommended that two of the delegates be selected from the Junior class.

Triennial Poem.

[This poem was written by Miss LUCY B. WIGGIN, class of July, 1869, and read at the Alumni Dinner in Normal Hall, on the occasion of the Seventh Triennial Convention of the State Normal School, at Salem, Mass., July 7, 1875.]

Around this long table assembled we see
  Old friends, honored strangers, to-day.
The moments are passing in merriment free;
In dining, and singing, and speaking, all three,
  Too swiftly they hasten away.
The viands provided, the speeches well guided,
  What more can our visitors ask?
To partake of the gifts a kind providence sends,
To form new acquaintances, welcome old friends,
  Is surely no arduous task.
    But who stands there,
    With sorrowful air,
  For whom no plate is set,
No seat is placed at the festive board,
Who, half acknowledged and half ignored,
  Awaits our greeting yet?
The Past, my friends is the reigning queen
  Of this retrospective age;
The distant Future is dimly seen,
The humble Present has stepped between,
With her magic glass, to reflect the scene
  From some half-forgotten page.
What did your great-great-grandmother wear?
Did your grandfather go with powdered hair?
Which did he fight with, sword or gun?
How did they get their housework done,
When spinning and weaving were things of course?
So on, never stopping, until you are hoarse.
Which side of the stream did the British stand?
The name of the farmer who owned the land?
The air which the drummer-boy gaily played?
Were those the very last words he said?—
These are the questions in vogue to-day;
Answer them, Past, without delay!
Wait and listen; the credulous ear
Some response will certainly hear.
True? Perhaps so; 'tis faith you need
In reading oracles; so take heed.
Many look back to the days of old,—
The rugged virtues, the courage bold,—
And mournfully sigh, as if to say,
"'Tis a trifling thing to be born to-day,
And scarcely worth while to make a stand
Against the sins which corrupt the land.
The times are evil; the saints are dead,
And they left no sons in their steps to tread.
Oh! had some wizard the power to raise
The giants who dwelt in former days!"
Ye traitorous tongues, your murmurs cease!
Is there no beauty in smiling Peace?
Would you turn from the Present's gentle rule,
And go to be taught in that hard school
Which made your fathers sober and stern?
Difficult lessons were theirs to learn.
The times are evil; but every man,
To make them better, should work and plan.
The saints are dead; let their sons who live,
Good heed to their pious precepts give.
These modern grumblers would hardly care
For a literal answer to their prayer;
For the daily life of our sires deceased
Was not exciting, to say the least.
One long day under rule of the pastor,
The other six with the dread schoolmaster;
No dainty morsel to swallow in haste,
Of knowledge diluted and spiced to taste,
But grim black broth on the board was spread,
And to these young Spartans sparingly fed.
"Can't do those sums? Then study your rule.
Why do you think you are sent to school?"
And the urchins unlucky who failed of it then
Were told they would never make stalwart men.
Look at the school-house, bleak and bare,
Blinking all day in the sun's hot glare!
No wonder it glows a fiery red,
With never a tree to protect its head!
Glance again at your pleasant room,
  Lying in cool, green shade;
Pictures, and vases of fragrant bloom,
Birds and ivies scatter the gloom,
  And cheer the hearts of your "grade."
No fires to kindle with fingers numb,
Or waiting for boys who fail to come,
But hot-air furnace or coils of steam
Will keep you wrapped in a summer dream.
    Unravel the twist
    Of the sweeping list,
  Provide for the books required;
Set the copies and mend the pens,
Plan the patchwork and baste the hems,
  Then see if you won't be tired!
    Would you like to spare
    That nice arm-chair
In which you cosily sit at ease?
    Then consider with care
    Before you declare
That the former times were better than these.
The sweet rewards of a teacher's toil
  Will ever the same be found;
    But patiently wait,
    If the year is late,
  And hopefully watch the ground.
We scatter seed on the yielding soil,
  But look for a crop in vain,
    Then, as Time whirls by,
    We smother a sigh,
  And jump on the moving train.
But often, in treading some weary mile
  Of our journey farther on,
With never a hope the way to beguile,
  As steadily burns the sun,—
Bright blossoms have suddenly caught our gaze,
  And trees well-laden stood,
The fruits of our labor through long spring days,
  And both alike are good;
Or, slowly dropping down some lone stream
  With sterile and sandy banks,
We find ourselves in a pleasant dream,—
  Where shy but earnest thanks,
Where greetings warm in a loving tone,
  With the eyes' true welcome, show
That bread on the waters long since strown,
Though it floated out to a depth unknown,
  Comes back with the ebb and flow.
Ah! little we knew, in the days gone by,
Of all that the years would bring;
Of winter weather serenely mild,
Of June days rent with a tempest wild,
    Of thunder showers
    At surprising hours,
And many a dry, cold spring.
Clouds roll up in the clear blue sky,
  Sunshine scatters the rain.
Distant things draw suddenly nigh;
As we catch at the nearest away they fly;
All in a moment the mists rise high,
  And what was dark grows plain.
The trials expected have never come,
  While we know the faces well
Of those we met with amazement dumb,—
There's an unknown quantity in the sum,
  And the answer, who can tell?

New Publications.

"BRIC-A-BRAC SERIES." *Personal Reminiscences by Constable and Gillies;* edited by Richard Henry Stoddard, New York. Scribner, Armstrong, & Co.

While the works of great authors are a source of constant pleasure and inspiration, whatever relates to them which reveals their intellectual and social habits, and which makes them fellows with ourselves, has a peculiar charm and interest. We love to make their lives a part of our own by a sort of mental metempsychosis, which changes the human experiences of the past into living experiences of the present. To know the work, we must know the workman; and its significant value is enhanced by all the details of life which show the process of the work from its beginning to its completion. This volume treats more especially of the writers of Scotland, and with names not so widely known as others in the series; although Campbell, Lord Jeffrey, Jamieson, Hogg, Knowles, Scott, Dr. Quincy, Fremont, Goethe, and Mrs. Siddons, are so well known, that they introduce us to their companions in literary connection. These bits of correspondence, and chats with authors, are delicious leisure-hour pleasures, and open to us the inner life which is only seen from afar in the stately and finished work of the man, as the every day world sees it. Their genius is a rich gain to literature, and will be rarely prized by cultivated people.

THE CHILDREN'S TREASURY OF ENGLISH SONG. Selected and arranged, with notes, by Francis Turner Palgrave. New York: Macmillan, & Co.; 1875. Price $1.25.

The editor has brought together in this volume, a selection of the best English poetry for children, from nine to sixteen years old, in Elementary and Grammar schools. The first principle of the author in his choice has been suitability to childhood; and to a well instructed child, we take no exception as to the wisdom, taste, and judgment used in the selections. The range of literature extends from the period of Fletcher and Herbert to the present time, and includes the sweetest lyrics of the last three centuries. The national ballads and nursery rhymes form an essential part of the collection. Herbert, Milton, Shakespeare, Addison, Blake, Burns, Cowper, Goldsmith, Bunyan, Collins, Hemans, Campbell, Macaulay, Scott, Coleridge, Byron, Moore, Southey, Wordsworth, and others of English song-writers contribute their gems to this volume, and make it a book of rare excellence for children and youth; and it may be hoped that the beauty of these selections may lead readers to the complete works of the authors. If the children in our public schools could have such a book placed in their hand as a manual for daily reading and study, we might safely feel that the lives inspired by such songs would make only wise and benevolent laws.

THE BAPTIST QUESTION BOOK on International Bible Lessons for 1876. First Quarter, Saul and David; Second, The Acts; Third, David and Solomon; Fourth, The Acts. By Rev. G. S. Abbott. Philadelphia: Am. Bap. Pub. Soc. Sold by G. R. Springer, Tremont Temple, Boston.

The material of this work is good. The notes are reliable, the explanations clear, and the questions well put. The whole shows careful and thorough scholarship. The maps, diagrams, and the blank leaf at the end of each lesson will be found very useful. We prefer a larger book with larger type. Brevier and Nonpareil type are quite too small for the printing of important matter in a scholar's question-book. Otherwise, the book is just right, and all one can ask in this class of aids to Scripture study.

— Oliver Optic has commenced a new series of his popular books for boys. This time he follows the advice of the great journalist,—goes West, and opens the first volume of a Western series, dedicated to the boys of the Great West, by the story of a boy Going West. The hero is a poor boy, works his way amid many perils and trials, and comes out all right in a home on the shores of one of the Great Lakes, which will be the scene of other stories by our author. Lee and Shepard, publishers, Boston. Price, $1.50.

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D. B. HAGAR,
Principal of Salem Normal School.

We experience the same kind of trouble in finding something interesting for exhibitions from year to year, that you find from number to number; only, I think you get over the difficulty much easier, apparently, than we do. I have been surprised at the amount of your work, and very much pleased with its character, and wish it was in my way to help you in it.

W. L. P. BOARDMAN,
Principal of Lewis School, Boston.

Your department in the JOURNAL is very much liked. It is a very interesting and profitable paper to me, and I believe is highly valued by all who know its merits. . . Please send me an extra copy of May 15th, JOURNAL OF EDUCATION. The singing teacher heard my scholars sing that exercise song to the tune of "Tramp, Tramp," etc., and liked it very much. She intends to have it sung at her concert. It is grand; the tune is familiar, and the motions easy.

R. W. PERKINS,
Newburyport, Mass.

Thanks for the copies of the NEW-ENGLAND JOURNAL OF EDUCATION. Am much pleased with its high tone and *liveness*. I also liked the article for declamation, "The Hand." The thoughts are bright and elevated, and the diction smooth, clear, flowing.

A. Q. HAGERMAN,
West Windsor, Ohio.

As to hints as to the management of your department, I consider that you have succeeded hitherto most admirably, but if I come across anything which you would consider a fit contribution, I shall take pleasure in forwarding it to you.

W. E. ENDICOTT,
Gibson School, Boston.

I am much pleased with your department of the JOURNAL, and have used several pieces. I find just what I want in "The Meeting of the Winds," "Talking," "Flowers," etc.

LUCY WHEELOCK,
Cambridge, Vt.

You kindly called my attention to the JOURNAL. I am taking it, and like it exceedingly. Your department has been especially profitable to me, both in its dialogues and useful hints.

LULA BULL,
Dalton, Mass.

We notice your department in NEW-ENGLAND JOURNAL, with a great deal of pleasure.

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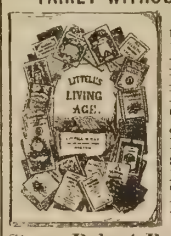

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The Elm and the Vine.

[From the Spanish of Jose Rosas of Mexico.]

BY WILLIAM C. BRYANT.

Uphold my feeble branches
With thy strong arms, I pray;
Thus to the Elm, her neighbor—
The Vine—was heard to say;
"Else, lying low and helpless,
A weary lot is mine;
Crawled o'er by every reptile,
And browsed by hungry kine."
The Elm was moved to pity;
Then spoke the generous tree:
"My hapless friend, come hither,
And find support in me."
The kindly Elm, receiving
The graceful Vine's embrace,
Became with that adornment,
The garden's pride and grace;
Became the chosen covert
In which the wild birds sing;
Became the love of shepherds,
And glory of the Spring.

O beautiful example
For youthful minds to heed!
The good we do to others
Shall never miss its meed;
The love of those whose sorrows
We lighten shall be ours,
And o'er the path we walk in
That love shall scatter flowers.

Classical Study and Instruction.

BY NOAH PORTER, LL.D., YALE COLLEGE.

(Read before the American Institute of Instruction, at Providence, July 9th.)

We may assume that it is no longer a question whether classical study and instruction shall be maintained in our higher education. The assertions so often repeated of late, that classical learning is no longer required by the present generation, are now rarely heard; and the confident depreciation of classical instruction, in comparison with instruction in modern literature and physical science, has already, to a large extent, been either qualified or retracted. It is now conceded that, for a certain class of educated and professional men, classical study is indispensable, and therefore provision should be made for classical instruction in all the schools of higher education.

A great diversity of opinion, however, prevails in respect to two questions; viz., For what classes of pupils should classical study be prescribed as a necessary, or a very desirable element in their education? and what are the best methods in which classical instruction can be imparted? One of these questions, in a certain sense, involves the other. The answer to the first, *who should study the classics?* must necessarily determine the answer to the second, *how should the classics be taught?* If classical learning is to be confined to the few who may be expected to become eminent proficients in its grammar and dialects, then it may be proper to teach it after one method; but if it is to be used as an instrument of general culture for a larger number of pupils, of whom few can hope to become masters of its grammatical metaphysics or its erudite history, then it is possible that another method of instruction is to be preferred.

I am aware that some of my hearers will hesitate to assent to these positions. The thought will at once occur to them—whatever is worth learning or teaching at all, is worth learning and teaching thoroughly and well so far as we proceed. Especially would they contend that, in the higher schools, it is absurd to sanction, or even tolerate any study or instruction which is not in the most eminent sense thoroughly scientific. Their maxim is—whatever is studied or taught for discipline or culture, must be taught in its principles and after a scientific method; and this, whether more or less knowledge is imparted or received. They urge that the object of higher study is training, and whether the boy studies Latin or Greek one year or ten, so far as he advances, he should follow but one method, and make everything that he learns sure and scientific. All this is plausible to the ear and the mind. On the other hand, it should be remembered, that what is sometimes called a thorough and scientific method, presupposes that the powers of analysis and generalization are already developed, or are ready to be unfolded. Moreover, it is no paradox to assert that teaching is sometimes scientific in fact, very nearly in proportion as it is unscientific in form. It may prove itself to be philosophical, by carefully refraining from taxing the powers to efforts that are beyond their natural and easy achievement; *i. e.*, by shunning, rather than following the forms and language of science.

In like manner, that method of study and teaching any branch of knowledge can alone be truly rational which distinctly keeps in mind the end which it seeks to attain, and then wisely adapts the means of accomplishing that end. Four distinct reasons may be given, why the study of the classics should be prosecuted in our schools and colleges. These reasons may be supposed to define the ends for which they are taught; (1) This study imparts a knowledge of the grammar of two of the most refined and finished languages which have ever been used by man; (2) This study is the most efficient method of learning general or philosophical grammar; *i. e.*, of mastering the nature, the laws, and the history of language; (3) It brings the mind into familiar acquaintance with the literature, the history, and the life of the two most important nations of the world, with which, indeed, all the cultivated modern races and nations are most closely allied in their literature, their life, their philosophy, and their institutions; last of all, this study is an excellent instrument of intellectual gymnastics, which would be worth all, and more than all, the labor it involves, were this the only result that should be proposed.

The inquiry would at once present itself: which of these is the supreme or the superior aid? On second thought, however, the question might arise whether these ends need be regarded as standing in the relation of formal subordination to one another; *i. e.*, whether any one of them is properly supreme. A thoughtful person cannot fail to inquire, if it is granted that mental discipline might be gained by this study, whether culture, as the wide and more elevated sense of the term, is not also desirable; and whether this may not, in many cases, be more valuable than sharpness and strength. It would be easier to answer the question, whether the special grammar of either the Latin or Greek languages should be proposed as the chief end of classical study, no reference being had to the power which it might give to read Latin and Greek authors, or even to study language and grammar in general. But perhaps it might not be easy to settle the question, whether the mastery of linguistic science should be made by any man, the chief end of studying Latin or Greek for a considerable part of seven to ten years. Were the ability to read with fluency, enjoyment, and appreciation, the literature of Greece and Rome to be proposed as the most desirable end of study, some would hesitate to set it so high as to overlook the other advantages which have been named. These questionings—not all of them easily settled—would point to the conclusion that all these ends are important, and that all should be sought for. Let this be conceded; the question will still return, which should be supreme—how far, if at all, should one be sacrificed to one or all the others? How can we arrange and estimate all these ends in that harmony which combines grace and strength—which imparts culture and rewards by the consciousness of power? Our inquiries should be practical as well as theoretical. We should not conceive the ideal youth, or the ideal instructor, or the ideal university. We should conceive to ourselves the actual American boy, the American school, and the American college as they are—no, not as they are, but as we can hope to make them.

With this ideal before us, which we may hope to turn into the actual, let us proceed to inquire, what are the ends which we should propose to ourselves in classical study and instruction, and by what means can we attain them?

It will be my aim to show *that every method of classical study and instruction is defective which does not propose, within a reasonable period of time, to enable the pupil to read the Latin and Greek languages with ease and pleasure.* I maintain that from the beginning, this end should be constantly and prominently kept in view, that all the instruction should be regulated by this aim, and that whatever else is taught should be taught in subordination to this as the commanding purpose. I hold that if this object is made supreme, all the other ends which have been named will be achieved with greater certainty and effect, and that this alone can be relied on to sustain the interest of either pupil or teacher in the studies and teaching which are required of each.

I must, of course, assume that the instructor is able to read easy Latin and Greek prose with some facility and pleasure; that he has a cultivated historic imagination with æsthetic sensibility and culture; that he is interested in English literature, and has some familiarity with the grammar and rhetoric of the English language. It would not be an unreasonable requisition to add that he should possess a somewhat familiar acquaintance with the French and German languages and literatures. But it is not necessary that he should be an advanced or consummate scholar in any direction, provided his conceptions of what he should impart to his pupil are liberal and elevated, and that in all these particulars he is considerably in advance of his classes. We do not require, because we have no right to expect, that the teachers of the elements of classical instruction should be accomplished linguists or widely read *littérateurs*, but we may presume that they have formed and endeavored to realize for themselves that ideal toward which they would direct and inspire their pupils. For one, I certainly should be very slow to trust a child of mine to a teacher in Latin or Greek who had never read his Virgil or his Homer for pleasure, and who knew and cared nothing beyond the correct translation and analysis of the selections with which his own school and college life had made him familiar. A teacher who has no attainments or aims higher than these, can impart

little inspiration to others because he has none for himself. He can scarcely be trusted to teach even what he has learned, because what he knows has hardly become a possession of his own, not having been taken up or assimilated into his best inner life.

If I must look at things as they are, and adjust my remarks to the actual condition in which many classical teachers begin their work, I would say to every person who proposes to teach Latin or Greek: Do not content yourself with mastering your lessons, even if you are certain that there is not a point in the translation and analysis in which the most dreaded and exacting professor would find you deficient. Make it your first duty in the first month of your teaching—rather in the first month before you begin to teach—to master so as to read with the utmost facility some shorter or longer portion of a Greek or Latin author, and make it as much your own as a familiar selection from Macaulay or Cowper. After this initiation keep up the practice of reading in this rapid and cursory way several pages every week, of new or old matter, in order that the languages which you are to teach may become to yourself living forces instead of dry and dead traditions. Do not be content till some Greek and Latin author shall have ceased to be to you a stiff and swathed mummy, and shall have become a living and breathing man. In this there is nothing proposed which is extravagant or excessive; nothing which is not entirely within the reach of the most moderate abilities and scholarship.

The immediate effect would be as intimated, that the relations of these classic tongues to our own language would be appreciated by the teacher as never before. However carefully such a teacher may have been drilled in the grammar of his own language and that of Greek and Latin, he can never come to regard the dead language as a living language till he has learned to read it as he does his mother tongue, with rapid reading and in continuous discourse.

But suppose this is done and the impressions desired have been received, what ought to follow? I answer: something which does not always follow, even when the teacher has learned to read abundantly and easily; and that is the constant reference of the pupil by his teacher to the English language as the standard, or starting point for what he is to learn in the Latin or Greek. To this end it is not necessary that the pupil should have already learned the English grammar in a formal way, or indeed in any way of reflection. He need not have been drilled after its processes, or have been forced to master its dry and abstract nomenclature. Indeed, he may begin the study of its grammar with his study of Latin. But it is necessary that the knowledge which the pupil receives of the Latin and Greek, should be placed in a living relation with what he already knows or may know of his own mother-tongue, and that the mysteries of case and declension of agreement and dependence should be illustrated and exemplified by what is familiar to his practice in his mother-tongue, even though it has never been analyzed by his thought. The teacher's path is usually smoothed and prepared if his pupil has already learned to apply the simplest grammatical relations to a living language, even in the most mechanical fashion. With this advantage the teacher finds it somewhat more easy to awaken the mind of his pupil to the intelligent apprehension of what grammatical relations signify. The method too often pursued, of leaving the pupil to the grammar alone, forcing him to commit its rules to memory, and drilling him to their dexterous application, overlooks the first condition of success, which is to introduce to the pupil as early as possible the conception that the classic languages might have been used by living men in common tongues, writing, and speech. Many a scholar can remember the time when, after years of mechanical toil, such a revelation was made to his mind. Every one to whom it has been made can also remember that with it there came to him a new inspiration, imparting freshness and enthusiasm to all his subsequent studies.

We are not so ignorant or sanguine as to suppose that this conception can at once take such possession of any child or youth, however wisely trained, as it now and then does of a mature and earnest man. We would have our pupil so trained however, that no such sudden revelation or inspiration could be possible or necessary.

If we may suppose that a just conception of the relations of the ancient to the mother-tongue shall have been established, we are prepared to follow both teacher and pupil in their course. We insist, as the next thing, that from the beginning and onward, liberal reading should be exacted of easy passages, for the enlargement of the vocabulary coupled with the recital to the ear of selections learned. Let the grammar at first be as simple as possible. Let difficult and exceptional forms of paradigms be avoided for months, and the simplest relations of syntax only be recognized. In other words it should be a prime rule in teaching that the language should be familiarized to the mind as a language as far as possible, and its grammar be obtruded as little as possible, until a certain facility in reading and in writing shall have been attained.

I am well aware that the views expressed are not in accordance with the theory or the practice of many able teachers, and that they seem to run counter to the theory of our best grammars; but I maintain that they are correct notwithstanding; that their importance is beginning to be recognized, and that, unless the current practice is somewhat modified, the interests of classical study and instruction will be seriously endangered.

The opposite theory may be thus characterized: The ancient languages are studied, not for the sake of the language, but for the sake of its grammar; its grammar is studied for its relations to philology, and philology is studied for the ends of linguistic science, or mental discipline—one or both. Some few of my hearers may be able to recall the successive steps by which this theory has been put in practice. The most of us know that, with the advance of philosophic reflection, and of positive knowledge, the syntax of the ancient languages has been more philosophically treated. A better theory of the cases of the noun, and of the moods of the verb has been adopted. More satisfactory generalizations have been reached in respect to the constituents of the sentence. It is true, the theory of grammar can hardly yet be said to be settled, and the students of comparative philology maintain conflicting theories with no little asperity. It is not to be forgotten that each grammarian has his special theory, which more or less affects his views of syntax, so that teachers and pupils are constantly exposed, not only to the thorny mazes of a highly abstract and refined, logical theory, but to be harassed by the discussions of a not always amiable controversy. But, passing over this, fairness would oblige us to concede that the results of comparative philology are most important in unfolding the history of the inflections of verb and noun. The light which its conclusions cast upon the doctrine of the paradigms, cannot be over-estimated by the students of language or of history. It was not only inevitable, but most desirable that these results of the new philology should be incorporated into exhaustive and scientific grammar of the ancient languages, and that the most eminent philologists should write these grammars anew Every critic and scholar must necessarily study the structure and formation of those languages by the light of these discoveries, and not only analyze them into their constituent elements after the correct theory of their composition, but reconstruct them again out of their elements in an historic order. No scholar can render any but the sincerest honor to the new philology, and to the truly scientific grammars to which it has given birth. To attempt, however, to introduce the elementary student to a scientific theory of the paradigms, to teach him to evolve his own grammar out of his own brain, or to impose on him the duty of mastering an elaborate system of syntax, is literally and metaphorically *preposterous*. That this has been formally attempted, no well-informed person will deny; that, when it has not been attempted in form, the method of teaching and of learning has been directed by this aim, is too obvious to require any proof. What has been the consequence? It cannot be denied that a useful discipline of the mind has been achieved by many students. It cannot be denied that now and then a good student of philology has been trained, that the elementary and higher teaching of the classics has been more thorough, and that a broader and more scientific foundation for future study and reading has been the result. On the other hand, it is equally certain that a positive interest in classical study among the middling and even the better scholars, has been steadily subsiding, and that the capacity and the desire to read the classical authors as literature, has been steadily declining in direct proportion to the multiplication of the facilities for understanding their relations to history and literature. Other causes have contributed, in part, to this result, as the greater facilities for studying the modern languages;—a higher appreciation of English philology and literature, the splendid attractions of physical science, and the engrossing problems of speculative philosophy. But the chief reason must be found in the theory after which elementary instruction has been imparted, and elementary text-books have been written.

This result is not confined to this country. An able critic* of university and gymnasial instruction in Germany, writes as follows: "For ten years observers have wondered and been disturbed at noticing that our young students, so soon as they leave the school benches, very rarely afterwards take a classical author into their hands. For this, not one reason, but two in one, may be given. They read the classics no longer, because, in their nine years in the gymnasium, they have never learned to read them; and, moreover, in their nine years they have heard from their teacher, but have never seen with their own eyes what fullness of instruction, elevation, and delight is stored up in these ancient writings. As an offset, the utmost possible has been attempted to perfect the study of grammar as a means of intellectual gymnastics, by scientific thoroughness, from the first day of the lowest form to the last day of the highest. It was formerly the fashion to learn by play, but the rational method is now all the rage. There is this great difference between the two: the first was founded on false principles; the second proposes results that are altogether rational, but an aim which is the highest of all, may become injurious when it is introduced at an unseasonable place. Instructors pride themselves on being able to explain to their boys, on grounds of the historical and comparative philology, the origin of every grammatical form and rule, and by the same methods to set aside the unpleasant exceptions and irregularities, and to make manifest to the youthful mind the pure conception of that conformity to law which prevails in languages. The inductive process is employed even in the lower classes, with similar enthusiasm. The rules are not given to the boy, but he is instructed how to evolve them out of his little reading lessons. He does not learn them by heart, but he derives them afresh from every case that presents itself. Rector Peter has shown very clearly that such a method, though admirable for a mature scholar, is antagonistic to the age of boyhood, and for that reason to all the conditions of successful elementary instruction. Every science requires for its successful prosecution, that certain elements should be unconditionally appropriated by the mind, and should forthwith be applied with unconscious dexterity. These first steps are essentially an affair of the memory, and it is fortunate that Nature herself has provided for this necessity, in that, till about the fourteenth year, the boy has an unslaked thirst of memory, while the impulse to judge and reason is dormant in the soul. While it is altogether germane to nature and reality, however, at this stage of the boy's

* Heinrich Von Sigbel: *Die Deutschen Universitäten ihre Leistungen uud Bedürfrisse.* Bonn: 1874.

progress, to give single impulses to the power of judgment, as is done in geometry and grammar, the chief stress should be laid upon the simple acquisition of material, and all questions respecting the wherefore, and the why, should be thrust forward to that future period of life which enables the boy to answer them.

Above all should it never be forgotten, that the boy learns a foreign language in order that he may learn to speak well, so that he may think well. For this reason, he should in the grammars at first be confronted with the simplest, and the most easily comprehensible forms for systematic development, simply those isolated principles which are indispensable for reading and understanding, and with these should proceed directly to reading, writing, and speaking. That the Latin will not at once, and perhaps never come to us as our vernacular, need give us no concern; it is enough if it shall again be regarded by our boys as language, and not as materials for the science of language.

We expect more from grammar than we do from the mathematics. Besides its disciplinary force, its special function consists in its capacity to teach the pupil to find the fit expression for the most delicate shades of thoughts, and by this means, to render him capable of clearness and definiteness, as also of skill to combine and to develop his thoughts. These advantages can never be reached, if the language by which they are achieved does not become to the pupil somewhat plastic and living; *i. e.*, if grammatical study, and the practical use of the language do not go hand in hand. The knowledge of a foreign language is for the gymnasium not an end of its own, but an instrument of culture. The pupil studies Latin and Greek, partly that he may be confronted with the spirit of ancient life, partly that he may learn to speak and write good grammar. The additions of the modern method help neither to the one nor to the other; on the contrary, they withdraw strength from both. After these considerations, we shall no longer be astonished to learn that the greater part of *the abiturients* who come to the universities are unable to read an easy Latin author without difficulty, or a Greek author without the grammar and dictionary, and that the majority write German in an awkward and unskillful style, and many do not know how to write even their vernacular with grammatical correctness."

We have already observed that these tendencies and consequences in Germany and this country have followed from a sincere desire on the part of professors and teachers to make the study of language more truly scientific and more severely disciplinary. It would not be difficult to show that if they are not checked they will defeat the very ends which they propose to promote. That method of study cannot be healthful in its discipline which introduces the methods of science before the mind of the pupil is capable of severely scientific processes, and meanwhile neglects to cultivate the memory and stimulate the imagination at an age when the memory and imagination are most active. Grammar in all its forms is the product of abstract reflection. The student who traces its history from its first beginnings with the Stoic logicians, down to the highly artificial and severely systematic forms which it has now attained; the teacher who reflects superficially upon the nature of the relations with which it requires the pupil to become familiar, and the dryness of the nomenclature which it forces him to learn and apply, cannot but be sensible that the intelligent apprehension of the simplest syntactical relations is no easy task for the youthful mind. This task is not alleviated when the additional burden is imposed upon him of mastering the theory of case and tense formations in the light of their historic changes, and especially when these historic changes are made to illustrate a recondite theory of linguistic development. The only possible method of making the grammar tolerable is to make the language interesting; and the only way of making the language interesting is to stimulate and reward the memory and imagination by the exercise of power.

The beginner in the study of language has little power to reason or to generalize. This capacity can be awakened only gradually. He has abundant capacity to remember and recite. This he can be taught to exercise, and as he makes progress he will gain confidence in his own capacity and find delight in his own achievements. He must be made to study and compelled to learn at any cost; but it is one thing to make a boy study what he can actually master and another thing to compel him to learn what he cannot understand. The teacher after the new method would then find "a prodigy of parts"—who has a precocious and one-sided memory, or an unnatural prematureness for generalization. Such a pupil meets the demands of the new system, and the teacher takes his achievements as the normal and proper standard for the average boy, who is not stupid or perverse, and he satisfies himself with driving an entire class through the unnatural processes in which only a very few are successful. And what is the result? There is no genuine enthusiasm in the work, —there is little delight in conscious progress, because there is no exciting and rewarding sense of power. Even the prodigy of the class has little delight in the language which he studies, as a living embodiment of thought and feeling. The drill is admirable, as it must be if the exactions are severe, but the sense of monotony soon becomes intolerably dreary. The preparation for the class-room is mechanical; the recitations resemble the wearisome round of the mill-horse. As the result of the whole, the prodigy of grammar—the one boy among ten —studies philology and Sanscrit in order that he may teach grammar to another generation. Of the remainder, two or three become, by much pains-taking, good Latin and Greek grammarians, who bring from their studies valuable results as the reward of the pains-taking application and the severe intellectual gymnastics to which they have been subjected for years But they retain because they have formed but few fresh and exciting associations with the sentiments and life of antiquity, and their impressions are comparatively feeble of the wonderful precision and flexibility of the diction for which the classic writers are so conspicuous. To read a Latin author has become, to but very few of the many who study Latin, a positive pleasure. To read Greek prose is to the most of them a task, and so when the college curriculum is over, the majority of the class smile significantly when advised to read a single Latin author for enjoyment. while the best scholars respond to the suggestion with no enthusiasm, and, with few exceptions, fail to put it into practice. The teacher has the satisfaction of having taught the languages in a truly scientific method, of having drilled his classes with the most exacting severity, and sharpened their faculties by the most perfect milling process that could be conceivable. He has laid a broad foundation, as he calls it, for the future study of the languages, *provided* the pupil, after his seven years of school and college, shall give a sufficient portion of the following years to the mastery of the vocabulary and the correct reading, as literature, of the great masters of ancient thought and feeling.

We contend that with a different method, the same or better attainments would be achieved in scientific grammar and comparative philology, with the addition of a far richer vocabulary, of the power of reading ing easily easy Latin and Greek prose, and of an insight into and a sympathy with the peculiar life of antiquity; and above all, of a more intelligent appreciation of that which is excellent in English literature and English diction, and a more refined enjoyment of whatever Christianity and science have done for modern literature. We contend that the method of classical study and instruction which we have sketched is the only method which is truly scientific, because it alone follows the laws of psychological development and adapts its methods to the changing capacities of the recipient. It is not one of the least of its advantages, that it compels the instructor to study the capacities of the individual pupil, and bring himself into close and affectionate sympathy with every new class which comes under his care; in short, to be perpetually young again, as he must perpetually renew his youth, with the young minds and the young hearts which the Creator and renewer of life brings freshly to his love and guidance with each returning year. If the remark of Coleridge may be accepted, that the secret of genius is to carry the feelings of childhood into old age, it is preeminently true of the genius for teaching, which in this respect, like every other divine gift, "blesseth him that gives and him that takes."

Experience as a Reformer.

BY A. E. WINSHIP.

Reforms in Church or State are difficult to manage. It is like traveling over a Western prairie when the frost is leaving the soil, to live at a time when the hardened life of conservatism in religion, politics, and schools is being upheaved. It is an advantage to those who come after and till the light, mellow soil which results from these over-turnings, but it is severe on those who must be abroad in the midst of this upheaval.

The school system of New England has been in this unsettled state for the past decade; and is it not time for us to study the lessons of experience, and clear out the trenches that the surplus moisture may escape, and thus give the soil a chance to settle, that we may have a system which meets the approval of all true educators, that is at the same time practicable and efficient as an educating power?

THE OLD WAY

was to take the text-book, consisting of rules and puzzles in arithmetic and grammar, multitudinous localities in geography, and unused words in spelling, and teach it word for word. It was the teaching of words, not in their etymology, but as sounds, regardless of the meaning. These words represented the great truths lying at the foundation of education, but the ordinary pupil lost the truth in its expression.

Reform began by showing the absurdities of this method, and the work was easy and the results satisfactory; but when the people were aroused to see the magnitude of the evil inherent in the popular methods of "keeping school," they demanded a better way. It takes a master workman to build upon the ruins which a very ordinary man has made, and many reformers who had been efficient in tearing down the old system, proved amateurs as architects.

THE NEW WAY,

which was at length approved, aimed at pleasing the child, on the ground that the pupil would learn only as he was interested. Oral teaching, interesting text-books, and more animated teaching was the result, and we thought the millennium had come; but the pendulum swung to the other extreme, and the effort to please became an end, rather than a means of education. Object teaching, instead of being a principle to be used in illustrating and enforcing different phases of some great truth, became simply a medley by which a score of disconnected facts were taught, delighting the parents, but dissipating the pupil's powers. School books were produced, not by those who knew best how to educate the child, but by those who could best combine words to please the pupil, regardless of the author's power to analyze and enforce truth, develop thought, or culture the intellect; and the person who was apt at story-telling, was a more popular author than one who was apt at teaching. The result of this new way was rejoicing over the display of the exhibition made, but condemnation of the results acquired by the individual pupil; and there is as great a demand for a reform of this new way as there was of the old. Like moonlight, it has an indifferent and reflected beauty, but neither warms nor quickens into fresh, vigorous thought.

EXPERIENCE TEACHES

that we must interest the pupil in the subject through its expression; that we must avoid teaching unclassi-

fied facts, however entertaining; and that we must avoid that poetic style whose easy flow does not trouble the pupil in learning or forgetting. The old method was correct so far as it aimed to teach facts, and the new method is correct so far as it aims to interest; and experience teaches us to blend these two methods, developing permanent, vigorous interest by leading the pupil from one truth to another, day by day increasing his interest by awakening new faculties with each lesson.

We shall combine the best of both methods when we classify facts so that each shall develop the mind until it grasps the next easily and greedily; when each school exercise aims at the direct unfolding of some system of classified facts leading to some great truth; when, in short, the teacher aims to teach facts logically and forcibly.

I am led to write these lines, by perusing a book recently issued, which it seems to me comes nearer blending these methods than any book it has been my privilege to examine; and I cannot illustrate my thought better than by reference to "CIVIL GOVERNMENT," the product of the vigorous mind and valuable experience of Geo. H. Martin, of the Bridgewater State Normal School; and I refer to its method of treating the subject, because it is the method which the author has developed, and long practised, in teaching many other branches of study.

The merit of the work is, first, that while the author avoids all effort to be pleasing, he succeeds in putting every thought vividly and forcibly. And, secondly, instead of choosing one phase of his subject, and expanding it indefinitely, he presents the subject as a whole, and, by a masterly power of selection and arrangement, and condensed style of clear expression, he covers the ground that has heretofore required the use of several text-books; and, aiming to teach facts, he has prepared the work so carefully as to make it the best authority that is published—embodying the exact laws and customs expressed in language which avoids all ambiguity.

He begins with clear, sharp definitions, as every subject should: because a student without clear definitions of terms, is like a boatman with uneven oars, changing his course with every stroke. Necessity of society, hence necessity of government, he makes the germ which permeates every root, stem, and leaf in government, and thus he traces its growth through the conflicts in Great Britain and America. He thus opens up some new fact in each paragraph, like the budding, blooming, and fruiting of a vine. And choosing the Massachusetts branch of the government, he threads it out to the tip of every twig, until, as you complete the book, you see every function and department of national, state, county, city and town government, hanging as fruit upon its appropriate stem. This is what we mean by reform as experience teaches it; first, analysis of a subject in its completeness, so that pursuing it is like following the sap from the roots through trunk, branch, and twig, until the fruit is seen as the sap, fashioned by the peculiar power of the hidden cell-life. Secondly, lopping off of all fruitless branches of illustration which, like suckers, sap the life of the mind. Thirdly, invigorating the mind, by infusing real, vigorous life in our language by choosing only those words pregnant with vitality.

In America, the power of veto is with the citizen, and the average citizen is more conversant with the success and failure of schools in attaining results, than we suspect, and he will accept no system of education which does not permanently interest the pupil, which does not develop the mind by leading from one thought to another promptly and naturally, arousing every faculty to healthy activity.

We believe such clear, vigorous, logical teaching will furnish the average pupil with all the knowledge requisite to success in learning any business, trade, or profession, enabling him to speak and write easily, correctly, and acceptably, making him a citizen, prepared for the duties, privileges, and enjoyments of American citizenship.

"Politics for Young Americans."

A recent number of the JOURNAL contains an article recommending the introduction into schools of Charles Nordhoff's "Politics for Young Americans;" and the Cambridge School Board, I understand, has under consideration the substitution of this work for one on the Constitution of the United States, now in use. Mr. Nordhoff's book seems to me objectionable as a text-book, for the minds of children are not sufficiently matured to separate the wheat it contains from the chaff. Quantity, rather than quality, seems to have been the author's aim, and among many paragraphs equally open to criticism, space and time allow me to offer the following only for your consideration. Chapter XII. is entitled, "Who Vote, and Why":

"Women, minors, paupers, and insane persons have no vote in the United States."

"Minors, or persons under age, and paupers are not allowed to vote because they are dependent; and it is presumable they would vote under coercion, and not according to their independent judgment. Moreover a person incapable of managing his private business ought not to have a voice or influence in public affairs. *It is probable that women are denied the vote for the same reason—because the greater part of them are in a dependent position, and the law takes no note of exceptions.* Of late there has arisen in this country, and in England, a vigorous discussion of the propriety of women suffrage; at the same time, that women have in far greater numbers than ever before become independent laborers, *which is a calamity to themselves and to society.*"

The italics are mine. The first statement is partially incorrect. Mr. Nordhoff's book was published in 1875, and he is still ignorant of the fact that women have voted in Wyoming since 1870. To consider results would be a digression; so I simply refer Mr. Nordhoff to the testimony of ex-Governor Campbell and Judge Kingman to learn their excellence.

Again, is it not true that in American society, two classes of women only are dependent,—the daughters of wealthy families, and the *demi-monde? These* are the "*exceptions;*" "the greater part of women" are *less* dependent, than they are depended upon; it is the mutual labor of husband and wife, daughter and son, that supports the home; they complement and supplement one another's exertions; and, let me ask, in what spirit will the school-boy return to his mother and sisters after receiving instruction so injurious?

As the book was written for "Young Americans," and intended, according to the preface, for boys and girls, it is safe to assume that girls are to share its teachings;—surely the lesson from which she learns that she is naturally a dependent creature,—that independent labor for her is a calamity, an injury to herself and society, is not one of self-respect, not one that accords with the teachings of this nineteenth century. What incentive has she to study the political principles of a government, in a work which justifies her exclusion from any expression of that interest, while the companion at her side is urged, on penalty of "disgrace to himself, and harm to the country," to learn and apply these principles?

Consider the position of a woman teacher,—certainly one of that class of independent laborers, whom Mr. Nordhoff thinks an "injury to themselves and to society,"—reading this chapter in a school, perhaps, where coëducation exists, to girls who may have the worthy ambition to fit themselves to enter the class of independent laborers: to boys who are thus taught, that their teacher is rightfully their political inferior, and is also not fulfilling the dependent position assigned her by nature.

Let me quote, in closing, the two best paragraphs the work contains,—one from the chapter "Of Liberty," etc.:

"Laws should be few in number, and simple in structure;—*they should rigidly avoid granting special privileges or immunities to individuals, but should be general in their application.*"

And the final paragraph in the book:

"Bear in mind, *nothing* IS STABLE *except justice;*—unjust and unequal laws are liable to perpetual change."

May we hope Mr. Nordhoff will realize their application to the question under discussion, and before another edition of the work is required, he will, from both necessity and choice, expunge these objectionable sentences from a book, that, notwithstanding its demerits, treats of subjects with which every girl and boy under our form of government should be familiar.

I. M. KELREN.

MATHEMATICS.

— We have received the following communication from the somewhat noted author of Benson's Geometry, which we publish in this column for two reasons:—1. We desire to make all the reparation in our power for our share in the dissemination of a "*wilful falsehood.*" 2. We wish also to give our readers a chance to exercise their *mental powers* in discovering this distinction, which we are assured "exists notwithstanding."

NEW YORK, December 9, 1875.

Dear Sir:—I have this day written Prof. Vander Wyde in relation to the *wilful falsehood* which you wrote and he published of me. If you do not lack *comprehension*, you should know that when I hold that where there is a course of geometrical reasoning which would prove the inscribed dodecagon to be $3R^2$, there is another equally *valid* course of geometrical reasoning which would also prove the circle to be $3R^2$; it is very *distinct* from saying that the circle and inscribed dodecagon are equal. Perhaps *this* distinction may tax your mental powers beyond their capacity to comprehend, but it exists notwithstanding.

Very respectfully, LAWRENCE S. BENSON.

To do full justice to Mr. Benson, we will now state that we do not understand him to believe the circle and inscribed dodecagon *equal*, but simply that he believes them each to be equal to $3R^2$; but we must confess that what presented itself to his mind as a possibility, comes to us as an actuality; and our "mental powers" are not enough for the distinction, unless possibly the distinction meant is that usually made in works on geometry between '*equal*, and '*equivalent.*' If it is not this, we give it up.—[ED.

— Comparison of two prominent methods of finding the divisors, in extracting the cube roots of large numbers:

The first method is obtained from an analysis of the formula,—

$$(x+y+z)^3 = x^3 + 3x^2y + 3xy^2 + y^3 + 3x^2z + 6xyz + 3y^2z + 3xz^2 + 3yz^2 + z^3.$$

Let the cube be $400\dot{0}\,07\dot{7}\,69\dot{2}\,10\dot{4}\,56\dot{3}\,86\dot{4}$.

Suppose the work done; the root will be 736854. To form the first column, set each root figure down twice, except the last, which set down once.

To form the column of lines, set down the first root-figure; add the first; add the first and annex the second; add the second; add the second and annex the third, and so on till the column is completed.

To form the column of surfaces, use each root-figure as a multiplier of the line following it, and proceed as follows:

Set down the first product; add the second; add the third two places to the right; add the fourth; add the fifth two places to the right, and so continue till the column is completed.

The number obtained, when any root-figure is used the first time as a multiplier, is a complete divisor; when used the second time, an incomplete or trial divisor.

The work, when completed, gives us 253 figures, and will appear as follows:

LINES.	SURFACES.	*Cube*, 400077692104563864
7 × 7	49*	343
7 × 14	147†	57077 *Root*, 736854
3 × 213	15339*	46017
3 × 216	15987†	11060692
6 × 2196	1611876*	9671256
6 × 2202	1625088†	1389436104
8 × 22088	162685504*	1301484032
8 × 22096	1628622 72†	87952072563
5 × 221045	16287332425*	81436662125
5 × 221050	162884376 75†	6515410438864
4 × 2210554	1628852609716*	6515410438864

* Complete Divisors. † Incomplete Divisors.

The second method is obtained from an analysis of the formula—$(x+y)^3 = x^3 + 3x^2y + 3xy^2 + y^3$. When completed, the work will appear as follows, and gives us 248 figures:

SQUARES—PRODUCTS.	DIVISORS.	*Cube*, 400077692104563864
		343
† 49 × 3 =	14709	57077 *Root*, 736854
‖ 21 × 3 =	63	46017
† 5329 × 3 =	1598736	11060692
‖ 219 × 6 =	1314	9671256
† 541696 × 3 =	162508864	1389436104
‖ 2208 × 8 =	17664	1301484032
† 54287424 × 3 =	16286227225	87952072563
‖ 22104 × 5 =	11052	81436662125
† 5429479225 × 3 =	1628843767516	6515410438864
‖ 221055 × 4 =	884220	6515410438864

* Squares. ‖ Products. The * is placed in each case over the last figure of the trial divisor.

As commonly practiced, the most laborious part of the work by this method consists in finding the squares of the root-figures already found. But by using the formula $(x+y)^2=x^2+y^2+2xy$, any square may be written directly from the preceding one. Knowing the square of 73 to be 5329, we have—

$$(736)^2=(730+6)^2=\left.\begin{array}{r}532900\\+\ 36\\+730\end{array}\right\}=541696.$$

In practice we annex, *mentally*, the square of the new root-figure, to the square already known, adding the double product as we form it. The products are simply in each case three times the part of the root already found. Three times each square forms a trial divisor; to this we annex the square of the next root-figure, and add the corresponding product for the complete divisor.

It is frequently asserted that the first method is shorter by many figures than the second, and so it will be if we form each square by actual multiplication. But using these abbreviations, the second has a few figures in its favor. In simplicity and elegance, however, the first method is superior, and the pupil will generally prefer it. Each of these methods implies some mental work, and it is greatly to be regretted that, in most of our teaching, so little of such work is required. In the class-room, the pupil should not be allowed to set down any additional figures, but be required to construct each number directly from those already determined, as exhibited in the plans above. After he has become thoroughly familiar with the processes, he is ready to be taught the "why," and to make his rule. N. BARROWS.

— If a Railroad Company considers $20.00 paid at the beginning of a quarter as the value of a quarterly ticket, what must be paid for an annual ticket, allowing money worth 10 per cent. per annum? If we consider the annual ticket as in four equal coupons, it seems evident that the first is worth $20.00; the second, the present worth of $20.00 due in three months; the third, $20.00 due in six months; the fourth $20.00 due in nine months. The actual value of the answer will depend upon whether we calculate practical or bank discount, or theoretical discount. The value of the latter will slightly vary, as the interest is considered simple or compound; and in the latter case, still further with length of time which the principal is considered as running, before the accrued interest is invested. The law seems to consider the investment of money as a positive act, hence does not allow it to grow save by discreet steps at definite intervals. Mathematically we may conceive of interest as the function of the principal ever swelling by its own accretions. The formula for ordinary compound interest is, $\text{Amount}=p(1+r)^t$.

To adapt this equation to the case of constant re-investment of interest is usually taken as the work of the Calculus. I shall endeavor to do this by common Algebra, and if there be some awkwardness in this it must be attributed to a desire to avoid the higher processes.

Suppose the year to be divided into n parts:

Then, $\text{amount}=p\left\{1+\frac{r}{n}\right\}^{nt}$

And, $\log.\ \text{of amount}=\log.\ p+nt\log.\left\{1+\frac{r}{n}\right\}$

$$=\log.\ p+ntA\left\{\frac{r}{n}-\frac{r^2}{2n^2}+\frac{r^3}{3n^3}\cdots\right.\quad\left\{\begin{array}{l}\text{in which M}=\\434294+\end{array}\right.$$

$$=\log.\ p+tA\left\{r-\frac{r^2}{2n}+\frac{r^3}{3n^2}\cdots\right.$$

Now, if n be taken as infinite, all the terms of the series after the first disappear and $\therefore$ log. Amount $=$ log. $p+Mtr$; in other words, the amount at instantaneous compound interest is that number whose common logarithm is the logarithm of the principal increased by .4343 times the time and rate per cent. W. K. D.

[W. K. D. and J. S. R. make a criticism similar to the following upon the solution of Problem VI., p. 101. It is only what we expected to hear.—ED.]

On page 101, in solution of Problem VI., if what "W. J. L." infers is correct, viz., that because "$v^2+v+w^2=9=$ a complete square, hence $v=2vw$," the rest of the work can be done in a much simpler way than that given. For extracting the square root of $v^2+v+w^2=9$, we have at once $v+w=3$, that is, $x=3$.

But if it is right to infer, as above, that $v=2vw$, it ought to be true in all cases when (*e. g.*) $x^2+z+y^2=$ a perfect square, that $z=2xy$. As a fact, this *may* or may *not* be true.

Take $x^2+125x+y^2=400$, in which $x=3$, $y=4$, and $125x$ does not equal $2xy$.

Or, $x^2+0+y^2=25$, in which $x=3$, $y=4$; it would follow that $2xy=0$; and this might be so if either x or y were equal to 0. It would follow, too, that if any expression, as x^2+[no matter what]$+y^2=$ a perfect square, the square root of the first member $=x+y$.

Take an example exactly like the one "W. J. L." is solving:

$$x^2+y=126.$$
$$x+y^2=\ 36.$$
$$\text{Let}\quad x=v+w.$$
$$y=v-w;$$

then substituting, etc., $v^2+v+w^2=81$.

Now, if $v=2vw$, $v+w=9$, and $w=\frac{1}{2}$; hence, $v=8\frac{1}{2}$, and $x=9$, and $y=8$. But this is evidently *not* true. The correct value of w is 3, and of v is 8.

"W. J. L.," then, has no right to perform Problem VI. in that way. Here is a solution which I have seen:

$$\begin{cases}x^2+y=11.\\x+y^2=\ 7.\end{cases}$$

Add the equations together, multiply by four (4), and add two to both members; it gives—

$$4x^2+4x+1+4y^2+4y+1=74.$$
$$\text{Or,}\quad(2x+1)^2+(2y+1)^2=74.$$

If x and y are both integral, then 74 is the sum of two perfect squares; but the only two square numbers whose sum is 74 are 49 and 25; hence, $(2x+1)^2=49$, and $(2y+1)^2=25$, or $x=3$, and $y=2$. W. F. B.

Notes and Correspondence.

WE invite short letters from teachers and others upon any topic of interest in matters of education in the broadest sense. Our columns are open to arguments, objections, criticisms, suggestions, queries, and all sorts of ideas that may want expression, and die voiceless, unless uttered through THE NEW-ENGLAND. We invite especially those who disagree with positions taken by editors and contributors, to state their objections freely and frankly. To ensure the responsibility of such communications, we only ask the authors to give us their real address in a private note to the

EDITOR.

Pronunciation in Words of Many Syllables.

To the Editor of The New-England:

I am becoming much interested in your valuable paper. In the supplement accompanying the issue of December 4th, I notice, among other things that have been treated during the year, something relative to spelling. *Must* a child, in order to spell correctly, needs go back and forth across a long word, pronouncing it in sections of increasing size until, upon spelling the final syllable, he is allowed to pronounce the word entire? Take, for instance, the word *incomprehensibility:*

I-n		in
c-o-m	com,	in-com
p-r-e	pre,	in-com-pre
h-e-n	hen,	in-com-pre-hen
s-i	si,	in-com-pre-hen-si
b-i-l	bil,	in-com-pre-hen-si-bil
i	i,	in-com-pre-hen-si-bil-i
t-y	ty,	in-com-pre-hen-si-bil-i-ty.

Is *that* the way to spell it, Mr. Editor; or, in other words, must I spell and *pronounce* eight words to reach *one?*

My Boy.—Spell 'bumblebee.'

(*Boy.*)—B-u-m	bum,	here's your bum;
b-l-e	ble,	here's your bumble;
b-e-e	bee,	here's your bumblebee.

The *theory* may be (?) beautiful, but the *practice* generally don't by any means agree, it seems to me. A. G. K.

Rochester, N. Y., December 13, 1875.

"Politics for Young Americans."

To the Editor of The New-England:

Among the many excellent articles in the JOURNAL of the 4th of December, the one by C. B. Stetson awakened the feelings of the past in such vivid colors, I feel to respond to the same, by relating a part of my experience to your many readers, especially to the youth. As my means of education were limited to the common town schools in the back towns of Maine, more than half a century ago, I anticipated that when I met with scholars from higher schools, I should find them masters of the most needful knowledge of every-day-life. But to my surprise, I often found those who could not solve the most simple problem in "Politics for Young Americans;" *viz*, Would a voter, in Maine, lose his right to vote for a president of the United States if he should become a resident of the District of Columbia?

Three years ago, being in Boston and seeing a young man much elated by leaving Old Harvard with honor, with the prospect of soon leaving home to pursue his favorite studies in Germany, I informed him I would like to examine him at a proper time in some of the most useful knowledge a "Young American" needed. With a smile he said, "I will give you an opportunity." To the questions, How do the members of Congress, and other officers of our national government, obtain their office, and the length of the term of office? his answers were more correct than I anticipated; and with pleasure he thanked me, upon the day of sailing, for calling his attention to a subject where ignorance would not have been a bliss in a foreign land, if he had been questioned about his native country, a boasted land of free schools.

Stetson's recommendation that Nordhoff's "Politics for Young Americans," or one similar, should be introduced into all our common town schools, is timely, even if a knowledge of the same gives less time for the study of higher arithmetic. HARTFORD.

Miss Faxon's Arithmetic Cards.

To the Editor of The New-England:

I would like to speak a good word for Miss M. H. Faxon's "*Arithmetic Card*," noticed in your columns. There are various "cards" of the kind on the market, but none which, to my mind, so completely and efficiently cover the ground. The whole thing is very ingeniously gotten up; the arrangement of the tables, the great variety of numbers, the many ways in which they can all be used, whether of addition or subtraction, all make it a very valuable help to both teacher and pupil. The children like it; and there is no greater compliment to be paid to any useful thing in school. I have used it a year, and can cordially recommend it to any grade of primary schools. With it in hand, the scholar acquires great facility in the normal use of figures, and soon learns how much he can do with it. I hope it will have a large field of usefulness. MARY P. COLBURN.

To the Editor of The New-England:

Where does "the schoolmaster" hide himself? It would seem that the exponent of the new system of *pedagogics* is secreted somewhere in our purlieus—we have so many persistent specimens of his peculiar methods! *Vide:* This in answer to an earnest appeal for the direct application of soap and water:

"*Teacher:*—that little soar on danny's head is from a fall he got I do not think it is not Right to be lookin at their Clothes Poverty is no Desgrace yours, ———."

This misfortune for an inheritance:—

"*Miss* ———:—Please excuse Tommy for not going to school this morning, he had the nose bleed two or three times from his mother"!

One poor little fellow seeming sick, his thoughtful teacher sent him home. By return of *male* came this:—

"*Miss* ———:—it is not eny Keatching desease, it is the *brown skittles.*"

To the Editor of The New-England:

The speech mentioned in an extract from *Once a Week* given in a late number (page 268), can only have been intended as a play upon words, and is the very opposite of "*accurate language*," as it is there called. Saying, as follows, would make it so: "I have a wife and six children, one of whom I have not seen."

A LOVER OF PRECISE THINKING.

To the Editor of the New-England:

If any of your readers were disposed to answer, I should like to ask, within what limit of time a man of note ought to be spoken of as, for instance, "the lamented Livingstone." Might we not with as much propriety say, "the lamented Plato or Aristotle?" "The lamented Socrates" would, perhaps, not be quite amiss. Would not the omission of superfluous epithets be a great saving of time, pens, paper, and ink, to the advantage of good taste?

THRIFT.

A Few Good Words From Educators.

You will please enroll my name upon your subscription list for the ensuing year; as I would not miss the reading of a paper so ably conducted, and filled with such admirable articles on general education. I am a strong friend and advocate of our public schools, and would not have them trammeled or destroyed, either by *State* or by *priestcraft.* R. W. FERGUSON, M.D.,
416 2d street, Louisville, Ky.

Inclosed I send you my subscription for the ensuing year. I shall be glad to receive the portrait of Horace Mann. I regard THE NEW-ENGLAND as *the* educational journal of the country,—just such a paper as should pay its weekly visits to every wide awake, earnest teacher. HORACE G. HOWE,
Principal Public School, Orange, N. J.

I am not teaching now, but I have spent eight years of my life in the school-room. I enjoy the reading of your excellent paper as much as though I were in active service. May you have abundant success in your noble work. ANNA C. HAWLEY,
North Columbia, Nevada Co., Cal.

I have only one objection to the JOURNAL. Our teachers—and pupils, too—read it so much that when the numbers are moved from the table to the shelves they are not fit for binding. I hear many complimentary things from readers of the JOURNAL OF EDUCATION, and believe that subscriptions will follow. H. W. M.,
Jacksonville, Ill.

I have had the JOURNAL for the last six months. I am very much pleased with it; I cannot now do without. I wish every teacher in New England had the reading of it.

FRANK U. HART,
Monson, Me.

I think the JOURNAL is excellent: worth far more than its cost to any progressive teacher. GEORGE H. CARY,
Principal First Grammar School, Pittsfield, Mass.

I have found great pleasure and profit in the numbers for 1875. Professor Coy's article, in the last one, I agree with most heartily.

RAY GREENE HULING,
High School, Fitchburg, Mass.

I like the JOURNAL much; would not be without it for four times the price of subscription. A. F. RICHARDSON,
Prin. of High School, Bridgton, Me.

I think you have reason to be proud of the standing achieved by the JOURNAL during its first year. A. W. T.,
Allenton, R. I.

I am well pleased with the JOURNAL. F. STOFFLET,
Prin. of School, Monee, Ill.

Teachers who want a good paper, entirely devoted to their interests, are hereby recommended to the NEW-ENGLAND JOURNAL OF EDUCATION.—*Chatham (N. Y.) Courier.*

Topic.—Geological discussion. *Principal.*—"Was it colder or warmer a hundred years ago than at present?"

Pupil. (Honestly.)—"I really don't recollect, sir."

The New-England JOURNAL OF EDUCATION,

THE UNION OF
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The Massachusetts Teacher,
The Rhode-Island Schoolmaster,
The Connecticut School Journal,
And The College Courant (Conn.)

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Boston, Mass., Dec. 25, 1875.

CLASSICAL teachers will read with pleasure and profit the valuable contribution of President Porter on "Methods of Teaching and Studying Latin and Greek Authors." If it is found that the president's ideal teacher is far above the common standard, it will possibly lead some to seek more perfect attainments in the method and spirit of their instruction.

Now is the time to work for THE NEW-ENGLAND. Our friends can do wonders for it with a little effort on the part of each. Can you aid your own work in a more direct way, than by adding to the number of intelligent readers to a first-class educational paper. Your friends in the profession will thank you for introducing them to our pages. Your patrons will become more devoted to school work by the reading of our columns. The pupils of your schools will find in it that which will give them clearer ideas of the true value of an education. We publish the cheapest, the largest, and the best educational paper in the country. Our departments for 1876 will be filled by the ablest writers, and we must have a host of new readers to enjoy the benefits of their talents.

READ what our friends say of our magnificent portrait of Horace Mann, and their admiration will certainly be increased rather than diminished on examining the portrait of Mrs. Emma Willard, which we have just received, and both of which we are now ready to distribute. Not, which one, but both, is the expression of those who have seen these splendid pictures at our office. Forward at once your own subscription, obtain one picture, and then send a new name for the other. No more appropriate holiday gift can be made by a teacher. The two portraits are worthy of a place on your study, parlor, or schoolroom walls. A little effort will secure both. One new name and you will have the two finest portraits of the two greatest American educators, and THE NEW-ENGLAND for 1876.

LOOK OUT FOR YOUR FIRES!—The burning of the Rice and Phillips school-house, Boston, on Monday, Dec. 20, leads us to call attention to the importance of exercising great care and caution in the management of furnaces and stoves at school-houses and homes during the "cold snaps" of the winter. In many schools, the teachers have the whole control over the fires during the day, and in others, where janitors are in charge of the heating apparatus all day, the teachers have an oversight, which, in all cases, should be always in exercise. The first duty of the teacher is to understand the working of the heating apparatus in his building, and to be able, if need be, to assume its management in the absence of the janitor. The teacher should know how to build and regulate his fires, whether he is obliged to or not. The second duty is to study the application of the heat to the wants of the various rooms of his school, and to regulate registers, drafts, ventilators, etc., so that the heat and pure air will be equally distributed, if possible, to all parts of the school building. The thermometer is a necessary guide to the regulation of heat, and the principal teacher should consult it as often as he does his watch. When extra heat is required in extreme cold weather, care should be taken that the heat be not suddenly checked by closing several registers at once, thus throwing an unusual amount of heat into close proximity to wood-work, especially such as is very inflammable in its structure. At night all the registers should be left open, in order that the furnace heat may be equally and readily distributed to all parts of the building.

THE Massachusetts Teachers' Association meets at Boston next week. The attractive order of exercises will undoubtedly draw the teachers of the State to Boston in large numbers. When the roll is called, we trust that the Secretary will be able to report "All present or accounted for," and that each session will find the halls filled with audiences of teachers. It has too long been the scandal of the teachers' profession, that its members were only too anxious to enter the ranks; but when once enrolled, that their zeal for personal and professional advancement was quite sure to grow cold; that Teachers' Institutes became the occasions for teachers to do their annual shopping, and to make their annual social visits; that the patronage of the teachers' journal was the luxury of the few, rather than the privileged store-house of wisdom for the many; that professional reading was confined to the pages of magazine literature, fashion books, or sensational papers. It is full time that teachers should refute these imputations if they are false, and that they should correct the errors in so far as they are true. A profession so honorable, so worthy of public esteem, demands the interested coöperation and influence of every member to elevate its standing, to give dignity to its character, and to use every means and occasion within its reach for culture and progress. Especially should this *esprit du corps* be marked and peculiar, in a State which has so good an educational history, and whose influence as an educator makes her, to a great degree, an example for other communities. A grand rally at the meetings of the Association will show that the teachers' interests and work are one, from the primary school to the college, and that the remotest district among the Berkshire Hills has an equal claim on the sources of personal and educational advancement with the more favored centres of wealth and literary culture.

To a correspondent who asks what we mean by calling the State a secular institution, we reply that the State is established for the furtherance of those interests which relate to man as a political being. Each citizen born under a regular form of government, is clothed with certain rights and powers, and assumes certain duties and obligations, in return for which the State guarantees to him freedom and protection. Wherever the citizen is the freest in the enjoyment of his individual rights, and wherever the highest protection is secured, there the best government exists. So far as the relation of the citizen to his fellow can be regulated and fostered by law, there legislation has its proper field of operations. In matters pertaining to religion, in the relation of man to a Supreme Ruler, human governments have, of necessity, nothing to do, except to protect the perfect freedom of the individual. Should the State by its delegated authority, representing the will of the majority of the people, assume the power and authority to dictate in the least degree as to the duties and obligations of the citizen to a Divine Power, it would at that moment lose its secular character, and become a controller over men's spiritual concerns. It would become the representative of men's spiritual as well as temporal affairs. Keeping in mind the fact that all free governments derive their just powers from the consent of the governed, let us examine the several State and Federal Constitutions to discover, if we may, a general principle which runs through all, as to the objects of the founders in establishing public schools as an element of stable government. If the State is other than a secular institution, and if its corner stone, the system of education, is other than secular, such a characteristic will pertain to that which touches primarily and vitally every other interest of the Commonwealth, the common school.

We quote from General Eaton's report of Constitutional Provisions, in regard to education in the several States of the American Union:

Objects to be promoted by the State.—Agriculture, arts, science, commerce, trade, manufactures, and natural history: Mass., 1780. Arts and sciences: Del., 1792; Ga. 1798. Arts, sciences, commerce, manufactures, and natural history: Ind., 1816; Ark., 1836. Arts, sciences, commerce, trades, manufactures, and natural history: N. H, 1784. General diffusion of education: Me., 1820. General diffusion of knowledge: Tex., 1845. Humanity, general benevolence, public and private charity, industry, economy, honesty, punctuality, sincerity, sobriety, social affections, and generous sentiments: N. H., 1784. (The same, excepting "frugality" in place of "economy," and "good humor" in place of "social affections"): Mass., 1780. Humanity, industry, and morality: Ind., 1816; Ark., 1836. Intellectual, literary, scientific, mechanical, agricultural, and moral improvements: Nev., 1864. Intellectual, scientific, and agricultural improvements: Ind., 1816; Mich., 1853; Ark., 1836. Intellectual, scientific, moral, and agricultural improvement: Iowa., 1846; Cal., 1849; Ind, 1851; Kans., 1859; Miss., 1868. Intelligence, and stability; Minn., 1858. Intelligence, virtue, and stability: Miss., 1868. Knowledge and intelligence: Mo., 1865; Ark., 1868; N. J., 1873. Knowledge and learning: N. H., 1784; Ind., 1816; Ark., 1836. Knowledge and virtue: R. I., 1842. Knowledge, learning, and virtue: Tenn., 1834. Literature and science: Mass., 1780; N. H., 1784; Tenn., 1834. Literature, arts, and science: Mo., 1820; Mich., 1835; Iowa, 1846; Kans., 1859. Moral, intellectual, scientific, and agricultural improvements: W. Va., 1861. Religion, morality, and knowledge: Miss., 1817; Ohio, 1851; Nebr., 1867; Ark., 1868; N. C., 1868. Virtue, and prevention of vice: Vt., 1876. Virtue, and prevention of vice and immorality: Pa., 1776. Wisdom, and knowledge, as well as virtue: Mass., 1780.

ALTOGETHER the best digest of the free school system of the United States, has been prepared by Francis Adams, of Birmingham, England, Secretary of the Free School League. It has been written for English readers by an impartial observer and student of the workings of our schools; and, while the author commends our excellences, he is not blind to the defects and imperfections of our plans and methods. It is refreshing in these days of wholesale adulation of everything that bears the name of American, especially under the specific surname, education, to find a work which treats of the American systems as not yet perfect, but as still somewhat tentative in character, feeling after, if haply they may find, the *juste milieu* of educational advancement. Mr. Adams has this one qualification of a good author on American schools; he knows his subject, and has studied it in all its phases. More than this, he has a comprehensive grasp of general principles, a clear analysis of the forces at work, and the results aimed at and obtained. He is in sympathy with our free school system, which, like a loyal Englishman, he claims had its birth in spirit, if not in fact, on English soil. He writes to aid the cause of free education, which is now in the heat of its sternest battles with the denominational schools of England.

Mr. Adams believes in local self-government as the basis of a free system of education, and he hopes to

teach Englishmen the lessons which may be drawn from American experience. His first chapter is devoted to the relation of the national government to the States, of the State government to the municipality, and the local provision for schools, and school supervision in its several departments. In this chapter, as in the subsequent ones, the author shows an unusual familiarity with our school legislation, and traces its historic growth of our system, from the New-England planting in 1620, to the present wide-spread and advancing growth. A few sentences from the topic relating to the provision for schools, will show the clearness, the good sense, and the fairness of our author:—"The simple principle of the American school laws is that the people can be trusted to attend to their own business. In the preliminary matter of providing school-buildings, and machinery, it leaves little to be desired. The doctrine of the supreme authority of each district over its own affairs, may be pushed to inconvenience, and no doubt it has worked injuriously in some respects, notably in the multiplication of small districts; but striking a balance between the good and evil, and judging from the results alone, it is difficult to understand what better could have been devised. There are localities in the United States, where public schools are unpopular, but they are, as one of the reports says, chiefly places 'not favored with convenience for speedy transmission of news, and where the people are still voting for General Jackson.'" Under "Cost of Schools" Mr. Adams discusses the theory of free schools, the provision of funds for education, the abolition of rate-bills, and the gradual assimilation of all classes, by means of this free school power; without our system of common schools, he clearly sees that we should have been spilt into as many sections as Germany before the Empire; and he regards the teaching of the free school, the salvation of the Union in our Civil War. In opposition to this sentiment of free schools, the writer sees only one thing which threatens the common school — the Catholic question. The position of this sect he regards as hostile to our system of education, and if its influence ever becomes powerful enough, he predicts the overthrow of the free school in the parochial school.

In his discussion of school attendance, the author wisely considers the great disadvantages of a new country, with a mixed and large foreign population, but regards America ahead of England in the comparison. He believes that compulsion is the greatest want under which the American system labors. On religion and morals, the legal and constitutional questions as to religious instruction in the schools are discussed. Legislative enactments concerning the Bible in public schools are quoted, and the general practice of the schools in the several States is recited. Drawing his conclusions from English as well as American school and church history, Mr. Adams declares that in order to place the common school system beyond all danger from ecclesiastical factions, and also as an act of justice, which ought not to be delayed, it will be necessary to confine public instruction to secular elements, only leaving to the churches, the Sunday schools, and other religious agencies which are not dormant in the States, the work of religious education. The training, examinations, qualifications, salaries, and social status of teachers is fully and ably discussed, and on the whole the views of the author are complimentary to the rank and social status of the profession, while he regards their compensation as quite inadequate to the value of the service rendered.

The graded system of our cities and large towns is the subject of the last chapter of this able review of American education, in all of which Mr. Adams presents himself in spirit and statement as a friend to our common school interests, in striking contrast with the temper and writings of a recent visitor, Dr. Riggs, of London, who went home to send back the sharpest criticisms upon our work, with the conclusion that it was a failure, unworthy of any following.

THE Rhode Island Institute of Instruction will hold its next annual meeting at Providence, on Thursday, Friday, and Saturday, Jan. 13, 14, and 15, 1876. President Chadbourne, of Williams College, will deliver an address. The full programme will be announced in a few days.

Our Lithographs of Horace Mann

Receive the most flattering notices from those who knew him well. As a work of art, it will be valued by all.

DORCHESTER, MASS., December 20, 1875.

I thank you very much for sending me a copy of your fine lithograph of Horace Mann. As I remember the subject of the portrait, it is certainly an excellent likeness of him. The artist has done himself great credit by the manner in which he has executed his task; and the friends of education will set a high value on the picture of one who did so much for their cause.

Very truly yours, WILLIAM T. ADAMS (*Oliver Optic*).

OFFICE SEC. BOARD OF EDUCATION, STATE HOUSE, NEW HAVEN, December 20, 1875.

Your likeness of Horace Mann is excellent. The thanks of the teachers of America are due to you for presenting it in a style so artistic and true to the original, and yet at so low a rate.

Yours, truly, B. G. NORTHROP.

STATE NORMAL SCHOOL, SALEM, MASS., December 20, 1875.

The portrait of Horace Mann, which you have just published, is admirably done. Its resemblance to Mr. Mann, as I recollect him, is excellent. You have performed a good service for educators, in bringing out this fine engraving. With many thanks for the copy you have sent me,

I remain, yours truly, D. B. HAGAR.

STATE OF MAINE, EDUCATIONAL DEPARTMENT, AUGUSTA, Dec. 21, 1875.

Thanks for your generous remembrance in gift of Horace Mann. The picture is indeed a fine lithograph, reflecting credit on the engraver for his art, and the publishers of the JOURNAL for their taste and enterprise.

WARREN JOHNSON.

BOSTON, December 22, 1875.

Remembering the Hon. Horace Mann, as I do when I was a school-boy, and when he would kindly salute me as I passed his garden, also at seeing him as a public speaker, I can say that the portrait of him just published brings him to mind vividly, it being very lifelike and with his best expression.

Yours, truly, S. EDWARD WARREN.

CAMBRIDGE, December 22, 1875.

I congratulate you, as well as Mr. Baker, on the grand and noble likeness of Horace Mann, which you will have the privilege of spreading over the country. It is a good omen for the JOURNAL to make such a New Year's gift to its subscribers for 1876. ELIZABETH P. PEABODY.

— We have received from Rochester, N. Y., *Vick's Floral Guide for* 1876. In its illustrations and beautiful typography it could hardly be excelled. As a florist, Mr. Vick is known in every hamlet in the country. He believes not in spasmodic advertising, but in a judicious and persistent course of placing his goods before the public. Every one has confidence in sending to him, and his orders number thousands every day.

CENTENNIAL DEPARTMENT.

Students' Work at the Exposition, 1876.

At the request of Hon. John Eaton, United States Commissioner of Education, a committee of the Superintendents' Section of the National Educational Association was appointed at its last meeting, held at Minneapolis, August, 1875, to draft rules to govern the preparation and exhibition of pupils' and students' work at the National Centennial Exposition, to be held at Philadelphia in 1876. This committee has given the subject due consideration, and would respectfully submit the rules appended.

H. J. RICKOFF,
Superintendent of Instruction, Cleveland, Ohio.
J. H. SMART,
State Superintendent of Instruction, Indiana.
J. L. PICKARD,
Superintendent of Instruction, Chicago, Ill.

CLASSIFICATION.

All material which may be offered for exhibition will be classified as follows: — I. Examination manuscripts prepared according to prescribed rules. II. Special work, for the preparation of which no rules are prescribed. III. Material arranged and presented to illustrate systems of instruction. . . .

Class I affords an opportunity for the public schools of towns and cities, and separate institutions of learning of every grade, to compare their own work with the work of others, performed under like conditions.

Class II provides for the exhibition of anything that may be looked upon as of value in the line of educational products. Here no limit is prescribed in time or other conditions of preparation. As a condition of exhibition, however, it is required that the circumstances of the preparation be fully stated.

Class III opens the door for the exhibition of such products of the schoolroom as will serve to illustrate the working of a course of study or a system of instruction. In this class the smallest district school or private institution may have an opportunity to exhibit its plans and ways of working. Here a principal of a single school, or one subordinate teacher in a large unorganized mass of schools, may submit illustrations of a plan or process of instruction, methods of recitation, etc., in one or more branches of study, though the number of pupils he represents may be comparatively insignificant.

No contribution will be received in either of the three classes for purposes of competition.

GENERAL RULES.

1. No article shall be exhibited unless the class to which it belongs be stamped or otherwise plainly marked on the article itself, or on the cover containing it.

2. It is recommended that all manuscript work, especially in Class I, shall be written on letter paper eight and one-fourth by ten and one-half inches in size.

3. The questions to be answered should be written directly above each answer in all manuscripts in arithmetic, and in all other subjects the same course should be pursued, or the answers should be so framed that the question is plainly indicated. The latter is the better plan.

CLASS I.—EXAMINATION MANUSCRIPTS.

RULE 1. *Who may be Examined.*—None but *bona fide* pupils of the schools, and of the particular grade of schools purporting to be represented shall be permitted to contribute anything for exhibition in Class I.

RULE 2. *Time of Examination.*—All manuscripts to be exhibited in this class shall be prepared from the first to the fifteenth of February. Not more than four hours shall be allowed for the writing of a paper on any one branch of study, which time shall include the entire work from the time the questions are placed before the pupil to the completion of the copy submitted.

RULE 3. *The gronnd of Examination.* — The ground or limit of the examination shall be the work done within the current school year up to the time of the examination and work preliminary thereto, according to the course of study of the institution or schools preparing the work, which course of study shall accompany all manuscripts sent for exhibition.

RULE 4. *Questions, by whom prepared, and precautions to be observed.*—The questions for examination shall be prepared by the superintendent of schools, or some other person not engaged in the instruction of the class or classes under examination, and the utmost care shall be taken that no information in regard to the nature or topics of the questions be circulated among the pupils, and that no intimation of the ground of examination, except as in Rule 3, be given to the teachers of the classes to be examined, previous to the time of examination.

RULE. 5. *Manuscripts to be exhibited.* — All schools, colleges, technical school, special schools, and school systems of towns and cities exhibiting in Class I, may be represented, first, by papers prepared as above from one entire class of each grade in which pen and ink are used in writing; and, second, by not less than one paper in ten selected from all the other manuscripts prepared in the examination. [*Note.*—It is to be understood that when any grade of pupils, fifth year grade, for example, is examined, all the pupils in that grade throughout the entire town or city system shall be examined, and that athereafter the manuscripts of some one entire class of that grade is to be taken for exhibition, and also one-tenth of all the other manuscripts of that grade; and further, that the exhibition of manuscripts of entire classes and selected manuscripts shall be specially subject to the following rule.]

RULE 6. *Title-page and declaration of chief officers.* — A title-page, after model (*a*) for the papers of entire classes, or after model (*b*) for selected papers, shall be inserted in every volume, collection, or set of manuscripts designed for exhibition in Class I, and no papers shall be admitted for exhibition in this class unless accompanied by a declaration from the principal executive officer of the school or other institution of learning thereby represented, that said papers were executed in accordance with the above rules and Rule 7 as below:

[*Note.*—The course of study in some towns and cities is divided into eight grades, to correspond approximately with the average time taken for completing the course assigned to primary and grammar schools. In such cases it will be easy to fill this blank, but when the number of grades does not correspond with the average number of years thus acquired, it is desirable that the blank be so filled as to show approximately what year of the course is represented by the manuscripts. In the title page (marked *a*) it might be well to insert the name of the teacher of the class under the words "*One entire class represented.*"]

RULE. 7. *Headings of manuscripts and declarations of students or pupils.*—Every manuscript of every pupil or student should be headed in the pupils' own handwriting, with his name, age, grade, or class, the name of the school or institution of which his class is a part, and the date of the examination, and at the foot of the last page it should contain, also in the pupils' own handwriting, a minute of the time taken for the writing of the paper, which must include the whole time elapsing from the putting of the questions before the pupil to the handing in of the copy exhibited. On the completion and handing in of any manuscript or specimen for exhibition under Class I, the student or pupil should make the following declaration on a separate slip of paper over his own signature, viz:—"*This accompanying manuscript was written by myself, without aid from any source.*"

The manuscripts of every class shall be accompanied by a written declaration by the teacher, or from the one who had charge of the pupils of the class at the time of the examination, that the entire work of the class was done under his own eye, and that all the regulations were observed as herein prescribed. These certificates, written on separate sheets of paper, shall be sent to the superintendent or other officer having the direction of the examination. They need not, however, be sent to the exposition. (See Rule 6.)

[The rules relating to Special Products and under Classes II and III, will be given in our next issue.—EDITOR.]

— Gen. Francis A. Walker, professor in the Sheffield Scientific School, Yale College, has been appointed Chief of the Bureau of Awards of the Centennial Exhibition. The appointment of Dr. Pepper as Medical Director of the Exhibition was confirmed by the executive committee yesterday morning.

DEPARTMENT OF

Dialogues and School Entertainments.

EDITED BY MRS. M. B. C. SLADE, FALL RIVER, MASS.

Little Silver-Hair and the Three Bears.*

PERSONS REPRESENTED. — BRUIN, *an elderly bear, husband of* BRUINA. BRUINA, *an ursine lady, wife of* BRUIN. BRUNETTI, *the son of* BRUIN *and* BRUINA. LITTLE SILVER-HAIR.

SCENE I:—*A wooded country. Lively Music. Enter* LITTLE SILVER-HAIR, *chasing a butterfly.*

Silver-H.—The butterfly's a gentleman, they say;
If so, why does he want to get away?
I'm sure I do not mean him any harm.
(*Wiping face.*)—Ah, me! but running thus does make one warm.
(*The butterfly rests on a flower.* SILVER-HAIR *tries to capture it, but it flies.*)—There; go your way, you naughty thing. No more
I'll follow you. I saw, I'm sure, a score
Much prettier ones than you.—O what a rose!
(*She plucks a rose.*)—A pretty wild rose, too! The forest grows
More flowers than—Oh! but see, the clouds look black!
'Tis almost time I thought of getting back!
(*A few drops of rain fall. She throws her skirt over her head and runs out.*)

SCENE II:—*Interior of a cottage. A table is laid for breakfast, with three basins of porridge, and beside each a spoon. A sofa in one corner. Enter* SILVER-HAIR *with her skirt over her head. She looks about as if surprised.*

Silver-H.—What! no one here? the doors all open too!
Well, I must stop, for I'm wet through and through;
And I must hope the owners will not mind;
Most folks to little me are always kind.
(*Goes to the table, examines the basins, sticking a spoon upright in each.*)—The steaming porridge whets the appetite.
Would it, I wonder, be considered right
If I sat down and had my breakfast here?
I've not had it at home; and dear, oh dear!
I'm sadly tempted by this savory mess!
(*Taking a spoonful.*) 'Tis really very nice I must confess!
The people living here, I'm bound to say,
Have got with them a very pleasant way.
(*She finishes the porridge, then sits on a stool; the legs give way; she jumps up.*)—Well, well! I very nearly had a tumble!
But still, I feel so pleased, I must not grumble.
(*Goes to the sofa.*)—Now, I'll lie down until the rain is done;
I think to-day I've had a deal of fun.
(*Lies on sofa, draws shawl over her, and falls asleep. Enter the three Bears.* BRUIN *puffs and wipes his forehead.*)

Bruin.—Come, now, good people, make a little haste;
I want my breakfast sadly. There, don't waste
The time. Be quick, you there! Be quick, I say!
Bruina.—A moment, dear, don't be impatient, pray.
(*Unties Brunetti's comforter, he bellowing.*)
Brunetti.—I am so hungry. O, my dearest mother,
Pray haste and give me something or another.
Bruin. (*Sits down at table and puts on spectacles.*)—
Hallo! what's this? Whoever has been here?
Upon my word all this is very queer!
Bruina. (*Puts aside her bonnet and sits down.*)—
For me, I really cannot understand,
It seems as if there's something underhand
That we have not found out. I must say that.
Bruin. (*Angrily.*)—They'd best look out. I'll teach them what is what!
Brunetti. (*Crying.*)—Bo, ho, ho! my porridge is all gone; O dear!
I'm starving mother, oh! I greatly fear,
Bruin. (*Starts up.*)—Who cares for what you fear? I'll soon find out
Who has been playing tricks. Ha! look! no doubt
We've got the thief. See there!
(*Pointing to* SILVER-H., *who starts up.*)—Now, if I don't
Make that young lady pay! You think I won't?
(*Takes up a switch, goes to the sofa angrily.* SILVER-H. *wakes and runs frightened from the cottage.*)
Bruin.—I must declare, all this seems very odd;
If I had caught her I'd have used this rod.
Bruina.—To have one's breakfast eaten up 's a shame,
And my poor son is not so much to blame
That he takes it so much to heart, I'm sure;
'Tis more than ursine nature can endure!
Ah! well, she was a pretty little maid;
And I am sure, when all is done and said,
(*To Brunetti.*)—'Twas after you she came to look, my dear!
Brunetti.—Now *do* you think so, mother? Well, 'tis queer.
(*He admires himself in a glass, rubbing his face and wagging his head complacently.*—Well, in a crowd, I make no doubt you spy
A dozen chaps who look much worse than I.
Bruin.—I *was* a little hasty, I must say;
But maybe she will come again, some day.
We'll eat what's left, then roam the forest through,
To Brunetti.—Miss Silver-Hair, maybe, waits there for you!
(*Curtain falls.*)

COSTUMES:—BRUIN, *Breeches and top-boots, loose coat, flowered waistcoat; over his face a Bear's-head mask; his figure may be stuffed out to make it look bearish.* BRUINA, *Bear's mask and dashing dress.* BRUNETTI, *Bear's mask, stylish boy's suit.* SILVER-HAIR, *usual outfit of a little girl.*

SUGGESTIONS.—In the first scene, dot the stage with green branches and artificial flowers. Tie an artificial butterfly by a thread to a long slender rod of whalebone. For rain-sound, roll peas over a tin-waiter. Obtain bear-masks at any toy-store, or make them of pasteboard.

* This simple play will give some idea of the *Christmas Masques* of the olden time, and will serve as a companion piece to the "Flower Masque" given in JOURNAL of Nov. 13. It is taken from "School Stage," an admirable book of Dialogues, published by Wilson, Hinkle & Co., N. Y. Price $1.25. Send to M. B. C. Slade, Fall River, Mass.

Children's Hymn, for the Year's Last Sabbath.

[Tune, "Lion of Judah."]

BY M. B. C. SLADE.

Once more, like an army encamped by the way,
We pause in our journey, and rest for a day.
Like Israel at Elim, by fountains and palms,
We cheer our encampment with jubilant psalms.
Chorus.—For we're marching to Canaan with joy and with song,
And Jesus, our Captain, will lead us along.

The children that journeyed to Canaan away,
Were fed by by the manna that fell, day by day;
By Thee, Bread of Heaven, each year are we fed,
As onward and homeward our footsteps are led.
Chorus.—For we're marching, etc.

One year nearer Jordan, the beautiful stream,
We list for its music and look for its gleam;
Our Leader is faithful, and tender and true;
At last he will bring us its bright waters through.
Chrous.—For we're marching, etc.

One year more, Jehovah, of turning to Thee,
Thy word humbly searching thy wisdom to see;
Thy dear Sabbaths keeping in learning to know
The way that thy children to find Thee must go.
Chorus.—For we're marching, etc.

One year more of blessing, one year more of love,
Still grant to thy children, our Father above;
O Leader beloved, still hold thou our hand
Till with Thee we enter the Beautiful land.
Chorus.—For we're marching, etc.

Messengers of the New Year.

The Herald. (*A lad in white, bearing a shield, tastefully ornamented with the inscription,* "HAPPY NEW YEAR.")—
Across the bleak, white mountains, the New Year silent comes,
Its blessings struggling with the light, to fill our happy homes.
Its mighty wings bear fondest hopes before the sun unfurled,
And following in the wake, I see ripe splendors for the world.
Majestic on its glorious way, it wears no mask of grief;
Its glittering train, and angel band, are wearing bud and leaf,
And golden crowns seem dropping down, and garlands bright and sweet,
Fit emblems of the pleasant road that lies beneath our feet.
(*Invisible chorus sing softly the first stanza of* "HAPPY NEW YEAR,"* *the refrain dying away in the distance.*)

First Messenger: LOVE.—
My tribute to the glad New Year
Shall be a snow-white dove;
To nestle close within your hearts,
And I shall call it—*Love.*

Second Messenger: HOPE.—
I'll breathe upon the tender flowers
The life that gives them bloom;
And through their fragrance *Hope* shall smile,
And cheer the sufferers' gloom.

Third Messenger: FAITH.—
My messengers by holy *Faith*
Shall lighten every pain;
And hearts grown old through suffering
Shall feel new life again.

Fourth Messenger: CHARITY.—
For wayward feet that walk astray,
My mission sweet shall be
To lead them to the heavenly gate
By gentle *Charity.*

Fifth Messenger: VIRTUE.—
The lily buds for *Virtue's* wreath,
Shall be my constant care;
And I will deck the modest head
Of every maiden fair.

Sixth Messenger: HONOR.—
I'll gather from the realms of thought
All wisdom's choicest gems;
And they who seek for *Honor* true
Shall wear my diadems.

* "Happy New Year" is in the first number of "Music Leaves," from which the above is taken. Price, $3.00 per hundred; five cents single copy. Send to G. N. Bordman, 21 Cornhill, Boston.

Seventh Messenger: FRIENDSHIP.—
My band shall watch the sacred soil
Where happy *Friendship* grows;
From every seed I cast around
Shall spring a fadeless rose.

Eighth Messenger: THE GOLDEN RULE.—
My lamps shall shine beyond the stars,
To lead you to that school
Whose gates are open wide for all
Who act *The Golden Rule!*

[An arch or framework ornamented with evergreen, and the motto, "HAPPY NEW YEAR!" may be erected, wide enough for eight little girls, and the herald, who should be the central figure. Each messenger holds a pretty banner, with the name of the character she personates. The exercise closes with the song, "Happy New Year," in which the whole school should join.]

Tableau of Paul and Virginia.

(Contributed by W. W. Bailey.)

"One day, coming down the mountain, I saw Virginia at the end of the garden, running towards the house, with her petticoat thrown over her head, in order to screen herself from a shower of rain. At a distance I thought she was alone, but as I hastened towards her in order to help her on, I perceived that she held Paul by the arm, who was almost entirely enveloped in the same canopy, and both were laughing heartily at being sheltered together under an umbrella of their own invention. These two charming faces, placed within the petticoat, swelled by the wind, recalled to my mind the children of Leda, inclosed within the same shell."—*Bernardin de St. Pierre.*

(For costume for the above, see illustrations in "Paul and Virginia," found at all bookstores.)

Wintry Storms.—(Action Song.)

BY M. B. C. SLADE.

This is the way the snow comes down;
[1] Softly, softly falling.
So he giveth the snow-like wool,
[2] Fair and white and beautiful;
This is the way the snow comes down,
[1] Softly, softly falling.
Recite.—He saith to the snow, Be thou on the earth,
He giveth snow like wool.

This is the way the rain comes down;[3]
Swiftly, swiftly falling.
So he sendeth the welcome rain[2]
Over field and hill and plain.
This is the way the rain comes down,[3]
Swiftly, swiftly falling.
Recite.—He maketh small the drops of water.
They pour down rain,—
To cause the bud of the tender herb to spring.

This is the way the frost comes down,[4]
Widely, widely falling.
So it spreadeth all through the night,
Shining cold and pure and white;[2]
This is the way the frost comes down,[4]
Widely, widely falling.
Recite.—He scattereth the hoar-frost like ashes;
By the breath of God, frost is given.

This is the way the hail comes down,[5]
Loudly, loudly falling;
So it flieth beneath the cloud,[2]
Swift and strong, and wild and loud.
This is the way the hail comes down,[5]
Loudly, loudly falling.
Recite.—Hast thou seen the treasures of the hail?
He casteth forth his ice like morsels.

Wonderful, Lord, are all thy works,[2]
Wheresoever falling;
All their various voices raise,
Speaking forth their Maker's praise.
Wonderful, Lord, are all thy works,
Wheresoever falling.
Recite.—Fire and hail, snow and vapor,
Let them praise the name of the Lord.

1. Let the raised hands gently fall, with waving motion. 2. Fold hands. 3. Raised hands fall with quick motion. 4. Raised hands wave right and left. 5. Raised hands fall with quick motion, right and left.

— The wife of the late Professor Agassiz rose one morning and proceeded, according to custom, to put on her stockings and shoes. At a certain stage of this process a little scream attracted Mr. Agassiz's attention, and not having yet risen, he leaned anxiously upon his elbow, inquiring what was the matter. "Why, Professor, a little snake has just crawled out of my boot," said she. "Only one, my dear?" returned the professor, calmly lying down again; "there should have been three." He had put them there to keep them warm.

The New-England Journal of Education, for 1876.

IMPORTANT ANNOUNCEMENT.

We take it for granted that our readers will be interested in what we propose to do for **The New-England** for 1876. Its first year has been eminently successful, considering the great depression in all kinds of business, especially in that of newspaper publishing. All that it has been for 1875 it will surely be for 1876. It will not go backward. With a year's experience, we feel better prepared to cater to the needs of our numerous readers, and should be able to give them a better paper than we have done the first year. All the characteristic features of the paper will remain intact, but improved, as far as the best talent procurable will do it. Some changes have been suggested to us, and have been carefully weighed. One of the most interesting features we propose in connection with our paper, is

The Educational Art-Union.

Forty years ago there was established in England the "ART-UNION OF LONDON." Its object was "to promote the knowledge and love of the Fine Arts." It has given to each of its subscribers for the year a copy of a fine steel engraving of some celebrated painting or work of art, the real value of which has generally been many times the cost of subscription. These engravings could not be procured at any price by any except subscribers, and are now held by them at a premium. For example: We wished to procure "THE SMILE" and "THE FROWN," published in 1850 at the cost to subscribers of $5.00. We found that such could only be obtained to-day by paying $24. The expense of any print is principally the artist's work of engraving the plate. After the plate is made, impressions can be taken at a small cost. The engraving of the plates of many of the pictures of the London Art-Union have cost from $5,000 to $10,000 each. If only 500 or 1,000 prints were needed, the cost of engraving, divided among so few, would put the price beyond the reach of any except the most wealthy. Dividing the cost among 10,000 subscribers, it was but a trifle for each.

EVERY SUBSCRIBER THE RECIPIENT OF AN ART-UNION GIFT.

Taking a hint from the working of this London Society, we decided to form an **Art-Union among our Subscribers.** In looking over the cost of publishing, we decided that we could make no reduction on our subscription price, unless **our list could be doubled, and each subscription paid strictly in advance.** The deduction we then could make would be sufficient in the aggregate to procure **the engraving of two fine Portraits of Eminent Educators**, and to present to each subscriber a copy, which, as prints are sold, will be worth at least $3.50 each. Believing that at least 5,000 of our present subscribers would enter heartily into a project to double our list, and secure these works of art, we have gone forward, and are now having engraved on stone

TWO PORTRAITS:

HORACE MANN AND EMMA WILLARD.

These two portraits are executed in crayon-lithography, by J. E. BAKER, the distinguished artist, who produced the fine picture of Longfellow for the *Atlantic Monthly* for 1876. As works of art in crayon-lithography, they will be all that money and the best talent can procure, and will be an ornament to any school or drawing-room.

METHOD OF OBTAINING THE ART-UNION PICTURES.

We believe, if any should be favored, it is those who are already subscribers, and have helped to sustain the journal during its first year. We, therefore, shall make a discrimination in their favor, that they may have every advantage to secure both pictures.

To secure one Portrait.—Every one now a subscriber can become a member of the Educational Art-Union, and secure either of these portraits he may prefer, and have it sent to his address, postage prepaid, by us, by renewing his subscription to this journal for 1876, and remitting $3.00, so as to reach us on or before Jan. 1, 1876. **This condition of strict payment in advance will be rigidly observed.** No one renewing after his subscription has expired will receive the benefit of the Art-Union.

Any whose subscriptions are in arrears must pay up to Jan. 1, and then renew for a year, to secure either portrait.

Any who have paid into 1876 can secure either portrait by renewing for one year any time before their subscriptions expire, or by sending a new subscriber.

To secure both Portraits.—Any who are now subscribers can secure both portraits by renewing first their own subscriptions, as stated above, and sending in addition a NEW subscriber for 1876; or they can secure both by renewing their own for two years, and remitting $6.00.

ANY ONE NOT NOW A SUBSCRIBER can become a member of the Art-Union, and secure either one of these portraits by subscribing for one year for himself, and sending one additional subscriber; or both portraits by sending, in addition to his own, two new subscribers.

☞ These portraits will be ready for delivery Jan. 1, and will be sent by us post-paid. All orders will be filled in the order they are received. Those renewing first will receive their pictures first.

CHANGE OF SUBSCRIPTION PRICE.

Hereafter the subscription price will be $3.20 per year, the extra 20 cents being for prepayment of postage. **To every one paying strictly in advance we shall deduct the 20 cents**, prepaying the postage ourselves.

☞ The JOURNAL will be sent to every one until ordered to be discontinued, and, if in arrears, all arrearages are paid. Should any wish a discontinuance, they will please write us by postal card, a fortnight before their subscription expires.

Club Rates.

We have decided for 1876 to give no club rates whatever—one invariable price to all. Any desiring to secure other periodicals through us can do so at the prices named below. Any who secured clubs for us in 1875 will receive our special terms by communicating with us by letter.

OTHER PERIODICALS.

THE NEW-ENGLAND, one of the Art-Union Portraits, and any one of the following Periodicals, can be obtained by complying with the conditions of giving Art-Union pictures, as given above, and remitting the amount suffixed to each of these periodicals:

Per Year.		Club.	Per Year.		Club.
$4.00	Atlantic,	$6.30	$1.50	National Teacher,	$4.10
4.00	Galaxy,	6.30	1.50	Western Journal of Education,	4.10
5.00	Eclectic,	7.10	2.12	Manufacturer and Builder.	4.50
4.00	Scribner,	6.30	2.00	Golden Rule,	4.85
2.50	St. Nicholas,	5.50	5.00	Popular Science Monthly,	7.10
8.00	Littell,	9.75	4.00	Appleton's Journal,	6.30
1.60	Nursery,	4.20	1.00	Barnes' Teachers' Monthly,	3.75
6.00	North American Review,	8.10	1.50	Boston Journal of Chemistry,	3.75
4.00	Harper's Bazar,	6.35	4.00	Lippincott's Monthly,	6.30
4.00	Harper's Monthly,	6.35	2.00	Wide Awake,	4.60
4.00	Harper's Weekly,	6.35	2.00	Peterson's,	4.60
1.50	Pennsylvania School Journal,	4.10	3.00	Godey's,	5.50

On application, terms will be given for furnishing any other periodicals or papers. Address all letters to

THE NEW-ENGLAND JOURNAL OF EDUCATION, BOSTON, MASS.

Make all remittances payable to the Publisher.

Examination Questions.

HIGH SCHOOL, PROVIDENCE, R. I.

INTELLECTUAL PHILOSOPHY.

Describe the doctrine of representative images, and give something of its history. Which of the senses enables us to form conceptions? Give explanations. Define consciousness, and give instances of abnormal states of double consciousness. Enumerate and classify the ideas obtained by original suggestions. Define abstraction, and show how it differs from other faculties. State and apply the objective laws of association. Explain the relation of a cultivated memory to an accurate practical judgment. What is a syllogism, and what is a sophism? Give examples of affirmative and negative syllogisms, and of four kinds of sophisms, with the names of the terms in each case. What is the difference between direct and circumstantial evidence? Upon what two truths does the former rest? State the difference between active and passive imagination.

ENGLISH LITERATURE.

Topics.—Celtic writers. An outline of the history of printing, and of its introduction into England. Sir Thomas Moore and his works. English translations of the Bible. Shakespeare's works. Names of the authors of the Fourth Era, with enumeration and classifications of Milton's works. Addison's works. Goldsmith's works. Sir Walter Scott's works. Thomas Carlyle and his works.

Study of Words. — Give the derivation, history, and meaning of the following words: Album, assassin, bedlam, capitol and capital, crescent, conclave, dollar, expense, farrier, jubilee, locofoco, melancholy, orange, passover, quiz, retort, surname, sympathy, volume, which, and who.

GEOLOGY.

Describe syenite, gneiss, conglomerate, oolite, and porphyry; and state the class to which each belongs. Give the division of the sub-kingdom of the mollusks; name the period when each was introduced, when each was most prominent, and when it became extinct. Describe the formation of coal and coal measures; also describe the different varieties of mineral coal, and name other minerals containing carbon. Describe the effect of the Appalachian revolution. Enumerate the kinds of rocks of the cretaceous formation in North America. Describe the animals of the tertiary; also state the special peculiarities of the mammals of the post-tertiary in each continent. Describe the fossils of man and his works. What physical causes may account for the extermination of species and the extinction of tribes? Describe the effect of waves on the outline of coasts. What rocks of known age are found in New England, and in what localities?

ASTRONOMY.

Describe the transit instrument and its use. How are the distance and real diameter of the moon obtained? Describe the zodiacal light, and state the theory of its cause which Loomis presents. State and explain Kepler's laws. What is now supposed to be the value of the horizontal parallax of the sun, and by what methods is it obtained? Give the history of the discovery of the asteroids. What was Olber's hypothesis respecting their origin, and how does the nebular hypothesis account for their existence? Name the planets and the secondaries in the order of their size, with approximate diameters; again, in the order of discovery, with dates for those discovered within the last three or four centuries. Describe the position of the axis of the late comet's tail, and explain the supposed cause. Describe Urso Minor, Corona Borealis, Canis Major, Cassiopea, and Leo. Give drawings and mythological history of any two of them. Are all the nebulæ resolvable into stars? Give the results of the use of both telescope and spectroscope. Are the distance and size of the nebalæ known?

CONSTITUTION OF UNITED STATES.

What are the three forms through which the government of the United States has passed? Give dates and explain. What part did Rhode Island take in the formation and adoption of the Constitution of the United States? Write and discuss Art. 1, sec. 8, clause 8. [Patents and copyrights.] Write Art. 2, sec. 1, clause 6. [Succession to the Presidency.] State what provision Congress has made. Write Art. 3, sec. 2, clause 2. Also explain the difference between original and appellate jurisdiction. Write and discuss Art. 4, sec. 4. [U. S. guarantee to States.] Write Art. 5. [Amendments.] How many amendments have been adopted, and when? What causes led to their adoption, respectively? What parts of the original Constitution have been affected by them? Write and discuss Amendment 6. [Trial by jury, etc.] Write and discuss Amendment 15.

CHEMISTRY.

What are the peculiarities of the six systems of crystallization? Give examples of the first and sixth. Define isomerism, allotropism, amorphism, efflorescence, and deliquescence, with examples. How was oxygen discovered, and what are the present modes of obtaining it, with equations? How much oxygen can be obtained from one pound of the material employed, in either case? What are the properties, uses, and methods of making sulphurous acid, with equations. Describe the manufacture and action of gunpowder, with equations. How does steel differ from iron, and how is it made? Name the insoluble sulphates, chlorides, and carbonates. Also, give the common names. Describe the most common salts of mercury and silver. What are the relations of sugar, starch,

and cellulin in the plant? Also, give an equation showing how starch is made in the plant. Describe the albuminous plant.

NATURAL PHILOSOPHY.

How are the following measures determined: Metre, litre, gramme, kilometre, and kilogramme? What is the value of each, expressed in the English system? Explain capillary action. What principles govern the amount of friction between two bodies? What is Newton's law of gravitation? How much would a body weigh 2,000 miles above the surface of the earth, and how much 2,000 miles below, if its weight be 100 pounds at the surface? Explain three experiments with a hollow globe and an air-pump, or condenser, to show that air has weight. Upon what is the velocity of sounds in gases dependent? How does the velocity in gases compare with that in liquids and solids? Describe the position, size, distance, etc., of an image made by an object placed between the principal focus of a concave mirror and the surface; draw a figure. Enumerate the sources of heat. Explain the construction of boilers of locomotives, and the kind of engine employed. Describe electrotyping.

RHETORIC.

What is the character of the English language in regard to synonyms, and why? Distinguish between *kill*, *murder*, and *assassinate*. Define periodic, loose, and balanced sentences, with examples. Give the rule for the position of the principal subject in the sentence: How may inversion be produced? What rules should be observed in maintaining the unity of a sentence? Define antithesis and metonymy, with examples. Name and explain the figures in the following sentences: "Zeal and duty are not slow, but on occasion's forelock watchful wait." "Thought in the mine may come forth gold or dross; when coined in words we know its real worth." "Presence of mind is greatly promoted by absence of body." What qualities and circumstances produce the feeling of sublimity?" Define the four kinds of English verse, with examples of each. Enumerate the different kinds of poetry, and give the character and conditions of the epic. What are the four points in the form of a letter which require attention? Describe each.

STATE DEPARTMENTS.

Maine.

— A Turner correspondent of the Lewiston *Journal* writes: Since the consolidation of the school districts there has been great improvement in our schoolhouses. Four new ones have been built at Chase's Mills, North Parish, North Turner Bridge, and Center Bridge. Others have been repaired, and with the exception of the grammar schoolhouse in the village, I believe we have as good houses as can be found in any small town in the State.

— The new grammar-school building, Bangor, being now completed, on and after January 1 the present select and grammar schools will be consolidated into one grade. Applicants for positions as assistant teachers in the new grade, are to be subjected to a competitive examination, beginning Monday, Dec. 20, and continuing *three days*.

— A correspondent from Monson says, "Last August a teachers' association was organized in this part of the county, and it has held monthly meetings since. Our teachers are nearly all district-school teachers, and it is somewhat hard to induce them to attend, but we hope to make a thing which is so much needed and which may do much good, a success."

— The scholars of the High School, Brunswick, have recently given an exhibition which netted them the sum of $50.00. This sum has been expended for reference books and histories for the school library. Miss Annabel Stetson, who has been assistant teacher in the High School for a year and more, has been compelled to resign on account of ill health, and Miss E. F. McKeen has been appointed to take her place.

— The Wendell Institute, Farmington, has just closed a very successful term. Prof. A. H. Davis, of Bowdoin College, lectured at Normal Hall on the evenings of the 21st and 23d. His subjects were "Juvenile Reading," and "The Mother Tongue in School."

— An item is going the rounds of the papers to the effect that A. H. Kelley, principal of Belfast High School, has been sued for breach of promise and mulcted in the sum of $5,000. We are authorized by Mr. Kelley to deny the story as wholly and utterly false.

— We regret to learn that Thomas Tash, Esq., superintendent of schools in Lewiston, is seriously ill.

— Miss Emily North, one of the most successful teachers in the Auburn schools, and for several years a teacher in the grammar school, died at her father's residence in Auburn, December 14th. Miss North was a young lady deservedly and widely esteemed.

— We are pleased to learn that Mr. Charles G. Smith, who so successfully taught, assisted by Miss Ida A. Dunn, the fall term of Monmouth Academy, has decided not to go West, but to remain in the State.

— The duties of school superintendence in Auburn are shared by the principal of the High School, and by the committee. The former has the superintendence of the high and grammar schools.

— The winter term of Anson Academy commenced the 29th ult., under the instruction of Albert M. Spear, A.B., the efficient teacher of the fall term.

— Fryeburg Academy has about 50 students in attendance upon its winter term.

New Hampshire.

— The winter term of the High School at Franklin opened December 2, in charge of Mr. E. P. Sanborn of the Senior class of Dartmouth College. After an earnest contest it has been voted to warm the new school building by steam, and the work of putting in the apparatus is now in progress.

— The village schools of Laconia opened on the 6th and 8th insts. They are eight in number, one more than during the fall, and all but two in charge of those who have previously been teaching in the village. The *quondam* Guilford Academy building, in which are the high school and one of the grammar schools, has been repainted and otherwise improved.

— The Union School, Tilton, opened December 13, in charge of the same teachers as for several terms past, Misses Gile and Chase in the grammar and primary departments, respectively.

— The village schools at Salmon Falls commenced the winter term Monday morning, December 13th, with the old board of teachers, with the exception of Miss Wentworth, teacher of the primary department, who is obliged to relinquish her school on account of ill health. The school has for teacher the present term, Miss Mary Fernald.

— The catalogue of the New-Hampton Institution for 1874–5, shows an attendance by terms as follows: Winter 148, spring 186, summer 102, fall 144. Total, 580.

— Whenever we learn of the erection of new school buildings, we feel like giving thanks. Groveton is said to have one as fine in point of appearance, as any in Coös county. It is 36 x 60 feet, with a fine front, containing halls, stairways, etc. It has four large rooms, and so can accommodate as many departments. Now let the schools be graded and courses of study adopted.

— A correspondent would like to hear what encouragement the committee on our educational exhibit, at the centennial, is receiving, and suggests as one means of increasing the resources of the committee, that the schools be appealed to, to give entertainments, literary or otherwise, to raise funds to aid in making a respectable representation of the educational interests of the State.

— Keene, is divided into eleven school districts. The first is the Union district and contains nineteen graded schools, as follows: One high, 2 grammar, 2 intermediate, 6 secondary, and 7 primary. The "outside" districts have each, one ungraded school. All of the schools are now in session. The schools in Union district have their terms regularly, the others, not being graded, hold their two or three sessions per year, at such time as will best accommodate the citizens of their respective localities.

— The superintendent of the public schools of Nashua speaks in high terms of the closing exhibition, last week, of the Mount Pleasant Grammar School, Mr. E. C. Burbeck, principal. The recitations were for the most part well rendered, the rhetorical exercises being interspersed with singing under the direction of the teacher of music, Mr. Thompson. There was a large attendance of visitors.

— The winter term of the McCollum Institute, Mount Vernon, has just begun with 95 students and more to come, which will make the number up to a round hundred.

Vermont.

— Superintendent Conant is stumping the State yet, with snow-drifts, winds, and temperature all in good winter order.

— The graded school at Stowe has opened this winter with 100 scholars.

— Vermont is represented at Tufts College by thirteen students. Among the number we note the names of C. B. Towers, of Richmond, and A. F. Whitcomb, of North Williston

— The Northfield Graded School, with the exception of the primary department, began its winter term Monday, November 29. Corps of teachers as follows:—A. W. Blair, principal; Miss Anna Babcock, preceptress; Miss Sarah Thompson, assistant; Miss Jennie Thompson, room No. 3; Miss Ella Dutton, room No. 2. The primary department, under the management of Mrs. Carrie Smith, began a week later, Dec. 6; Miss Flora Averill, assistant.

— Aurick Cressey, of Woodford, cannot tell one figure from another, and is densely ignorant in all the other branches of education; yet if any person will tell him their age in years, he will almost instantly tell them how old they are in minutes and seconds. If the dimensions of timber or wood are given him, he will tell as accurately and quickly the number of feet they contain as the most expert mathematician. He uses no figures, because he does not know how to make them, but does it all by headwork, as he says.

— The pleasant and commodious schoolhouse recently built at East Berkshire, was opened for the benefit of the rising generation on the 6th inst., Miss Ella Northrop, of Fairfield, teaching a select school in the upper story, and Miss Julia Stone, the district school.

— The winter term of Morrisville Academy, with Professor Blanchard at the head, has opened with 120 scholars.

Massachusetts.

BOSTON.—The official vote for school committee is as follows:

For Three Years. — Warren P. Adams, 26,066; George A. Thayer, 26,012; Charles C. Perkins, 25,656; John G. Blake, 24,806; John B. Moran, 24,651; Godfrey Morse, 24,531; Abby W. May, 24,415; John J. Hayes, 24,292.

For Two Years.—John E. Fitzgerald, 23,981; Warren Fletcher, 23,862; William H. Learned, Jr., 17,028; James Morse, 16,156; Charles Hutchins, 15,720; George H. Plummer, 15,706; Lucia M. Peabody, 15,585; Nahum Chapin, 15,201.

For One Year.—William T. Adams, 15,094; Charles Flint, 15,097; Lucretia P. Hale, 14,948; Lucretia Crocker, 14,752; John E. Blakemore, 14,643; P. Lyman Winship, 14,620; William H. Finney, 14,413; Ezra Palmer, 14,200.

— The school committee of New Bedford have just completed the enumeration of children in that city between the ages of 5 and 15, finding the total to be 3,999. Of this number 3,060 are in the public schools, 216 in the private schools, and 317 are at work. The two cotton factories employ 296 children, of which 211 are from 12 to 15 years old.

— The Chestnut street school, Ware, will be removed to the new schoolhouse the next term.

— Mr. W. H. White, formerly principal of the Brooks Grammar School at West Medford, has been appointed a teacher in the Latin School, Boston. Mr. Stony has been appointed to fill the vacancy in the Brooks School caused by Mr. White's resignation.

— Milford can number a vast army of children. The schools are crowded. A new primary school has just been inaugurated in the Claflin Building, which has eased off the surplus, much, no doubt, to the satisfaction of some of the teachers whose number of pupils was excessive. The High School under the management of Mr. Silas W. Hale, who for the past five years has been very diligent in his labors, has to-day the satisfaction of seeing the institution take its rank with the best high schools in the State. Mr. Hale is fortunate in his able and faithful assistants, and the character attained places the school in a position commensurate with the liberal expenditure of the town.

— At a recent meeting the school committee of Marblehead voted to request the selectment to call a meeting of the town to see if it would appropriate money enough to build a schoolhouse to accommodate the Boys' Grammar School. When it is stated that in the principal's department there are 101 pupils and seats for only 92—the balance being festooned around the teacher's platform—the need of prompt and immediate action may be realized.

— Miss S. C. Fisher, soprano at Park street church, Wellesley, has been invited to take charge of the department of Vocal Music at Wellesley College.

— Francis Cogswell was unanimously elected superintendent of schools, Cambridge, at a salary of $3,000.

— The teachers of Ipswish hold regular meetings once in two weeks, and are usually very well attended. The venerable principal of the Female Seminary, Rev. J. T. Cowles, takes a deep interest in them, and has nevery missed any meeting. M. H. Fisk, master in the Manning School, is the president for the coming year.

— From the last monthly report of the Massachusetts Total Abstinence Society we learn that the officers and agents of the society have addressed 17 public schools, at which 689 pupils were present.

— Rev. W. H. Cook, of Shelburne Falls, former pastor of the Methodist Church, has gone to Georgia to take charge of a colored school, being succeeded by Rev. Mr. Parkinson, of North Carolina.

— The last catalogue of the Worcester Free Institute has been received, from which we learn that there are connected with the school at present 26 Seniors, 30 Middlers, 43 Juniors.

— The High School at Millbury began with 66 pupils, six less than during the fall term. Five of the scholars are from other towns. The school is to be in charge of Mr. Joseph Jackson, with Mrs. Freeman as assistant. They have shown themselves thoroughly competent as teachers, and enjoy the confidence of the people of the town.

— The closing exercises of Lasell Seminary took place last week. Dr. Anna Munroe examined the class in Physiology, which acquitted itself splendidly. The exhibition of Free-Hand Drawing gave evidence of the thorough work done both by teacher and pupil.

— A new and beautiful schoolhouse was dedicated a few days since at Long Plain. Address by Mr. Phipps. The school is to be taught by Miss Sarah L. Snow, who for the past two years has proved herself a very excellent and popular teacher in that part of Acushnet.

— We have received the eighty-second annual catalogue of Gilmanton Academy. Number of students, fall of 1874, 54; winter, 49;—spring, 1875, 34; fall, 56.

— The Christian Institute, Andover, commenced its winter term Nov. 30th, with 65 scholars. The foundation is laid for a large boarding-house for the institution, which will be completed another season.

— There will be no winter term of the Pittsfield Academy. The high school will be taught by Mr. D. W. Scates, the grammar

school by Miss Myra L. Foss, and the primary by Miss Ella F. Dow. Map drawing is generally taught in the district schools, written spelling in two, and written recitations in district No. 7. George R. Drake has offered a prize of a Webster's Unabridged Dictionary to the scholar in his school who shall make the greatest improvement in rank. One scholar has written 1,400 words in spelling the present term without an error.

Rhode Island.

TEACHERS' MEETING AT TIVERTON.—The institute announced to occur as above, on Friday and Saturday, the 10th and 11th inst., was duly held and proved quite a success. The weather was propitious and the attendance was good, embracing representatives from the three towns for which the institute was specially designed. It was a subject of regret, however, that several teachers were detained from the Institute on account of inability to get to the place of meeting. Such facts testify to a degree of interest in schools on the part of the local school officers, so low as to cause one to wonder how the schools are maintained at all. Such experience would reasonably be expected to dissipate every particle of interest and enthusiasm that a teacher might possess.

The exercises on Friday forenoon consisted of one in "Spelling," by the commissioner, followed by a class exercise in Geography, by Miss Mary D. Livesey, teacher in the Bridgeport district.

In the afternoon the commissioner presented the "Study of History," and was followed by Mr. L. W. Russell, of Providence, with an illustrative exercise in "Composition." Miss Livesey's class illustrated very nicely their proficiency in light gymnastics, and subsequently were drilled by her as in a reading lesson. Both teacher and class sustained themselves well, and evinced good training on the one part, and good study on the other. Much credit is due to Miss L. and her pupils for the assistance which they rendered in the work of carrying on the institute. The exercises of the afternoon were closed by an elocutionary exercise conducted by Mr. W. F. Wentworth, of Providence.

In the evening a full house assembled to listen to the Rev. Dr. Stockbridge, of Providence, who gave his beautiful and interestive lecture upon "A Week in Athens." The lecture was both preceded and followed by readings by Mr. Wentworth, which were well rendered and added much to the enjoyment of the evening.

Saturday but one regular session of the institutes was held, commencing at 10:00 and closing at 1:00 o'clock. The topic of "Arithmetic" was discussed by Mr. Stockwell, that of "Object Teaching" by Mr. Russell, and that of "Reading," by Mr. Wentworth. In each case the point arrived at was to bring the matter into its smallest compass and present it in the most practical form to the teachers present.

At different times during the sessions Mr. Wentworth favored the audience with readings or recitations, which gave very general satisfaction and added greatly to the interest of the meetings.

The citizens of Tiverton entertained their stranger guests in a most hospitable manner, and, we trust, received sufficient benefit from the exercises to compensate them for their efforts. The committee of the town were all present and thereby set a most excellent example for the guidance of many of their fellow-officers in other towns in the State. They seem to recognize that if teachers and pupils are to be interested in their work, that the body by whose authority they were appointed and controlled should be interested first. *They* must sound the keynote.

Superintendents' Meeting.—Owing to an accident on the Providence and Stonington railroad, which prevented the attendance of all of the superintendence from the southern portion of the State, including the gentlemen appointed to open the discussion, the meeting was adjourned to the call of the commissioner. He has decided to call the meeting for the 30th of the present month, at 10:00 o'clock, a. m. As the subject of the State representation at the Centennial will be brought up, it is hoped that there will be a very general attendance.

PROVIDENCE.—The long delayed subject of a new high school has finally been broached in the council, by the presentation of a plan by the Committee on Education to the Board of Aldermen, on Thursday, the 16th inst. The proposed building is to be three stories high, 151 x 129 feet, built of brick, and finished in ash, and the estimated cost is $141,000. After some discussion, in order to accommodate one of the aldermen, who had not had an opportunity to examine the plan, it was voted to lay the subject on the table till the next meeting, when its should be the special order.

WOONSOCKET.—As has been already said, it was not supposed that the opponents of a liberal, yet wise policy in school matters, could always block the wheels, as this week in both the Bernon and Consolidated Districts plans were almost unanimously adopted, such as commend themselves to every one familiar with the schoolroom, and who knows what are the necessities of the work. With these improvements our northern friends will be very well provided with school privileges.

EAST GREENWICH.—The friends of the academy located at this village will be pleased to learn that arrangements have been made whereby the financial cloud which has overshadowed it so long, and has at times threatened to extinguish it, has been dissipated for the present, and that a lease of the institution has been made for the next year to the present principal, Rev. F. D. Blakeslee. This ensures a continuation of the present successful management, and it is to be hoped, before this arrangement expires, that measures will be taken to put the institution upon an independent foundation.

NEWPORT.—The evening schools have opened with unusually large numbers, and the interest manifested gives promise of a winter of more than an average degree of success in this branch of work. From what we can learn of the management of the affairs of the schools in the island city, we have reason to believe that the committee are meeting with marked success, showing thereby that the plan of entrusting that body with the full control of the schools and the expenditures, therefore, save the limitation of the gross amount to be expended, is a most excellent way.

COVENTRY.—*Washington Village.*—The fall term of the public school in this village closed for a four weeks' vacation, Saturday, Dec. 4th. Whole number of pupils registered, 81; average daily attendance, 65½. The school has been under the care of Miss Fannie M. Lyon, assisted by Miss Ella F. Griffin. This term closes the services of Miss Lyon in this school, where she has faithfully labored for the interest of her pupils, and won the esteem of parents and pupils, and as she goes from them to a more lucrative trust, she will carry with her their best wishes for her future prosperity and happiness. The winter term will commence on Monday, the third day of January, when the school will be under the instruction of Mr. Caleb G. Bates, assisted by Miss Ella F. Griffin, both of Coventry.

WESTERLY.—From the report of the principal of the schools in District No. 1, Mr. J. M'E Drake, we learn that they have for incentives to punctual attendance and good scholarship, a "Merit Roll" and a "Roll of Honor." The former includes all who have been neither absent nor tardy during the term, while the latter holds upon its page the names of those who have *tried* hardest and done the best, according to the teacher's judgment, in both scholarship and deportment. Thirty-one names are reported as being on the merit roll; and seventy on the roll of honor. We should judge the effect of this device would be quite salutary.

PAWTUCKET.—Pawtucket has 39 public schools, with 40 teachers, 5 male and 35 female, their salaries ranging from $36 to $180 per month. The schedule of teachers' wages for the last month was $1,140. The superintendent's salary is $1,000 a year. The school committee serve without pay.

EAST GREENWICH.—The statistics of attendance at the various schools of this town tell the story of the slow but sure absorption of the rural districts by the centres of population. In the four schools of District No. 1, at the village, the number registered the present term is 285, while in no one district outside the village can there hardly be secured a score of pupils. Twenty-five years ago, the district schools would many of them average fifty in attendance, while the village school was but little larger.

Connecticut.

SCHOOL LIBRARIES AND APPARATUS.—In 1856 a law was enacted providing for the annual payment of money from the State treasury to school districts, upon certain conditions, to aid in furnishing them with libraries, especially for reference, and with maps, globes, and other apparatus. Under this law hundreds of schools have made a beginning of procuring those useful articles, which should be found in every schoolroom. The law has been so modified as to permit districts of large population to receive increased appropriations. The entire amount expended within twenty years for "library and apparatus" for use in the public schools of the State has been nearly $100,000, of which at least three-fourths has been voluntarily contributed. The offer of ten dollars to a district has repeatedly led to the contribution of twice, thrice, or five times as much. One town, a part of whose districts drew from the State last year $50, reports an expenditure of over $220 in this way, with $50 still on hand for the same purpose. The same town has in progress this winter a course of lectures aud other entertainments, the net proceeds of which are to be used to benefit its schools in this manner.

It is surprising that so large a proportion of the districts neglect to claim and secure the bounty offered by the State. There have not been more than fonr or five years of the past twenty in which as many as one-tenth of the districts have applied for the State appropriation. A great number have never received it, because they have never complied with the conditions of obtaining it, and others have obtained it but few times, though every district could secure it each year. Some extremely conservative people consider maps, globes, and dictionaries unnecessary in a schoolroom, because there were no such things when they went to school. A story has lately been circulating in the newspapers, to the effect that at a district meeting held not long ago to consider the question of purchasing a globe and other apparatus, one enlightened (?) citizen remarked that "he did not see what use they had for a globe, as there were only two or three district meetings in a year, and candles would do well enough for them." He evidently supposed the globe was to be of *glass!*

Some of the larger districts have already very valuable collections of apparatus for illustrating the natural sciences. One of the latest and most important additions to the apparatus of the New Haven high school is a telescope. This instrument was procured in Paris, the past summer, by Mr. Paul Roessler. It was made by Mr. Wilhelm Eichens, who has recently constructed a fine instrument for the observatory in Paris. The instrument procured for New Haven is now in the hands of Prof. C. S. Lyman, of the Sheffield Scientific School, who is putting it in perfect order for its destined use. Its object-glass is 4⅛ inches in diameter, with a focal distance of five feet. But though of moderate size, it has proved its excellence by showing the line of separation between the two rings of Saturn, and four of the satellites of the same planet. It not only resolves the double star Epsilon Lyrae into the two which compose it, but also shows each of these two to be double, or attended each by its satellite.

With this new instrument, the teachers of the high school may be able to train some enthusiastic votaries of this most ancient and sublime of all branchcs of science.

Colleges.

YALE.—The Juniors are to have the choice between French and German next term. . . . The first sermon of the regular course held under the auspices of the Berkeley Association was preached by Bishop Clarke of Rhode Island. . . . On Dec. 18th, a prize contest in declamation took place in Gamma Nu Hall. The first prize consisted of a gold medal, valued at $20.00, the second a silver medal worth $10.00. . . . Term examinations commenced Dec. 16th, and continued one week, the term ending Dec. 23d.

BOWDOIN.—The new Catalogues for 1875–6 are out. They are similar to those of 1874–5 in appearance and arrangement. We notice that four new scholarships have been added to the list. The number of students catalogued is 148. . . . The new song-book, which was promised last term, will be ready the 18th inst. The book is to be called "Songs of Bowdoin," and will be bound in flexible brown cloth. The price of the book will be 75 cents. It was at first understood that it would be issued at a smaller cost, but the expense of the music-printing was so large as to make this impossible Alumni or others wishing for copies by mail can obtain them postpaid by enclosing $1.00 to A. T. Parker, or to J. E. Chapman, Brunswick.

AMHERST.—The giving of scholarships is to be on a more just and critical plan hereafter. All who apply for them must give a full account of their income, including what they earn and receive as gifts, and all their necessary expenses, such as tuition, fuel, room-rent, books, etc., and all incidental expenses. They must also pledge not to expend anything for tobacco, liquors, billiards, or dancing-lessons.

DARTMOUTH.—The bequest of the late Hon. Joel Parker to Dartmouth College contemplates: First, a law department. For this object he has left property valued at from $90,000 to $150,000. This is for constituting three funds in support of the proposed law department, viz.: An instruction fund, a library fund, and a building fund. Second, increase of the Dartmouth College library. Some time ago he, with his brothers, established a fund called "The Parker Fund," for the benefit of the library. In his will he adds to it the sum of $12,500.

HARVARD.—Professor Bocher has resumed his regular Saturday readings in French, at Harvard Hall. . . . The art club proposes to establish a traveling scholarship, to be held by some Harvard graduate of recent standing who "shall visit a place or places determined by the club, within the regions of ancient culture, to undertake such investigation or exploration as may be practicable." The necessary means for this foundation the club intends to obtain by subscription. President Eliot and Professor Norton are interested in the plan, and have both subscribed. . . . The crew has ordered an eight-oared barge with a seat for coxswain. It will be built by Blakey, and be ready when the river opens. . . . The rifle match a few days ago was the second match of the kind ever occurring in Cambridge. The highest score was 36 out of a possible 50. . . . The university nine have voted to change the present style of their uniform, by substituting knickerbockers and crimson stockings for long trousers. The original gray cloth with trimmings of the college color will be retained. . . . The class of '76 has elected the following persons for class-day exercises: Theodore Chickering Williams, orator; Charles Albert Dickinson, poet; John Baxter Olmstead, ivy orator; Frederic Jesup Stimson, odist. The office of chaplain has been abolished. This was a victory for the Puddings, and a return to the vicious system of society influence in elections.

TUFTS.—The board of trustees, in imitation of the course pursued at Harvard, has passed a rule concerning the conferring of the degree of A.M. (in course) in effect as follows: The degree of A.M. will be conferred on such graduates of the regular course and of the philosophical course after 1876 as shall pursue, during a residence of not less than one year, and under the instruction of the faculty, a prescribed course of study in at least two departments. The condition of residence may be waived, but in such case the required attainment must be ascertained by examination. The degree will be conferred under the same conditions on graduates of other colleges whose courses of study have been equivalent to the courses for which the degrees of A.B. and B.Ph. are given by Tuft's College. The degree will also be conferred until 1878, as heretofore, on every bachelor of arts of three years' standing or more, who in the interval has sustained a good moral character and has given satisfactory evidence of having successfully pursued some professional or literary study, on application to the president one week at least before commencement, and on payment of the fee of $5.00.

WILLIAMS.—The last catalogue has been received, from which we learn that there are at present in the college 170 students—seniors 37, juniors 40, sophomores 50, freshmen 43.

WESLEYAN.—By the new catalogue, Wesleyan University, at Middletown, records 176 students—62 freshmen and 9 young ladies. The standard of examination will be raised next year so as to include plane geometry and nearly all of algebra.

SCHOOL OF TECHNOLOGY.—The catalogue for 1875-76 made its appearance the past week. The whole number of students is nearly the same as last year, though the entering class is much larger. The summary as given is: Fourth year 58, third 57, second 41, first 80; special students in architecture, 19; students in practical design, 25; total, 280. This includes 10 graduate students from Harvard and other colleges. The officers of instruction number 38, including, professors, instructors and assistants. Some slight additional requirements for admission are inserted.

— President White announces that a professorship of Music is to be founded in Cornell University at the next commencement, and that it will be filled by a graduate of either Oxford or Leipsic.

— The friends of Bowdoin are endeavoring to raise funds for the establishment of a Longfellow professorship, in honor of her most distinguished graduate.

Foreign Notes.

FRANCE.—From a report published by the Prefect of the Seine, it appears that the number of insane persons in Paris supported by the State, which in 1801 amounted to 946, had increased in 1874 to 7,072, and abuse of alcoholic liquors was responsible for 32 per cent of this total, imposing upon the city an expense for that year of 1,551,109 francs. Add to this the support of the wives and children whom drunkards leave without resources, and the sum total would be materially increased.

The newspapers of Lyons publish a report read to the Society of Medical Science by Doctor Létiévant, surgeon-major of the hospitals of the city, upon the boarding-schools for deaf mutes under the direction of M. Hugentabler, in that city. The method of this gentleman is to teach his scholars to read upon the lips of the speaker the words he pronounces, and to articulate himself the words by imitating the movements of the lips that he sees. The report states that the pupils of this school are better instructed than most scholars of their age in spelling, grammar, geography, history, arithmetic, etc.; and the author concludes that the instruction of deaf mutes is quite possible by articulation, and has many advantages over the system of instruction by signs, since it enables the deaf mute to make himself understood by all, and to read from the lips of all he may meet.

A new periodical, *le Journal d'Hygiene*, has been established in France, by Dr. Pietre Sancta, to advocate the building in that country of a "city of health," which shall conform as nearly as possible to the views of the hygienists, and to treat, as well, of climatology, mineral waters, seaside and winter resorts, and other topics of kindred nature.

Two pieces of sculpture, said to be by Canova, of which one is a bust in marble of Napoleon the First, and the other of Maria Louisa, have recently been presented to Wells College, Aurora, N. Y. They were sent, in 1839, by Louis Phillippe, to a citizen of Mexico, and at his death were sold and brought to this country.

A commission of French scholars who have recently been investigating the subject of lightning rods, recommend the use of copper terminal points, instead of those in platinum.

An important work on the zoölogy of Eastern Asia is shortly to be published in Russia, embodying the results of a recent journey of Colonel Przovalski in Western China, and descriptions of many new and interesting species.

— From the *Courrier Canadien* we learn that the Rev. M. Pazer, R. C. vicar at New Bedford, has found, by a recent computation, that the French Canadians in that city amount to 650 souls. They have lately made the purchase of a fine piece of ground on which they intend to erect a church, towards which they already have a certain sum of money in hand.

— *La Republique*, of Boston, urges the French Canadians to take measures in concert with the authorities from France, so that they make a creditable show at the approaching Centennial Exhibition; and the *Courrier Canadien* applauds the idea, and urges all their compatriots to unite their various societies, and work together for an object so praiseworthy.

— At a recent meeting of the British Association an interesting paper, by Prof. W. Stanley Jevons, was read on "The influence of the Sunspot Period on the price of Corn." Alluding to the attempts to trace a connection between the price of corn and the variations in the sunspots during the last and present centuries, it was mentioned that it had been pointed out by Mr. Schuster that the good vintages of Western Europe have occurred at intervals of about eleven years, the average length of the principal sunspot period. It is also shown that the commercial panics during the last fifty-four years have occurred in a distinctly periodic manner, once in about 10·8 years, nearly coinciding with the length of the sunspot period. If this variation of the solar spots depends, as maintained by Prof. Balfour Stewart, on the configurations of the planets, these configurations appear to be the remote cause of commercial disasters.

— Dr. Alexander Ecker, a professor at Freiburg, Baden, has written a suggestive paper entitled "Remarks upon a fluctuating character in the Human Hand." If the question were asked in a small company, Which finger of the hand is the longer, the index finger or the ring finger, the fourth? few would be able to answer without looking at the members, because it appears they vary in different individuals. By experiments it has been proved that, among negroes, the majority had the ring finger the longer; while among Europeans, no conclusions have yet been arrived at. The same difference exists among celebrated statues and pictures: in the Dying Gladiator, the Venus de Medici, the index is the longer; in the Apollo Belvidere, there is no appreciable difference; while in the extended hand of a powerful man by Albert Dürer, the ring finger is the longer. The longest, and least mobile finger is the middle one; the shortest, and most mobile is the thumb or pollex; next in order of mobility come the little finger, the ring finger, and, lastly, the index, or forefinger.

— A correspondent of an English paper, referring to the curious fact that there is no important street or square in London that bears the name of Shakespeare, states that no public statue of Milton is to be found in London, or anywhere in England, although the great English epic poet was emphatically a Londoner, since he was born there, passed the most of his life, and died and was buried there.

— The London *Athenæum* states that adaptations of the best English text-books on Geography, and physical science, are being published monthly in Japan, and have a wide circulation, although the translators find much difficulty in expressing in Japanese the European words used to denote recent discoveries and scientific terms.

— From the London *Athenæum*, we learn that the life of the great philosopher, John Locke, by Mr. H. R. Fox Bourne, is to be published very shortly. A large number of letters of Locke, and of those addressed to him which have never been printed, will appear in the new work; besides some original manuscripts of short treatises not published, among them "An Essay concerning Toleration," and a collection of medical memoirs, and notes connecting him as a joint-worker with Thomas Sydenham, "the father of English medicine."

— A complete scientific description of the Argentine Republic is in course of preparation by Dr. Burmeister, director of the National Museum of Buenos Ayres. The first volume of history and geography is in press, and the second of meteorology, physical geography and biology will soon be completed: the work is in German, but a French translation is to be made. The same savan- is preparing, likewise, a description of a complete skeleton of the Fossil Horse of Buenos Ayres, of which but fragmentary portions are thus far known.

— The new psychological and philosophical quarterly, which is to bear the title of *Mind*, is announced to appear in January, and some of the most distinguished writers in England will contribute to its pages; Herbert Spencer, G. H. Lewes, H. Sidgwick, Rev. John Veun, are among those named. Professor Bain will contribute an article on the early life of James Mill, based on new and special inquiries.

New Publications.

A LATIN GRAMMAR. By B. L. Gildersleeve, Ph.D. (Göttingen), LL.D., Professor of Greek in the University of Virginia. University Publishing Company, New York and Baltimore; 1875. (Revised Edition).

A LATIN READER; with References to the Editor's Latin Grammar, Notes and Vocabulary. By B. L. Gildersleeve, Ph.D., LL.D., Professor of Greek in the University of Virginia. University Publishing Company, New York and Baltimore; 1875.

A LATIN PRIMER; Introductory to Gildersleeve's Latin Series. By B. L. Gildersleeve, Ph.D., LL.D., Professor of Greek in the University of Virginia. University Publishing Company, New York and Baltimore; 1875.

A LATIN EXERCISE BOOK; especially adapted to Gildersleeve's Latin Grammar; with Parallel References of Allen and Greenough; Andrews and Stoddard; Bullions and Morris; and Harkness. By B. L. Gildersleeve, Ph.D., LL.D., Professor of Greek in the University of Virginia. University Publishing Company, New York and Baltimore; 1875.

The University of Virginia has been fortunate in its professors. Prof. George Long, one of the most eminent of living English scholars, the editor of the best edition we have in English of Cicero's Orations, began his career at the University of Virginia. Thomas Hewitt Key, who died the last week in London, was for some years professor in the same college. He was one of the best Latin scholars in England, and his Latin Grammar is one of the highest authorities, Prof. Donaldson to the contrary notwithstanding. Prof. Gessner Harrison has given the country a standard Latin Grammar, and an elaborate work upon the Greek prepositions, the most thorough, we believe, that has been written in America. And now we have from the same university, from the pen of Prof. Gildersleeve, an entire series of elementary books for the study of Latin.

The edition of the Grammar before us is a revision and enlargement of the first edition; so much so as to constitute, in a measure, a new work. Prof. Gildersleeve has not written at the bidding of a book publisher merely, but because he had something to say, and he has given us a grammar second to none in the country. Did our limits permit, we should be glad to go into an extended examination of the work. We have examined and re-examined some of the test portions of the volume with constantly increasing delight. We have not seen conditional sentences so clearly or so satisfactorily treated as in the work before us. We are not sure that we ought not to include the whole syntax in this remark. Of this we are certain: no teacher can afford to do without it. If he does not adopt Prof. Gildersleeve's views in every case, he will feel clearer and stronger for having studied them.

We had marked some points for discussion, but we have concluded that we can use our space for a better purpose. In explaining the expressions *meā interest*, and *meā vēfert*, for example, we prefer to follow the lead of Prof. Key, rather than that of Profs. Madvig and Gildersleeve.

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JOURNAL OF EDUCATION FOR 1876.

SUPPLEMENT.

THE RECORD OF THE PAST, THE PROPHECY OF THE FUTURE.

What THE NEW-ENGLAND has been during the year 1875 may be taken as a prophecy of what it will be for 1876. In every feature, however, we hope to improve it during the coming year. With the experience of a twelve-month we have become better informed as to the wants of those for whom we labor, and are better prepared to meet these wants. As this Supplement is designed to furnish information to those who are not familiar with the JOURNAL, we have thought that this information could best be conveyed by showing what articles the paper has contained during the year, and giving a few of the many subjects discussed. We have kept steadily in view from the outset the fact that the teacher needed help in every way possible in his work. This help we have endeavored to give, so that whether as instructor in the college or in the primary school, he would find something in our columns each week that would be of practical use to him.

HELPS IN PRIMARY TEACHING.

During the year Mrs. Mary P. Colburn has edited, from time to time, a "Primary Department." Mrs. Colburn is one of the most successful of primary teachers, and speaks from experience. Her hints and suggestions are always just such as to help a fellow-teacher. Some of the subjects she has treated are the following: Education "Primarily" Considered; Devotional Exercises in Primary Schools, discussing the necessity, duty, influence and plan, and giving illustrations; How to Exercise Discipline, in three articles; Music in Primary Schools; School Anecdotes; What the "Children" Need; Teaching Truthfulness; Discipline, Order and Ventilation; Teaching Little Ones to Read; First Principles of Reading, in two articles; Teaching Arithmetic. Besides these contributions there has been a vast amount of matter in the department of Dialogues and School Entertainments; articles on Object Teaching and the Kindergarten. Among the many good articles for such a teacher's help, we name the following:

The Kindergarten—A finely illustrated article;
By Miss S. E. Blow, of St. Louis.
Relation of Botany to Object Teaching;
By Miss A. Tolman Smith.
A Model Kindergarten;
By Mrs. D. H. Cruttenden.
Mental Games for Children;
By Miss Mary H. Leonard.
Summer Kindergartens—How to Conduct Them;
From *Kindergarten Messenger.*
The Bears;
A Kindergarten Exercise.
The Half-Day School;
By E. H. Farrar.
The Organic Connection between Kindergarten and School;
By Adolf Douai, Irvington, N. J.
The First Experience of a Young Teacher;
By Hannah E. Fabens, Elizabeth, N. J.
Boys at Home;
From London *Saturday Review.*
The Nature of Play and its Importance as a Means of Education.
An Insect in the Class Room;
By Anna Tolman Smith.
Defects in Early Education;
By Belle J. Essex.

HELPS IN TEACHING HISTORY.

History is studied in all grades of schools more or less, and finds a place in the course of study in the best colleges. As a rule, what has been taught has been a confused, jumbled mass of dates and dry generalities, that have been pored over until the pupil has been disgusted with the whole subject for life. Rightly taught, the pupil can imbibe an early love for it that shall make any good history of more interest than any yellow covered novel or exciting story paper. Not one teacher in a thousand has known how to teach history. The following articles have been a great help to teachers:

How to Study History;
By Thomas Wentworth Higginson.
Methods of Teaching History;
By E. R. Ruggles, Professor of History in Dartmouth College.
Genius of United States History;
By Celeste E. Bush, Teacher in Conn. State Normal School.
The Present Opportunity to Study United States History.

HELPS IN TEACHING COMPOSITION.

What a dread composition writing is to most children! How little interest teachers take in teaching it! How few know of any particular way to do it to secure any satisfactory results! Our first issue contained one article on this subject, by Prof. James E. Vose, of Francestown Academy, that many teachers said was worth a year's subscription. In addition there has been a series of articles by L W. Russell, Principal of Bridgham School, Providence, one of the most successful teachers in this department. These articles are an elaboration of his Institute lectures on the subject. Other helpful articles have been by A. H. Davis on Thought and Expression: a Plea for the Mother Tongue; and Rhetorical Instruction in Colleges, by Prof. G. Stanley Hall, of Antioch College, Ohio.

HELPS IN TEACHING DRAWING.

Drawing will be taught in all of our public schools within ten years. Few teachers are now qualified to teach it. Some have courageously begun. All need help. All have found help and instruction in these articles:

Drawing in the Public Schools;
By Prof. B. F. Tweed, Sup't Public Schools, Charlestown.
Art Education in the United States;
By Chas. A. Barry, Supervisor of Drawing in Boston Public Schools.
Objections Made to Drawing in Public Schools;
By Charles B. Stetson, author of "Technical Education."
Art-Education at the Centennial;
By Prof. Walter Smith, State Director of Drawing.
Cultivation of the Taste for the Beautiful:
By Chas. B. Stetson.
Notes on the Drawing Exhibition in Boston.
Industrial Drawing—An illustrated article.
The Mass. State Normal Art School and Mass. Art Teachers' Association.
Educational Value of Art;
By Evelyn Darling.

HELPS IN TEACHING SPELLING.

Why this we all know how to do. Yes, but there is no subject that will interest scholars more in the coming years than the agitation of changes in our orthography. During the spelling furore we published the best list of test words to be found anywhere. During the year the following have appeared in our columns:

Revival of a Long Lost Art;
By Miss N. C. Wentworth.
Anomalies and Irregularities of English Orthography;
By Pedagogicus.
Lessons from the Spelling Furore;
By Chas. F. King.
Spelling;
By N. T. True.
The Spelling Reform;
By Hon. B. F. Burnham.
Spelling Reform at the Centennial;
By E. Jones, Liverpool, England.
Shall We Spell Consistently;
By Eliza B. Burns.
Orthography and Phonology,
Mark Twain on Spelling.

HELPS IN TEACHING DECLAMATION
AND IN SCHOOL EXHIBITIONS.

At the outset we secured the services of Mrs. M. B. C. Slade to edit a department of Dialogues and School Entertainments. This has been to a large number of our readers the most valuable part of the paper. This department has contained original poems, dialogues and orations, which were fresh and appropriate to the times, and a sufficient variety for all grades of pupils and for all kinds of exhibitions. During the year we have given over 300 of the best and choicest pieces to be found anywhere—an amount equal to an ordinary school reader of 350 pages. The largest part of these has not been accessible to teachers elsewhere, except as some other publications have copied them. A mere list of articles in this department would fill an entire page of this size.

HELPS IN WRITTEN EXAMINATIONS.

This has been a feature peculiar to our paper. We have given a variety of examination papers, as used in all grades of schools in all parts of the country. These have consisted of examinations in spelling, arithmetic, grammar, geography, algebra, rhetoric, history, English literature, Latin, Greek, and in fine everything that is taught in school or college.

HELPS IN TEACHING SCIENCE.

Our public schools now must teach the sciences. In addition to the 75 columns in our Scientific Department, some of the best writers in this country have written for us on this subject:

Natural History in our Public Schools—(two articles);
By Prof. Sanborn Tenney, of Williams College.
Elementary Natural Science in our Public Schools;
By F. S. Jewell, Ph.D., Poughkeepsie.
The Study of Natural Science;
By W. W. Bailey.

HELPS IN TEACHING ENG. LITERATURE.

Our high schools, academies and colleges must teach English literature, and even many of our lower grade schools should teach it orally. Mr. A. F. Blaisdell has been very successful, and has told ou readers the secret of his success. Other articles and scores of suggestions have appeared. The following selection of articles will show some of our helps in this department:

Helps in Teaching English Literature;
By A. F. Blaisdell, Provincetown High School.
Hints in Teaching Shakspeare;
By A. F. Blaisdell.
On Examinations in English Literature;
By A. F. Blaisdell.
Language Exercises;
By Hon. B. G. Northrop, Sec. State Board of Ed. of Conn.
Review Exercise in English Literature;
By A. F. Blaisdell.
A Word for our Spoken English—Why You Study It.

HELPS IN TEACHING BOTANY.

Mr. W. W. Bailey has given us a series of most readable and instructive articles on this subject. These articles, scattered along through the numbers of the spring and summer, have helped and inspired many teachers:

Plants of Universal Application;
By W. W. Bailey.
A Dying Race—Plants and Flowers that have disappeared;
By Mary P. Thacher.
The Collection and Preservation of Plants;
By W. W. Bailey.
Relation of Botany to Object Teaching;
By Anna Tolman Smith.
The December Woods;
By W. W. Bailey.
From Sacramento to the Summit;
By W. W. Bailey.
Walks Among the Trees—(three articles);
By L. W. Russell.
What to Observe;
By W. W. Bailey.
Botany at Harvard;
By W. W. Bailey.
Floral Instinct;
By W. W. Bailey.
Spring Flowers;
By M. E. N. Hathaway.
Johnny Studies Botany.

HELPS IN DISCIPLINE.

If in anything teachers need help it often occurs in the art of managing and governing a school. They know how to teach, but they need the experience of

others to know how to guide and control. Mrs. Colburn's articles, in the "Primary Department," have been excellent. In addition, the following have been admirable:

Strategy as an Element of School Government;
By Miss N. C. Wentworth.
The Temper of the School Room;
By B. B. Ross.
A Victorious Discipline;
By S. P. B.
Professor Timmy;
By Rev. A. D. Mayo.
Mrs. Williams's Views;
From the *British Workwoman.*

HELPS IN PHYSICAL EDUCATION.

Every one of the following articles has been fresh, and bearing directly on this subject:

Physical Education;
By B. F. Tweed, Sup't of Schools, Charlestown.
Excess of Brain Development in the Young;
By F. C. Clarke, M.D.
Free Gymnastics for Schools;
By Kate Beardsley Ford.
A Suggestion to Invalid Students;
By Rev. E. S. Williams, A.M.
Foul Air; Child Poisoning in Mt. Pleasant School, Nashua, N. H.
Physical Culture Among English Students.
A Mouthful of Air.
Light Gymnastics;
By Alice M. Guernsey.
Physical Education in Our High Schools;
By Sarah A. Hamlin.
Modern Olympic Games at Athens;
From *The Academy.*
Effects of Study on the Nervous System;
By Dr. Lincoln.
Ventilation and Warming of School Houses;
By A. W. Sprague.
Physical Education of High School Girls;
By A. F. Blaisdell.
Hill's Automatic Heat Regulator—(illustrated).
The Health Lift for Teachers;
By Mrs. M. P. Colburn.
The New Gymnastics.
A Method of Heating and Ventilating;
By A. G. Davis, M.D.

HELPS IN TEACHING GRAMMAR.

Probably no more important articles have appeared anywhere than those in our Language Department, edited by Prof. H. R. Greene, of Oread Institute, Worcester, Mass. These articles have been revolutionary in their character, combatting many of the old ideas of grammarians, and introducing a rational way of teaching English grammar. So great has been the interest in these articles that Prof. Greene has yielded to the importunities of teachers to put them into book-form.

HELPS IN TEACHING THE LANGUAGES.

The science of language, which has made such rapid advancement the past few years, has brought into prominence many dead as well as living languages, which are now studied as largely as Latin and Greek were in this country a few years ago. The old methods of teaching the languages has been almost entirely superseded by the new. To-day any teacher or professor in this department must read the live thoughts of scholars, or he will be soon behind the age. One of the most important articles of the year finds its place in our columns alone. We refer to—

Classical Studies and Instruction;
By Noah Porter, D.D., LL.D., Pres. of Yale College.

Other articles are:

Theory vs. Practice in Classical Training;
By E. G. Coy, A.M., Prof. in Andover Phillips Academy.
The Object and Best Method of Teaching Latin Prose Composition;
By W. C. Collar, Boston.
Modern Languages;
By H. Ware Stillman.
Teaching the Languages;
By Francis H. Kirmayer.
The Preparatory School Question—A letter to President Porter;
By Pedagogicus.
Modern Pronunciation of Latin—A series of most valuable articles by a distinguished educator.
Some Suggestons Touching the Digamma;
By F. S. Jewell, Ph.D.

HELPS IN TEACHING MATHEMATICS.

Our Mathematical Department has been edited during the year by Prof. E. T. Quimby, of Dartmouth College. This fact only is sufficient for any one to know that it has furnished help and instruction to many a teacher. Examples have been given from week to week and solutions sent; suggestions have been made in regard to teaching all branches from arithmetic to calculus; queries have been sent in and answers given; in fine, the helps in this branch of study have been very superior. Among the many articles are the following:

Mathematical Discoveries of the Century;
By Prof. E. T. Quimby.
On Teaching Arithmetic to Small Children;
By Mrs. M. P. Colburn.
Arithmetic—Where is the Fault?
Teaching Algebra;
By Prof. Quimby.

MISCELLANEOUS HELPS.

What has been given above will convey but a very imperfect idea of the valuable material for the teacher which has appeared in our columns during 1875. Our silence in regard to helps in teaching other studies must not be construed as meaning that these studies have been overlooked. Far from it. Geography, penmanship, vocal music, reading, chemistry, geology, etc., have been fully treated in our columns during the year.

MISCELLANEOUS ARTICLES.

Besides the helps to teach specific branches of study, our paper has contained a long list of articles from the first educators on a multiplicity of subjects, all of which are of interest to every progressive and live teacher. We give the following partial list:

Wise and Unwise Economy in Schools;
By C. W. Eliot, President of Harvard College.
Doctors and Teachers;
By Miss Anna C. Brackett.
Thoroughness:
By J. C. Greenough, Principal of R. I. Normal School.
Teaching in Answer to a Conscious Want;
By Prof. S. S. Greene, author of Greene's Grammar.
Milton as an Educator;
By Rev. Phillips Brooks.
Truthfulness in the School Room;
By Rev. A. D. Mayo, A. M.
The Law of the Teaching Process;
By Pres. J. M. Gregory, LL.D., Ill. Industrial University.
Book Friends;
By W. Whitman Bailey, A.M.
Intercollegiate Scholarships;
By Thos. Wentworth Higginson.
The Basis of an Educational Philosophy;
By J. M. Gregory, LL.D.
The Leveling Process;
By L. W. Russell.
Memory Training;
By J. W. Dickinson, A. M.
What Should We Do for Beauty's Sake;
By Edith Leonard.
Instinct;
By I. F. Cady.
The Moral Element in Education;
By J. H. Worcester, D.D.
The Other Side—The Age of Children on Entering School;
By Anna C. Brackett.
Teacher, Magnify Your Office;
By Hiram Orcutt.
Recitations vs. Lectures;
By Miss Anna C. Brackett.
Hearing Recitations;
By Miss Anna C. Brackett.
German Schools;
By Nath'l T. Allen, Princ. W. Newton Classical School.
Education in Italy;
By Rev. W. S. Alexander.
Agricultural Education in England;
By Prof. Thomas Baldwin.
Persian Scholarships.
The Universities of Italy;
By Rev. W. S. Alexander.
Religious Instruction in English and Welsh Schools.
Board Schools.
Schools in Mexico.
Talleyrand and National Education;
By Prof. R. S. James.
Protestant Schools in Italy;
By W. S. Alexander.
An Educational Dinner in Japan;
By Prof. W. E. Griffis.
American Colleges in Turkey.
Public Schools in London.
Education in the Indian Civil Service.
Public Schools in Italy.—H. W.
Education in Burmah as It Was and as It Is;
By C. B. Thomas.
Education in India;
By R. A. Hume, Ahmadunagar, India.
Public Schools in Egypt.—H. W.
Elementary Education in Holland;
By A. V. W. Bikkers, London.
Public Schools and the State;
By Prof. Hiram Orcutt, principal Tilden Ladies' Seminary.
Economy of Public Education;
By Amasa J. Walker.
Compulsory Education;
A general review of the whole subject.
Public Education;
By Prof. E. Thorold Rogers.
Coöperation of Parents with Teachers;
By M. H. Buckham, President of University of Vermont.
Wanted—A Reader;
By Anna C. Brackett.
Mathematical Discoveries of the Century;
By Prof. E. T. Quimby.
One Hundred Years of Educational Progress;
By J. C. Stockbridge, D.D.

BIOGRAPHICAL SKETCHES OF EMINENT EDUCATORS.

Prof. Alpheus Crosby, author of Greek Grammar, etc.;
By D. B. Hagar, Salem State Normal School.
Rev. Henry Dunster, the First President of Harvard:
By J. C. Stockbridge, D.D.
Hon. John Kingsbury;
By Prof. R. A. Guild, LL.D.
"Louis Agassiz, Teacher";
By Hiram Orcutt, A. M.
Increase Mather;
By J. C. Stockbridge, D.D.
My Old Schoolmaster—Cyrus Comstock;
By Prof. Tayler Lewis, LL.D.
Ezra Stiles, President of Yale College;
By J. C. Stockbridge, DD.
James Manning, D.D., Founder of Brown University;
By J. C. Stockbridge, D.D.
William Wilkinson;
By Reuben A. Guild, LL.D.

ON FEMALE EDUCATION.

Examinations for Women;
By Thomas Wentworth Higginson.
Woman in the Public Schools;
By Mrs. Ednah Cheney.
Modern Syrian Views in Regard to Female Education;
By Rev. Henry Jessup.
Boston Woman's Education Association—A full account of the organization.
Sewing in the Public Schools;
By Miss Sarah J. Baker, Prin. Dudley High Sch. for Girls.
A Fair Chance for Girls, or a Word for American Women;
By Rev. J. R. Herrick, S.T.D.
Sewing in the Public Schools;
By Miss Elizabeth S. Emmons, Boston.
Sewing in Winthrop School;
By Robert Swan, Principal.
A Word for the Girls;
By M. C. Fairman.
Too Many Female Teachers;
By Hiram Orcutt, author of Teachers, Manual.
A Plea for Justice; by B. L. Y.
The Employment of Female Teachers—A rejoinder to Pres. Eliot.
Wellesley College—A sketch of this new Female College.
The Place of Woman in our Public Schools;
By Mrs. Edna Cheney.
Women as School Officers.
Length of Service of Teachers—A reply to President Eliot;
By T. W. Higginson.

The Radical Defect of our Public Schools;
By. J. E. Vose.
School Studies;
By Isaiah Dole.
Relations of the Church to Higher Education.
Hints to Young Teachers—A series of articles.
Lady Teachers' Associations.
The Study of Grammar;
By Prof. H. N. Day, author of Rhetoric, Æsthetics, etc.
The Teacher an Educator;
By A. G. Boyden, Prin. Bridgewater Normal School.
Our Sick Man and How to Cure Him;
By Dexter Hawkins.
Written Examinations;
By Mary M. Ide.
Education of Clergymen's Sons.
A Bit of Old Time Schools; by S. P. B.
Microscopical Measures;
By F. C. Clarke, M.D.
True and False Criticism of Schools;
By Daniel Leach, A.M.
Remarks on a paper, "A National University by President White, of Cornell University;
By President Andrews, of Marietta College.
The Teacher in Dreamland;
By Miss Anna C. Brackett.
Charles Kingsley on School Masters.
Organization of School Faculties;
By Samuel Eliot, LL.D.
Swimming;
By G. E. Channing.
The Place and Work of Academies in our System of Education;
By Prof. S. S. Greene, Brown University.
Squashipotence;
By G. S. Burleigh.
The Shape of the Soul—A logical puzzle;
By Prof. J. P. Lacroix.
What Next in our Common Schools?
By A. D. Mayo.
Education at the Centennial—Method proposed; read before American Association of Science by F. B. Hough.
The Pleasure of Study;
By Joseph Hall.
English Pronunciation;
By J. A. Shaw, Highland Military Academy, Worcester.

SCHOOL ARCHITECTURE.

Rogers High School, Newport, R. I.—(illustrated;) giving ground plans and elevation.
Harvard School House, Charlestown—(illustrated;) giving plans of various rooms.
Primary and Intermediate School House of Providence, R. I.
Coddington School House, Newport, R. I.—(illustrated.)
New Buildings of Illinois Industrial University, Champain, Ill.—(illustrated.)
Dudley Grammar School, Roxbury, Mass.—(illustrated.)
Hartford High School—(illustrated,)
The Morality of Externals—Hints on School Buildings;
By Geo. S. Burleigh.
Ventilation of School Houses—Report on the Schools of Providence.
Boston School Houses Forty Years Ago;
By Hon. J. D. Philbrick.

OUR WRITERS FOR 1876.

The list of articles which appeared in 1875, a part of which we have enumerated, may be taken as an indication of the variety and value of the contributions to be expected for 1876. It will be our aim to give original articles, by the best writers on educational matters, and not fill our paper with a republication of articles from other journals. We shall, however, select from our large list of educational exchanges, especially those from England, France, and Germany, such articles of merit as shall keep our readers conversant with the best educational thought of the world. Among the important contributors engaged for 1876, we would call especial attention to the following:

Prof. W. D. Whitney, Ph.D., of Yale College, stands first among the philologists, not only of this country but of Europe. Anything from his pen will be highly prized by every educator. We have engaged from him *a series of articles on English Grammar.*

President Noah Porter, LL.D., of Yale College, has given us one very important contribution,—"Methods of Classical Study." We expect to give our readers his views of the "Coëducation of the Sexes"—a live question treated by a master-hand.

E. C. Gardner, Author of "Illustrated Homes," Church Architecture, etc., will furnish a series of ten or twelve articles on School Architecture, Light, Heat, Ventilation, Teachers' Homes, Garden Plots, etc., etc. Mr. Gardner's writings have attracted the attention of thousands of readers, as a remarkably clever and instructive author and artist. His quaint humor running through all his writings make them *truly enjoyable.*

Hon. William T. Harris, Superintendent of Public Schools of St Louis, stands first as an essayist on School Pedagogy. His articles will awaken the interest of all intelligent educators as they appear throughout the year.

Miss Anna C. Brackett, of New York, whose labors as a writer and teacher have placed her in the front rank of educational workers in America, and whose efforts in behalf of justice to her sex in the public schools entitle her to the loving respect of all true men and women, will continue as a regular writer for the Journal.

Hon. J. P. Wickersham, LL.D., the distinguished State Superintendent of Pennsylvania, whose services for education in that State have rendered him the standard-bearer of the Middle States, and the great advocate of an educational exhibit at the Centennial, will enrich our columns with his ripe judgment, and clear utterances of educational truth.

Prof. W. F. Phelps, of Minnesota, the author of "Teachers' Hand-book," and other works, will be a regular contributor to our columns. Mr. Phelps' reputation as a writer and speaker are too well known to need comment.

A series of 12 articles on Early American Literature, will appear from the pen of Prof. J. A. Beattie, of Ohio, who has given much time and study to this subject.

C. C. Perkins, Esq., of Boston, Chairman of the Committee on Drawing, will contribute several articles on topics under his careful study.

A series of articles on the proper methods of teaching Greek and Latin, will attract much attention, as presenting new and radical views on this important topic, and answering many objections to present methods. The authors' names we are not now at liberty to mention.

In Natural History and Science, the readers of the Journal have enjoyed the able and interesting papers of Prof. Sanborn Tenney of Williams College, Prof. D. W. Hoyt, I. F. Cady, W. W. Bailey, Prof. Thompson, and others, who will continue to instruct in this Department.

On Art and Drawing we need only mention the names of Walter Smith, Esq., and C. B. Stetson, Esq., to assure perfect satisfaction in this Department.

L. W. Russell, Esq., will write a series of articles on English Composition, a subject treated with rare success in his hands.

Historical and other subjects will be ably presented by the distinguished American historian, Prof. Geo. W. Greene, and by the no less eminent essayist and critic, T. Wentworth Higginson.

Kindergarten Instruction has its earliest and ablest advocate in America, in Miss Elizabeth P. Peabody, of Massachusetts, and her name will be a tower of strength to those who seek guidance and inspiration in this most delightful department of child-teaching. We regard it as a matter of great good fortune to our readers, and to the cause of education, that Miss Peabody should consent to unite the *Kindergarten Messenger* to the Journal, and thus furnish to her own readers as well as to ours, the double advantage of each paper with its varied excellences. Miss Peabody will edit one page weekly with her own contributions, and with home and foreign correspondence, thus giving to the parents of the children, as well as teachers, a most valuable auxiliary to home training.

Our Foreign Correspondence will be remarkably full and interesting, as will be seen from the fact that we have secured Prof. W. E. Griffis to write of Japan and China; Mrs C. B. Thomas and Rev. R. A. Hume, of India; Rev. George Constantine, of Greece and Turkey; Dr. Bikkers, of England, Germany, and Holland; Prof. C. H. Gates, of France, Italy, Switzerland, Spain; Rev. W. S. Alexander, of Italy, and others. An American lady teacher in Berlin, will give interesting letters from the German Schools.

The Mathematical Department will be conducted by Prof E. T. Quimby, of Dartmouth College, and connected with the United States Service.

Prof. Harris R. Greene, of Worcester, Mass., will continue in charge of the Language Department.

Mrs. Slade, the editor of our Department of Dialogues, and School Entertainments, is unrivaled in her chosen field, and the character and amount of her work has aided powerfully in giving the Journal its popular rank. Mrs. Slade will add new features of interest to all teachers during the coming year. With a host of friends this is the most attractive page of our paper, and in saying this, we are only giving to it the honor due for able editorship.

The Primary and Grammar departments will be filled with articles suited to the practical wants of teachers in their general as well as daily preparation for work.

A series of illustrated articles of the best schools and school edifices in the country will appear.

We have also in preparation a series of articles containing biographical sketches of distinguished American educators, living and dead. These articles will be illustrated by a fine engraving of the person whose life is given, the whole forming a gallery of eminent men and women. This feature is highly commended in advance by United States Commissioner Eaton, and many others of the leading names among our active educators.

Normal instructors will be interested in a series of articles on the philosophy of education, to be prepared by one of most eminent New-England normal principals.

We have a series of articles on American Colleges, which will appear during the year of 1876, written by an experienced educator.

Francis Adams, Esq., of Liverpool, the author of "The Free School System of America," will contribute articles on the English Free Schools and their working.

Prof. Tayler Lewis, LL.D., and Rev. A. D. Mayo, will furnish articles on Moral and Religious Education.

Among other writers engaged are Gen. John Eaton, Hon. J. D. Philbrick, Hon. B. G. Northrop, Hon. Newton Bateman, C. B. Stetson, Miss N. C. Wentworth, Prof. D. B. Hagar, J. M. Gregory, LL.D., Prof. Hiram Orcutt, Geo. B. Emerson, LL.D., G. S. Burleigh, W. W. Bailey, J. W. Dickinson, I. F. Cady, F. S. Jewell, Ph.D., D. W. Hoyt, President I. W. Andrews, LL.D., Mary H. Leonard, J. C. Stockbridge, D.D., Sarah E. Doyle, James E. Vose, Isaiah Dole, Levi W. Russell, Mrs. M. P. Colburn, W. A. Mowry, Walter Hoxie, Prof. N. T. True, A. F. Blaisdell, Celeste E. Bush, Hon. T. B. Stockwell, J. C. Greenough, A. G. Boyden.

FACTS AND FEATURES.

Size.—*The New-England* is printed on a sheet 30×46 inches, is made up in 16 pages, is folded, stitched, and trimmed. It is printed with clear new type on fine book paper with book ink, and is pronounced, typographically, the handsomest paper in New England. It is the largest educational paper in the world.

Weekly.—It is published every week. Unlike a monthly filled with long, dry essays, it comes fresh and full of practical helps to the teacher every Saturday. The teacher that could find no time to read a monthly, can always find time to read a weekly. It is not only a help but an inspiration. Every week the reader is brought in communion with the best teachers of the country, and learns their best ways of teaching.

Price.—Each weekly issue contains as much reading matter as a monthly issue of the common educational journal; or by actual measurement we give five times the amount of reading matter in a year that the monthlies do. Our price is *only twice* that of the monthlies, to wit, $3.00 per year in advance, postage prepaid by the publisher.

Auspices.—It is published under the joint auspices of the State Teachers' Associations of the six New England States, and the American Institute of Instruction. It has, through these associations, the most cordial support and endorsement of the best educators of New England.

Editors.—Its editor-in-chief is Hon. T. W. Bicknell, for six years State Commissioner of the Public Schools of Rhode Island. Each New-England State Teachers' Association appoints a state editor to edit, respectively, the department of each State. The editor-in-chief devotes his whole time to the work, and besides is assisted by the best talent procurable.

Consolidation.—Six publications have been bought out and merged in this; to wit, *Maine Journal of Education, Massachusetts Teacher, Rhode-Island School-Master, Connecticut School Journal, College Courant, and Kindergarten Messenger.* It is now the only educational paper in New England.

Field.—Although from New England it will be broad enough in its views, and comprehensive enough in its articles and discussions, to be of prime interest to every teacher in the United States. It will confine itself to no section and to no class of educators.

News.—Its educational news is fresh, condensed, comprehensive. We have secured correspondents in all parts of the world, so that we can fairly say that no where else can any one find such a valuable and complete summary of educational news.

Remit.—In remitting at your own risk, send in any way you choose; at our risk you can send a P. O. order (costing 10 cents), registered letter (costing 10 cents), or by bank check to our order. Should the money be lost when sent in any one of these three ways, we will be the losers.

Binders.—A file of our Journal nicely kept, will always be most valuable for reference. As so many desire to preserve the Journal, we have procured a most convenient binder in black muslin, beautifully embossed with gilt on the side with the name of the Journal, and both sides neatly stamped. This binder will hold the fifty numbers of the year. We furnish these to our subscribers at cost: $1.25. If sent by mail, 25 cents extra for postage.

Addresses.—All letters should be addressed to the N. E. Journal of Education, No. 16 Hawley Street, Boston, Mass. Your address should always be given in full. Never omit the State in giving your address.

Clubs.—We have decided to have no club rates whatever for 1876,—only one invariable price to all. We shall make a paper that shall be acknowledged to be worth the subscription price by every one who takes it and reads it. Should any, however, desire to secure subscribers, they will communicate with us by letter, and we will give them our schedule of cash commissions.

The Unsolicited and Unbiased Verdict of Educators in Regard to the New-England Journal of Education.

We have endeavored to make an educational paper that should meet the wants of teachers and every one interested in Education. During this, its first year, it has found its way into the hands of the best teachers from Aroostook of Maine to Southern California—from Florida to Vancouver's Island. Among the hundreds of opinions given we select the following:

MAINE.

Hon. Warren Johnson, State Supt. Public Schools of Maine:
Our teachers need a common fireside at which they can sit and inquiringly earn from each other; school officers need a ready channel of communication with each other: the people should have some frequent and reliable means by which they may know what educators are doing, and how they are doing it. In this Journal they find these desiderata.

A. P. Richardson, Principal High School, Bridgton, Me.:
I like the Journal much;—would not be without it for four times the price of subscrintion.

C. E. Blake, Principal Bovnton School, Eastport, Me.:
I think it the best paper of its class that I have ever seen. It is just what every teacher should have.

Rev. E. W. Byington, Member of School Com., Brunswick, Me.:
I have examined The New-England Journal of Education, and think it an excellent publication, and one very useful to teachers and other friends of education.

J. L. Chamberlain, LL.D., Pr. Bowdoin College, and ex-Gov. of Maine:
I concur in what Rev Mr. Byington has said with reference to the Journal.

Rev. Samuel F. Dike, Chairman of School Com., Bath, Me.:
I cordially recommend The New-England Journal of Education as a valuable aid to teachers in their work, and as an interesting paper, and hope all will be induced to subscribe for it.

From the Maine Farmer:
It should at least be in the hands of every teacher in the State.

NEW HAMPSHIRE.

Hon. J. W. Simonds, State Superintendent, N. H.:
I heartily concur in the establishment of a New England school journal.

Horatio O. Ladd, Principal N. H. State Normal School:
All success to you in your work. The paper grows better every week.

Prof. Hiram Orcutt, West Lebanon, N. H.:
It is just what is needed as a bond of sympathy and union between the several States whose interests and objects are the same.

M. B. Goodwin, Concord, N. H.:
All enlightened teachers within my knowledge recognize its great merits, regarding it as an invaluable assistant in the school-room work. It is an honor, as well as an invaluable helper to the school-room workers of New England. The teacher who does not patronize and study its columns may fairly be expected to be found in the rear in his profession. I have been in the work for many years, which has given me familiarity with all the educational periodicals and papers published in this country, and I am confident in affirming that in my judgment The New-England Journal of Education stands without rival in this field of journalism

James E. Vose, Francestown, N. H.:
The Dialogue Department has seemed to me thus far one of the best in the Journal. The matter has been well-chosen, attractive, varied, usable, elevating. I doubt if in the history of school literature of this sort so much and so satisfactory work has been done in the compass of a single narrow page a week.

John Scales, Principal of Franklin Academy, Dover, N. H.:
I have tried your paper four months: like it very much; in fact, I don't see how I can do without it.

From the Portsmouth Chronicle, N. H.:
It is, without doubt, the most valuable school journal before the public. It commends itself to teachers and likewise to every one interested in the education of the young.

VERMONT.

Rev. Martin E. Cady, A.M., Prof. Troy Conf. Acad., Poultney, Vt.:
It is highly gratifying that we now have a journal that commands the respect of broad and cultured minds. It is decidedly refreshing to see the vital topics of education discussed in a truly philosophical manner: to feel that the writer of an educational article is a person who really appreciates the facts that he treats upon, and has the depth of mind to perceive and reason from the underlying principles of culture

J. S. Cilley, Brandon, Vt.:
I trust that not only in New England, but all over the land, the Journal may receive the large support it so richly merits.

Hon. Edward Conant, State Superintendent, Vermont:
On this line is victory! You may expect the teachers of Vermont to respond to your call.

J. D. Bartley, Prin. High School, Burlington, Vt.:
Every New England teacher ought to take the Journal; indeed I do not see how any one who means to keep abreast with the times can get along without it. Am glad to know of the success you are having with it.

From the Express and Standard, Newport, Vt.:
Every teacher and head of a family ought to have this journal.

MASSACHUSETTS.

Hon. Joseph White, Sec'y Board of Education, Mass.:
I heartily approve of and rejoice in the new arrangement.

J. D. Philbrick, LL.D., Boston, Mass.:
I very cordially approve the plan of merging the several New England Educational Periodicals in one. and all the arrangements for carrying out the plan meet my hearty concurrence.

Hon. Geo. B. Emerson, LL.D., Boston:
I rejoice at the prospect of a new journal of education, to be conducted on the highest and most liberal principles; and I rejoice that Mr. Bicknell has consented to become the editor.

Prof. D. B. Hagar, Salem, Mass.:
The unanimous sentiment among Massachusetts teachers is warmly favorable to the new journal. The prospects are very promising.

Elbridge Smith, Prin. Dorchester High School, Boston:
I find the Journal my most welcome weekly visitor.

H. F. Harrington, Supt. Schools in New Bedford, Mass.:
It has sprung into being under the most favorable auspices, and has already exhibited such a measure of ability, freshness, and vivacity in its papers and editorials, and of invaluable fullness in its details of school affairs in the several New England States, as to give an admirable prestige of its future.

D. S. Farnham, Master of the Mason School, Newton Center, Mass.:
I have been pleased with the plan which gave rise to The New-England Journal of Education ever since its discussion at North Adams. Numbers one and two have more than met my expectations. These *alone* are worth the cost of the journal for three months.

H. Jones, Prin. of Grammar School, Hopkinton, Mass.:
If your succeeding issues equal the first in *pith* and *practicality*, I shall consider my subscription as the most profitable venture I have ever made.

A. G. Boyden, Prin State Nor. School, and Pr. Mass. State Teachers' Asso.:
It promises to be just such a periodical as teachers have long desired to have, and one which will be a welcome present in the family.

A. P. Stone, Superintendent Schools, Springfield, Mass.:
I will do all I can for it.

A. P. Marble, Superintendent Schools, Worcester, Mass.:
Worthy of the support of all friends of education.

J. A. Shaw, Principal of Highland Military Institute, Worcester, Mass.:
It may have its equal in our land; but if so, I do not know it.

From Zion's Herald, Boston, Mass.:
One of the handsomest quarto sheets of sixteen pages published in the country.

From the Congregationalist, Boston, Mass.:
It is decidedly stimulating to teachers and all interested in education to open The New England Journal of Education and run the eye down its columns. One not only finds a vast amount of school and educational intelligence, but also the best thoughts of leading minds, and many suggestions of great value, not only to teachers, but to all who prefer not to grow rusty. The success of this periodical is greater than its most sanguine advocates expected, and under its able management we expect to see it advance in prosperity. The wonder is how teachers, or any body else actively interested in education, can do without it.

RHODE ISLAND.

Hon. T. B. Stockwell, Com. Public Schools, Rhode Island:
Rhode Island teachers endorse, and will heartily sustain the new movement.

Thos. Wentworth Higginson, Ch. Board Exs. R. I. Normal School:
As one officially connected, in one way or another, with our public school system. I have often regretted the inevitable feebleness of our State educational periodicals. The teachers, being preoccupied with their work in school, cannot give their freshest hours to their editorial work, and the need of some concentrated effort had become very clear I am glad that the New-England Journal of Education begins its career so auspiciously.

C. H. Fisher, Member State Board of Education, R. I.:
I must say that you are sending forth the most spicy, vigorous, and instructive educational journal in the whole country.

Prof. J. C. Greenough, Prin. State Normal School, Providence, R. I.:
The selection of Hon. T. W. Bicknell as editor of the New-England Journal of Education is one of the highest guarantees of its excellence. It is a very important aid in the work of popular instruction, and deserves the support of every teacher.

W. A. Mowry, Prin. Eng. and Class. High School, Providence, R. I.:
The establishment of such a journal, to be the exponent of New England ideas in education, will, I trust, mark an important era in the march of improvement in public and private institutions of learning.

Wm. V. Slocum, Prin. Public Schools, Phenix, R. I.:
I cannot afford to lose a single paper. I had rather lose a meal a day than be without the Journal.

CONNECTICUT.

Hon. B. G. Northrop, Secretary Board of Education, Conn.:
This union of school journals in one able paper, to be published weekly, meets my cordial approval and warm support.

J. O. Averill, Pomfret Centre, Conn.:
It is continually growing in my estimation.

From the Register, New Haven, Conn.:
It is emphatically *the* Educational Journal of New England, and we wish the enterprise all the success the new undertaking, so meritoriously begun, can command.

Elizabeth McArthur, Hawleyville, Conn.:
I find the Journal a continual source of inspiration for my work, and hardly know what I should do without it.

I. N. Carleton, Prin. Connecticut State Normal School:
Good, *better*, BEST, epitomizes the progress of your excellent journal from its start until now.

Ariel Parish, Supt. of Schools, New Haven, Conn.:
I cannot express the great satisfaction I feel in the prospect of a New England school journal that shall be worthy of the name. I give you my hand and heart in the new enterprise.

R. G. Hibbard, Prof. of Elocution, Wesleyan Univ., Middletown, Conn.:
I am greatly interested in the success of your journal, and the numbers already received give promise of a brilliant career.

Prof. H. N. Day, New Haven, Conn.:
I am gratified to hear of the success of the New-England; it deserves it.

NEW YORK.

Jonathan Tenney, Deputy State Supt. Public Schools, New York:
You are making a "splendid thing" of your New-England Journal of Education. It improves. As a New-Englander, I am proud of it. I hope that this best weekly of all our educational journals will get a large increase in power and in pecuniary reward.

Asher B. Evans, Prin. Lockport (N Y.) High School:
I am satisfied that it is the freshest and most desirable journal for teachers who wish to drink from a *living spring*.

Albert B. Watkins, Ph.D., Prin. Hungerford Collegiate Institute, N. Y.:
I consider it one of the very best of the educational papers in the country.

Prof. F. S. Jewell, Ph.D., Poughkeepsie, N. Y.:
I like the *consolidation* and the *weekly* issue. With the qualifications of the proposed management and the "sinews of war," it will surely succeed.

Prof. E. A. Sheldon, State Normal and Training School, Oswego, N. Y.:
I am already overloaded with educational periodicals. I consider this, however, the best of all that come to me.

Ida P. Whitcomb, 82 Pierrepont street, New York:
It seems to me it is just what such a journal should be.

W. H. Landon, Prin. Union Free School, Keeseville, N. Y.:
Send me every No. from January 1. I have seen one copy, and if the rest are like it I do not wish to miss one number.

Rev. W. O. Cushing, Trumansburg, N. Y.:
I like it very much.

N. T. True, Normal School, Oswego, N. Y.:
I hail the weekly Journal with great pleasure.

From the Journal of Education, Brooklyn, N. Y.:
The New-England Journal of Education, Boston, Mass., is without doubt the most complete and efficient educational journal in America. The high standing, experience, and literary capacity of its writers and contributors make it possible to combine the best elements in such a paper with versatility, a most desirable thing to do.

NEW JERSEY.

Hon. Ellis A. Apgar, State Supt. of Public Inst., Trenton, N. J.:
It is ably edited, and printed in good style.

Rev. Geo. W. Horton, Quakertown, N. J.:
Permit me to add that the New-England is the best educational paper I have ever had the pleasure of reading.

LeRoy F. Griffin, Prin. Peddie Institute, Hightstown, N. J.:
I consider it our most reliable educational publication. Containing suggestions applicable to all grades of schools, no live teacher can afford to do without its assistance.

Mattie Case, Bloomfield, N. J.:
The place of the Rhode Island Schoolmaster must be filled, and I think it will be, completely, by your new journal. We, exiled New Englanders, like to hear from the home of our infancy once in a while, besides liking to have our ideas stirred up.

PENNSYLVANIA.

F. A. Allen, Mansfield, Pa.:
The New-England Journal of Education is the most *satisfactory* publication in the educational field. I have long desired to see a weekly issue that could reach our teachers while actively engaged in their work.

H. S. Jones, Superintendent of Schools, Erie, Pa.:
The New-England Journal of Education is *acceptable to all classes of teachers.* It is fresh, sharp, and progressive.

OHIO.

John B. Peaslee, Supt. Cincinnati Public Schools, Ohio:
The New-England Journal of Education is one of the best educational publications in this country. I heartily recommend it to all teachers.

Geo. A. Carnahan, Principal Public Schools, Cincinnati, O.:
I consider the New-England Journal as indispensable in professional work. I believe it is the best educational enterprise ever conceived.

Hortense G. Snyder, Springfield, Ohio:
It is what every teacher needs to keep her wide-awake and interested in all educational problems and reformation.

H. W. N. Hoyt, Supt. Bainbridge Union School, Ross Co., Ohio:
Am glad to see so much interest manifested by the New-England Journal in all that advances the interest of our public schools and the teachers who are to supply them.

John C. Ridge, Prof. of Elocution in Public Schools, Cincinnati, O.:
I regard the New-England Journal as the best periodical for teachers published in America.

G. W. Tyler, Prin. 21st District School, Cincinnati, O.:
I take the New-England Journal, and as an educational journal I regard it as one of the best in the country.

Theo. B. Comstock, Cleveland, O.:
Our western teachers are profuse in their praise of the Journal.

J. A. Jackson, Supt. Springfield Public Schools, Ohio:
I believe The New-England Journal of Education the most able and authoritative educational publication in the country, and almost indispensable to any one designing to rise in the profession.

perusal of The New-England Journal of Education seems to denote that it has really combined the talent of the journals merged into it.

A. J. Rickoff, Supt. Cleveland Schools, Ohio:
The last number of the New-England Journal of Education is the best I have ever seen of any educational publication.

IOWA.

J. George, Horton, Bremer Co., Iowa:
I think it is just the paper every live teacher should have.

Henry Sabin, Supt. of City Schools, Clinton, Iowa:
I think you are giving us the best educational journal of the Union.

Wilson Palmer, Supt. of Public Schools, Ottumwa, Iowa:
A promising start. It has already found its way into Iowa, and made for itself an excellent impression.

C. P. Rogers, Supt. of Public Schools, Marshalltown, Iowa:
The Journal is doing great good, and I wish it the most abundant success.

E. P. Rowell, Prin. of High School, State Center, Iowa:
It should be on the table of every teacher.

ILLINOIS.

John Hull, Supt. of Schools, McLean Co., Ill.:
I am much pleased with it Your "new departure" must certainly meet with favor throughout the New England States, and will be hailed with pleasure by many Western readers.

COLORADO.

Aaron Gove, Supt. of Schools, Denver, Colorado:
Your Journal is the best.

MINNESOTA.

Wm. F. Phelps, Prin. State Normal School, Minnesota:
The establishment of The New-England Journal of Education as a weekly publication I regard as an event that marks an epoch in the progress of American education, and the Journal itself as eminently worthy of the confidence of the friends of the cause everywhere. The great ability and the practical character both of its editorial and contributed articles especially adapt it to the hearty support of the educational workers of Minnesota, and indeed of the whole country.

L. Wright, County Superintendent, Minnesota:
The New-England Journal of Education meets the needs of the teacher in his daily work. It is newsy, up with the times, full of suggestions to provoke thought, and in brief and concise articles it discusses the questions bearing upon the educational problem.

J. L. Noyes, Supt. Minn. Inst. for Deaf, Dumb and Blind, Faribault, Minn.:
I rejoice in its appearance, in its prospects, in its aims, and the large ability it displays.

MICHIGAN.

Joseph C. Jones, Supt. of Schools, Pontiac, Michigan:
Its value increases with each week's issue.

B. M. Reynolds, Michigan:
Your enterprise is a grand one, and I hope you will meet with large success.

NORTH CAROLINA.

Jas. S. Kennedy, Weaverville, Buncombe Co., N. C.:
After reading the Journal for some months, I am constrained to acknowledge it the ablest journal of the kind I ever met. It must do good, and will be acceptable to teachers.

NEBRASKA.

W. E. Wilson, Prin. State Normal School, Peru. Nebraska:
I have never been so much pleased with anything in the line of teachers' journal before. I place it in the reading room of the school, and it is much read.

From the Nebraska Teacher, Nebraska:
With such able managers and such strong backing, it ought to be a success.

GEORGIA.

B. Mallon, Supt. Public Schools, Ga.:
Your journal is a welcome visitor, and it would be welcome even if it came oftener than once a week. I think you were wise in combining your several New England papers and all your energies.

C. W. Francis, Librarian Atlanta University, Ga:
We had not felt that we could afford to continue it, but it is so valuable a periodical that we cannot easily dispense with it. With best wishes for the success of the enterprise, and kind regards to you personally, I am, etc.

TEXAS.

Jas. T. Briggs, Supt. Schools, Bexar County, Texas:
I like you for your birthplace; I like you for your education; I like you for your expression of that education which has furnished educated men for all Christendom.

MISSISSIPPI.

S. P. Vashorne, Alcorn University, Rodney, Miss.:
Wishing you God-speed in your noble efforts, I pledge my earnest endeavors in behalf of the Journal and the cause it seeks to elevate.

MISSOURI.

W. T. Harris, Supt. St. Louis Public Schools, Mo.:
I have no doubt of the eminent success of the paper, and can cordially recommend it to teachers.

G. A. Chapman, Co. School Supt., Chillicothe, Livingston Co., Mo.:
Received to-day a copy of the New-England Journal of Education, and I must say that it is the best educational paper I am acquainted with. Every teacher should have it.

Mrs. Gustie Hanna, Booneville, Mo.:
I have read the New-England Journal again and again, and it will be of constant use to me.

From the Fairfield Chronicle, Missouri:
We most heartily recommend it to both teacher and the general reader as a most valuable accession to our list of weekly journals.

KENTUCKY.

Geo. A. Yates, Principal of Third District, Covington, Ky.:
I consider it the best school journal I have ever read, and take pleasure in recommending it to my many friends and acquaintances through Kentucky and the West.

Benj. D. Best, Principal of First District, Covington, Ky.:
The New-England Journal is the best educational journal I have ever read; just the paper wide-awake teachers have needed for years.

SOUTH CAROLINA.

Hon. D. H. Chamberlain, Governor of South Carolina:
I enclose subscription to the Journal of Education for one year. I trust you will succeed in your new work.

Virgil C. Dibble, Charleston, S. C.:
Allow me to say that I prize the Journal very highly, and would not willingly be deprived of its weekly visits. The editor and publisher deserve the congratulations of all friends of education.

CALIFORNIA.

J. H. Sumner, Prin. Franklin Gram. School, East Oakland, Cal.:
I have read the practical and suggestive articles of the New-England Journal of Education during the past six months, and I wish to acknowledge the pleasure and profit that I have derived from its columns. Be assured that there are many on this coast that are proud to claim New England as their alma mater, and who appreciate your efforts to sustain and elevate the standard of mental culture and refinement among teachers.

From the Los Angeles Express, California:
As the organ of the eddcational interests of New England, the birthplace of our renowned public schools, it will have the cordial support of hosts of men whose names are household words in almost every school district in the United States, and whose aid is a guaranty of success. The fact that the paper will appear weekly is a cheering evidence of the increasing interest felt by the public in all that concerns the welfare of our schools.

Miss K. F. Leffler, San Jose, California:
I am glad to say that I am one of the readers of The New-England Journal of Education; I think it is a GEM.

C. W. Childs, Superintendent of Schools, Solano Co., Cal.:
You are publishing the best educational journal in the United States.

WISCONSIN.

S. R. Winchell, Prin. High School, Milwaukee, Wis.:
I am frank to say that I think it is the nearest approach yet made to the real needs of our schoolmaster army. The idea of the *weekly* is the great one in this enterprise.

A. Markham, Prin. Milwaukee (Wis.) Academy:
I wish the journal might be received by every teacher in the land. Its columns contain matters of interest which no live teacher can afford to lose.

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